

## Core Competencies Assessment 2008-2009: Area I Courses

New Mexico Junior College

Communications Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p><b>SE 113 Interpersonal Communication COMM 1213:</b> (1) Students were required to submit two written journal entries; (2) Students were required to submit two written assignments;</p> <p><b>SE 123 Public Speaking COMM 1113:</b> Students were required to complete four public speeches and were evaluated using a rubric.</p>	<p><b>COMM 1213:</b> (1) 95% of the students met the benchmark of 80%; (2) 89% of the students completed the assignment at an acceptable level of performance;</p> <p><b>COMM 1113:</b> 78% of all students completing the speeches met the benchmark of 70% on these four speeches.</p>	<p><b>COMM 1213:</b> (1) Students will be offered an opportunity to rewrite the first journal article in order to enhance student performance; (2) The assignment will be expanded by requiring students to address two diverse situations;</p> <p><b>COMM 1113:</b> The methodology was very successful and will be carried forward with an increased emphasis on diversity.</p>	
<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<p><b>SE 113 Interpersonal Communication COMM 1213:</b> (1) Students were required to complete two research papers; (2) Students were required to complete a group discussion project;</p> <p><b>SE 123 Public Speaking COMM 1113:</b> Students were required to research and present a policy debate. The presentations were evaluated on the use of evidence, logical thinking, and public speaking.</p>	<p><b>COMM 1213:</b> (1) 95% of the students met the benchmark of 80%; (2) 87% of the students completed the assignment at an acceptable level of performance;</p> <p><b>COMM 1113:</b> 100% of the students completing the assignment met the benchmark of 70% on the presentation.</p>	<p><b>COMM 1213:</b> (1) Additional time will be devoted to preparing students to appropriately address the assigned components; (2) In future semesters, this outcome will be assessed through a formal debate assignment;</p> <p><b>COMM 1113:</b> The student results on the outcome were very positive and this type of assessment will be continued in future classes.</p>	
(Continued)				

<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b>  Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p> <p>(Continued)</p>	<p><b>SE 113 Interpersonal Communication COMM 1213:</b>  (1) Students were required to submit two written assignments which necessitated the student to persuade, inform or engage their audience; (2) Students were required to complete five essay questions on three major examinations;</p> <p><b>SE 123 Public Speaking COMM 1113:</b> Students were required to complete a pre and post test covering Greek and Roman rhetorical theory.</p>	<p><b>COMM 1213:</b> (1) 95 % of students met the benchmark of 80; (2) 74% of the students met the benchmark of a “C” average on the essay questions;</p> <p><b>COMM 1113:</b> 84% of the students who completed the pre and post tests met the benchmark of 70% on the tests.</p>	<p><b>COMM 1213:</b> (1) Additional class time will be devoted to persuasive types of communication; (2) Additional emphasis will be placed upon expressing views through written communication;</p> <p><b>COMM 1113:</b> The examination type of assessment provided sound performance data and with a broader scope of questions will be continued in future classes.</p>	
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## Core Competencies Assessment 2008-2009: Area I Courses

New Mexico Junior College

Communications Competencies, cont.

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.</b></p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p><b>SE 113 Interpersonal Communication COMM 1213:</b> (1) Students were required to submit two journal articles; (2) Students were required to complete two “mini-perception” papers over the course of the semester;</p> <p><b>SE 123 Public Speaking COMM 1113:</b> Students were required to complete four public speeches and were assessed on these speeches using a rubric.</p>	<p><b>COMM 1213:</b> (1) 97% of the students met the benchmark of 70% (2) 68% of the students met the benchmark of a 70% average on the assignment;</p> <p><b>COMM 1113:</b> 78% of the students completing the four speeches met the benchmark of 70% on the assignments.</p>	<p><b>COMM 1213:</b> (1) More time will be devoted to APA format and proper use of grammar, spelling, and headings; (2) The assignment will be expanded to require debate and a perceptual declaration;</p> <p><b>COMM 1113:</b> The oral presentation methodology lends itself very well to the assessment of the outcome and with some variation will be continued in future classes.</p>	
<p><b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b></p> <p>Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<p><b>SE 113 Interpersonal Communication COMM 1213:</b> (1) Students were required to complete two research assignments on communication; (2) Students were required to complete essay questions on three major examinations;</p> <p><b>SE 123 Public Speaking COMM 1113:</b> Students were required to complete a Capstone project which combined all aspects of effective public speaking.</p>	<p><b>COMM 1213:</b> (1) 97% of the students met the benchmark of 70%; (2) 74% of the students met the benchmark of 70% on the essay questions;</p> <p><b>COMM 1113:</b> 100% of the students completing the Capstone project met the benchmark of 70% on the outcome assessment.</p>	<p><b>COMM 1213:</b> (1) This assessment methodology will be continued with an emphasis on an increased diversity of communication topics; (2) Students will be required to strengthen the documentation of source materials to support their argument;</p> <p><b>COMM 1113:</b> The Capstone project will be continued with a variety of debate topics which will further stimulate student learning.</p>	
<p><b>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b></p> <p>Students should: Negotiate civilly with others to (Continued)</p>	<p><b>SE 113 Interpersonal Communication COMM 1213:</b> (1) Students were required to participate actively in class discussions; (2) Students were divided into groups and required to discuss and present an instructor-assigned topic;</p>	<p><b>COMM 1213:</b> (1) 86% of the students were able to meet the attendance and participation standards; (2) 87% of the students were able to complete the assignment at an acceptable level of performance;</p>	<p><b>COMM 1213:</b> (1) Incentives will be considered that would encourage a higher level of student participation; (2) The assessment methodology will be expanded in future classes to include a greater diversity of discussion topics;</p>	

<p>accomplish goals and to function as responsible citizens.</p> <p>End -- Area I</p>	<p><b>SE 123 Public Speaking COMM 1113:</b> Students were required to present a policy debate that combined all aspects of effective public speaking.</p>	<p><b>COMM 1113:</b> 100% of the students completing the policy debate met the benchmark of 70% on the assignment.</p>	<p><b>COMM 1113:</b> The debate provided very good results in introducing students to civic discourse and negotiation and with increased diversity of topics will be continued in future classes.</p>	
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Area I Assessment completed by \_\_\_\_\_

