



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: ANTH 1101, 1120, 1121/1192, 1130 & 2265 ; CST 1150; GEOG 1102; PSCI 1110, 2200 & 2260; PSY 1105, 2220, 2233, 2240, 2260, 2271, 2280 & 2289; SOC 1101

NM Common Core Number ([link](#) to list of NMCC Numbers): ANTH 1113 & 2213; GEOG 1213; POLS 1113; PSYC 1113; SOCI 1113

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 Anthropology, State competencies 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), and 4 (Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments) were assessed across six courses. Instructors each selected an assessment that pertained to the outcomes measured, and the achievement target was that 75% or more of the students would meet the objectives.

In Culture Studies, assessment related to State competency 4 (Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments) was conducted using an outcomes score-sheet (rubric).

In Geography, State competency 3 (Describe ongoing reciprocal interactions among self, society, and the environment) was assessed using two short-answer and essay questions, given in all sections of Human Geography. This was a baseline assessment.

In Political Science, all of the State competencies were assessed over two semesters, using a PSCI 1110 multiple choice exam, a PSCI 110 summative assessment with formative assessments to scaffold learning, four PSCI critical thinking assignments, and a pilot PSCI 2260 assessment of the new "woven model" outcomes (critical analysis and effective communication). Program faculty expected to see improvements from pre- to post-assessment.

In Psychology, assessment related to the Liberal Arts critical analysis outcomes corresponded to all of the State competencies using scenario-based short-answer questions and an outcomes score-sheet (rubric).

In Sociology, short-answer questions were used in class to assess State competency 3 (Describe ongoing reciprocal interactions among self, society, and the environment). No achievement target was formally identified. The department aims to have higher scores compared to a comparable assessment for the same competency in 2012-13.

Report of Assessment Data and Results:

Anthropology:

For all courses except one (ANTH 1130), the percentage of students not meeting the required outcomes was 30% or less. Most courses were far less than this, with around 15% of students not meeting the requirements.

Culture Studies:

The assessment result shows that 41% were outstanding, 35.63% were very good, 12.64% were satisfactory, 10.34% were minimally proficient, and 0% were unsatisfactory; this shows that 89.27% achieved the learning outcomes (combined outstanding, very good, and satisfactory), while 10.34% were unable to achieve the goal (combined minimally proficient and unsatisfactory).

Geography:

Scores from individual essay questions were averaged over 5 individual sections of 1102. Then, under their respective essay question, these new averages were added together and averaged again.

- 1) Short Essay #1 (50-150 words). Using examples from class/textbook, explain whether or not race is still considered an important concept for humans even though it has been demonstrated that biologically it is essentially irrelevant. OVERALL RESULTS= 91.6%
- 2) Short Essay #2 (50-150 words) Define, contrast and compare race and ethnicity. Provide an example of each. OVERALL RESULTS =91.8%
- 3) Short Essay #3 (100-150 words) Using examples from lecture/textbook, give one example each of a racial, a religious, and an ethnic conflict in human history. What differentiates them from one another? OVERALL RESULTS=86.4%

Psychology: See addendum

Political Science:

PSCI 1110 Fall Semester: Unfortunately, the wrong post-test was distributed and administered by mistake making our data measurements unreliable.

PSCI 1110 Spring Semester: This semester we were distributed the proper tests and we saw improvements from the pre to post assessment in over 90% of the students that took the post assessment. We were able to identify some holes in the teaching of international relations theory which has allowed us to focus on increasing the achievement in this area through the development of additional active learning assignments that allow students to practice applying these theories to various situations.

PSCI 2200 Fall Semester: We saw improvements on all outcomes in over 2/3rd's of the students assessed. Only 12% of students lost ground, 2/3rds of those students saw only marginal declines in their scores. However, we did determine that assessment tools were not consistent enough and made revisions for the Spring semester.

PSCI 2200 Spring Semester: Using new and more consistent assessment tools, we saw improvements in 95% of the students' scores from the formative to the summative assessments.

PSCI 2260 Spring Semester: In this case, 41% of students saw declines in the scores from the formative to the summative assessments. The other 59% saw no gains or slight

Sociology: See addendum

Analysis and Interpretation/Reflection on Results or Trends:

Anthropology:

Results seem comparable between courses and instructors. Differences might be attributable to individual differences in students.

Culture Studies:

This summary is based on the scores obtained from instructors in the Spring of 2014 teaching CST 1150 (sections 101, 201, 51, 54, 55). A total of 87 students were assessed out of whom 36 were outstanding, 31 were very good, 11 were satisfactory, 9 were minimally proficient (in terms of percentage, 41% were outstanding, 35.63% were very good, 12.64 were satisfactory, and 10.34 were minimally proficient, none were unsatisfactory). The data shows that the majority were able to achieve to the learning goals, while 10.34% were not able to achieve the learning goals.

Geography:

The longer essay question did not score as well as the short essay questions. This may be due to that it was the last question that students had to answer; it also required more writing and thought. Moreover, it included religious conflict, which was added to further demonstrate the student's understanding and critical thinking of historic and current events and how they tie into race and ethnicity.

