

New Mexico Junior College Core Competencies Report

Date Submitted August 01, 2008

Attachments (please check all that apply):

Area I Communications *Contact Person* Dean Mickey Best

Area II Math—Algebra *Contact Person* Dean Kelly Holladay

Area II Math—Calculus *Contact Person* Dean Kelly Holladay

Area II Math—Other Math *Contact Person* Dean Kelly Holladay

Area III Laboratory Science *Contact Person* Dean Kelly Holladay

Area IV Social/Behavioral Sciences *Contact Person* Dean Kelly Holladay

Area V Humanities/Fine Arts *Contact Person* Dean Mickey Best

This report fulfills reporting requirements for the New Mexico Higher Education Dept.

Attested:

Chief Academic Officer Signature

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Institutional URL for HED Core Competencies Assessment Reports:

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Core Competencies Assessment 2007-2008: 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>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>Composition and Rhetoric ENGL 1113: Compositions, writing samples, portfolios. Composition and Literature ENGL 1123: Objective quizzes, short writing assignments, oral presentations. Report Writing for Technicians ENGL 2213: Diagnostic paper, formal letter, business memo</p>	<p>ENGL 1113: 90.8% of students performed at acceptable levels. ENGL 1123: 82.8% of students performed at acceptable levels. ENGL 2213: Diagnostic paper 100% A; formal letter 32% A, 25% B, 43% C; business memo 75% A, 25% B.</p>	<p>ENGL 1113: Continue to stress writing throughout the class using appropriate style. ENGL 1123: Place more emphasis on critical thinking and analytic writing. ENGL 2213: Formal letter assignment will include more instruction on preparation, spelling, and formatting; Business memo will include specific instruction in organizing business messages.</p>	
<p>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<p>Composition and Rhetoric ENGL 1113: Pre-test/post-tests and diagnostic essay. Composition and Literature ENGL 1123: Composition, writing assignments. Report Writing for Technicians ENGL 2213: Instruction paper, technical description.</p>	<p>ENGL 1113: 91.75% of students finishing the class met the required standard of 70. ENGL 1123: 88.4% of students performed at acceptable levels. ENGL 2213: Technical description 85% A, 15% B.</p>	<p>ENGL 1113: Continue to stress organization of viewpoints and logic. ENGL 1123: Employ effective pedagogy, additional practice in writing thesis statements. ENGL 2213: Add vocabulary building exercises that will consist of reading, written description, and definition exercises.</p>	
<p>3. Students will use effective rhetorical strategies to persuade, inform, and engage. 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>Composition and Rhetoric ENGL 1113: Compositions, writing samples, essay assignments. Composition and Literature ENGL 1123: Composition, writing samples, portfolios. Report Writing for Technicians ENGL 2213: Instructional paper, technical description.</p>	<p>ENGL 1113: 90% of students finishing the class met the required standard of 80. ENGL 1123: 87% of students performed at acceptable levels. ENGL 2213: Instructional paper 14% A, 29% B, 57% C.</p>	<p>ENGL 1113: Continue to require students to use a variety of methods to express their thoughts in appropriate forms. ENGL 1123: Give students more sample quizzes and more one-on-one interaction between student and teacher. ENGL 2213: Add short writing exercises that will allow students to practice putting their ideas into written form.</p>	

