



## New Mexico Common Course Assessment Reports Form

Reporting Institution: Central New Mexico Community College

New Mexico Common Core Area: Social/Behavioral Sciences

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)

Academic Year of Assessment: 2015-2016

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"/>

Submission Date: June 2, 2017

Institution Course Number: See crosswalk below

NM Common Core Number: See crosswalk below

Submitted by: Ralph Trimnell

### SOCIAL/BEHAVIORAL SCIENCES CROSSWALK

CNM COURSE#	NMCCN	Course Name
SOC 1101	SOCI 1113	Introduction to Sociology
SOC 2211	SOCI 2113	Social Problems
SOC 2225	SOCI 2213	Sociology of the Family

SOC 2213	SOCI 2113	Deviant Behavior
PSY 1105	PSYC 1113	Introduction to Psychology
PSY 2200	PSYC 1113	Statistical Principles
PSY 2231	PSYC 1113	Human Sexuality
PSY 2233	PSYC 1113	Psychology and Film
PSCI 1110	POLS 1113	The Political World
PSCI 2200	POLS 1113	U.S. Politics
ECON 1101	ECON 2113	Introduction to Economics
ECON 2200	ECON 2113	Macroeconomics
ECON 2201	ECON 2123	Microeconomics
CST 1150		Introduction to Cultural Studies
ANTH 1101	ANTH 1113	Introduction to Anthropology

### **Description of Assessment Procedure:**

#### ***Sociology:***

In the Spring 2015 semester, roughly nine instructors participated in actively assessing 835 CNM students currently taking 1000 and 2000-level Sociology classes. Initially, the department set a target to improve assessment administration in the classroom and improve student scores in Critical Analysis and Effective Communication. The Sociology department met both target goals; first, sociology faculty specified when in the semester the assessment assignment was to be distributed to students. The department also agreed to inform students of the assessment procedure, the scoring rubric and to make the assessment assignment a graded element in each class

#### ***Psychology:***

In the Spring 2015 semester, roughly 12 instructors participated in actively assessing 530 CNM students currently taking 1000 and 2000-level Psychology classes. Initially, the department set a target to successfully assess student learning using LALA and accurately record assessment data. The Psychology department reported that the majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (students scored a '2' or a '3').

#### ***Political Science:***

In the Spring 2015 semester, a few instructors participated in actively assessing 135 CNM students currently taking 1000 and 2000-level Political Science classes. Initially, the department set a target to increase the number of students assessed and to decrease the number of students scoring a zero in the assessment criteria. The Political Science department reported that the percent of zero scores in the 2015 assessment were much lower than what was reported in the previous year's assessment thus successfully meeting their target.

**Economics:**

In the Spring 2015 semester, approximately four instructors participated in actively assessing 313 CNM students currently taking 1000 and 2000-level Economics classes. Initially, the department set a target to participate in LALA. The Economics department met this target by participating and assessing a large number of students.

**Cultural Studies:**

In the Spring 2015 semester, roughly three instructors participated in actively assessing 67 CNM students currently taking 1000-level classes. Initially, the department set a target to increase the number of students assessed and decrease the number of students scoring a zero in the assessment criteria. The Cultural Studies department met these targets first by assessing 57 more students than had been assessed the previous year; second, they met their target to increase student scores and reported that all students assessed in 2015 received at least a score of '1' in Critical Analysis and Effective Communication skills.

**Anthropology:**

In the Spring 2015 semester, four instructors participated in actively assessing 195 CNM students currently taking an Introduction to Anthropology class. Initially, the department expected to assess more students than were assessed in the previous year. The anthropology department successfully met this expectation through the collection of data on 36 more students in 2015 than in the previous year's assessment. Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A).

**Report of Assessment Data and Results:****Sociology:**

Assessment Categories & Score	2016 All Students	2015 Sociology	2016 Sociology
CA1			
0	.5%	1.7%	
1	10.4%	10.2%	9.7%
2	30.9%	36.6%	34.7%
3	58.2%	51.5%	55.6%
CA2			
0	2.7%	3.2%	2.6%
1	13.1%	12.6%	10.8%
2	34.4%	42.0%	38.8%
3	49.7%	42.2%	47.8%
CA3			
0	3.0%	5.1%	2.3%

