

**CENTRAL NEW MEXICO COMMUNITY COLLEGE**  
**ASSESSMENT REPORT-Part I**  
**Assessment Data Results: Department of Sociology**

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

spring 2012  
 (Assessment Period Covered)

25 June 2012  
 (Date Report Submitted)

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 (Contact Person/email/phone)

**Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

**See definitions for each category in Assessment Process document**

<b>Gen Ed Area</b> (see definitions)	<u>Social &amp; Behavioral Sciences</u>	or	<b>Program</b>	
AA/AS AAS	<input checked="" type="checkbox"/> <input type="checkbox"/>		Certificate AA/AS AAS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Or Discipline Area</b> (see definitions)	_____			
Outcome(s) assessed:				
#1: Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences. #2: Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning. #3: Identify research methods used in the social/behavioral sciences. #4: Describe how the social context can affect individual behavior, and how individual behavior can affect the social context. #5: Contrast the implications of individual choices from individual, community, and global perspectives.				
Classes/Cohort Assessed:				
sociology 1101				

Data were collected in 1101 sections at the main, Montoya, Westside, Rio Rancho campuses as well as in distance learning sections.

Measurement tool(s):

In the spring 2012 semester pilot assessment effort, instructors designed specific measurement tools for their classes but used common rubrics to score students' work. The department required that the assessment tool involve writing, with the exception of outcome #3. Two rubrics were employed.

RUBRIC #1	didn't do it	mostly didn't do it	mostly did it	did it
RUBRIC #2	didn't do it	kind of did it	did it	did it great

The first rubric was abandoned following the initial data collection because, short of norming, it was difficult to distinguish the "mostly didn't do it" and "mostly did it" categories, and the rubric didn't allow for exceptional scores. Results for both rubrics are shown.

Type of tool (for each tool listed above, indicate type of tool):

Outcomes #1, #2, #4, & #5: Short answer questions completed outside of class based on scholarly articles, NPR program, and observational research; short answer questions completed in class based on hypothetical scenarios.

Outcome #3: Fill-in questions completed as part of an in-class examination; short answer questions completed as part of an in-class quiz based on a hypothetical scenario; short answer questions completed outside of class based on scholarly articles.

Additional details for the specific measurement tools are shown in Tables 2-6.

Achievement Target (if more than one measurement tool, list target for each tool separately):

No achievement targets were established.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Summary of results shown in Table 1; results for specific measurement tools shown in Tables 2-6.

The department elected to experiment with a variety of measurement tools, and two elementary rubrics, in the initial data collection for General Education in spring 2012. The strategy was advantageous in that we are able to filter some of the less successful options, but the strategy also renders an understanding of the results difficult. If we focus on the results for rubric #2 simply because more sections were assessed with the rubric, and use the mean percentages across sections, the data show the following.

Introduction to Sociology students are the most accomplished for outcome #3, identification of research methods; 85% reached the "did it" or "did it great" levels of competency. Only 40% of students attained satisfactory levels for

outcome #2, evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning. Notably, Bloom's taxonomy positions "identify" and "evaluate" quite differently.

An estimated 2/3s of students scored at the "did it" or "did it great" levels for outcomes #1 and #5, and slightly more than 1/2 exhibited competency with outcome #4.

**TABLE 1:  
GENERAL EDUCATION OUTCOMES: SUMMARY OF RESULTS  
SOCIOLOGY 1101  
SPRING 2012**

<b>Outcome</b>	<b>Rubric</b>	<b>Rubric Categories</b>				<b>Totals</b>
<b>#1</b> Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences.	<b>#1</b>	didn't do it	mostly didn't do it	mostly did it	did it	
	RANGE OF PERCENTAGES	0-22	0-42	4-21	38-72	
	MEAN %	14	21	13	52	100%
	TOTAL MEASUREMENTS					112
	TOTAL STUDENTS					71
	TOTAL SECTIONS					5
	<b>#2</b>	didn't do it	kind of did it	did it	did it great	
	RANGE OF PERCENTAGES	0-25	0-58	0-80	0-100	
	MEAN	10	27	34	30	100%
	TOTAL MEASUREMENTS					446
	TOTAL STUDENTS					260
TOTAL SECTIONS					12	
<b>#2</b> Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning.	<b>#1</b>	didn't do it	mostly didn't do it	mostly did it	did it	
		0	0	4	96	100%
	TOTAL STUDENTS					25
	TOTAL SECTIONS					1
	<b>#2</b>	didn't do it	kind of did it	did it	did it great	
	RANGE OF PERCENTAGES	12-50	10-47	15-29	12-30	
	MEAN %	28	31	20	20	100%
	TOTAL MEASUREMENTS					99
	TOTAL STUDENTS					99
TOTAL SECTIONS					5	

