

New Mexico Common Course Assessment Reports Form

Reporting Institution: **NEW MEXICO JUNIOR COLLEGE**

New Mexico Common Core Area: **Area I: Communication**

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option)

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

Academic Year of Assessment: **NOT ASSESSED FOR FALL 2012 – SPRING 2013** (Not on Rotation)

Submission Date: 04/01/2014

Institution Course Number:

NM Common Core Number:

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

Description of Assessment Procedure:

Report of Assessment Data and Results:

Analysis and Interpretation/Reflection on Results or Trends:

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

New Mexico Common Course Assessment Reports Form

Reporting Institution: **NEW MEXICO JUNIOR COLLEGE**

New Mexico Common Core Area: **Area II: Liberal Arts Math**

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option)

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

Academic Year of Assessment: **NOT ASSESSED FOR FALL 2012 – SPRING 2013** (Class didn't make)

Submission Date: 04/01/2014

Institution Course Number:

NM Common Core Number:

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

Description of Assessment Procedure:

Report of Assessment Data and Results:

Analysis and Interpretation/Reflection on Results or Trends:

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

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Reporting Institution: **NEW MEXICO JUNIOR COLLEGE**

New Mexico Common Core Area: **Area III: Laboratory Science**

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option)

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 X	State Competency 6 N/A

Academic Year of Assessment: **FALL 2012 – SPRING 2013**

Submission Date: 04/01/2014

Institution Course Number: **GE114; GE124; PH114; PH124; PH214; PH224**

NM Common Core Number: **GEOL1114; GEOL1214; PHSY1114; PHYS1124; PHYS1214; PHYS1224**

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

Description of Assessment Procedure: Benchmark for GEOL competencies: A minimum of 70% of the students will score 70% or better on the assessment; benchmark for PHYS competencies: A minimum of 75% of the students will score 75% or better on the assessment. **Competency 1. GEOL1114, GEOL1214:** Lab assignment—mineral identification; **PHYS1114, PHYS1214:** Students were give a 10 question quiz on the process of scientific inquiry, covering scientific method, with questions that reflect different learning pedagogies; **PHYS1124, PHYS1224:** Students were asked to identify the stages of the scientific method for an electrostatics laboratory experiment; **Competency 2. GEOL1114, GEOL1214:** Lab assignment—stratigraphic relationships; **PHYS1114, PHYS1214:** Students formed their hypotheses on how the force and motion are related and conducted a computer based experiment to test the hypotheses. Kinematics and dynamics were discussed in how they are related to the theoretical framework of mechanics; **PHYS1124:** Students formed hypotheses on how the current and voltage are related and tested their hypotheses with computer based experiments. Results were discussed I how they are related to the theoretical framework of electricity; **PHYS1224:** Students formed hypotheses on how the electric field and voltage are related and tested their hypotheses with digital multi-meter based experiments. Results were discussed in how they are related to the theoretical framework of electrostatics; **Competency 3. GEOL1114, GEOL1214:** Critique of professional journal article; **PHYS1114, PHYS1214:** Students wrote laboratory reports that included an introduction, procedure, data, analysis, error analysis, and conclusion, discussing an experiment that was conducted on the second law of motion; **PHYS1124, PHYS1224:** Students conducted current balance experiments to see how magnetic forces and gravitational forces are related, then typed up formal reports on the experiments; **Competency 4. GEOL1114, GEOL1214:** Radio metric dating lab; **PHYS1114, PHYS1214:** Students set up and conducted experiments on Newton’s Second Law of Motion, tabulated, graphed and analyzed data, using the metric system; **PHYS1124:** Students set up and conducted electric circuits laboratory experiments. Computer acquisition of data was used to test their hypotheses; **PHYS1224:** Students set up and conducted Coulomb force

balance experiments; **Competency 5. GEOL1114, GEOL1214:** Problem/solution assignment; **PHYS1114, PHYS1214:** 1) Students researched online for scientific reports (or in print), then wrote short reports discussing their critical evaluations, 2) Students wrote journal reports discussing basic physics facts in infrastructure engineering and asking informed questions; **PHYS1124, PHYS1224:** 1) Students researched online for scientific reports (or in print), then wrote short reports discussing their critical evaluations, 2) Students wrote journal reports discussing basic physics facts in modern communications (TV, radio, internet, etc) and asking informed questions.