*Signature*

**John B. Gratton** \_\_\_\_\_

*Printed Name*

**8/01/2009** \_\_\_\_\_

*Date*

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**Core Competencies Assessment 2008-2009: Area II Courses**

New Mexico Junior College

Mathematics – Algebra Competencies

<p align="center"><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p align="center"><b><u>Assessment Procedures</u></b> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p align="center"><b><u>Assessment Results</u></b></p>	<p align="center"><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p align="center"><b><u>(Optional)</u></b> Recommendations/Goals/ Priorities</p>
<p><b>1. Students will graph functions</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</li> <li>b. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.</li> <li>c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.</li> </ul>				
<p><b>2. Students will solve various kinds of equations.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</li> <li>b. Solve exponential and logarithmic equations.</li> <li>c. Solve systems of two or three linear equations.</li> </ul> <p align="center">(Continued)</p>				

## Core Competencies Assessment 2008-2009: Area II Courses

New Mexico Junior College

Mathematics – Algebra Competencies, cont.

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>3. Students will demonstrate the use of function notation and perform operations on functions.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Find the value of a function for a given domain value</li> <li>b. Add, subtract, multiply, divide and compose functions.</li> <li>c. Determine the inverse of a function.</li> <li>d. Compute the difference quotient for a function.</li> <li>e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc.</li> </ul>				
<p><b>4. Students will model/solve real-world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Use and understand slope as a rate of change.</li> <li>b. Use equations and systems of equations to solve application problems.</li> <li>c. Apply knowledge of functions to solve specific application problems.</li> <li>d. Solve compound interest problems.</li> <li>e. Solve application problems involving maximization or minimization of a quadratic function.</li> <li>f. Solve exponential growth and decay problems.</li> </ul> <p style="text-align: center;">End – Area II - Algebra</p>				

Area II-Algebra Assessment completed by \_\_\_\_\_

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## Core Competencies Assessment 2008-2009: Area II Courses

New Mexico Junior College

Mathematics - Calculus I Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus.</b>                      Students should:                      Algebraically and graphically demonstrate an understanding of:</p> <ol style="list-style-type: none"> <li>a. Limit</li> <li>b. Tangent line</li> <li>c. Difference quotient</li> <li>d. Fundamental theorem of calculus</li> <li>e. Riemann sums</li> </ol>	<p><b>MA 144 Calculus and Analytic Geometry I MATH 1614:</b>                      Students were required to find local and global extrema and evaluate the mechanics of differentiation and analysis of the graph.</p>	<p><b>MATH 1614:</b> 53% of the students met the benchmark of 70% on the homework assignments and on the assessment rubrics.</p>	<p><b>MATH 1614:</b> The students will be required to watch the videos provided in MyMathLab in an effort to boost knowledge and performance.</p>	
<p><b>2. Students will use concepts of function, limit, continuity, derivative, and integral.</b>                      Students should:                      Apply the theory of calculus through manipulations involving:</p> <ol style="list-style-type: none"> <li>a. The finding of limits.</li> <li>b. Using differentiation techniques.</li> <li>c. Working with transcendental &amp; trigonometric functions.</li> <li>d. Determining points of discontinuity and intervals of continuity.</li> </ol> <p style="text-align: center;">(Continued)</p>	<p><b>MA 144 Calculus and Analytic Geometry I MATH 1614:</b>                      Students were required to complete a graphing problem and also were given homework assignments and tests covering differentiation techniques, limits, transcendental and trig functions, and discontinuity points and intervals of continuity.</p>	<p><b>MATH 1614:</b> 28% of the students met the benchmark of 70% on each aspect of the assessment methodology.</p>	<p><b>MATH 1614:</b> More emphasis will be placed upon completing the homework assignments, reading supplemental materials, and completing MyMathLab assignments.</p>	

**Core Competencies Assessment 2008-2009: Area II Courses**

New Mexico Junior College

Mathematics - Calculus I Competencies, cont.

<p align="center"><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p align="center"><b><u>Assessment Procedures</u></b> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p align="center"><b><u>Assessment Results</u></b></p>	<p align="center"><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p align="center"><b><u>(Optional)</u></b> Recommendations/Goals/ Priorities</p>
<p><b>3. Students will apply methods of calculus to optimization, graphing, and approximation.</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>a. Find extreme points.</li> <li>b. Understand the graphs of a function and its 1<sup>st</sup> and 2<sup>nd</sup> derivatives and how they relate.</li> <li>c. Apply Newton's method.</li> <li>d. Use differentials to approximate functions.</li> </ul>	<p><b>MA 144 Calculus and Analytic Geometry I MATH 1614:</b> Students were required to determine the lower bound of sub-intervals needed for a Trapezoidal approximation. Additionally, students were assigned homework assignments on extreme points, graphs of functions, Newton's method, and differentials to approximate functions.</p>	<p><b>MATH 1614:</b> 53% of the students met the benchmark of 3 or better on the rubric while only 30% of the online students demonstrated a 60% or higher performance on tests and homework.</p>	<p><b>MATH 1614:</b> The students will be required to complete supplemental instructional materials and the instructor will track student time spent on task.</p>	
<p><b>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that calculus has many uses in science, business, and other fields.</li> <li>b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity.</li> </ul> <p align="center">End Area II – Calculus I</p>	<p><b>MA 144 Calculus and Analytic Geometry I MATH 1614:</b> Students were assigned a series of problems covering acceleration, velocity, and object position. The results were required to be portrayed in graph format.</p>	<p><b>MATH 1614:</b> 59% of the students met the benchmark of 3 or better on the rubric while only 53% of the online students met the benchmark of 70% or better on the homework and tests.</p>	<p><b>MATH 1614:</b> More time will be devoted in in-class tutoring and the online students will be required to complete reading and online tutorials from MyMathLab.</p>	

Area II-Calculus Assessment completed by \_\_\_\_\_

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**Core Competencies Assessment 2008-2009: Area II Courses**

