



New Mexico Common Course Assessment Reports Form

Reporting Institution: Central New Mexico Community College

New Mexico Common Core Area:

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment) ([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: 2013-2014

Submission Date: January 2015

Institution Course Number: FREN 1101; HIST 1101, 1102, 1161, 1162, 1181, 2240 & 2260; HUM 1111; SPAN 1101; MUS 1139 & 1140; PHIL 1110; PORT 1101; RLGN 1107; THEA 1122

NM Common Core Number ([link](#) to list of NMCC Numbers): HIST 1053, 1063, 1113, 1213 & 2113; MUSI 1113; PHIL 1113; RELI 1113; THTR 1013

Submitted by: Ursula Waln, Director of Student Learning Assessment

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:

In History, a 10-question multiple-choice quiz and assigned essays and presentations, scored using a common rubric, were used to assess all four of the State's competencies across 7 different courses. History faculty had established a performance expectation of at least 85% proficiency for the quiz and a mean score of 2.5 to 3.0 out of 4 for the essays and performances.

In Humanities 1111 Cultures and Civilization Ancient to Renaissance, an embedded assignment chosen by each instructor (e.g., essay, written report, response paper, or oral presentation) was used to assess State competency 1, Analyze and critically interpret significant primary texts and/or works of art. The faculty's goal was for 70% or more of students to achieve a score of 2 or above when scored using a common rubric.

In Modern Languages (French, Spanish & Portuguese), an online survey was used as an external and indirect measure of State competency 3, Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. The faculty was hoping to see an improvement of 5% from the baseline of 73% in how positively students view their abilities.

In Music, State competencies 1 (Analyze and critically interpret significant primary texts and/or works of art), 3 (Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives), and 4 (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) were assessed in all sections of MUS 1139 and 1140. A concert report was used to assess competency 1, and an embedded question was used to assess competencies 3 and 4. The achievement target was a mean score of 70%.

In PHIL 1110 Philosophic Thought, State competency 1 (Analyze and critically interpret significant primary texts and/or works of art) was assessed using a writing assignment, scored using a common rubric.

In Religion, State competency 1 (Analyze and critically interpret significant primary texts and/or works of art) was assessed using an embedded assignment chosen by each instructor (e.g., essay, written report, response paper, or oral presentation), scored using a common rubric. The goal was for 70% of students to achieve a score of 2 or above on the rubric, which had a score range of 0-4.

In Theatre, State competencies 1 (Analyze and critically interpret significant primary texts and/or works of art), 3 (Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives), and 4 (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) were assessed. Competency 1 was assessed in all 5 fall sections of THEA 1122, using a written analysis of play text. The initial achievement target was that 85% of students would score 75 points or higher (out of 100). Competencies 3 and 4 were also assessed in all 5 fall sections of THEA 1122 and also in all 7 spring sections of THEA 1122, using essay questions. Again, the initial achievement target was that 85% of students would score 75 points or higher (out of 100).

Report of Assessment Data and Results:

History:

Multiple Choice Quiz: 164 total students assessed. 57 (34.76%) scored 9 or 10; 29 (17.68%) scored 8; 26 (15.85%) scored 7; 18 (10.98%) scored 6; and 34 (20.73%) scored between 0 and 5. For outcome 4: 154 (31%) scored 4; 191 (39%) scored 3; 108 (22%) scored 2; and 39 scored 0-1 (8%).

Humanities:

Three sections of HUM 1111 were assessed, with the following results:

Section 1: 14 of 19 students achieved a score of 2 or above (74%)

Section 2: 15 of 19 students achieved a score of 2 or above (79%)

Section3: 13 of 15 students achieved a score of 2 or above (87%)

Modern Languages:

We did not see any improvement, but we did not see decline either.

Music:

Results for Outcome II: Fall 2013 – Total score/Students (339.5/390) = 87.05%; Spring 2014 (434/459) = 94.55%

Results for Outcome III: Fall 2013 – Total score/Students (175/183) = 95.63%; Spring 2014 (280/309) = 90.62%

Results for Outcome IV: Direct internal concert critique with rubric: The concert report rubric contained the following measurements:

Genre – The student must be able to correctly identify at least one genre from the program.

Fall 2013: 322.5/390 = 82.69%

Spr. 2014: 357.25/459 = 77.83%

Era – The student must be able to correctly identify at least one era from the program. Fall

2013: 330.5/390 = 84.74%

Spr. 2014: 375.5/459 = 81.81%

Instrument(s) – The student must be able to identify instruments or voices used in the performance.

Fall 2013: 370/390 = 94.87%

Spr. 2014: 415.5/459 = 90.52%

Musical Terms – The student must be able to correctly use at least two musical terms. Fall

2013: 299/390 = 76.67%

Spr. 2014: 361/459 = 78.65%

Composer(s) – The student must be able to correctly identify the composer or composers performed.