**TABLE 1, continued**

<b>#3</b> Identify research methods used in the social/behavioral sciences.	<b>#1</b>	didn't do it	mostly didn't do it	mostly did it	did it	
	RANGE OF PERCENTAGES	0-21	3-10	4-21	55-84	
	MEAN %	7	8	15	70	100%
	TOTAL MEASUREMENTS					74
	TOTAL STUDENTS					74
	TOTAL SECTIONS					3
	<b>#2</b>	didn't do it	kind of did it	did it	did it great	
	RANGE OF PERCENTAGES	0-9	0-20	70-61	10-26	
	MEAN %	5	10	66	19	100%
	TOTAL MEASUREMENTS					62
	TOTAL STUDENTS					62
TOTAL SECTIONS					3	
<b>#4</b> Describe how the social context can affect individual behavior, and how individual behavior can affect the social context.	<b>#1</b>	didn't do it	mostly didn't do it	mostly did it	did it	
		54	4	21	21	100%
	TOTAL STUDENTS					28
	TOTAL SECTIONS					1
	<b>#2</b>	didn't do it	kind of did it	did it	did it great	
	RANGE OF PERCENTAGES	0-17	20-47	27-58	0-40	
	MEAN %	7	35	43	15	100%
	TOTAL MEASUREMENTS					149
	TOTAL STUDENTS					87
	TOTAL SECTIONS					5
<b>#5</b> Contrast the implications of individual choices from individual, community, and global perspectives.	<b>#1</b>	didn't do it	mostly didn't do it	mostly did it	did it	
		17	17	10	55	100%
	TOTAL STUDENTS					29
	TOTAL SECTIONS					1
	<b>#2</b>	didn't do it	kind of did it	did it	did it great	
	RANGE OF PERCENTAGES	0-38	0-43	25-62	15-53	
	MEAN %	13	18	42	27	100%
	TOTAL MEASUREMENTS					125
	TOTAL STUDENTS					98
	TOTAL SECTIONS					5

**TABLE 2: RESULTS FOR SPECIFIC MEASUREMENT TOOLS  
GENERAL EDUCATION OUTCOME #1**

<b>RUBRIC #1</b>	<b>sociology 1101</b>	<b>%</b>				
<b>SECTION ID<sup>1</sup></b>	<b>GENERAL EDUCATION #1: Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences.</b>	<b>didn't do it</b>	<b>mostly didn't do it</b>	<b>mostly did it</b>	<b>did it</b>	<b>n</b>
1	Norms: Short answer analysis of hypothetical scenario for in-class quiz	10	0	17	72	29
10	Sociological imagination: Take-home short answer based on reading [1 <sup>st</sup> measurement]	0	42	21	38	24
10	Sociological imagination: Take-home short answer based on reading [2 <sup>nd</sup> measurement]	22	26	4	48	23
11	Sociological imagination: Take-home short answer based on reading [1 <sup>st</sup> measurement]	22	28	11	39	18
11	Sociological imagination: Take-home short answer based on reading [2 <sup>nd</sup> measurement]	17	11	11	61	18
	<b>RANGE OF PERCENTAGES</b>	0-22	0-42	4-21	38-72	
	<b>MEAN %</b>	14	21	13	52	
	<b>TOTAL MEASUREMENTS</b>					112
	<b>TOTAL STUDENTS</b>					71

<sup>1</sup> Data are reported by course section; section identification numbers were assigned to maintain confidentiality.

TABLE 2, continued

RUBRIC #2	sociology 1101	%				
SECTION ID	GENERAL EDUCATION #1: Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences.	didn't do it	kind of did it	did it	did it great	n
2	Social Institutions & Stratification: Take-home assignment where students choose two shopping establishments, one that the student thought catered to mostly upper-class people and another that catered to lower-class people. Observe each establishment and complete short answer questions.	6	16	28	50	32
3		21	25	36	18	28
4		11	21	18	50	28
5	Scores based on 4-part take-home assignment @ 10 pts. per section; results reflects total score.	5	16	11	68	19
6		4	0	8	88	25
7		0	0	0	100	18
8	1- Explain: the relationship between homicide and [de]commodification. Why is the U.S. homicide rate higher than the homicide rates in European countries? Be sure to include a discussion of use values and exchange values. 2- Listen: <a href="http://www.npr.org/2011/04/08/135174462/for-two-decades-defending-death-row-inmates">http://www.npr.org/2011/04/08/135174462/for-two-decades-defending-death-row-inmates</a> . Summarize the main points made in the interview. 3- React: Should New Mexico reinstate capital punishment? Use discussion of commodification to make your case. 4- Explain: how using the sociological imagination changes the way we see an individual's choice to kill another.	0	0	50	50	10
9	Social institutions: Take-home short answer based on reading	25	30	35	10	20
10		17	28	33	22	18
12	Norms: Take-home short answers based on reading	0	15	80	5	20
13		0	37	47	16	19
14		0	35	57	9	23
12	Stratification: Take-home short answers based on reading	0	55	30	15	20
13		4	58	21	16	19
14		13	43	22	22	23
12	Social institutions: Take-home short answers based on reading [1 <sup>st</sup> measurement]	15	35	40	10	20
13		11	16	47	26	19
14		22	22	39	17	23
12	Social institutions: Take-home short answers based on reading [2 <sup>nd</sup> measurement]	20	35	45	0	20
13		11	47	11	32	19
14		17	26	48	9	23
	RANGE OF PERCENTAGES	0-25	0-58	0-80	0-100	
	MEAN	10	27	34	30	
	TOTAL MEASUREMENTS					446
	TOTAL STUDENTS					260

