

Core Competencies Assessment 2010-2011: Area I Courses

New Mexico Junior College

EN 113 Composition and Rhetoric; EN 123 Composition and Literature
EN 123A Report Writing for Technicians

Communications Competencies

ENGL 1113; ENGL 1123;
ENGL 2213

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>ENGL 1113: Students were required to submit persuasive essays and to discuss the materials in class;</p> <p>ENGL 1123: Students were assessed by means of written exams;;</p> <p>ENGL 2213: Students were required to read and analyze materials on various websites.</p>	<p>ENGL 1113: 78% of the students met the benchmark of 70% on the written assignments and the class discussion;</p> <p>ENGL 1123: 86% of the students met the benchmark of 70% on the exams;</p> <p>ENGL 2213: 100% of the students met the benchmark of 70%.</p>	<p>ENGL 1113: In future classes, a series of mini-lectures on critical reading and more group interaction will be required;</p> <p>ENGL 1123: In future classes, more class time will be devoted to a study of the works of fiction;</p> <p>ENGL 2213: In future classes, more direction will be provided regarding advertising strategies.</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>ENGL 1113: Students were required to submit essays in a variety of rhetorical modes;</p> <p>ENGL 1123: Students were required to develop a thesis with supporting points and to write a critical analysis essay;</p> <p>ENGL 2213: Students were required to write a business feasibility report.</p>	<p>ENGL 1113: 80% of the students met the benchmark of 70% on the written assignments;</p> <p>ENGL 1123: 87% of the students met the benchmark of 70% on the thesis and essay assignments;</p> <p>ENGL 2213: 90% of the students met the benchmark of 70% on the writing assignment.</p>	<p>ENGL 1113: In future classes, more emphasis will be placed on the importance of prewriting/outlining;</p> <p>ENGL 1123: In future classes, students will be required to prepare an outline prior to developing their written submissions;</p> <p>ENGL 2213: In future classes, more information will be presented in advance of the assignment.</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 (narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint, electronic writing), (Continued)</p>	<p>ENGL 1113: Students were required to complete and submit an argumentative essay;</p> <p>ENGL 1123: Students were required to research and submit a major research paper;</p> <p>ENGL 2213: Students were required to prepare a written brochure advertising a program;</p>	<p>ENGL 1113: 79% of the students met the benchmark of 70% on the argumentative essay assignment;</p> <p>ENGL 1123: 84% of the students met the benchmark of 70% on the research paper;</p> <p>ENGL 2213: 100% of the students met the benchmark of 70% on the assignment.</p>	<p>ENGL 1113: In future classes, greater emphasis will be placed upon persuasive strategies;</p> <p>ENGL 1123: In future classes, students will be given more preparation in conducting research analysis;</p> <p>ENGL 2213: The topics will be broadened for future classes.</p>	

Core Competencies Assessment 2010-2011: Area I Courses, cont.

New Mexico Junior College

EN 113 Composition and Rhetoric; EN 123 Composition and Literature
EN 123A Report Writing for Technicians