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Core Competencies Assessment 2007-2008: 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>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. Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>Composition and Rhetoric ENGL 1113: Composition, writing samples, diagnostic essay. Composition and Literature ENGL 1123: Composition, writing samples. Report Writing for Technicians ENGL 2213: Lessons, paper outlines, proofreading of papers, discussion.</p>	<p>ENGL 1113: 84.75% of students met the required standard. ENGL 1123: 76.6% of students met the required standard of 80. ENGL 2213: Lessons and paper outlines 100% completion, proofreading and discussions 78% A, 13% B, 9% C.</p>	<p>ENGL 1113: Stress editing practices and appropriate styles of writing. ENGL 1123: Give more examples and require more one-on-one interaction with students. ENGL 2213: Increase the grade weight for the outline exercises in order to motivate students to expend more effort in these exercises.</p>	
<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<p>Composition and Rhetoric ENGL 1113: Departmental plagiarism tests, basic research assignment. Composition and Literature ENGL 1123: Composition, writing samples, departmental quiz on research methods, research assignment. Report Writing for Technicians ENGL 2213: documented white paper.</p>	<p>ENGL 1113: 81.1% of students completing the classes met the required standard. ENGL 1123: 91.6% of students met the required standard of 80. ENGL 2213: Documented white paper 29% B, 43% C, 14% D, 14% F.</p>	<p>ENGL 1113: Continue to stress appropriate documentation and cite examples of plagiarism; re-evaluate the research assignment. ENGL 1123: Continue pre and post tests on plagiarism. ENGL 2213: Include more preparatory instructions on the bibliographic research and require more sources in other class assignments.</p>	
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>Composition and Rhetoric ENGL 1113: Argument paper. Composition and Literature ENGL 1123: Composition, writing samples. Report Writing for Technicians ENGL 2213: Argument/instructional paper, documented white paper.</p>	<p>ENGL 1113: 91.6% of students who completed the class met the required standard. ENGL 1123: 83% of students met the required standard of 80. ENGL 2213: Documented white paper 29% B, 43% C, 14% D, 14% F; instructional paper 14% A, 29% B, 57% C.</p>	<p>ENGL 1113: Continue to stress the value of civil negotiation and civic discourse. ENGL 1123: Continue to explore pedagogical methods. ENGL 2213: Require draft copies of papers and introduce steps in the assignment that will require the student to evaluate and edit their papers several times before submission.</p>	

Area I Assessment completed by _____

Signature

John B. Gratton _____

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Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Junior College

Mathematics – Algebra 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>1. Students will graph functions Students should:</p> <p>a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</p> <p>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.</p> <p>c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.</p>	<p>College Algebra MATH 1113: Capstone/Final Project – set of problems representing required elements of Competency I.</p>	<p>MATH 1113: 71.4% of students met the benchmark of 80 . Average score attained was 76.9% .</p>	<p>MATH 1113: Future classes will be given instructional packets at the beginning of the course. Students will be instructed to work on problems as topics are covered and to work in groups to check each other's answers .</p>	
<p>2. Students will solve various kinds of equations. Students should:</p> <p>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</p> <p>b. Solve exponential and logarithmic equations.</p> <p>c. Solve systems of two or three linear equations.</p> <p style="text-align: center;">(Continued)</p>	<p>College Algebra MATH 1113: Capstone/Final Project – set of problems representing required elements of Competency II.</p>	<p>MATH 1113: 100% of students met the benchmark of 80 . Average score attained was 88.9% .</p>	<p>MATH 1113: Future classes will be given instructional packets at the beginning of the semester. Students will be instructed to work on problems as topics are covered and to work in groups to check each other's answers.</p>	

Core Competencies Assessment 2007-2008: 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>3. Students will demonstrate the use of function notation and perform operations on functions. Students should:</p> <ul style="list-style-type: none"> a. Find the value of a function for a given domain value b. Add, subtract, multiply, divide and compose functions. c. Determine the inverse of a function. d. Compute the difference quotient for a function. e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc. 	<p>College Algebra MATH 1113: Capstone/Final Project – set of problems representing required elements of Competency III.</p>	<p>MATH 1113: 57.1% of students met the required benchmark of 80. Average score attained was 85.1%.</p>	<p>MATH 1113: Future classes will be given instructional packets at the beginning of the semester. Students will be instructed to work on problems as topics are covered and to work in groups to check each other's answers.</p>	
<p>4. Students will model/solve real-world problems. Students should:</p> <ul style="list-style-type: none"> a. Use and understand slope as a rate of change. b. Use equations and systems of equations to solve application problems. c. Apply knowledge of functions to solve specific application problems. d. Solve compound interest problems. e. Solve application problems involving maximization or minimization of a quadratic function. f. Solve exponential growth and decay problems. <p align="right">End – Area II - Algebra</p>	<p>College Algebra MATH 1113: Capstone/Final Project – set of problems representing required elements of Competency IV.</p>	<p>MATH 1113: 28.6% of students met the required benchmark of 80. Average score attained was 71.6%.</p>	<p>MATH 1113: Future classes will be given instructional packets at the beginning of the semester. Students will be instructed to work on problems as topics are covered and to work in groups to check each other's answers.</p>	