**TABLE 3: RESULTS FOR SPECIFIC MEASUREMENT TOOLS  
GENERAL EDUCATION OUTCOME #2**

<b>RUBIC #1</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION #2: Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning.	didn't do it	mostly didn't do it	mostly did it	did it	n
1	In-class short answers.	0	0	4	96	25
<b>RUBIC #2</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION #2: Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning.	didn't do it	kind of did it	did it	did it great	n
9	Take-home short answer based on reading	12	47	29	12	17
10		15	40	15	30	20
12	Take-home short answer based on reading	50	10	25	15	20
13		42	16	16	26	19
14		22	43	17	17	23
	RANGE OF PERCENTAGES	12-50	10-47	15-29	12-30	
	MEAN %	28	31	20	20	
	TOTAL MEASUREMENTS					99
	TOTAL STUDENTS					99



**TABLE 4: RESULTS FOR SPECIFIC MEASUREMENT TOOLS  
GENERAL EDUCATION OUTCOME #3**

<b>RUBRIC #1</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION # 3: Identify research methods used in the social/behavioral sciences.	didn't do it	mostly didn't do it	mostly did it	did it	n
1	Fill-in questions for in-class quiz	21	3	21	55	29
9	Fill-in questions for in-class quiz; sum of 3 scores	0	12	4	84	25
11		0	10	20	70	20
	RANGE OF PERCENTAGES	0-21	3-10	4-21	55-84	
	MEAN %	7	8	15	70	
	TOTAL MEASUREMENTS					74
	TOTAL STUDENTS					74

<b>RUBRIC #2</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION # 3: Identify research methods used in the social/behavioral sciences.	didn't do it	kind of did it	did it	did it great	n
12	Take-home short answers based on reading	0	20	70	10	20
13		5	0	68	26	19
14		9	9	61	22	23
	RANGE OF PERCENTAGES	0-9	0-20	70-61	10-26	
	MEAN %	5	10	66	19	
	TOTAL MEASUREMENTS					62
	TOTAL STUDENTS					62

**TABLE 5: RESULTS FOR SPECIFIC MEASUREMENT TOOLS  
GENERAL EDUCATION OUTCOME #4**

<b>RUBRIC #1</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION #4: Describe how the social context can affect individual behavior, and how individual behavior can affect the social context; same as Human Relations #1.	didn't do it	mostly didn't do it	mostly did it	did it	n
1	In-class short answers	54	4	21	21	28

  

<b>RUBRIC #2</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION #4: Describe how the social context can affect individual behavior, and how individual behavior can affect the social context; same as Human Relations #1.	didn't do it	kind of did it	did it	did it great	n
9	Take-home short answer based on reading	0	47	27	27	15
11		10	20	30	40	10
12	Take-home short answer based on reading [1 <sup>st</sup> measurement]	0	45	55	0	20
13		5	32	58	5	19
14		17	30	43	9	23
12	Take-home short answer based on reading [2 <sup>nd</sup> measurement]	5	40	45	10	20
13		5	32	47	16	19
14		17	30	39	13	23
	RANGE OF PERCENTAGES	0-17	20-47	27-58	0-40	
	MEAN %	7	35	43	15	
	TOTAL MEASUREMENTS					149
	TOTAL STUDENTS					87

**TABLE 6: RESULTS FOR SPECIFIC MEASUREMENT TOOLS  
GENERAL EDUCATION OUTCOME #5**

<b>RUBRIC #1</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION #5: Contrast the implications of individual choices from individual, community, and global perspectives.	didn't do it	mostly didn't do it	mostly did it	did it	n
1	Short answer analysis of hypothetical scenario [coffee]	17	17	10	55	29

  