Communications Competencies

ENGL 1113; ENGL 1123;
ENGL 2213

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> 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. Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>ENGL 1113: Students were required to read passages and to submit a written essay addressing the passages;</p> <p>ENGL 1123: Students were required to complete and submit study questions over works of fiction and literary terms;</p> <p>ENGL 2213: Students were required to research and submit a business feasibility report.</p>	<p>ENGL 1113: 82% of the students met the benchmark of 70% on the written assignment;</p> <p>ENGL 1123: 79% of the students met the benchmark of 70% on the assignments;</p> <p>ENGL 2213: 89% of the students met the benchmark of 70% on the assignment.</p>	<p>ENGL 1113: In future classes, more emphasis will be placed upon editing and revising functions;</p> <p>ENGL 1123: In future classes, the thoroughness of accurate submissions with required citations will be stressed;</p> <p>ENGL 2213: In future classes, more class time will be provided to the students in preparation for the assignments.</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>ENGL 1113: Students were required to research and submit written essays on various topics;</p> <p>ENGL 1123: Students were required to complete a set of research method exercises;</p> <p>ENGL 2213: Students were provided materials and were required to discuss plagiarism.</p>	<p>ENGL 1113: 71% of the students met the benchmark of 70% on the written assignment;</p> <p>ENGL 1123: 88% of the students met the benchmark of 70% on the assignments;</p> <p>ENGL 2213: 100% of the students met the benchmark of 70% on the assignment.</p>	<p>ENGL 1113: In future classes, more emphasis will be placed on the increasing occurrences of plagiarism;</p> <p>ENGL 1123: In future classes, the necessity for accurate citing of sources will be stressed;</p> <p>ENGL 2213: In future classes, increased emphasis will be placed on the ramifications of plagiarism.</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 (Continued)</p>	<p>ENGL 1113: Students were required to compose and submit a written essay concerning discourse communities;</p> <p>ENGL 1123: Students were required to critically analyze works of fiction and to discuss</p>	<p>ENGL 1113: 84% of the students met the benchmark of 70% on the written assignment;</p> <p>ENGL 1123: 88% of the students met the benchmark of 70% on the assignments;</p>	<p>ENGL 1113: In future classes, more instruction will be provided in preparation of the assignment;</p> <p>ENGL 1123: In future classes, all students will be encouraged to express their ideas in class;</p>	

accomplish goals and to function as responsible citizens. End -- Area I	their findings in class; ENGL 2213: Students were required to write a sample crime scene presentation.	ENGL 2213: 100% of the students met the benchmark of 70% on the assignment.	ENGL 2213: In future classes, the assignment will be modified to encompass more real life scenarios.	
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Core Competencies Assessment 2010-2011: Area II Courses

New Mexico Junior College
MA 113 College Algebra

Mathematics – Algebra Competencies
MATH 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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> <ul style="list-style-type: none"> a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. 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. c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation. 	<p>MATH 1113: All college algebra students were assessed by means of a final capstone project and through homework and test performance.</p>	<p>MATH 1113: 66% of the college algebra students in face to face, online, and ITV offerings met the benchmark of 70% on the assessments.</p>	<p>MATH 1113: In future classes, additional time will be allowed for students to submit graphs, obtain feedback, and make corrections before final submittal.</p>	
<p>2. Students will solve various kinds of equations. Students should:</p> <ul style="list-style-type: none"> a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula. b. Solve exponential and logarithmic equations. c. Solve systems of two or three linear equations. <p style="text-align: center;">(Continued)</p>	<p>MATH 1113: All college algebra students were assessed by means of a final capstone project and through homework and test performance.</p>	<p>MATH 1113: 65.25% of the college algebra students in face to face, online, and ITV offerings met the benchmark of 70% on the assessments.</p>	<p>MATH 1113: In future classes, additional group work on solving quadratic equations will be provided to students and students will be required to complete and submit problems by chapter.</p>	

Core Competencies Assessment 2010-2011: Area II Courses, cont.

New Mexico Junior College

MA 113 College Algebra

Mathematics – Algebra Competencies, cont.

MATH 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>MATH 1113: All college algebra students were assessed by means of a final capstone project and through homework and test performance.</p>	<p>MATH 1113: 70.2% of the college algebra students in face to face, online, and ITV offerings met the benchmark of 70% on the assessments.</p>	<p>MATH 1113: In future classes, additional emphasis will be placed upon domain, range, and function notation. Also, additional take home projects will be provided to students.</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="center">End – Area II - Algebra</p>	<p>MATH 1113: All college algebra students were assessed by means of a final capstone project and through homework and test performance.</p>	<p>MATH 1113: 84% of the college algebra students in face to face, online, and ITV offerings met the benchmark of 70% on the assessments.</p>	<p>MATH 1113: In future classes, additional emphasis will be placed upon solving applications, rates of change, slope, exponential growth, and decay.</p>	

Area II-Algebra Assessment Contact Person John B. Gratton
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Core Competencies Assessment 2010-2011: Area II Courses, cont.