1	17.0%	19.5%	19.0%
2	38.0%	47.3%	46.3%
3	42.0%	28.1%	32.3%
AVG CA	2.3		2.3
DSCA1			
0			3.0%
1			13%
2			33.%
3			23.5%
DSCA2			
0			.4%
1			7.6%
2			31.5%
3			33.0%
EC1			
0	1.9%	1.4%	
1	11.8%	8.7%	9.1%
2	35.1%	45.4%	39.5%
3	51.1%	44.5%	51.4%
EC2			
0	2%	1.4%	.4%
1	11.4%	9.2%	10.5%
2	31.5%	40.1%	29..7%
3	55.1%	49.3%	59.4%
AVG EC	2.4		2.5
DSEC1			
0			4.4%
1			12.5%
2			30.0%
3			25.6%
DSEC2			
0			3.6%
1			12.6%
2			29%
3			26.3%
	N 3443	784	835

**Psychology:**

Assessment Categories & Score	2016 All Students	2016 Psychology
CA1		
0	.5%	
1	10.4%	18.1%
2	30.9%	30.2%
3	58.2%	51.7%
CA2		
0	2.7%	6.6%
1	13.1%	28.3%
2	34.4%	34.3%
3	49.7%	30.8%
CA3		
0	3.0%	10.0%
1	17.0%	30.6%
2	38.0%	32.5%
3	42.0%	27.0%
AVG CA	2.3	2.0
EC1		
0	1.9%	4.7%
1	11.8%	24.3%
2	35.1%	37.9%
3	51.1%	33.0%
EC2		
0	2%	3.9%
1	11.4%	19.7%
3	55.1%	31.1%
AVG EC	2.4	2.0
N	3443	530

**Political Science:**

Assessment Categories & Score	2016 All Students	2015 Polisci	2016 Polisci

CA1			
0	.5%	9.5%	
1	10.4%	38.1%	3.7%
2	30.9%	33.3%	23.0%
3	58.2%	19.0%	73.3%
CA2			
0	2.7%	14.3%	
1	13.1%	23.8%	8.1%
2	34.4%	47.6%	25.9%
3	49.7%	14.3%	65.9%
CA3			
0	3.0%	28.6%	
1	17.0%	28.6%	10.4%
2	38.0%	28.6%	39.3%
3	42.0%	14.3%	50.4%
AVG CA	2.3		2.6
EC1			
0	1.9%	9.5%	
1	11.8%	42.9%	8.1%
2	35.1%	23.8%	33.3%
3	51.1%	23.8%	58.5%
EC2			
0	2%	23.8%	
1	11.4%	19.0%	10.4%
2	31.5%	23.8%	20.7%
3	55.1%	33.3%	68.9%
AVG EC	2.4		2.5
N	3443	21	135

**Economics:**

Assessment Categories & Score	2016 All Students	2016 Economics
CA1		
0	.5%	1.9%
1	10.4%	10.5%
2	30.9%	31.0%
3	58.2%	56.5%

CA2		
0	2.7%	1.3%
1	13.1%	9.3%
2	34.4%	36.4%
3	49.7%	53.0%
CA3		
0	3.0%	4.8%
1	17.0%	24.6%
2	38.0%	32.6%
3	42.0%	38.0%
AVG CA	2.3	2.3
EC1		
0	1.9%	2.2%
1	11.8%	9.6%
2	35.1%	40.9%
3	51.1%	47.3%
EC2		
0	2%	2.6%
1	11.4%	11.8%
2	31.5%	36.4%
3	55.1%	49.2%
AVG EC	2.4	2.3
N	3443	313

**Cultural Studies:**

Assessment Categories & Score	2016 All Students	2015 Cultural Studies	2016 C & C Studies
CA1			
0	.5%	10%	
1	10.4%	0%	3%
2	30.9%	0%	7.5%
3	58.2%	90%	89.6%
CA2			
0	2.7%	10%	
1	13.1%	10%	1.5%

2	34.4%	0%	10.4%%
3	49.7%	80%	88.1%%
CA3			
0	3.0%	10%	
1	17.0%	10%	3%
2	38.0%	0%	10.4%
3	42.0%	80%	86.6%
AVG CA	2.3		3.0
EC1			
0	1.9%	0%	
1	11.8%	10%	1.5%
2	35.1%	50%	13.4%
3	51.1%	40%	85.1%
EC2			
0	2%	0%	
1	11.4%	0%	6%
2	31.5%	10%	14.9%
3	55.1%	90%	79.1%
AVG EC	2.4		2.9
N	3443	10	67