Area II-Algebra Assessment completed by _____

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Core Competencies Assessment 2007 -2008: Area II Courses

New Mexico Junior College

Mathematics - Calculus I Competencies

<p><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/ Priorities</p>
<p>1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus. Students should: Algebraically and graphically demonstrate an understanding of: a. Limit b. Tangent line c. Difference quotient d. Fundamental theorem of calculus e. Riemann sums</p>	<p>Calculus and Analytic Geometry II MATH 1624: Assignment rubrics; tests over calculation of volumes of solids by disc, washer, and shell methods.</p>	<p>MATH 1624: 94% of students met the benchmarked standard of 80. The overall class average was 95%.</p>	<p>MATH 1624: Continue to encourage students to try the homework problems using MyMathLab to enhance results.</p>	<p>Area II – Calculus I competencies do not work well with Calculus and Analytic Geometry II. An alternate form would be preferred.</p>
<p>2. Students will use concepts of function, limit, continuity, derivative, and integral. Students should: Apply the theory of calculus through manipulations involving: a. The finding of limits. b. Using differentiation techniques. c. Working with transcendental & trigonometric functions d. Determining points of discontinuity and intervals of continuity.</p>	<p>Calculus and Analytic Geometry II MATH 1624: Assignment rubrics ; tests over techniques of integration such as formulas, tables, partial fractions, trigonometric substitution, and improper integrals.</p>	<p>MATH 1624: 78% of students met the benchmarked standard of 80. The overall class average was 82%.</p>	<p>MATH 1624: Require more homework turned in before tests. Students should work in groups to compare answers before submitting work.</p>	

(Continued)

Core Competencies Assessment 2007 -2008: Area II Courses

New Mexico Junior College

Mathematics - Calculus I Competencies, cont.

<p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>	<p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p>
<p>3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should be able to:</p> <ul style="list-style-type: none"> a. Find extreme points. b. Understand the graphs of a function and its 1st and 2nd derivatives and how they relate c. Apply Newton’s method. d. Use differentials to approximate functions. 	<p>Calculus and Analytic Geometry II MATH 1624 : Assignment rubrics;test covering sequences and series that required students to determine if a sequence converged or diverged.</p>	<p>MATH 1624: 78% of students met the benchmarked standard of 80. The overall class average was 85%.</p>	<p>MATH 1624: Require more individual homework before test.</p>	
<p>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields. Students should:</p> <ul style="list-style-type: none"> a. Understand that calculus has many uses in science, business, and other fields. b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity. <p align="center">End Area II – Calculus I</p>	<p>Calculus and Analytic Geometry II MATH 1624: Assignment rubrics; test covering applications of integrals and specifically centers of mass, surface area, work, pressure, exponential growth and decay, and relative rates of growth.</p>	<p>MATH 1624: 88% of students met the benchmarked standard of 80. The overall class average was 88%.</p>	<p>MATH 1624: Grant students time in class to work together on homework problems before test.</p>	

Area II-Calculus Assessment completed by _____

Signature

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Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Junior College

Mathematics – Other College-Level Mathematics Competencies

<p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>	<p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p>
<p>1. Students will display, analyze, and interpret data. Students should:</p> <ul style="list-style-type: none"> a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations. 	<p>Statistics MATH 2313 Final Exam – students were required to create a stem and leaf plot and a box plot for given data and to explain the value of each.</p>	<p>MATH 2313: 62.5% of students met the benchmarked value of 3 out of 4 on the rubric.</p>	<p>MATH 2313: More homework will be completed by hand rather than by computer.</p>	
<p>2. Students will demonstrate knowledge of problem-solving strategies. Students should:</p> <ul style="list-style-type: none"> a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem. <p align="center">(Continued)</p>	<p>Statistics MATH 2313 Final Exam – students will apply the normal curve and rules for distributions of sample means and proportions to solve an application problem.</p>	<p>MATH 2313: 62.5% of students met the benchmarked value of 3 out of 4 on the rubric.</p>	<p>MATH 2313: More homework will be completed by hand rather than by computer.</p>	