New Mexico Junior College
 MA 144 Calculus and Analytic Geometry I

Mathematics - Calculus I Competencies
 MATH 1614

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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 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>MATH 1614: Students were assessed by means of tests and free response questions on limits, difference quotients, Riemann sums, and tangent lines.</p>	<p>MATH 1614: 55% of the online and face to face students met the benchmark of 70% on the assignments.</p>	<p>MATH 1614: In future classes, problems will be modeled during instruction and additional practice sets will be applied in preparation for the tests.</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 align="center">(Continued)</p>	<p>MATH 1614: Students were assessed by means of chapter tests on functions, limits, continuity, and derivatives.</p>	<p>MATH 1614: 61% of the online and face to face students met the benchmark of 70% on the test questions.</p>	<p>MATH 1614: In future classes, a “capstone project” will be added as an additional assessment methodology.</p>	

Core Competencies Assessment 2010-2011: Area II Courses, cont.

New Mexico Junior College
 MA 144 Calculus and Analytic Geometry I

Mathematics - Calculus I Competencies, cont.
 MATH 1614

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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 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>MATH 1614: Students were required to complete selected free response problems involving extreme points and graphs of functions and their derivative graphs.</p>	<p>MATH 1614: 72% of the online and face to face students met the benchmark of 70% on the assignments.</p>	<p>MATH 1614: In future classes, a preliminary quiz and additional homework problems will be required prior to a review of the material and final assessment.</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>MATH 1614: Students were required to complete homework questions on acceleration and velocity prior to being assessed by means of test questions.</p>	<p>MATH 1614: 72% of the online and face to face students met the benchmark of 70% on the homework and test questions.</p>	<p>MATH 1614: In future classes, a greater emphasis will be placed upon the relationships between calculus, geometry, physics, and other scientific fields of endeavor.</p>	

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Core Competencies Assessment 2010-2011: Area II Courses, cont.

New Mexico Junior College
MA 113B Statistics

Mathematics – Other College-Level Mathematics Competencies
MATH 2313

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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 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>MATH 2313: Students were required to interpret and create Venn diagrams, leaf charts, pie charts and to draw conclusions based on visual graphs and dispersion statistics.</p>	<p>MATH 2313: 91% of the students met the benchmark of 70% on the assignments.</p>	<p>MATH 2313: More in-class activities will be provided in order to prepare the students for the assignment.</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>MATH 2313: Students were required to complete a unit test which included questions on hypotheses, population distributions, and test statistics.</p>	<p>MATH 2313: 89% of the face to face students met the benchmark of 70% on the test while only 30% of the online students met the benchmark of 70% on the test.</p>	<p>MATH 2313: More clarification will be provided to the online students in future semesters.</p>	

Core Competencies Assessment 2010-2011: Area II Courses, cont.

New Mexico Junior College
MA 113B Statistics

Mathematics – Other College-Level Mathematics Competencies, cont.
MATH 2313

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>MATH 2313: Students were required to create a confidence interval and to determine sample statistics.</p>	<p>MATH 2313: 85.5% of the students met the benchmark of 70% on the assignments.</p>	<p>MATH 2313: The importance of this assignment will be stressed in the syllabus and through online and in-class presentations.</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>MATH 2313: Students were required to address how mathematical processes opened new ground in using complements and the value of their simplicity.</p>	<p>MATH 2313: 82.5 % of the students met the benchmark of 70% on the assignment.</p>	<p>MATH 2313: With slight modifications to the content required this assignment will be continued in future years.</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 align="center">End – Area II Other Math</p>	<p>MATH 2313: Students were required to conduct visual estimates of the means, standard deviations, correlation coefficients, and regression line equations.</p>	<p>MATH 2313: 93% of the face to face students met the benchmark of 70% on the assignment while only 53% of the online students met the benchmark of 70%.</p>	<p>MATH 2313: More communication will be conducted with the online students in preparation for this assignment.</p>	

Core Competencies Assessment 2010-2011: Area III Courses

New Mexico Junior College

BI 114 General Biology I; BI 124 General Biology II

BI 134 General Biology I for Science Majors; BI 144 General Biology II for Science Majors

Laboratory Science Competencies

BIOL 1114; BIOL 1124;