Report of Assessment Data and Results:

Competency	Course	Measure	Outcome	Met Measure?
1	GEOL1114 GEOL1214	70%	100%	Yes
	PHYS1114 PHYS1124 PHYS1214 PHYS1224	75%	100% of students at 75% or better Course Avgs: 89.2; 100; 92.5; 100	Yes
2	GEOL1114 GEOL1214	70%	93.1% 89.3%	Yes
	PHYS1114 PHYS1124 PHYS1214 PHYS1224	75%	100% of students at 75% or better Course Avgs: 87.5; 90; 100; 95	Yes
3	GEOL1114 GEOL1214	70%	77.7% 82.8%	Yes
	PHYS1114 PHYS1124 PHYS1214 PHYS1224	75%	100% of students at 75% or better Course Avgs: 93.75; 90; 100; 100	Yes
4	GEOL1114 GEOL1214	70%	100%	Yes
	PHYS1114 PHYS1124 PHYS1214 PHYS1224	75%	100% of students at 75% or better Course Avgs: 93.75; 92.5; 100; 98.8	Yes
5	GEOL1114 GEOL1214	70%	68.9% 63.1%	No
	PHYS1114 PHYS1124 PHYS1214 PHYS1224	75%	100% of students at 75% or better Course Avgs: 100; 100; 91.7; 100	Yes

Analysis and Interpretation/Reflection on Results or Trends: Our Vice-President for Instruction reviews these reports with a working group for analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: Competency 1. More scientific method ideas will be incorporated in laboratory experiments in an explicit way; new lab curriculum. **PHYS1124, PHYS1224:** the assessment will be used on a Coulomb force balance experiment; **Competency 2. PHYS1114, PHYS1214:** an experiment will be devised with the same framework in mind; /Wiley manual with a report; **PHYS 1124, PHYS1224:** the assessment will be used on a Coulomb force balance experiment; **Competency 3.** In PHYS1114 and PHYS1214, students will give an oral presentation of a laboratory report to the class during the semester; **Competency 4.** Tracker software will be used in some of the experiments to obtain data; less canned labs. **PHYS1124, PHYS1224:** the assessment approach will be used on a current force balance experiment; **Competency 5. GEOL1114, GEOL1214:** An example problem/solution problem will be presented in lab prior to the due date. Students will state the assignment in class with the instructor present to answer any questions related to the assignment; **PHYS1114, PHYS1214:** One class period will be devoted to student discussion on infrastructure.

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: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option)

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 N/A	State Competency 6 N/A

Academic Year of Assessment: **FALL 2012 – SPRING 2013**

Submission Date: 04/01/2014

Institution Course Number: **GG113; SO213; SO223; SO223W**

NM Common Core Number: **(None for GG113); SOCI1113; SOCI2113; SOCI2213**

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

Description of Assessment Procedure: Benchmark for all competencies: A minimum of 75% of the students will score 75% or better on the assessment. **Competency 1. GG113:** Two sections were assessed using an objective/subjective written exam, a term sheet, and a worksheet; **SOCI1113:** Nine sections were assessed using chapter quizzes, writing assignments, and a test; **SOCI2113:** Two sections were assessed using an exam; **SOCI2213:** Two sections were assessed using a writing assignment and an exam; **Competency 2. GG113:** Cultural views, beliefs & values worksheet; **SOCI1113:** Research paper w/presentation to class, exams, writing assignment/term paper; **SOCI2113:** Exams; **SOCI2213:** Writing assignment/term paper; **Competency 3. GG113:** Students created portfolios for a country of his/her choice; **SOCI1113:** Chapter tests, reaction papers/writing assignments, exams; **SOCI2113:** Exams; **SOCI2213:** Journals; exams; **Competency 4. GG113:** Journal presentations to the class; **SOCI1113:** Group presentations /classrooms interactions; quizzes/exams; writing assignments; **SOCI2113:** Group presentations; **SOCI2213:** Writing assignments.

Report of Assessment Data and Results:

Competency	Course	Measure	Outcome	Met Measure?
1	GG113	75%	(28/31) 90%	Yes
	SOCI1113		(143/162) 88%	Yes
	SOCI2113		(16/33) 48%	No
	SOCI2213		80%	Yes

2	GG113 SOCI1113 SOCI2113 SOCI2213	75%	(27/29) 93% 4 sec: (51/56) 91% 5 sec: (84/119) 71% (22/29) 76% 82%	Yes Yes No Yes Yes
3	GG113 SOCI1113 SOCI2113 SOCI2213	75%	(26/28) 93% 3 sec: (17/18) 94% 6 sec: (88/155) 57% (23/31) 74% 95%	Yes Yes No No Yes
4	GG113 SOCI1113 SOCI2113 SOCI2213	75%	(26/28) 93% (136/169) 80% (25/31) 81% 73.6%	Yes Yes Yes No