**Anthropology:**

Assessment Categories & Score	2016 All Students	2015 Anthropology	2016 Anthropology
CA1			
0	.5%	13.8%	
1	10.4%	7.5%	7.2%
2	30.9%	13.2%	26.7%
3	58.2%	65.4%	66.2%
CA2			
0	2.7%	11.3%	3.1%
1	13.1%	4.4%	9.2%
2	34.4%	21.4%	27.7%
3	49.7%	62.9%	66.2%
CA3			
0	3.0%	10.7%	.5%
1	17.0%	5.0%	11.8%



2	38.0%	22.0%	31.8%
3	42.0%	62.3%	56.4%
AVG CA	2.3		2.5
DSCA1			
Not Assessed			84.1%
3			15.9%
DSCA2			
Not Assessed			84.1%
2			3.2%
3			12.7%
EC1			
0	1.9%	10.1%	2.6%
1	11.8%	2.5%	7.8%
2	35.1%	10.1%	30.1%
3	51.1%	77.4%	59.6%
EC2			
0	2%	10.1%	2.6%
1	11.4%	6.3%	6.7%
2	31.5%	11.9%	26.9%
3	55.1%	71.7%	63.7%
AVG EC	2.4		2.5
N	3443	159	195

### Analysis and Interpretation/Reflection on Results or Trends:

#### *Sociology:*

The sociology department reported that the majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (students scored a '2' or a '3'), and compared to the previous year a lower percentage of students received a score of '0'. Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A) and a common assessment assignment.

#### *Psychology:*

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). The LALA process revealed that assessing students in online classes requires some level of adaptation and revision to the assessment process. The psychology department also intends to continue revising and strengthening teaching practices that will prepare students to move beyond the basic levels of Critical Analysis and Effective Communication skills. Further, they will continue to discuss new assessment assignments that will increase interest in faculty desire to participate as well as student desire to complete the assignment.

***Political Science:***

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). According to the Political Science LALA results (p. 34), the student assessment scores reported in 2016 were higher than those reported in 2015. Most notably, fewer students assessed in 2015 received a score of zero in Critical Analysis skills and Effective Communication than in the previous year's assessment. This demonstrates student improvement in both emerging Critical Analysis and Effective Communication skills.

***Economics:***

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). According to the Economics LALA results (p. 20), the overwhelming majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (most scored a '2' or '3' on each criteria). Economics faculty assess students in online courses modified their assessment slightly due to the logistic differences of assessing online compared to in-person. Their initial LALA results provide support for the idea that the assessed students taking economics in 2015 (both online and in-person) were judged by their instructors to have at least a basic-level of competency in these skill areas.

***Cultural Studies:***

Each instructor assessed students' Effective Communication and Critical Analysis skills with different assignments and different scoring rubrics (for more detailed information on these tools, please contact the department coordinator directly). According to the Cultural Studies LALA results (p. 18), there was variation in student skills. Overall, students who were assessed demonstrated an increase in Critical Analysis skills and a slight decrease in Effective Communication. Most notably, fewer students assessed in 2015 received a score of zero in Critical Analysis skills and Effective Communication than in the previous year's assessment. This demonstrates student improvement in both emerging Critical Analysis and Effective Communication skills.

***Anthropology:***

According to the Anthropology LALA results (p. 13), the student assessment scores reported in 2016 were higher than those reported in 2015. Average Critical Analysis scores were slightly higher in 2015 compared to the previous year; average Effective Communication scores were also slightly higher. Most notably, fewer students assessed in 2015 received a score of zero in Critical Analysis skills than in the previous year's assessment. This demonstrates student improvement in emerging Critical Analysis skills.

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

Moving forward, the sociology department will focus attention on maintaining strong levels of Critical Analysis required in classes and improve measurement of students' Effective Communication skills. To accomplish these things, the sociology department is revising the assessment assignment and implementing a pre-test/post-test design. The department has also planned to develop and film a short skit example that will demonstrate using Critical Analysis in reading a fundamental sociological work. The film will be made available to instructors who are interested in providing students with a

visual tool to better understand assessment expectations.

Overall, the Sociology faculty agree that there is some value in the LALA data and process. Faculty will continue working toward an assessment that will yield valuable information. They have several meetings and discussions planned that will address best practices and refining the assessment tools/processes. Instructors who participated in the 2016 assessment were comfortable with some of the changes made by the LALA team to the data collection process, they appreciated clear instructions for data entry and were pleased with the support that they received from their LALA coordinator. Furthermore, they have already included General Education assessment criteria in the LALA and plan to assess numerous areas of student learning with only one set of assessment tools.