**New Mexico Junior College**

**Mathematics – Other College-Level Mathematics Competencies**

<p align="center"><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p align="center"><b><u>Assessment Procedures</u></b> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p align="center"><b><u>Assessment Results</u></b></p>	<p align="center"><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p align="center"><b><u>(Optional)</u></b> Recommendations/Goals/ Priorities</p>
<p><b>1. Students will display, analyze, and interpret data.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Discriminate among different types of data displays for the most effective presentation.</li> <li>b. Draw conclusions from the data presented.</li> <li>c. Analyze the implication of the conclusion to real life situations.</li> </ul>	<p><b>MA 113D Mathematical Analysis with Business Applications I</b> <b>MATH 2113:</b> Students were required to complete homework, class assignments, and tests.</p>	<p><b>MATH 2113:</b> 57% of the students met the benchmark of 75%.</p>	<p><b>MATH 2113:</b> Adopt a new textbook that offers an online supplement.</p>	
<p><b>2. Students will demonstrate knowledge of problem-solving strategies.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. For a given problem, gather and organize relevant information.</li> <li>b. Choose an effective strategy to solve the problem</li> <li>c. Express and reflect on the reasonableness of the solution to the problem.</li> </ul> <p align="center">(Continued)</p>	<p><b>MA 113D Mathematical Analysis with Business Applications I</b> <b>MATH 2113:</b> Students were required to choose a solving solution; complete homework assignments, calculate problems, and complete an exam.</p>	<p><b>MATH 2113:</b> 57% of the students met the benchmark of 75% on the homework assignments, while only 29% of students met the benchmark of 75% on the exam.</p>	<p><b>MATH 2113:</b> Adopt a new textbook with supplemental materials.</p>	

## Core Competencies Assessment 2008-2009: Area II Courses

New Mexico Junior College

Mathematics – Other College-Level Mathematics Competencies, cont.

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>3. Students will construct valid mathematical explanations.</b> Students should: Use mathematics to model and explain real life problems.</p>	<p><b>MA 113D Mathematical Analysis with Business Applications I</b> <b>MATH 2113:</b> Students were required to complete homework assignments and were tested over the material.</p>	<p><b>MATH 2113:</b> On homework assignments, 29% of students met the benchmark of 75% while 71% of students met the benchmark of 75% on the test.</p>	<p><b>MATH 2113:</b> Students will be required to submit homework assignments after every section rather than as a group.</p>	
<p><b>4. Students will display an understanding of the development of mathematics.</b> Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.</p>	<p><b>MA 113D Mathematical Analysis with Business Applications I</b> <b>MATH 2113:</b> Students were required to complete homework assignments and were tested over the material.</p>	<p><b>MATH 2113:</b> On homework assignments, 43% of students met the benchmark of 75% while 71% of the students met the benchmark of 75% on the test.</p>	<p><b>MATH 2113:</b> Students will be required to submit homework assignments after every section rather than as a group.</p>	
<p><b>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.</b> Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.</p> <p style="text-align: center;">End – Area II Other Math</p>	<p><b>MA 113D Mathematical Analysis with Business Applications I</b> <b>MATH 2113:</b> Students were questioned on the final exam as to their experience in the class as a whole.</p>	<p><b>MATH 2113:</b> 80% of the students responded positively regarding an appreciation for the application and beauty of mathematics.</p>	<p><b>MATH 2113:</b> Continue to assess the outcome using survey type questions.</p>	<p>Our mathematics faculty does not feel that this outcome is a viable entity to be assessed.</p>

Area II-Other Math Assessment completed by \_\_\_\_\_

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## Core Competencies Assessment 2008-2009: Area III Courses

New Mexico Junior College

Laboratory Science Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	<p><b>CH 114 Current Concepts of Chemistry CHEM 1114:</b> Oral quizzes were administered in class and questions were included on the first class test; <b>CH 114A General Chemistry I CHEM 1214:</b> Three test questions on the scientific method were included on Test I; <b>CH 124A General Chemistry II CHEM 1224:</b> Students were required to complete a problem set; <b>PH 114A Astronomy ASTR 1114:</b> Students were tested on the process of scientific inquiry.</p>	<p><b>CHEM 1114:</b> 82% of the students answered all of the questions correctly;</p> <p><b>CHEM 1214:</b> 78% of the students answered all three questions correctly;</p> <p><b>CHEM 1224:</b> The class average on the assignment was 79%;</p> <p><b>ASTR 1114:</b> The class average on the test questions was 84%.</p>	<p><b>CHEM 1114:</b> Observation-experimentation and the scientific method will be stressed;</p> <p><b>CHEM 1214:</b> Students will be encouraged to read supplemental materials;</p> <p><b>CHEM 1224:</b> More emphasis will be placed on solutions;</p> <p><b>ASTR 1114:</b> Supplemental information on the scientific process will be added to the class.</p>	
<p><b>2. Students will solve problems scientifically.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	<p><b>CH 114 Current Concepts of Chemistry CHEM 1114:</b> Students were assessed on the first two laboratory experiments; <b>CH 114A General Chemistry I CHEM 1214:</b> Students were required to complete a Stoichiometry problem set; <b>CH 124A General Chemistry II CHEM 1224:</b> Students were required to solve problems regarding chemical kinetics and kinetic equations; <b>PH 114A Astronomy ASTR 1114:</b> Students were required to complete laboratory experiments which involved plotting and graphing.</p>	<p><b>CHEM 1114:</b> The classes displayed an average of 80% accuracy;</p> <p><b>CHEM 1214:</b> The class average on the assignment was 81%;</p> <p><b>CHEM 1224:</b> The class average on the problems was 82%;</p> <p><b>ASTR 1114:</b> The class average on the experiments was 80%.</p>	<p><b>CHEM 1114:</b> Stress the importance of accurate measurement in the experiments;</p> <p><b>CHEM 1214:</b> More class time will be devoted to practice on the problems;</p> <p><b>CHEM 1224:</b> The laboratory component will be enhanced to aid students in grasping kinetics;</p> <p><b>ASTR 1114:</b> Additional class time will be devoted to plotting and graphing skills;</p>	

(Continued)