BIOL 1214; BIOL 1224

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>BIOL 1114: Face to face students were required to design a controlled laboratory experiment and identify different components while the online students were required to complete short answer, multiple choice, and class discussions regarding scientific inquiry;</p> <p>BIOL 1124: Students were required to complete a scientific experiment in which they formed a hypothesis, collected and analyzed data, formed conclusions, and tested their hypothesis;</p> <p>BIOL 1214: Students were assessed by means of a rubric on their design of a controlled laboratory experiment and the identification of different components;</p> <p>BIOL 1224: Students were assessed by means of exam questions related to the scientific process of inquiry.</p>	<p>BIOL 1114: 73% of the face to face students met the benchmark of three on the rubric while 60% of the online students meet the benchmark of 70%;</p> <p>BIOL 1124: 79% of the students met the benchmark of 70% on the experimental design;</p> <p>BIOL 1214: 75% of the students met the benchmark of three or higher on the rubric;</p> <p>BIOL 1224: 72% of the students met the benchmark of 70% on the exam questions.</p>	<p>BIOL 1114: In future classes, greater emphasis will be placed upon developing testable hypothesis statements and the inclusion strawberry DNA samples;</p> <p>BIOL 1124: In future classes, the instructions will be revised in order to reduce subjectivity in data collection;</p> <p>BIOL 1214: The importance of the scientific method in gathering data and making valid conclusions will be stressed in future classes;</p> <p>BIOL 1224: In future classes, additional lab exercises will be added in order to reinforce the scientific concepts.</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 (Continued) 	<p>BIOL 1114: Students were required to construct and test hypotheses through osmosis and diffusion lab experiments;</p> <p>BIOL 1124: Students were required to classify organisms into appropriate hierarchical taxonomic categories based on</p>	<p>BIOL 1114: 75% of the face to face students and online students met the benchmark of 70%;</p> <p>BIOL 1124: 76% of the students met the benchmark of 70% on the scientific classification assignment;</p>	<p>BIOL 1114: In future classes, the proper usage of lab techniques will be reinforced in order to collect valid data and draw correct conclusions;</p> <p>BIOL 1124: In future classes, the identification of organisms and general/specific characteristics will be stressed;</p>	

<p>technology) and appropriate quantitative methods.</p> <p>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</p>	<p>biological characteristics;</p> <p>BIOL 1214: Students were assessed on their performance and collection of data on a laboratory experiment;</p> <p>BIOL 1224: Students were required to classify an unknown organism into appropriate hierarchically category based on biological characteristics/traits.</p>	<p>BIOL 1214: 90% of the students met the benchmark of 70% on the experiment;</p> <p>BIOL 1224: 75% of the students met the benchmark of 70% on the laboratory experiment.</p>	<p>BIOL 1214: In future classes, proper laboratory techniques will be reviewed and demonstrated prior to the assignment;</p> <p>BIOL 1224: In future classes, this laboratory exercise will be maintained but with a broader range of specimens.</p>	
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Core Competencies Assessment 2010-2011: Area III Courses, cont.

New Mexico Junior College

Laboratory Science Competencies, cont.

BI 114 General Biology I; BI 124 General Biology II;

BIOL 1114, BIOL 1124;

BI 134 General Biology for Science Majors I; BI 144 General Biology for Science Majors II

BIOL 1214; BIOL 1224

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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 communicate scientific information. 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 align="right">(Continued)</p>	<p>BIOL 1114: Students were required to post primary/secondary journal articles on the discussion board and to explain scientific concepts and procedures;</p> <p>BIOL 1124: Students were required to participate in oral presentations and the writing of lab reports;</p> <p>BIOL 1214: Students were assessed by means of a rubric on a position paper that addressed a real world problem using scientific resources as a guide;</p> <p>BIOL 1224: Students were required to submit a five paragraph position paper addressing the issue of global climate change.</p>	<p>BIOL 1114: 74% of the students met the benchmark of 70% on the assignment;</p> <p>BIOL 1124: 76% of the students met the benchmark of 70% on the communication assignments;</p> <p>BIOL 1214: The class average on the assignment was 75.8% which met the benchmark of a 70% class average;</p> <p>BIOL 1224: 78% of the students met the benchmark of 70% on the written assignment.</p>	<p>BIOL 1114: The importance of class participation and the effective communication of scientific information will be stressed for future classes;</p> <p>BIOL 1124: In future classes, more class time will be devoted to preparing students for effective communication techniques;</p> <p>BIOL 1214: In future classes, the importance of effective communication of information to peers will be reinforced;</p> <p>BIOL 1224: In future classes, the writing assignment will be continued but more emphasis will be placed upon the importance of citing references and editing.</p>	