Fall 2013: 364/390 = 93.33%

Spr. 2014: 415/459 = 90.41%

Findings: For all outcomes students scored above the 75% target.

Philosophy:

The assessment result shows that 21.55% were outstanding, 28.143% were very good, 31.13% were satisfactory, 11.37% were minimally proficient, and 8.38 were unsatisfactory; this shows that 80.823% achieved the learning outcomes (combined outstanding, very good, and satisfactory), while 19.75% were unable to achieve the goal (combined minimally proficient and unsatisfactory).

Religion:

Findings: 5 sections of Rlgn 1107 were assessed.

Section 1: 14 of 17 students achieved a Score of 2 or above (82%)

Section 2: 16 of 20 students achieved a score of 2 or above (80%)

Section 3: 21 of 23 students achieved a score of 2 or above (91%)

Section 4: 16 of 17 students achieved a score of 2 or above (94%)

Section 5: 15 of 20 students achieved a score of 2 or above (75%)

Theatre:

Desired outcome: 85% or higher score 75 pts or above (out of 100 pts) Fall 2013:

Competency 1: Out of 121 students, 87.6% scored 75 pts or above.

Desired outcome: 85% or higher score 75 pts or above (out of 100 pts) Fall 2013-

Competency 3 & 4: Out of 120 students, 90% scored 75 pts or above.

Desired outcome: 85% or higher score 75 pts or above (out of 100 pts) Spring 2013-

Competency 3 & 4: Out of 120 students 84.78 scored 75 pts or above.

Analysis and Interpretation/Reflection on Results or Trends:

History:

The multiple choice scores were quite a bit lower than we had anticipated, but much of the problem might be in the tool itself which required students to address topics and issues that they had not necessarily reviewed for a number of weeks. The essay/project assessment allowed students to use textbooks and other sources to formulate ideas about either a research project or an essay question. The scores were higher, we believe, for that reason.

Humanities:

All sections achieved the goal of 70%. Students are learning skills to a satisfactory degree. The general consensus among faculty is that students consistently have weak grammar skills. Plagiarism is also rampant.

Modern Languages:

Students are very confident that they are learning Communication and Connection skills in the languages. They are somewhat confident they are learning about the Comparisons they are able to make between their own language and culture and another. They are not confident that they are learning about other Cultures or Communities.

Music:

Outcome II (corresponding to State competency 1) shows the largest change in percentage between the fall and spring terms. This may have to do with the increased number of students in the second term and/or perhaps also a stronger emphasis placed on writing a thorough and accurate narrative.

Outcome III (corresponding to State competencies 3 & 4) shows a drop in the percentage for the second term. Both terms report scores in the ninetieth percentile and it is unclear why the second term fell by 5%.

Outcome IV (corresponding to State competency 1) shows a relatively uniform trend with the two terms showing a difference of about 2 to 5 percentage points. The one increase rather than decrease was found in “musical terms” which is a step in the right direction. Identifying and appropriately using music terms, is often the most difficult skill to demonstrate on the report.

Philosophy:

The data shows that the majority were able to achieve to the learning goals, while about 20% (19.75) were not able to achieve the learning goals.

Religion:

All sections achieved the goal of 70%. Students are learning skills to a satisfactory degree. The general consensus among faculty is that students consistently have weak grammar skills. Plagiarism is also rampant.

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

History:

Because the study of History is about learning to evaluate historical sources and then formulate and express your own ideas about them, the essay/presentation assessment seems to be a better gauge of student learning. Our next steps will be to consider the types of assignments that students need to build the skills that they should have developed by the time of the assessment (which is typically given near the end of the term).

Humanities:

Since we do not teach grammar in Humanities classes, we will encourage students to seek support from tutors, achievement coaches, and visits to office hours to improve their grammar.

Modern Languages:

We will continue to focus on improving the Cultures and Communities. We will continue the use of the 4-point scale model consisting of these answers: VERY WELL, FAIRLY WELL, POORLY, NOT AT ALL.

Music:

The results from these assessments will allow instructors to focus on areas that are most difficult in the study of music for the appreciation classes. Work will need to continue on vocabulary and application of these terms on the reports.

Philosophy:

Students who are struggling with the readings and assignments will be located by the instructors at the beginning of the semester (after the first assessment) and will be asked to meet with the instructor individually. The instructors and the students together will come up with an achievement plan and if needed one of the achievement coaches will be involved in this planning process. Subsequently, the instructor will track these students and keep records of their progress and if needed will meet and discuss their progress again during the semester.

Religion:

Since we do not teach grammar in world religions classes, we will encourage students to seek support from tutors, achievement coaches, and visits to office hours to improve their grammar.

Theatre:

Begin a unit on how theatre impacts society from the very start of the term: this outcome #3 gave us a strategy, a context to get students to care why they are studying theatre, and why it still matters in contemporary society.