Political Science:

The new 1110 assessment tool reflects a more reliable measurement of learning outcomes but needs to be modified to improve the measurement of the Gen Ed AAS outcomes 4 and

he ne 2200 assess ent tools are a ore relia le eas re ent o learnin o tco es but also need to be modified to improve the measurement of the Gen Ed AAS outcomes 4 and 5. The PSCI 2260 tool requires better scaffolding to ensure students are translating their skills into the summative assessment.

Psychology:

A series of significance testing were conducted to statistically analyze the data. All reported interpretations are based on statistical significance. An analysis of the overall assessment data indicates the following:

1. Students are better at identifying key terms than incorporating multiple perspectives or anal in
2. Students are better at incorporating multiple perspectives than analyzing.
3. Overall scores were lower for PSY1105 than other courses, which may or may not be attri te to st ent per or ance

An analysis of the course-specific data indicates the following:

1. Students in the 2000-level courses that require PSY1105 performed better than the other students.
2. Students in the 2000-level courses that do not require PSY1105 performed better than PSY1105 students.
3. Overall trends are mostly consistent with our past assessment data.

Sociology:

It is curious that students are more able to describe the connection between private troubles and public issues than to simply identify the public issue. We suspect the problem is rooted in part in the shift of language required to communicate public issues versus issues in our daily experiences (private troubles).

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

Anthropology:

We plan to assess some of the GenEd courses in alignment with the new Liberal Arts assessment to see if those outcomes result in any differences in our results. We plan to use a standard rubric (the LA rubric) for this assessment and our assessment tool will focus specifically on a writing assignment. In this way, we will see if a somewhat more standardized, but still flexible, approach to assessment improves our outcomes and the ease of assessment. We also plan to adjust our cycle plan to better align with the requirements of the Liberal Arts assessment.

Culture Studies:

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 instructors will track these students and keep records of their progress and if needed will meet and discuss their progress again during the semester.

Geography:

Future Cycles will include Pre-Tests of the same essay questions in order to more accurately measure learning objectives. Also, a common measurement rubric must be implemented for the essay questions, so that they all hold similar numerical values that can be analyzed by the same methodology.

Political Science:

Because we have changed our degree program learning outcomes to align with the new liberal arts program learning outcomes we have rewritten all of the assessment tools to measure these outcomes and will implement the new assessment in the spring semester. Additionally, 2260 will be redesigned to provide a greater opportunity for scaffolding so that students are performing better on their summative assessment. A new assignment to measure Gen Ed area IV learning outcomes 4 and 5 and the life skills outcome will be developed and administered in 1110 and 2200 in addition to the revised tools that will measure Gen Ed areas IV learning outcomes 1-3 and the Liberal Arts and Political Science degree program outcomes.

Psychology:

Upon our post-assessment discussions, we decided to modify our teaching process in the following specific ways:

1. We will incorporate scenario-based inquiries to familiarize our students with problem solving.
2. We will have our students create their own scenarios to demonstrate their understanding of course contents.
3. We will incorporate application-based activities in our classrooms.

Sociology:

The department continues to focus on the outcome given its importance to the field of sociology. We propose to model the statement of public issues in lecture and class activities more frequently and throughout the semester; the concept is often introduced early in the course. In addition, the results suggest offering students more opportunities to articulate the concept verbally and in writing would be helpful.

Addendum: Psychology and Sociology Assessment Data and Results

Psychology

	CA1:Identify	CA2: Incorporate	CA3: Analyze	Mean
Introductory Course	2.05	1.50	1.60	1.72
2000-level course without prerequisite	3.10	2.62	2.67	2.79
2000-level course with prerequisites	3.42	3.32	3.04	3.26
Overall Mean Performance	3.13	2.86	2.73	2.91
Overall Mean Performance in Percentage	78.32	71.50	68.18	72.67

Sociology

General Education for AA/AS degrees: OUTCOME #4 (Cross-walked to State Competency #3)

Human Relations for AAS degrees: OUTCOME #1 (Cross-walked to State Competency #3)

SOCIOLOGY 1101

	didn't do it	kind of did it	did it	did it great	TOTAL
PART A: Identify ONE private trouble you have experienced.	6%	16%	39%	40%	100% n=70
PART B: Describe ONE public/societal issue relevant to the private trouble for part A.	23%	34%	26%	17%	100% n=70
PART C: Describe how the private trouble connects to or has been influenced by the public/societal issue in part B.	19%	29%	34%	18%	100% n=68

Students display proficiency with the task of describing a private trouble (part A) with 79% scoring “did it” or “did it great.”

Part B was added in the spring 2014 assessment based the assessment for the prior year. In spring 2013 faculty were unable to identify why students stumbled somewhat when asked to connect private troubles and public issues (part C in spring 2014). As such, we asked students to outline the public issue explicitly. The results show that proficiency declines substantially for description of a public issue; only 43% of students demonstrated competency.

Part C calls for higher order learning and greater skill with abstract thinking; an estimated 51% of Introduction to Sociology students demonstrated proficiency. Notably, the percentage matches the results for spring 2013 for a comparable question.