<p><b>3. Students will communicate scientific information.</b> Students should: Communicate effectively about science (e.g. write lab reports in standard format and explain basic scientific concepts, procedures and results using written, oral, and graphic presentation techniques)</p> <p>(Continued)</p>	<p><b>CH 114 Current Concepts of Chemistry CHEM 1114:</b> Students were administered a major examination; <b>CH 114A General Chemistry I CHEM 1214:</b> Students were evaluated by means of a major class examination; <b>CH 124A General Chemistry II CHEM 1224:</b> Students were required to complete a take home problem on chemical equilibrium; <b>PH 114A Astronomy ASTR 1114:</b> Students were administered an examination covering stellar life cycle information.</p>	<p><b>CHEM 1114:</b> The student average was 71% on the examination; <b>CHEM 1214:</b> The class average on the examination was 78%; <b>CHEM 1224:</b> The class average on the assignment was 81%; <b>ASTR 1114:</b> The class average on the examination was 64%.</p>	<p><b>CHEM 1114:</b> Devote more class time to the analyses of examples; <b>CHEM 1214:</b> Study groups will be used in future semesters to assist students in grasping the complex information; <b>CHEM 1224:</b> The in-class CAD presentation will be enhanced; <b>ASTR 1114:</b> Additional lecture time will be devoted to this topic and a visual aid will be developed.</p>	
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## Core Competencies Assessment 2008-2009: Area III Courses

New Mexico Junior College

Laboratory Science Competencies, cont.

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>4. Students will apply quantitative analysis to scientific problems.</b> Students should:</p> <p>a. Select and perform appropriate quantitative analyses of scientific observations.</p> <p>b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	<p><b>CH 114 Current Concepts of Chemistry CHEM 1114:</b> Students were required to complete a laboratory experiment to measure antacids and their effectiveness; <b>CH 114A General Chemistry I CHEM 1214:</b> Students were required to complete an experiment on Charles’s gas laws; <b>CH 124A General Chemistry II CHEM 1224:</b> Students were required to complete a set of problems covering acids and bases; <b>PH 114A Astronomy ASTR 1114:</b> Students were required to quantitatively identify a set of objects and locate these objects on a star map.</p>	<p><b>CHEM 1114:</b> The class average on the experiment was 85%;</p> <p><b>CHEM 1214:</b> The class average on the required experiment was 83%;</p> <p><b>CHEM 1224:</b> The class average on the problems was 76%;</p> <p><b>ASTR 1114:</b> The class average on the assignment was 80%.</p>	<p><b>CHEM 1114:</b> Continue to stress good laboratory techniques and measurements;</p> <p><b>CHEM 1214:</b> Additional emphasis will be placed upon the collection and the interpretation of data;</p> <p><b>CHEM 1224:</b> Students will be required to solve more acid/base problems in class;</p> <p><b>ASTR 1114:</b> Additional class time will be devoted to preparing for this experiment.</p>	
<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <p>a. Critically evaluate scientific reports or accounts presented in the popular media.</p> <p>b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</p> <p style="text-align: center;">End – Laboratory Science</p>	<p><b>CH 114 Current Concepts of Chemistry CHEM 1114:</b> Students were assessed with a test; <b>CH 114A General Chemistry I CHEM 1214:</b> Students were required to solve gas law problems that employed real world examples; <b>CH 124A General Chemistry II CHEM 1224:</b> Students were required to apply the principles of thermodynamics to determine the outcome of energy changes in real world systems; <b>PH 114A Astronomy ASTR 1114:</b> Students were required to plot the moon’s position through half of its cycle.</p>	<p><b>CHEM 1114:</b> The class average on the test was 82%;</p> <p><b>CHEM 1214:</b> The class average on the real world problems was 85%;</p> <p><b>CHEM 1224:</b> The class average on the problems was 77%;</p> <p><b>ASTR 1114:</b> 80% of the students met the benchmark of 80% on this assignment.</p>	<p><b>CHEM 1114:</b> Additional material will be presented in class;</p> <p><b>CHEM 1214:</b> Additional real world problems will be discussed in class and included in the problem solving experiments;</p> <p><b>CHEM 1224:</b> Additional real world examples and problems will be added to the class presentation;</p> <p><b>ASTR 1114:</b> Additional individual assistance will be provided to students.</p>	

Area III Assessment completed by \_\_\_\_\_

*Signature*

**John B. Gratton**

*Printed Name*

**8/01/2009**

*Date*

Phone number (575) 492 - 2763

## Core Competencies Assessment 2008-2009: Area IV Courses

New Mexico Junior College

Social and Behavioral Sciences Competencies

<p style="text-align: center;"><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><b><u>Assessment Procedures</u></b> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><b><u>Assessment Results</u></b></p>	<p style="text-align: center;"><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p style="text-align: center;"><b><u>(Optional)</u></b> Recommendations/Goals/ Priorities</p>
<p><b>1. Students will 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.</b> Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p> <p style="text-align: center;">(Continued)</p>	<p><b>PS 113 Introduction to Psychology PSYC 1113:</b> (1) Students were required to complete an essay assignment addressing gender preferences in mate selection; (2) Students were administered written tests;</p> <p><b>PS 213 Child Psychology PSYC 1113:</b> (1) Students were required to complete a standardized test; (2) Online students were administered a multiple choice test;</p> <p><b>PS 213F Educational Psychology PSYC 1113:</b> Students were required to submit journal entries reporting on their observations regarding behavioral learning theory;</p> <p><b>PS 223 Adolescent Psychology PSYC 1113:</b> The online students were required to complete a standardized test on each unit;</p> <p><b>AN 123 Introduction to Cultural Anthropology ANTH 2113:</b> Students were assigned a critical review project to research two anthropological articles.</p>	<p><b>PSYC 1113:</b> (1) 53% of the students met the benchmark of 70% when graded on the rubric; (2) 75% of the students displayed appropriate levels of performance on the tests;</p> <p><b>PSYC 1113 Child:</b> (1) 76% of the students met the benchmark of 75% on the test; (2) The test results showed a wide range of performance;</p> <p><b>PSYC 1113 Educational:</b> 80% of the students met the benchmark of 75% when graded on the rubric;</p> <p><b>PSYC 1113 Adolescent:</b> Only 33% of the students earned 50% of the available points on the quizzes;</p> <p><b>ANTH 2113:</b> 100% of the students met the benchmark of 70% on the project.</p>	<p><b>PSYC 1113:</b> (1) A standardized instructional methodology will be applied to all of the classes; (2) Questions with a high rate of incorrect answers will be examined for possible changes in wording or in class presentation;</p> <p><b>PSYC 1113 Child:</b> (1) The test results provided sound assessment data and with some modification to the scope of the question will be continued in future classes; (2) The online students will be encouraged to take more time prior to submitting their tests;</p> <p><b>PSYC 1113 Educational:</b> Continue this project with slight modifications;</p> <p><b>PSYC 1113 Adolescent:</b> The tests will be analyzed to ensure an appropriate depth and scope of questions;</p> <p><b>ANTH 2113:</b> The project will be continued in future years as the research proved very beneficial to the students.</p>	

