

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College

New Mexico Common Core Area: Area I, Communication

Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 X	State Competency 6 X

Academic Year of Assessment: Fall 2015-Spring 2016

Submission Date: 01/09/2017

Institution Course Number: EN113, EN123, SE113, SE123

NM Common Core Number: ENGL1113, ENGL1123, ENGL2113, COMM1213, COMM1113

Submitted by: Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Various assessment methods across courses and outcomes include essays (drafts, thesis development...), essay quizzes, discussions over reading assignments (in class and in Canvas), quizzes over reading assignments, term paper/research paper, projects or presentations with summaries.

Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view."
 - Results: 1524/1854 or 82% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should express a primary purpose in a compelling statement and order supporting points logically and convincingly."
 - Results: 1478/1854 or 80% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** "Students should use effective rhetorical strategies to persuade, inform, and engage."
 - Results: 1482/1854 or 80% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** "Students should 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."
 - Results: 1467/1839 or 80% of students who completed the course met or exceeded the benchmark.

- **State Competency 5:** “Students should integrate research correctly and ethically from credible sources to support the primary purpose of a communication.”
 - Results: 1423/1836 or 78% of students who completed the course met or exceeded the benchmark.
- **State Competency 6:** “Students should engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.”
 - Results: 1526/1840 or 83% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Area I saw an increase in data reported of about 25% while maintaining success rates from previous years. Faculty are reviewing data to determine if this is indicative of improved persistence, improved/expanded data collection or growth in enrollment. Overall success rate for this assessment cycle was 1893/2574 or 74%. Overall success rate for previous assessment cycle was 687/957 or 71.8%.

Faculty in this area are also focusing on student engagement strategies and how they correlate to student persistence and success. This requires frequent, transparent departmental discussion with respect to strategies employed by instructors at the course level. Of course mode of delivery will also contribute to analysis of successful strategies. Other changes implemented in the previous assessment cycle are also being reviewed. All this will take time. Documenting and tracking data will take several semesters/years.

Plan for Improving the Assessment Process and/or Student Learning: The following goals will be maintained in the new assessment cycle-

- Faculty will employ student engagement strategies to enhance student learning.
- Faculty will guide students to use critical thinking skills to compose a compelling statement.
- Faculty will model effective rhetorical strategies to persuade, inform & engage students.
- Faculty will utilize embedded tutors, the Academic Success Center, Harbrace Handbook and the OWL website to improve writing and speaking processes.
- Faculty will refer students to interactive library lessons provided by Pannell library personnel.
- Faculty will continue to engage students in a fair and reasonable exchange of ideas pertinent to each course.

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College
New Mexico Common Core Area: Area II, Mathematics
Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 NA	State Competency 6 NA

Academic Year of Assessment: Fall 2015-Spring 2016
Submission Date: 01/09/2017
Institution Course Number: MA113, MA113B
NM Common Core Number: MATH1113, MATH2113
Submitted by: Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Instructors used various methods of assessment such as-

- “Assessments” are high value, proctored exams at certain points across the semester.
- Capstone/Final project which is a comprehensive assignment in several parts addressing each outcome.
- “Final Assessments” which are short final exams covering each outcome separately.
- Comprehensive final exam with sets of questions to address each outcome.

Benchmark for all courses assessed in this area was 75% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** “Students should be able to construct and analyze graphs and/or data sets.”
 - Results: 206/263 or 78% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** “Students should be able to use and solve various kinds of equations.”
 - Results: 204/264 or 77% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** “Students should be able to understand and use mathematical explanations using appropriate definitions and symbols. “
 - 180/263 or 68% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** “Students should be able to demonstrate problem solving skills within the context of mathematical applications.”
 - 189/264 or 72% of students who completed the course met or exceeded the benchmark.

Benchmark met on outcomes 1 and 2. Benchmark not met on outcomes 3 and 4, but outcome 4 was close.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback. Results for College Algebra were at or very near benchmark in all outcomes, except 3 (notation). This is improved over last assessments cycle. Results for Statistics were at or very near benchmark for all outcomes, except 4 (applications). Departmental results for all math credit courses at NMJC were that all outcomes were at or near benchmark, except for 3 (notation). These results are similar to the previous assessment cycle.

In the last assessment report, math faculty noted increased concern regarding poor habits in students. They persistently put more effort into avoiding learning than completing work to assist learning by over reliance on courseware and online problem solving sites, such as Mathway. Use of MyMathLab is not facilitating retention of skills and is not preparing students for success on written exams despite practice tests and written reviews. To address this faculty are transitioning to new text and courseware in the sequence of three courses leading to College Algebra and Statistics. Due to release of a new edition of the Statistics text, it too will change to the new courseware by Hawkes. College Algebra and Trig will be under consideration based on success of Intermediate Algebra and Statistics. To assess whether students have indeed learned course objectives rather than just submit answers from problem solver apps, all faculty require high value, proctored exams at least twice over the semester. Students are expected to demonstrate mastery of objectives without access to resources. Students have been increasingly utilizing automatic problem solving websites, such as Mathway. Use of Hawkes is meant to hold students more accountable for learning from lesson assignments leading to chapter tests. Use of high value, proctored exams is meant to diminish the probability that a student can earn a passing grade by using problem solving apps.