<b>RUBRIC #2</b>	<b>sociology 1101</b>	<b>%</b>				
SECTION ID	GENERAL EDUCATION #5: Contrast the implications of individual choices from individual, community, and global perspectives.	didn't do it	kind of did it	did it	did it great	n
9	Take-home short answer based on reading [1 <sup>st</sup> measurement]	0	35	35	30	20
9	Take-home short answer based on reading [2 <sup>nd</sup> measurement]	38	19	25	19	16
11	Take-home short answer based on reading [1 <sup>st</sup> measurement]	0	43	36	21	14
11	Take-home short answer based on reading [2 <sup>nd</sup> measurement]	23	0	62	15	13
12	Take-home short answers based on reading	5	15	50	30	20
13		5	5	37	53	19
14		22	9	48	22	23
	RANGE OF PERCENTAGES	0-38	0-43	25-62	15-53	
	MEAN	13	18	42	27	
	TOTAL MEASUREMENTS					125
	TOTAL STUDENTS					98

**CENTRAL NEW MEXICO COMMUNITY COLLEGE  
ASSESSMENT REPORT – Part II  
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

(Report Period) 2011-2012

(Date Report Submitted)

(Contact Person/email/phone) pat seitz/seitz@cnm.edu/ext. 50040

15 october 2012

**Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

**See definitions for each category in Assessment Process document**

<b>Gen Ed Area</b> (see definitions)	<u>Sociology</u>	or	<b>Program</b>	
AA/AS	<input type="checkbox"/>		Social & Behavioral Sciences	Certificate <input type="checkbox"/>
AAS	<input type="checkbox"/>		Human Relations	AA/AS <input type="checkbox"/>
				AAS <input type="checkbox"/>
<b>Or Discipline Area</b> (see definitions)	<hr/>			
Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): spring semester 2012				
Action Plan (close the loop): GENERAL EDUCATION The General Education assessment for Social & Behavioral Sciences included sociology 1101 and sociology 2230; five learning outcomes were measured in multiple sections. Faculty elected to create their own assessment tools for the initial assessment cycle. Although we anticipated difficulties in the analysis of data given that we employed diverse instruments, we weren't able to draw conclusions from the results.				

Generally speaking, one has two options for closing the loop—changes in the curriculum and classroom, and changes to assessment. The department will close the loop by redesigning our assessment plan and the strategies for measuring student learning.

#### HUMAN RELATIONS

The department followed the same strategy for the two Human Relations outcomes for 2011-2012 outlined for the General Education outcomes, and will follow the same closing the loop strategy as with the General Education outcomes.

#### ASSESSMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

#### Plan Description

##### GENERAL EDUCATION

The department's initial assessment plan sought to measure the full complement of Social & Behavioral Science outcomes in the eligible courses on a five-year rotation. The plan for 2012-2013 is to measure two outcomes for the eligible General Education courses:

#3 identify research methods used in the social/behavioral sciences;

#4 describe how the social context can affect individual behavior, and how individual behavior can affect the social context.

The department will use common assessment tools for these outcomes. The tools will be developed in fall semester 2012 and administered in spring semester 2013. The department agrees that assessment of outcome #3 will consist of short answer questions or fill-in questions; the decision will be finalized in late October 2012. Assessment of outcome #4 will consist of short answer questions. The full-time faculty will serve as assessment "coordinators" for each eligible General Education course. In summer semester 2013 the department will evaluate the strategy of rotating outcomes rather than rotating courses and will outline a complete five-year plan for all outcomes and courses.

##### HUMAN RELATIONS

The department will use the same plan for the 2012-2013 Human Relations assessment described for the General Education assessment. We will assess one Human Relations outcome in spring semester, with a common instrument, for all eligible courses:

#1 describe how the socio-cultural context affects behavior and how behavior affects the socio-cultural context.

- 2 **Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):**

1	GENERAL EDUCATION #1: Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences.
2	GENERAL EDUCATION #2:

	Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning.
3	GENERAL EDUCATION # 3: Identify research methods used in the social/behavioral sciences.
4	GENERAL EDUCATION #4: Describe how the social context can affect individual behavior, and how individual behavior can affect the social context.
5	GENERAL EDUCATION #5: Contrast the implications of individual choices from individual, community, and global perspectives.
1	HUMAN RELATIONS #1: Describe how the social context can affect individual behavior, and how individual behavior can affect the social context
2	HUMAN RELATIONS #2: Identify how individual perspectives and predispositions impact others in social, workplace and global settings.

**3 Assessment Cycle timeline for the above student learning outcomes for the next five years.**

To be determined in summer semester 2013.

<b>Outcome #</b>	<b>When Measured</b>	<b>Where measured (i.e. what course(s))</b>	<b>Measurement tool(s) &amp; Type of tool</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			