Core Competencies Assessment 2007 -2008: 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>3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.</p>	<p>Statistics MATH 2313: Final Exam – students were required to perform a Hypothesis Test, form a conclusion, and substantiate the reasons for their decisions.</p>	<p>MATH 2313: 62.5% of students met the benchmarked value of 3 out of 4 on the rubric.</p>	<p>MATH 2313: More class time will be spent on this competency. Assignments at the end of each class will be considered.</p>	
<p>4. Students will display an understanding of the development of mathematics. 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>Statistics MATH 2313: Final Exam – students will estimate and demonstrate the method used for the estimation of sample means, standard deviation, and correlation coefficient for a given scatter plot. Additionally, students will calculate the regression equation, plot the line, and make a prediction based on the regression model.</p>	<p>MATH 2313: 62.5% of students met the benchmarked value of 3 out of 4 on the rubric.</p>	<p>MATH 2313: More in-class group work will be included in the course.</p>	
<p>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics. Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.</p>	<p>Statistics MATH 2313: Final Exam – students will determine which center and dispersion statistic is appropriate and give an explanation of the indicated statistics.</p>	<p>MATH 2313: 75% of students met the benchmarked value of 3 out of 4 on the rubric.</p>	<p>MATH 2313: More in-class quizzes and perhaps an out-of class assignment which would require more one-on-one interaction.</p>	

End – Area II Other Math

Area II-Other Math Assessment completed by _____

Signature

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Core Competencies Assessment 2007-2008: 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>1. Students will describe the process of scientific inquiry. Students should:</p> <ul style="list-style-type: none"> a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world. 	<p>General Biology I BIOL 1114: Not offered Spring 2008; General Biology II BIOL 1124: Written assignment: based on observations and collection of data students were required to classify an organism into appropriate taxons.</p>	<p>BIOL 1124: 75% of students completing the course submitted the required assignment with a class mean of 80%.</p>	<p>BIOL 1124: Subsequent semesters will require students to describe and/or apply the process of scientific inquiry.</p>	<p>Recommend that the wording of this competency be changed.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	<p>General Biology I BIOL 1114: Not offered Spring 2008; General Biology II BIOL 1124: Pre and post testing was used to evaluate students' ability to apply basic knowledge of general scientific concepts.</p>	<p>BIOL 1124: 91% of students completing the course participated in the pre and post tests. The pre test mean was 19.0 while the post test mean was 33.2, a 75% improvement over the course of the semester.</p>	<p>BIOL 1124: Biological concepts that were missed by 50% or more of the students were reviewed and the content of these questions will be stressed during lectures and labs during future semesters.</p>	
<p>3. Students will communicate scientific information. Students should:</p> <p style="text-align: center;">(Continued)</p>	<p>General Biology I BIOL 1114: Not offered Spring 2008; General Biology II BIOL 1124: Students were required to make an oral presentation on course-related</p>	<p>BIOL 1124: 90% of students completing the course participated in the classroom presentation and of these students 85% performed within set guidelines.</p>	<p>BIOL 1124: Well-defined rubrics and presentation guidelines will be communicated to students 10 days prior to the date of the presentations.</p>	

Core Competencies Assessment 2007-2008: 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
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.)	topics.			
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	General Biology I BIOL 1114: Not offered Spring 2008; General Biology II BIOL 1124: Students were required to submit a problem/solution paper that addressed a problem topic related to course content and required gathering of statistical data.	BIOL 1124: 82% of students completing the course submitted the required paper. Of these students, 75% demonstrated a moderate skill level or higher on collecting statistical information to address the problem topic.	BIOL 1124: Well-defined rubrics and guidelines for the problem/solution paper will be made available to students 10 days prior to due dates.	Recommend that the wording of this competency be changed.
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. 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.	General Biology I BIOL 1114: Not offered Spring 2008; General Biology II BIOL 1124: Students were required to submit a problem/solution paper that addressed a problem topic related to course content and required the solution to be applied to self and community.	BIOL 1124: 82% of students completing the course submitted the required paper. Of these students, 64% demonstrated a moderate skill level or higher when applying solution of problem to self and community.	BIOL 1124: The results did not meet the benchmarked standard. The assignment will be moved to later in the semester in order to incorporate more classroom discussion related to scientific issues and social responsibilities.	