The sociology department reported that the majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (students scored a '2' or a '3'), and compared to the previous year a lower percentage of students received a score of '0'. Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A) and a common assessment assignment.

### ***Psychology:***

Overall, the Psychology faculty agree that they now have a better understanding of the assessment process and will strive to build an assessment that will yield more meaningful data on teaching and student learning. Faculty in the Psychology Department are not sure yet if there will be value in the assessment data gathered through the LALA assessment process, but it appears that they are willing to continue working toward an assessment that will yield valuable information. Overall, instructors who participated in the 2016 assessment were comfortable with some of the changes made by the LALA team to the data collection process, they appreciated clear instructions for data entry and were pleased with the support that they received from their LALA coordinator. Furthermore, they are very interested in combining the LALA and General Education assessments thus assessing student learning in numerous areas with only one set of assessment tools.

### ***Political Science:***

The Political Science faculty will strive to continue improving teaching to directly affect student communication skills. They note plans to incorporate more speeches, presentations and extra credit opportunities applicable to specific courses that will challenge students' Critical Analysis and Effective Communication skills. Their plans include requiring Effective Communication presentations, requiring a comprehensive examination of research policy to encourage Critical Analysis, and offering service learning opportunities that connect theory to practice.

Faculty in the Political Science Department are beginning to see some value in the assessment data gathered through the LALA assessment process. Overall, instructors who participated in the 2016 assessment were comfortable with some of the changes made by the LALA team to the data collection process, and they were pleased with the support that they received from their LALA coordinator. Furthermore, the department is interested in combining their LALA with the General Education assessment criteria, thereby assessing for both LALA and General Education in only one assessment process.

### ***Economics:***

Overall, the Economics faculty agree that they will need more assessment data over time before any meaningful conclusions can be drawn from LALA results. The 2015 LALA experience revealed their desire to focus on increasing their LALA participation rate. Faculty in the Economics Department firmly disagree that the LALA assessment process yields any value in understanding student learning. They note that the limitations of LALA methodology likely

misrepresent student learning at the class-level and LALA data results cannot be used to suggest any level of student learning attributable to individual instructors or departments. Overall, instructors who participated in the 2016 assessment were comfortable with some of the changes made by the LALA team to the data collection process, and some appreciated clear instructions for data entry but others are still quite dissatisfied. Furthermore, the Economics department does not envision combining LALA and General Education assessment and the department will likely maintain two separate assessments.

### ***Cultural Studies:***

Overall, the Cultural Studies faculty agree that they will continue to work toward a revision of their assessment rubric and strategies. Faculty intend to continue using the LALA assessment to also aid in measuring department student learning outcomes, and they are closely monitoring class results in light of pre-requisite policy changes. They suspect that the differences noted in student scores (2016) compared to the previous year is likely due, in part, to assessing different courses each year. This also means that the assessment assignments were also quite different. Further assessment is necessary in order to identify teaching successes and opportunities.

Faculty in the Cultural Studies Department are still struggling to see the value in data gathered through the LALA assessment process; one reason for this may be that they are still working to determine the best ways to effectively and consistently assess student learning. Overall, instructors who participated in the 2016 assessment were comfortable with the changes made by the LALA team to the data collection process, and they were very pleased with the support that they received from their LALA coordinator. Furthermore, the Cultural Studies faculty are open to incorporating General Education criteria into their LALA assignment or assessment;

### ***Anthropology:***

Anthropology faculty agree that, based on the 2016 scores for Critical Analysis (3), faculty will focus on directing classroom instruction toward enhancing student Critical Analysis skills. The department will continue to share strategies for teaching and directing student thinking. Faculty have suggested using an online application to create a real-time file sharing that will encourage instructors to share ideas and teaching strategies aimed at improving student Critical Analysis and Effective Communication skills. By having an open dialogue within the department and sharing best practices, the faculty also intend to refine and implement either a revised or new assessment tool.

Faculty in the Anthropology Department are beginning to see some value in the assessment data gathered through the LALA assessment process. Overall, instructors who participated in the 2016 assessment were pleased with the changes made by the LALA team to the data collection process, and they felt that they had adequate support from their LALA coordinator as they performed and completed the assessment. Furthermore, the Anthropology department is interested in modifying their current LALA assessment tool and rubric to include General Education criteria thereby eliminating the need to conduct two, separate, formal assessments.