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

Advising and placement were noted as a source of risk and concern. Over fall 2015 and spring 2016 faculty reviewed transcripts of students to determine if they met placement criteria. They focused on College Algebra, Statistics and above. Only a few students were found to be improperly placed. The issue became *unwise placement*. Students had placement test scores or prerequisite courses required, but in many cases scores or prerequisites were several years old. It was also observed that many students were taking a schedule of classes that would likely cause high risk. In addition to the above changes, math faculty have asked the Academic Standards and Curriculum Committee to review placement requirements so that students must have a test score or prerequisite course no more than one year before enrolling for a math class. If the student's most recent indicator of readiness is more than a year old, the student must take a new placement test. Strategies to address unwise placement are under discussion. Students will often take too many classes or take classes that are extremely time consuming in the same semester or try to work while taking time consuming classes. Advising needs to be early and personal which is of course challenging. Faculty will look for ways to address this challenge.

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College

New Mexico Common Core Area: Area III, Laboratory Science

Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 X	State Competency 6 NA

Academic Year of Assessment: Fall 2015-Spring 2016

Submission Date: 01/09/2017

Institution Course Number: BI114/114L, BI124/124L, CH114/114L, CH114A/114AL, CH124A/124AL, GE114/114L, GE124/124L, PH114A/114AL, PH114/114LPH124/124L, PH214/214L, PH224/224L

NM Common Core Number: BIOL1113/1111, BIOL1123/1121, CHEM1113/1111, CHEM1213/1211, CHEM1223/1221, GEOL1114, GEOL1214, ASTR1113/1111, PHYS1114, PHYS1124, PHYS1214, PHYS1224

Submitted by: Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Various assessment methods across courses and outcomes were used to collect data. Examples include quizzes, lab reports, journal articles, presentation of case studies or problems, laboratory exercises that call for the student to construct and test hypotheses related to the scientific discipline, to apply appropriate quantitative techniques for the type of material being covered with written and/or oral work to be evaluated according to college level writing criteria, as well as the standards of the field being studied.

Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should describe the process of scientific inquiry."
 - Results: 1193/1380 or 86% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should solve problems scientifically."
 - Results: 977/1227 or 80% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** "Students should communicate scientific information."
 - Results: 1100/1325 or 83% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** "Students should apply quantitative analysis to scientific problems."
 - Results: 1159/1357 or 85% of students who completed the course met or exceeded the benchmark.
- **State Competency 5:** "Students should apply scientific thinking to real world problems."

- Results: 1107/1318 or 84% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Comparing previous results to current results showed no significant changes in success.

The overall success rate for all natural science classes from fall 2015 through spring 2016 was 1529/2126 or 71.9%. Slightly up from 539/764 or 70.5% for previous year. More notable is the increase in reported data from 764 to 2126, almost triple.

High success reported per outcome makes sense because most assessment results are based on assignments given later in the semester. Most students who persist in a course are learning what is expected of them. Also, most students who complete an activity demonstrate the expected proficiency. Based on data so far the conclusion is that course completers are successful on each learning outcome.

Plan for Improving the Assessment Process and/or Student Learning: Based on data so far the conclusion is that course completers are successful on each learning outcome.

Changes from last assessment cycle:

- Anatomy pre-requisite of college level Biology only caused Anatomy numbers to go down and Biology numbers to go up for the fall 2015 semester, but seems to have helped.
- Biology classes follow percent weights grading instead of points. A heavy percent weight is assigned to final exams and all professors give comprehensive final exams. Instructors are pleased with the change and will maintain it.
- New lab manuals have been successful because they provide step by step instruction and are more reflective of text.

Another point of concern in the last assessment cycle was online student participation on assessed assignments. Students tend to work harder in lecture than in lab. Online students are more likely to neglect assignments targeted for assessment data. Students seem to calculate relative value on certain assignments and choose to neglect assignments they deem too difficult or time consuming. Much of the conversation on this issue centered around grading policies- specifically, weight of lab work and components of lecture. Quality of student work seems to correspond to timing in the semester and to need of points on overall grade (calculate grade and work hard or calculate grade and slack off). Instructors discussed current grading policies and indicated willingness to observe and consider influence of grading policy on student effort across semester. (This is just an observation point, no proposal for change in specific courses yet.)

Primary action item for the new assessment cycle will be “content alignment review” for online natural science courses. Academic divisions were given content standards control of online courses as of fall 2016. Each semester, on a rotation, some online courses will be evaluated for academic rigor. The dean and a faculty member (content expert) will evaluate selected courses for curriculum, assignments for assessment data and other indicators of content standards.