<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b>  Students should:  Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p>(Continued)</p>	<p><b>PS 113 Introduction to Psychology PSYC 1113:</b> (1) Students were required to complete a pre and post test covering the influence of biology on psychological processes; (2) Students were assessed by means of a standardized test;</p> <p><b>PS 213 Child Psychology PSYC 1113:</b> (1) Students were required to complete a written assignment comparing American and Asian views towards formal education; (2) The online students were required to participate in discussion board communication regarding personal beliefs;</p> <p><b>PS 213F Educational Psychology PSYC 1113:</b> Students were required to submit a report observation on positive aspects of behavior modification;</p> <p><b>PS 223 Adolescent Psychology PSYC 1113:</b> The online students were required to share personal experiences on the discussion board;</p> <p><b>AN 123 Introduction to Cultural Anthropology ANTH 2113:</b> Students were assigned a critical review project to research two anthropological articles.</p>	<p><b>PSYC 1113:</b> (1) The student performance on pre and post tests did not meet the benchmark of 70%; (2) 75% of the students displayed an appropriate degree of mastery on the test;</p> <p><b>PSYC 1113 Child:</b> (1) 69% of the students demonstrated an appropriate level of performance; (2) The online students performed very well on this activity with 85% of the students completing the assignment;</p> <p><b>PSYC 1113 Educational:</b> 80% of the students met the benchmark of 75% when graded on an established rubric;</p> <p><b>PSYC 1113 Adolescent:</b> 66% of the students completed the assignment with 33% earning more than 43% of the assigned points;</p> <p><b>ANTH 2113:</b> 100% of the students met the benchmark of 70% on the project.</p>	<p><b>PSYC 1113:</b> (1) Test items will be evaluated to ensure a valid measurement of student learning; (2) Test questions will be analyzed to ensure appropriateness of these questions;</p> <p><b>PSYC 1113 Child:</b> (1) Supplemental materials will be added to assist the students to understand cultural differences; (2) More information will be provided in the online discussion board;</p> <p><b>PSYC 1113 Educational:</b> Continue this type of assessment with minor modifications;</p> <p><b>PSYC 1113 Adolescent:</b> More emphasis will be placed on the discussion board requirements for the online students;</p> <p><b>ANTH 2113:</b> The project will be continued in future years as students need to focus on connections/interactions between values, beliefs, and other entities.</p>	
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**Core Competencies Assessment 2008-2009: Area IV Courses**

New Mexico Junior College

Social and Behavioral Sciences Competencies, cont.

<p align="center"><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p align="center"><b><u>Assessment Procedures</u></b> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p align="center"><b><u>Assessment Results</u></b></p>	<p align="center"><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p align="center"><b><u>(Optional)</u></b> Recommendations/Goals/ Priorities</p>
<p><b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p> <p align="right">(Continued)</p>	<p><b>PS 113 Introduction to Psychology PSYC 1113:</b> (1) Students were required to complete a 40 question exam related to psychological perspectives; (2) Students were administered written tests;</p> <p><b>PS 213 Child Psychology PSYC 1113:</b> (1) Students were required to submit a pre and post written report describing psychological and/or behavioral differences between genders; (2) Online students were required to respond to questions and report observations on the assignment board;</p> <p><b>PS 213F Educational Psychology PSYC 1113:</b> Students were required to apply methods of behavioral learning theory and report on observations;</p> <p><b>PS 223 Adolescent Psychology PSYC 1113:</b> The online students were required to use the discussion board to describe interactions;</p> <p><b>AN 123 Introduction to Cultural Anthropology ANTH 2113:</b> Students were assigned a critical review project to independently review two anthropological articles.</p>	<p><b>PSYC 1113:</b> (1) Overall performance demonstrated a 61% degree of accuracy on the test questions; (2) 81% of the students were able to meet the benchmark of 70% on the tests;</p> <p><b>PSYC 1113 Child:</b> (1) 75% of the students were able to complete the assignment at an appropriate level of performance; (2) The student performance ranged from excellent to poor on this assessment;</p> <p><b>PSYC 1113 Educational:</b> 80% of the students met the benchmark of 75% on the report;</p> <p><b>PSYC 1113 Adolescent:</b> 67% of the students completed the assignment with 44% of the students performing at an acceptable level;</p> <p><b>ANTH 2113:</b> 100% of the students met the benchmark of 70% on the project.</p>	<p><b>PSYC 1113:</b> (1) In future classes this outcome will be assessed using a written essay type question; (2) The tests will be analyzed to ensure an appropriate scope and depth of questions;</p> <p><b>PSYC 1113 Child:</b> (1) Teaching strategies will be enhanced to assist students in understanding the material; (2) Online students will be encouraged to participate more actively in the discussions;</p> <p><b>PSYC 1113 Educational:</b> Continue this assessment methodology with minor modifications;</p> <p><b>PSYC 1113 Adolescent:</b> The assessment method will be modified for future online classes with attention paid to the discussion topics;</p> <p><b>ANTH 2113:</b> The project will be continued in future years, as students need to focus on the relationships between self, society, and the environment.</p>	