End – Laboratory Science

Area III Assessment completed by _____

Signature

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Core Competencies Assessment 2007-2008: Area IV Courses

New Mexico Junior College

Social and Behavioral Sciences 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>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.</p> <p>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>Principles of Economics (Macro) ECON 2113: Students were required to write opinion papers related to topics such as inflation, the role of the federal reserve, and international commerce. Principles of Economics (Micro) ECON 2123: Students were required to write opinion papers related to topics such as the economic stimulus act, social programs, and the role of the federal reserve. American Government POLS 1123: Students were assigned a critical thinking essay reading and responded on the expansion of presidential powers; rubrics.</p>	<p>ECON 2113: The results varied across the class offerings but generally 80 – 95% of students met the benchmarked standard of 80. ECON 2123: The results varied across class offerings but generally 63 – 90% of students met the benchmarked standard of 80. POLS 1123: 57% of students met the benchmarked standard of 70.</p>	<p>ECON 2113: Focus more on teaching concepts to real life economic problems; require students to relate concepts to everyday life. ECON 2123: Focus more on teaching concepts and helping students recognize the economic impact of these concepts. POLS 1123: Continue to emphasize research /discussion/ paperwork that incorporates critical thinking.</p>	
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>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>Principles of Economics (Macro) ECON 2113: Students were required to write opinion papers related to such topics as worker productivity and NAFTA. Principles of Economics (Micro) ECON 2123: Students were required to write opinion papers related to topics such as the economic stimulus act and the labor market. American Government POLS 1123: Students were assigned a critical thinking essay reading and responded on the expansion of presidential powers; rubrics.</p>	<p>ECON 2113: The results varied across the class offerings but generally 80 – 95 % of students met the benchmarked standard of 80. ECON 2123: The results varied across class offerings but generally 63 – 90% of students met the benchmarked standard of 80. POLS 1123: 63% of students met the benchmarked standard of 70.</p>	<p>ECON 2113: Focus more on teaching real life economic issues such as the national debt, trade deficits, and the minimum wage. ECON 2123: Focus more on teaching concepts and relating said concepts to everyday life. POLS 1123: Continue to stress critical thinking issues and writing across the curriculum.</p>	

(Continued)

Core Competencies Assessment 2007-2008: Area IV Courses

New Mexico Junior College

Social and Behavioral Sciences 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>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. 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>Principles of Economics (Macro) ECON 2113: Students were required to write opinion papers on such topics as economics in your life, international commerce, and inflation. Principles of Economics (Micro) ECON 2123: Students were required to write opinion papers on topics such as the role of the Federal Reserve. American Government POLS 1123: Students were assigned a critical thinking essay reading and responded on the expansion of presidential powers; assignment rubric.</p>	<p>ECON 2113: The results varied across the class offerings but generally 80 – 95% of students met the benchmarked standard of 80. ECON 2123: The results varied across class offerings but generally 63 – 90% of students met the benchmarked standard of 80. POLS 1123: 50% of students met the benchmarked standard of 70.</p>	<p>ECON 2113: Focus more on teaching concepts to real life economic problems. ECON 2123: Focus more on teaching concepts and helping students realize the economic impact of these concepts on everyday life. POLS 1123: Incorporate small group discussions and projects in class to help students understand the inter-relationships among individuals, society, and the environment.</p>	
<p>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. – 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</p>	<p>Principles of Economics (Macro) ECON 2113: Students were required to write opinion papers on the environment and how it could be improved. Principles of Economics (Micro) ECON 2123: Students were required to write opinion papers on the environment and what actions could students take to improve the environment. American Government POLS 1123: Students were assigned a critical thinking essay reading and responded on the expansion of</p>	<p>ECON 2113: The results varied across the class offerings but generally 80 – 95% of students met the benchmarked standard of 80. ECON 2123: The results varied across class offerings but generally 63 – 90% of students met the benchmarked standard of 80. POLS 1123: 59% of students met the benchmarked standard of 70.</p>	<p>ECON 2113: Require students to write more in depth papers related to everyday concepts. ECON 2123: Focus more on teaching economic concepts as related to everyday life. POLS 1123: Stress research over issues of ethics and other relevant issues pertaining to each student’s growth and understanding.</p>	

of understanding and justice.

presidential powers; assignment
rubric.