<p>4. Students will apply quantitative analysis to scientific problems. 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>BIOL 1114: Students were required to solve genetic problems and to quantitatively analyze the results;</p> <p>BIOL 1124: Students were required to classify animal behaviors as innate or learned. The results were required to be depicted quantitatively and by generating a histogram;</p> <p>BIOL 1214: Students were assessed by means of test performance related to genetic problems;</p> <p>BIOL 1224: Students were assessed by means of exam questions addressing the application of the Hardy-Weinberg principle.</p>	<p>BIOL 1114: 64% of the students met the benchmark of 70% on the assignments;</p> <p>BIOL 1124: 76% of the students met the benchmark of 70% on the assignment;</p> <p>BIOL 1214: The class average on the assignment was 82% which met the benchmark of a 70% class average;</p> <p>BIOL 1224: 65% of the students met the benchmark of 70% on the exam questions.</p>	<p>BIOL 1114: In future classes, students will be encouraged to access online web links and to seek tutoring if so needed;</p> <p>BIOL 1124: In future classes, basic mathematical and graphing skills will be enhanced prior to the assignment;</p> <p>BIOL 1214: In future classes, the importance of data analysis skills will be stressed;</p> <p>BIOL 1224: In future classes, more class time will be devoted to the concept in lectures and through practice problems.</p>
<p>5. Students will apply scientific thinking to real world problems. 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>End – Laboratory Science</p>	<p>BIOL 1114: Students were required to submit a position paper that addressed a real world problem using scientific resources as a guide to support their position;</p> <p>BIOL 1124: Students were required to submit a five paragraph problem/solution essay addressing the problems of water shortage and possible solutions;</p> <p>BIOL 1214: Students were assessed by means of a rubric on a position paper that addressed a real world problem;</p> <p>BIOL 1224: Students were required to submit a written paper addressing a variety of scientific reports presented by the media.</p>	<p>BIOL 1114: 65% of the students completed the assignment and met the benchmark of 70%;</p> <p>BIOL 1124: 74% of the students met the benchmark of 70% on the written assignment;</p> <p>BIOL 1214: 85% of the students completed the assignment with a class average of 75.8%;</p> <p>BIOL 1224: 86% of the students met the benchmark of 70% on the written assignments.</p>	<p>BIOL 1114: In future classes, the proper use of referencing within the position paper will be reinforced;</p> <p>BIOL 1124: In future classes, the proper use of referencing within the essay will be reinforced;</p> <p>BIOL 1214: In future classes, the importance of evaluating information regarding controversial issues will be stressed;</p> <p>BIOL 1224: In future classes, the importance of proper methods of problem definition and solution explanation will be stressed.</p>

Core Competencies Assessment 2010-2011: Area IV Courses

New Mexico Junior College

Social and Behavioral Sciences Competencies

EC 213 Principles of Economics; EC 223 Principles of Economics

ECON 2113; ECON 2123;