<p><b>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.</b> – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.</p> <p>End – Social/Behavioral Sciences</p>	<p><b>PS 113 Introduction to Psychology PSYC 1113</b> (1) A set of three questions embedded into a forty question exam addressed the knowledge base of social and behavioral sciences; (2) Students were administered a pre and post test related to the knowledge base in the social and behavioral sciences;</p> <p><b>PS 213 Child Psychology PSYC 1113:</b> (1) Students were required to complete an essay assignment and describe, explain, and critically evaluate relevant issues and ethical dilemmas in child research and child clinical care; (2) Online students were administered a standardized test;</p> <p><b>PS 213F Educational Psychology PSYC 1113:</b> Students were required to submit a report on behavioral theory observations;</p> <p><b>PS 223 Adolescent Psychology PSYC 1113:</b> Students were required to complete short answer questions on each unit;</p> <p><b>AN 123 Introduction to Cultural Anthropology ANTH 2113:</b> Students were required to complete an examination which included short-answer and essay questions related to the outcome.</p>	<p><b>PSYC 1113:</b> (1) Overall class performance demonstrated a 58% degree of accuracy on the three questions; (2) 60% of the students met the benchmark for improved performance between the pre and post tests;</p> <p><b>PSYC 1113 Child:</b> (1) 50% of the students were able to correctly identify an ethical issue in the case study; (2) The test results demonstrated a wide disparity of performance;</p> <p><b>PSYC 1113 Educational:</b> 80% of the students met the benchmark of 75% when graded on an established rubric;</p> <p><b>PSYC 1113 Adolescent:</b> 45% of the online students completed the assignments at an acceptable level of performance;</p> <p><b>ANTH 2113:</b> 100% of the students met the benchmark of 70% on the examination questions.</p>	<p><b>PSYC 1113:</b> (1) More class time will be devoted to role-playing and small discussion groups to review case studies; (2) Additional class time will be devoted to preparing students for the assessment medium;</p> <p><b>PSYC 1113 Child:</b> (1) Book content will be supplemented with a discussion of the Ethics Code used by the American Psychological Association; (2) Additional information will be provided to the online students prior to the test administration;</p> <p><b>PSYC 1113 Educational:</b> This type of assessment will be continued in future classes;</p> <p><b>PSYC 1113 Adolescent:</b> More emphasis will be placed upon the expectations and requirements of the online class;</p> <p><b>ANTH 2113:</b> The examination method of assessment will be carried forward into future classes.</p>	
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Area IV Assessment completed by \_\_\_\_\_

*Signature*

**John B. Gratton**

*Printed Name*

**8/01/2009**

*Date*

Phone number (575) 492 - 2763

## Core Competencies Assessment 2008-2009: Area V Courses

New Mexico Junior College

Humanities and Fine Arts Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</b></p> <p style="text-align: right;">(Continued)</p>	<p><b>EN 213 Types of Literature I</b> <b>ENGL 2213:</b> Unit examinations, a major research paper, and critical essays;</p> <p><b>EN 213A Survey of British Literature I</b> <b>ENGL 2413:</b> Compositions, writing samples, research paper;</p> <p><b>EN 213C American Literature I</b> <b>ENGL 2513:</b> Unit examinations, research paper, and class discussions;</p> <p><b>EN 213D World Literature I</b> <b>ENGL 2613:</b> Compositions, writing samples, students were required to analyze the difference between Sumerian and Judeo creation stories;</p> <p><b>EN 213F Southwest Literature</b> <b>ENGL 2713:</b> Not offered 2008/2009,</p> <p><b>EN 213G Science Fiction and Fantasy</b> <b>ENGL 2213:</b> Not offered 2008/2009,</p> <p><b>EN 223 Types of Literature II</b> <b>ENGL 2223:</b> Not offered 2008/2009,</p> <p><b>EN 223A Survey of British Literature II</b> <b>ENGL 2423:</b> Students were required to complete periodic examinations;</p> <p><b>EN 223C American Literature II</b> <b>ENGL 2523:</b> Students were required to complete compositions, writing samples, and an analysis</p>	<p><b>ENGL 2213:</b> 85 % of the students met the benchmark of 70% on the assessments;</p> <p><b>ENGL 2413:</b> 83% of the students met the benchmark of 70% ;</p> <p><b>ENGL 2513:</b> 70% of the students met the benchmark of 70% on each of the assessments;</p> <p><b>ENGL 2613:</b> 85% of the students completed the assignments at an acceptable level;</p> <p><b>ENGL 2423:</b> 75% of the students met the benchmark of 70%;</p> <p><b>ENGL 2523:</b> 82% of the students met the benchmark of 70% when evaluated on the rubric;</p>	<p><b>ENGL 2213:</b> The assessments were very effective and thus will be continued in future classes;</p> <p><b>ENGL 2413:</b> Seek enhanced methods of teaching writing;</p> <p><b>ENGL 2513:</b> The research paper will include a more diverse range of topics;</p> <p><b>ENGL 2613:</b> Continue the current methodology;</p> <p><b>ENGL 2423:</b> Evaluate assessment methodologies and examination questions;</p> <p><b>ENGL 2523:</b> Consider the adoption of a different textbook;</p>	