Appendix A: **LIBERAL ARTS SCORING RUBRIC : CRITICAL ANALYSIS**

<p><b>Given new information, situation, and/or application, the student will:</b></p>	<p><i>Did it awesomely</i> Score = 3</p>	<p><i>Did it</i> Score = 2</p>	<p><i>Kind of did it</i> Score = 1</p>	<p><i>Didn't do it:</i> <i>Non-attempt or Emerging</i> Score = 0</p>
<p><b>Identify and critically consider the main issues, concepts, problems, and/or techniques.</b></p>	<p>Student explicitly, critically, and comprehensively considers all relevant material. Student identifies all relevant information necessary for mastery of the subject matter.</p>	<p>Student identifies, describes, applies, and/or clarifies relevant material to demonstrate a proficient understanding.</p>	<p>Student identifies relevant material but may struggle to describe, apply, or clarify the content.</p>	<p>Student uncritically identifies relevant material, offering no clarification, application, or description.</p>
<p><b>Incorporate more than one perspective (e.g. source, method, technique, and/or approach)</b></p>	<p>Student incorporates many diverse perspectives to demonstrate breadth of knowledge. Student clearly justifies her/his own view or approach. Analysis/application of other perspectives is consistently accurate and respectful. Student provides ample evidence of reflection and self-assessment.</p>	<p>Student incorporates some diverse perspectives, but the approach is limited. Student somewhat justifies her/his own view or approach. Analysis/application of other positions is usually accurate and respectful. Student provides some evidence of reflection and self-assessment.</p>	<p>Student incorporates a singular or very few perspective(s). Student begins to relate alternative views but the integration of multiple viewpoints lacks development. Student investigates or applies ideas in a limited way. Analysis/application of other views lacks accuracy in some areas. Student provides little evidence of self-assessment.</p>	<p>Student fails to incorporate or engage others' perspectives or discusses an incorrect perspective. Student adopts a single idea with little question and does not integrate alternatives. Student presents obvious ideas, avoids discomforting ideas, and or treats other positions superficially. Student provides no evidence of self- assessment.</p>
<p><b>Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing</b></p>	<p>Student demonstrates a comprehensive evaluation, analysis, interpretation, or synthesis. Student thoroughly examines and/or applies the viewpoints of experts.</p>	<p>Student develops a coherent evaluation, analysis, interpretation, or synthesis. Student accurately examines and/or applies the viewpoints of experts, but not comprehensively.</p>	<p>Student struggles to develop a coherent evaluation, analysis, interpretation, or synthesis. Student inaccurately or inconsistently examines and/or applies the viewpoints of experts.</p>	<p>Student offers little or no evaluation, analysis, interpretation, or synthesis. Student fails to examine and/or apply the viewpoints of experts.</p>

**LIBERAL ARTS SCORING RUBRIC: EFFECTIVE COMMUNICATION**

<b><i>In written, oral, numeric or visual formats, the student will:</i></b>	<i>Did it awesomely</i> Score = 3	<i>Did it</i> Score = 2	<i>Kind of did it</i> Score = 1	<i>Didn't do it:</i> <i>Non-attempt or Emerging</i> Score = 0
<b>Demonstrate organization and/or coherence of ideas, content, and/or formulas</b>	Material is sharply focused and organized. The student presents a logical organization of ideas around a common theme that demonstrates an advanced understanding of the subject matter.	Material is mostly focused and organized. The student presents logical constructions around a common theme that reflects meaning and purpose.	The student's ideas and organizational patterns reflect a common theme that demonstrates a basic understanding of the subject matter. Ideas are disorganized or may lack development in some places.	The material lacks focus and organization with few or no ideas around common theme. Student struggles to demonstrate her/his understanding of the subject matter.
<b>Produce communication appropriate to audience, situation, venue, and/or context</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a basic awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Struggles to demonstrate attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

<b>Produce communication appropriate to audience, situation, venue, and/or context</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a basic awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Struggles to demonstrate attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

**Appendix: Crosswalk of CNM Student Learning Outcomes to NMHED Competencies**

<b>CNM Outcomes (below) and NMHED Area IV: Social and Behavioral Sciences Competencies (right)</b>	1. 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	2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions	3. Describe ongoing reciprocal interactions among self, society, and the environment	4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments
Identify main issues, concepts, problems, and/or techniques	X	X	X	X
Incorporate more than one perspective, source, method, technique, and/or approach	X	X	X	X
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing	X	X	X	X
Demonstrate organization and/or coherence of ideas, content, and/or formulas	X	X	X	X
Produce communication appropriate to audience, situation, venue, and/or context	X	X	X	X