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College

New Mexico Common Core Area: Area IV, Social/Behavioral Science

Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 NA	State Competency 6 NA

Academic Year of Assessment: Fall 2015-Spring 2016

Submission Date: 01/09/2017

Institution Course Number: AN213, EC213, EC223, GO213, GO233, PS113, PS213, SO213, SO223

NM Common Core Number: ANTH2113, ECON2113, ECON2123, POLS1123, PSYC1113, SOCI1113, SOCI2113, SOCI2213

Submitted by: Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Various assessment methods across courses and outcomes include essays (drafts, thesis development...), essay quizzes, discussions over reading assignments (in class and in Canvas), quizzes over reading assignments, term paper/research paper, projects or presentations with summaries. Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

Use of a pre/post-test was specific to Economics. Benchmark for all courses assessed in this area was 75% of students will achieve a success rate of 75% or better on the assessment activities. (Note: The 'Test of Understanding in College Economics' developed by the National Council on Economic Education was used for the pretest/posttest. The macroeconomic exam includes questions on the following content: measuring aggregate economic performance; aggregate supply and aggregate demand; money and financial markets; monetary and fiscal policies; policy debates; and international economics.)

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area. All sections of each course were assessed. Data was gathered within each course, but was combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should 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."
 - Results: 816/976 or 84% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions."

- Results: 824/1008 or 82% of students who completed the course met or exceeded the benchmark.
- **State Competency 3: “Students should describe ongoing reciprocal interactions among self, society, and the environment. “**
 - Results: 861/1019 or 84% of students who completed the course met or exceeded the benchmark.
- **State Competency 4: “Students should apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.”**
 - Results: 809/932 or 87% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Overall success rate by enrollment in Area IV courses is 1399/1814 or 77%. Previous success rate by enrollment was 448/600 or 75%. Success rate improved slightly with triple the enrollment. Courses in this area are primarily taught by full time faculty members, an indicator of student success according to data from OIE. All outcomes have met and exceeded benchmark since NMJC instituted the departmental reporting process. Faculty expressed interest in moving forward from just monitoring numbers on outcomes and general observations. They are interested in a deeper, more substantive assessment of their students’ learning.

With respect to Economics, instructors modified how they analyze pre/post test results. They saw improvement in each outcome and their results were above the national average on each item. There is still a need to improve the overall participation rate. This will be the focus moving forward.

Overall success rate for Area IV courses was 1551/2030 or 76%.

Plan for Improving the Assessment Process and/or Student Learning: Previously, instructors agreed to explore different methods of assessing Area IV courses. Next, they have decided to conduct peer review of one another’s methods by outcome. The goal is to elevate the value and quality of methods used to assess student learning. After review of methods they will review/write rubrics to correspond to the assignments. This will be a time consuming, challenging project. Faculty agreed to being this with outcome 1 in the new assessment cycle.

Other items of follow up from the previous assessment report are improving student writing and use of Turnitin. Some instructors used Turnitin for certain assignments, but not all. One instructor prefers to require writing during class time. Emphasis on developing critical thinking through writing will be part of the above mentioned peer review project.

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College

New Mexico Common Core Area: Area V, Humanities and Fine Arts

Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 NA	State Competency 6 NA

Academic Year of Assessment: Fall 2015-Spring 2016

Submission Date: 01/09/2017

Institution Course Number: AR113, DR113, EN213, EN213A, EN213C, EN213D, EN223, EN223A, EN223C, EN223D, HI113, HI123, HI113A, HI213, HI223, MU213, PI213, PI223, SP114, SP124

NM Common Core Number: ARTS1113, THTR1013, ENGL2413, ENGL2513, ENGL2613, ENGL2423, ENGL2423, ENGL2623, HIST1113, HIST1213, HIST2113, HIST1053, HIST1063, MUSI1113, PHIL1113, PHIL2113, SPAN1114, SPAN124

Submitted by: Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Various assessment methods across courses and outcomes include chapter quizzes, term papers, exams, essays, discussions (in class and in Canvas), term papers, projects and presentations.

Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)"
 - Results: 706/858 or 82% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should 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)."
 - Results: 641/858 or 75% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** "Students should recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives."
 - Results: 644/854 or 75% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** "Students should 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."

- Results: 645/854 or 76% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

From the previous assessment cycle instructors reviewed changes and goals for improvement and agreed they were successful for students who took advantage. Strategies included in class reviews before exams, in class instructions to provide clearer directions for essays and other assignments, referring students to supplemental supports via Brainfuse, Academic Success Center and instructor office time. These things are woven into the nature of the courses now. Additional strategies are under discussion for the new assessment cycle.

Turnitin was used and was helpful in checking for plagiarism, but incidents of plagiarism were rare. They will continue using it to detect plagiarism. Instructors credit improvement in writing over the semester to other strategies (added writing practice over semester with added feedback and required tutoring) rather than Turnitin. Canvas was used to provide students additional resources for essay assignments. Overall success rate for the courses within this area was 1349/1879 or 72%. This is consistent with results by outcome.

Plan for Improving the Assessment Process and/or Student Learning: Goals for the coming assessment cycle include comparison of high school student success to traditional student success and to note frequency of students using instructor office time for help. Also, faculty in the department would like to take more time to communicate with one another. They discussed conducting peer review of one another's assignments for each outcome. This is a logical next step in the assessment process to determine how well assessment methods tie to outcomes and measure student learning. This project is in common with that of Area IV instructors. History has more courses taught by adjunct instructors and it will be a challenge to include and share with them, but efforts will be made to communicate with them beyond data collection.