	<p>paper;  <b>EN 223D World Literature II</b>  <b>ENGL 2623:</b> Students were required to use conventional literary tools to critically interpret works of literature;  <b>AR 113 Art Appreciation ARTS 1113:</b> Students were tested over materials provided in class presentations;  <b>AR 113B Art History I ARTS 2113:</b> Not offered 2008/2009,  <b>SP 114 Beginning Spanish I</b>  <b>SPAN 1114:</b> Students were required to prepare oral presentations in Spanish describing the work of a singer/actor;  <b>SP 124 Beginning Spanish II</b>  <b>SPAN 1124:</b> Students were required to prepare oral presentations in Spanish describing the work of various Hispanic artists.</p>	<p><b>ENGL 2623:</b> 90% of the students were able to complete the assignment at an acceptable level of performance;   <b>ARTS 1113:</b> 85% of the students met the benchmark of 70% on the tests;   <b>SPAN 1114:</b> 73% of the students met the benchmark of 80%;   <b>SPAN 1124:</b> 45% of the students were able to complete the activity at an acceptable level.</p>	<p><b>ENGL 2623:</b> Additional analysis will take place to determine how effective the group work is occurring;   <b>ARTS 1113:</b> More intensive review of essay criteria and content specifics will be conducted prior to each test;   <b>SPAN 1114:</b> This assessment methodology will be continued with slight modifications in future classes;   <b>SPAN 1124:</b> The assessment methodology will be continued with slight modifications in future classes.</p>	
<p><b>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</b></p> <p>(Continued)</p>	<p><b>EN 213 Types of Literature I</b>  <b>ENGL 2213:</b> Survey quizzes and a research paper;   <b>EN 213A Survey of British Literature I ENGL 2413:</b>  Research papers were required on periods of literature from Beowulf to the 18<sup>th</sup> century;  <b>EN 213C American Literature I</b>  <b>ENGL 2513:</b> Unit exams and major research paper;   <b>EN 213D World Literature I</b>  <b>ENGL 2613:</b> Composition, writing samples;  <b>EN 213F Southwest Literature</b>  <b>ENGL 2713:</b> Not offered 2008/2009;  <b>EN 213G Science Fiction and Fantasy ENGL 2213:</b> Not offered</p>	<p><b>ENGL 2213:</b> 86% of the students met the benchmark of 70% on the exams and the research paper;  <b>ENGL 2413:</b> 83% of the students met the benchmark of 70%;   <b>ENGL 2513:</b> 70% of the students earned a 70% or better on the exams and the research paper;  <b>ENGL 2613:</b> 85% of students completed the required assignments at acceptable levels;</p>	<p><b>ENGL 2213:</b> A more diverse range of literary selections and genre will be included in the research paper;   <b>ENGL 2413:</b> Check for student understanding of areas covered and stress the format of the research paper;   <b>ENGL 2513:</b> The research paper will incorporate more interaction between students;   <b>ENGL 2613:</b> Continue with current methodology;</p>	

	<p>2008/2009;  <b>EN 223 Types of Literature II</b>  <b>ENGL 2223:</b> Not offered  2008/2009;  <b>EN 223A Survey of British Literature II ENGL 2423:</b>  Students were required to complete periodic quizzes;  <b>EN 223C American Literature II</b>  <b>ENGL 2523:</b> Essay type questions on this outcome were included in course examinations;  <b>EN 223D World Literature II</b>  <b>ENGL 2623:</b> Students were required to critically analyze a modern Nigerian novel;</p> <p><b>AR 113 Art Appreciation ARTS 1113:</b> Students were tested over material presented in class and were required to submit a written presentation;  <b>AR 113B Art History I ARTS 2113:</b> Not offered 2008/2009;  <b>SP 114 Beginning Spanish I</b>  <b>SPAN 1114:</b> Students were required to work cooperatively presenting writing samples regarding social and cultural differences in Spanish speaking countries;  <b>SP 124 Beginning Spanish II</b>  <b>SPAN 1124:</b> Students were required to work cooperatively in researching and presenting their findings on a comparison of governments in Hispanic countries.</p>	<p><b>ENGL 2423:</b> 75% of the students met the benchmark of 70%;</p> <p><b>ENGL 2523:</b> 76% of the students met the benchmark of 70% on the essay questions;</p> <p><b>ENGL 2623:</b> 85% of the students completed the assignment at an acceptable level of performance;</p> <p><b>ARTS 1113:</b> 70% of the students met the benchmark of 70% on the tests and assignment;</p> <p><b>SPAN 1114:</b> 77% of the students met the benchmark of 80%;</p> <p><b>SPAN 1124:</b> 37% of the students were able to complete the assignment at an acceptable level of performance.</p>	<p><b>ENGL 2423:</b> Evaluate assessment methodologies;</p> <p><b>ENGL 2523:</b> Prepare a handout and lead class discussions on strategies for answering essay type questions;</p> <p><b>ENGL 2623:</b> The lectures provided on this material will be enhanced to assist in making foreign culture and its values understandable to today's students;  <b>ARTS 1113:</b> The social, economic, and political value of American art in comparison to other cultures will be stressed to a higher degree in class;</p> <p><b>SPAN 1114:</b> Additional topics and countries will be added to strengthen the students' research;</p> <p><b>SPAN 1124:</b> Additional instructional time will be devoted to assist students in research techniques and oral presentation strategies.</p>	
<p><b>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</b></p> <p>(Continued)</p>	<p><b>EN 213 Types of Literature I</b>  <b>ENGL 2213:</b> Students were required to complete a major research paper;  <b>EN 213A Survey of British Literature I ENGL 2413:</b> Class discussions, final examination;</p>	<p><b>ENGL 2213:</b> 71% of the students met the benchmark of 70% on the rubric;</p> <p><b>ENGL 2413:</b> 100% of the students met the benchmark of 70%;</p>	<p><b>ENGL 2213:</b> This outcome will be included in a Capstone project required at the completion of the semester;  <b>ENGL 2413:</b> Stress the importance of writing and knowledge of subject matter;</p>	