End – Social/Behavioral Sciences

Area IV Assessment completed by _____

Signature

John B. Gratton

Printed Name

8/01/08

Date

Phone number (575) 492 - 2763

Core Competencies Assessment 2007 -2008: 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>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.)</p>	<p>Music Appreciation MUSI 1113: Students were required to complete a professional concert report. Introduction to Music Literature I MUSI 1013: Not offered Spring 2008. Introduction to Music Literature II MUSI 1013: Not offered Spring 2008. Introduction to Theatre THTR 1013: Three exams and eleven quizzes tested student knowledge .</p>	<p>MUSI 1113: 80% of the students successfully completed the concert report. THTR 1013: 63% of students earned a B or better.</p>	<p>MUSI 1113: The rubric contained 10 areas of competency. Extra attention will be provided to any areas demonstrating less than appropriate levels of expertise. THTR 1013: Study guides will be provided prior to tests and quizzes in an effort to improve student performance.</p>	
<p>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).</p>	<p>Music Appreciation MUSI 1113: Students were required to complete tests covering basic art forms of 4 major musical periods of Western Music History. Introduction to Music Literature I MUSI 1013: Not Offered. Introduction to Music Literature II MUSI 1013: Not offered. Introduction to Theatre THTR 1013 : Exams and quizzes tested student knowledge .</p>	<p>MUSI 1113: 80% of the students received a passing grade on the eight tests. THTR 1013: 63% of students earned a B or better</p>	<p>MUSI 1113: Group discussions over the test material will be conducted and detailed comments will be delivered by the instructor. THTR 1013: Study guides will be provided prior to tests and quizzes in an effort to improve student performance.</p>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Music Appreciation MUSI 1113: Students were required to complete a report covering the lives and music of 30 prolific composers. Introduction to Music Literature I MUSI 1013: Not offered. Introduction to Music Literature II MUSI 1013: Not offered. Introduction to Theatre THTR 1013: Exams and quizzes tested student knowledge .</p>	<p>MUSI 1113: All students submitted the required report and the average number of composers researched was 24. THTR 1013: 63% of students earned a B or better.</p>	<p>MUSI 1113: Group discussions will be conducted and detailed comments will be delivered by the instructor. Also, additional preparation time will be devoted to researching the composers. THTR 1013: Study guides will be provided prior to tests and quizzes in an effort to improve student performance.</p>	

(Continued)

Core Competencies Assessment 2007 -2008: Area V Courses

New Mexico Junior College

Humanities and Fine Arts C ompetencies, 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>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.</p> <p>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.</p> <p>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.</p>	<p>Music Appreciation MUSI 1113: Students were required to complete a written report detailing the definition of 50 important musical terms. Introduction to Music Literature I MUSI 1013: Not offered Spring 2008. Introduction to Music Literature II MUSI 1013: Not offered Spring 2008 . Introduction to Theatre THTR 1013: Three exams and eleven quizzes tested student knowledge.</p>	<p>MUSI 1113: All students completed the assignment and the average number of terms defined was 40. THTR 1013: 63% of students earned a B or better.</p>	<p>MUSI 1113: Group discussions will be conducted and detailed comments will be delivered by the instructor. Also, additional time will be devoted to research techniques in an effort to improve the level of required performance. THTR 1013: Study guides will be provided prior to tests and quizzes in an effort to improve student performance.</p>	

End – Humanities/Fine Arts

Area V Assessment completed by _____

Signature

John B. Gratton

Printed Name

8/01/08

Date

Phone number (575) 492 - 2763