GO 213 American Government; GO 233 International Relations

POLS 1123; POLS 1123

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>ECON 2113: Students were required to complete assignments regarding supply and demand and the labor market</p> <p>ECON 2123: Students were required to research and submit reports on supply and demand and price elasticity;</p> <p>POLS 1123: Students were required to complete short answer and essay questions regarding the importance of connections between human behaviors and social institutions;</p> <p>POLS 1123: Students were required to research and make a class presentation on political scenarios.</p>	<p>ECON 2113: 74% of the students met the benchmark of 70% on the assignments;</p> <p>ECON 2123: 79% of the students met the benchmark of 70% on the assignments;</p> <p>POLS 1123: 54% of the students met the benchmark of 75% on the test questions;</p> <p>POLS 1123: 100% of the students met the benchmark of 70% on the research presentation;</p>	<p>ECON 2113: In future classes, more class time will be spent on communicating the process of accessing materials;</p> <p>ECON 2123: In future classes, more discussion of the topics will be included in class materials;</p> <p>POLS 1123: In future classes, additional short classroom assignments will be added to reinforce the learning of the material;</p> <p>POLS 1123: This assignment will be continued in future classes but with more diversity in topics.</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>ECON 2113: Students were required to research topics and to complete test questions regarding economic policies;</p> <p>ECON 2123: Students were required to complete exam question on perfect competition, monopoly, and oligopoly;</p> <p>POLS 1123: Students were assessed by means of objective test questions and a written essay assignment;</p> <p>POLS 1123: Students were</p>	<p>ECON 2113: 66% of the students completed the assignments and met the benchmark of 70% on the test questions;</p> <p>ECON 2123: 67% of the students met the benchmark of 70% on the test questions;</p> <p>POLS 1123: 86% of the students met the benchmark of 75% on the tests and written assignments;</p> <p>POLS 1123: 92% of the</p>	<p>ECON 2113: In future classes, additional class time will be devoted to a study of the economic policies and their effect on society;</p> <p>ECON 2123: In future classes, more class time will be devoted to the topics in preparation for the tests;</p> <p>POLS 1123: In future classes, greater emphasis will be placed upon the “vocabulary” of political science;</p> <p>POLS 1123: In future classes, more</p>	

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	assessed by means of written test questions.	students met the benchmark of 70% on the test questions.	class time will be devoted to a study of social and cultural institutions and their effect upon international affairs.	
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Core Competencies Assessment 2010-2011: Area IV Courses, cont.

New Mexico Junior College

Social and Behavioral Sciences Competencies, cont.

EC 213 Principles of Economics; EC 223 Principles of Economics;
GO 213 American Government

ECON 2113; ECON 2123;
POLS 1123

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>ECON 2113: Students were required to research and to submit written reports regarding labor productivity, taxes, and the economy;</p> <p>ECON 2123: Students were required to research and submit articles on externalities and public goods;</p> <p>POLS 1123: Students were required to read and discuss articles in class and to submit a critical review analysis paper;</p> <p>POLS 1123: Students were required to submit a critical review analysis paper related to a particular country’s political viewpoints.</p>	<p>ECON 2113: 65% of the students completed the assignments and met the benchmark of 705%</p> <p>ECON 2123: 85% of the students completed the assignment and met the benchmark of 70%;</p> <p>POLS 1123: 92% of the students met the benchmark of 75% on the critical review and the class discussions;</p> <p>POLS 1123: 88% of the students completed the assignment and met the benchmark of 70% on the research assignment.</p>	<p>ECON 2113: In future classes, more in class discussion will be concentrated upon the economic concepts;</p> <p>ECON 2123: In future classes, more class time will be devoted to research techniques;</p> <p>POLS 1123: In future classes, additional assignments will be added to the class to strengthen the learning opportunities regarding the objectives;</p> <p>POLS 1123: In future classes, this type of assignment will be maintained with a greater diversity of countries studied.</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 (Continued)</p>	<p>ECON 2113: Students were required to research, discuss, and submit reports regarding international trade;</p> <p>ECON 2123: Students were required to complete test questions regarding relevant and ethical issues in economics;</p> <p>POLS 1123: Students were required to submit essay papers addressing the US Constitution and the United Nations.</p>	<p>ECON 2113: 72% of the students met the benchmark of 70% on the assignments;</p> <p>ECON 2123: 77% of the students met the benchmark of 70% on the test questions;</p> <p>POLS 1123: 91% of the students met the benchmark of 75% on the written assignments.</p>	<p>ECON 2113: In future classes, more class discussion will be concentrated on the concept of international trade;</p> <p>ECON 2123: In future classes, more class time will be devoted to a study of ethical dilemmas in economic principle;</p> <p>POLS 1123: In future classes, this type of assessment will be maintained an increased diversity of topics.</p>	