<p>(Continued)</p>	<p><b>EN 213C American Literature I</b>  <b>ENGL 2513:</b> Compositions, writing samples, and class discussions;  <b>EN 213D World Literature I</b>  <b>ENGL 2613:</b> Compositions, writing samples;  <b>EN 213F Southwest Literature</b>  <b>ENGL 2713:</b> Not offered 2008/2009;  <b>EN 213G Science Fiction and Fantasy ENGL 2213:</b> Not offered 2008/2009;  <b>EN 223 Types of Literature II</b>  <b>ENGL 2223:</b> Not offered 2008/2009;  <b>EN 223A Survey of British Literature II ENGL 2423:</b> Students were required to complete compositions, writing samples, and journal entries;  <b>EN 223C American Literature II</b>  <b>ENGL 2523:</b> Students were required to complete compositions, writing samples, and an analysis paper regarding this outcome;  <b>EN 223D World Literature II</b>  <b>ENGL 2623:</b> Students were required to engage in class discussions regarding the diversity of human experience in an African setting;  <b>AR 113 Art Appreciation ARTS 1113:</b> Students were required to make an oral presentation on human experience and cultural perspectives;  <b>AR 113B Art History I ARTS 2113:</b> Not offered 2008/2009;  <b>SP 114 Beginning Spanish I</b>  <b>SPAN 1114:</b> Students were required to research various cultural events in Spanish speaking countries and conduct an oral presentation;</p>	<p><b>ENGL 2513:</b> 70% of the students completed the assignments at acceptable levels of performance;  <b>ENGL 2613:</b> 85% of students completed the required assignments at acceptable levels;</p> <p><b>ENGL 2423:</b> 75% of the students met the benchmark of 70%;</p> <p><b>ENGL 2523:</b> 88% of the students met the benchmark of 70% when assessed on the rubric;</p> <p><b>ENGL 2623:</b> 85% of the students were able to effectively demonstrate a recognition of human diversity portrayed in this novel;</p> <p><b>ARTS 1113:</b> 90% of the students met the benchmark of 80% on the presentation;</p> <p><b>SPAN 1114:</b> 88% of the students met the benchmark of 80% on the rubric;</p>	<p><b>ENGL 2513:</b> The class discussion will be broadened and will require more in-depth preparation by the students;  <b>ENGL 2613:</b> Continue with current methodology;</p> <p><b>ENGL 2423:</b> Evaluate the assignments to ensure relevance and appropriateness of topics;</p> <p><b>ENGL 2523:</b> This type of assessment with slight modifications will be used in future semesters;</p> <p><b>ENGL 2623:</b> Audio and visual clips will be added to strengthen the presentation;</p> <p><b>ARTS 1113:</b> The oral presentation method will be continued with more emphasis on a diversity of perspectives;</p> <p><b>SPAN 1114:</b> The assessment methodology will be continued in future classes;</p>	
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	<b>SP 124 Beginning Spanish II</b> <b>SPAN 1124:</b> Students were required to observe, investigate, and research a cultural activity from a Hispanic country and prepare a demonstration of this cultural activity.	<b>SPAN 1124:</b> 45% of the students were able to complete the research and present the cultural activity at an appropriate level of performance.	<b>SPAN 1124:</b> Additional class time will be devoted to research techniques and strategies and the preparation of an oral presentation.	
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**Core Competencies Assessment 2008-2009: Area V Courses**

New Mexico Junior College

Humanities and Fine Arts Competencies, cont.

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>4. Students will 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.</b></p> <p><b>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent Relationships among cultures.</b> (Continued)</p>	<p><b>EN 213 Types of Literature I</b> <b>ENGL 2213:</b> Unit exams, compositions, research paper;</p> <p><b>EN 213A Survey of British Literature I</b> <b>ENGL 2413:</b> final examination;</p> <p><b>EN 213C American Literature I</b> <b>ENGL 2513:</b> Unit exams and class discussions;</p> <p><b>EN 213D World Literature I</b> <b>ENGL 2613:</b> In-class discussion, group projects; reports; <b>EN 213FSouthwest Literature</b> <b>ENGL 2713:</b> Not offered 2008/2009;</p>	<p><b>ENGL 2213:</b> 80% of the students met the benchmark of 70% on the assessments;</p> <p><b>ENGL 2413:</b> 100% of the students met the benchmark of 70%;</p> <p><b>ENGL 2513:</b> 70% of the students were able to reach the benchmark of 70% on the exams and discussion;</p> <p><b>ENGL 2613:</b> 85% of students completed the assignments at acceptable levels;</p>	<p><b>ENGL 2213:</b> Students will be required to submit weekly discussions on the significance of literature related to contemporary issues;</p> <p><b>ENGL 2413:</b> Reinforce book knowledge with lectures and discussions;</p> <p><b>ENGL 2513:</b> The exam format will be altered to require a wider spectrum of questions;</p> <p><b>ENGL 2613:</b> Continue with current methodology;</p>	

<p><b>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</b></p> <p><b>End – Humanities/Fine Arts</b></p>	<p><b>EN 213G Science Fiction and Fantasy ENGL 2213:</b> Not offered 2008/2009;  <b>EN 223 Types of Literature II ENGL 2223:</b> Not offered 2008/2009;  <b>EN 223A Survey of British Literature II ENGL 2423:</b> Students were required to participate in class discussions;  <b>EN 223C American Literature II ENGL 2523:</b> Students were required to submit a major research project;  <b>EN 223D World Literature II ENGL 2623:</b> Students were required to discuss and group research the possibilities of change within American culture;  <b>AR 113 Art Appreciation ARTS 1113:</b> Students were required to engage actively in class discussion and interaction regarding contemporary issues;  <b>AR 113B Art History I ARTS 2113:</b> Not offered 2008/2009;  <b>SP 114 Beginning Spanish I SPAN 1114:</b> Students were required to research current issues/problems in Spanish speaking countries and keep a journal of the results;  <b>SP 124 Beginning Spanish II SPAN 1124:</b> Students were assigned a pen pal from a Hispanic country and were required to contact this individual, ask questions about current issues in his/her country, and prepare a journal of the results.</p>	<p><b>ENGL 2423:</b> 75% of the students met the benchmark of 70%;</p> <p><b>ENGL 2523:</b> 71% of the students met the benchmark of 70% when assessed on the rubric;</p> <p><b>ENGL 2623:</b> 85% of the students completed the assignment at acceptable levels of performance;</p> <p><b>ARTS 1113:</b> 70% of the students met the benchmark of 60% on their level of interaction;</p> <p><b>SPAN 1114:</b> 85% of the students met the benchmark of 80%;</p> <p><b>SPAN 1124:</b> 45% of the students were able to complete the assignment and appropriately present the results.</p>	<p><b>ENGL 2423:</b> Plan enhanced activities and incorporate informal presentations into the assessment procedures;  <b>ENGL 2523:</b> Prepare more detailed instructions on the assignment expectations and research methods;  <b>ENGL 2623:</b> With an increased emphasis on diversity, this assessment methodology will be continued for future classes;</p> <p><b>ARTS 1113:</b> More in-class criticism of contemporary artwork with philosophical contexts will be included in future class offerings;</p> <p><b>SPAN 1114:</b> The assessment methodology will be broadened to include a more diverse range of issues prevalent in Spanish speaking countries;</p> <p><b>SPAN 1124:</b> The assessment methodology will be continued in future classes but more time will be spent preparing students for the expectations involved in the assignment.</p>	
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Area V Assessment completed by \_\_\_\_\_

*Signature*

**John B. Gratton** \_\_\_\_\_

*Printed Name*

**8/01/2009** \_\_\_\_\_

*Date*

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