<p>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>POLS 1123: Students were required to complete a “capstone” exercise which entailed the analysis of ethical dilemmas and relevant issues facing members of the United Nations.</p>	<p>POLS 1123: 94% of the students met the benchmark of 70% on the “capstone” project.</p>	<p>POLS 1123: In future classes, more class time will be devoted to preparing students for the in-depth analysis required for the “capstone” exercise.</p>	
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Area IV Assessment Contact Person

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Name

August 1, 2011

Date

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Core Competencies Assessment 2010-2011: Area V Courses

New Mexico Junior College

MU 213 Music Appreciation; MU 213A Introduction to Music Literature I
 MU 223A Introduction to Music Literature II; DR 113 Introduction to Theatre

Humanities and Fine Arts Competencies

MUSI 1113; MUSI 1013;
 MUSI 1013; THTR 1013

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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>MUSI 1113: Students were required to prepare a written critique of a concert production or a film with a musical theme;</p> <p>MUSI 1013: Not offered during 2010 - 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: Students were required to submit a critique of a theatre production.</p>	<p>MUSI 1113: 60% of the online and face to face students met the benchmark of 75% on the assignment;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: 60% of the students provided a critique that adequately addressed theatrical production methods.</p>	<p>MUSI 1113: In future classes, proper usage of musical terms will be stressed and more clarification will be provided to the online students;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: Students will be required to view a common production and more preparation will be granted to the critique requirements.</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>MUSI 1113: Students were assessed by means of tests and a written essay;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: Students were required to detail the procedural elements associated with socially based performances.</p>	<p>MUSI 1113: 80% of the students met the benchmark of 75 on the essay assignment while only 37% of the students met the benchmark of 75 % on the tests;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: 70% of the students submitted a report that adequately addressed the procedural elements.</p>	<p>MUSI 1113: In future classes, more class time will be devoted to preparation for the written tests;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: In future semesters, a “mock exercise” will be employed in helping to prepare the students for this assignment.</p>	

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Core Competencies Assessment 2010-2011: Area V Courses, cont.

New Mexico Junior College

MU 213 Music Appreciation; MU 213A Introduction to Music Literature I;
 MU 223A Introduction to Music Literature II; DR 113 Introduction to Theatre

Humanities and Fine Arts Competencies, cont.

MUSI 1113; MUSI 1013;
 MUSI 1013; THTR 1013

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (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 recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives</p> <p align="center">(Continued)</p>	<p>MUSI 1113: Students were assessed by means of written tests which required the students to demonstrate recognition and understanding of the diversity of the human experience as related to non-western music;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: Students’ knowledge base was assessed by means of final exam questions.</p>	<p>MUSI 1113: 69% of the online students met the benchmark of 75% on the test while 80% of the students in the face to face class met the benchmark of 75%;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: 82% of the students met the benchmark of 75% on the exam questions.</p>	<p>MUSI 1113: A critical analysis will be devoted to a study of the effect of classical music on human history and more time is devoted to the materials in advance of the online test;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: In future semesters, more class time will be devoted to a study of the effect of theatre on the human condition.</p>	

<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>End – Humanities/Fine Arts</p>	<p>MUSI 1113: Face to face students were required to submit a research paper related to the cultural perspectives of music while the online students were tested on their understanding of contemporary musical samples from the Romantic Period;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: Students were required to submit a written evaluation of performance styles from modern theatre</p>	<p>MUSI 1113: 78% of face to face students met the benchmark of 75% on the written essay while 70% of the online students met the benchmark of 75% on the test;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: 75% of the students adequately addressed the topic.</p>	<p>MUSI 1113: In future classes, more class time will be devoted to the requirements of the research paper and to the test materials;</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>MUSI 1013: Not offered during 2010 – 2011</p> <p>THTR 1013: In future semesters, an activity will be employed that directly correlates social celebratory events with theatrical performances.</p>	
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