Analysis and Interpretation/Reflection on Results or Trends: Our Vice-President for Instruction reviews these reports with a working group for analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: Competency 1. GG113: Adding more newspaper and magazine articles; **SOCI1113:** Outreach to and follow-up with students to ensure they have textbooks; different presentation of information; **SOCI2113:** Begin discussing test-taking skills earlier in the semester and more often; exams will be taken in the testing center instead of through Canvas; **SOCI2213:** Different presentation of information will be used; **Competency 2. GG113:** Showcase the importance of the small assignments in reinforcing material that should become a part of their daily lives, emphasize the links between the smaller assignments and the larger ones for the capstone exercise at the end of the semester; **SOCI1113:** Emphasize importance of turning in assignments; different presentation of information; use more examples of history for better understanding; instructor’s expectations for success will be more strongly emphasized; **SOCI2113:** Exams will be taken in the testing center instead of through Canvas; **SOCI2213:** Different presentation of information; **Competency 3. GG113:** Stronger emphasis on the need to complete the portfolio capstone project, allow for classroom time to work on the capstone; **SOCI1113:** adding open-book exams; different presentation of information; facilitate more regular discussion of test-taking skills and strategies; instructor will more clearly define “quality contribution” for assignment purposes; **SOCI2113:** Begin discussing test-taking skills earlier in the semester and more often; exams will be taken in the testing center instead of through Canvas; **SOCI2213:** Different presentation of information; **Competency 4. GG113:** Discuss the portfolio capstone project more often throughout the semester; **SOCI1113:** Research methods for better engaging ITV students; different presentation of information; continued discussion about the importance of collaborative skills in the work-world; **SOCI2113:** Stronger emphasis on the tendency of students letting other do the work for them in group presentations; **SOCI2213:** Procedures will be completely identified in order to decrease misunderstanding and confusion regarding research methods.

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: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option)

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 N/A	State Competency 6 N/A

Academic Year of Assessment: **FALL 2012 – SPRING 2013**

Submission Date: 04/01/2014

Institution Course Number: **HI113; HI123; PI213**

NM Common Core Number: **HIST1113; HIST1213; PHIL1113**

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

Description of Assessment Procedure: Benchmark for HIST competencies: A minimum of 75% of the students will score 75% or better on the assessment; benchmark for PHIL competencies: A minimum of 70% of the students will achieve a success rate of 70% or better. **Competency 1. HIST1113:** Exam with a subjective written portion focusing on the importance of primary works; analytical essays; **HIST1213:** Penny Dreadful papers (working with a template); essay on midterm exam; **PHIL1113:** Students completed a range of daily assignments including quizzes and a response paper; **Competency 2. HIST1113:** Exams with an objective portion that provides students with the need to use political, social, cultural, religious, geographical, intellectual, and economic tools; exams spanning important periods in U.S. history; DBQ writing assignments with rubrics; **HIST1213:** Written portion on an exam to connect the tools of a political, cultural, social, economic, intellectual, geographical, and religious nature of the various historical periods of study; Essay question on final exam; **PHIL1113:** Compare and contrast questions on an exam; **Competency 3. HIST1113:** Capstone assignment/critical review writing assignment; journals for articulating objectives covered each week; exams; **HIST1213:** Exam focusing on an objective portion with diversity of humans in numerous historical periods and/or cultural perspective of time; eJournal documenting unit preconceptions post-unit misconceptions/lessons learned; exams; **PHIL1113:** Written assignment on religious points of view; **Competency 4. HIST1113:** Students watched the video “Uncle Tom’s Cabin” and wrote a critical review with rubric; multiple choice exams; essays; **HIST1213:** Students watched a video over the Vietnam War and wrote critical review papers with a rubric; written critical thinking tasks after reading assigned documents from their texts; essay question on midterm exam; **PHIL1113:** Response paper addressing one of several contemporary issues in philosophy.

Report of Assessment Data and Results:

Competency	Course	Measure	Outcome	Met Measure?
1	HIST1113	75%	(152/256) 59%	No
	HIST1213		(172/207) 83%	Yes
	PHIL1113	70%	(15/19) 78%	Yes
2	HIST1113	75%	(208/346) 60%	No
	HIST1213		(116/230) 50%	No
	PHIL1113	70%	(16/19) 84%	Yes
3	HIST1113	75%	(221/347) 64%	No
	HIST1213		(174/237) 73%	No
	PHIL1113	70%	(16/19) 84%	Yes
4	HIST1113	75%	(182/254) 72%	No
	HIST1213		(155/211) 73%	No
	PHIL1113	70%	(17/19) 89%	Yes

Analysis and Interpretation/Reflection on Results or Trends: Our Vice-President for Instruction reviews these reports with a working group for analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: Competency 1. HIST1113: Emphasize to students the importance of keeping caught up on reading and on attending review sessions; adjustments to instruction and tutoring; require students to submit a rough draft before the writing assignment is due; **HIST1213:** More elaboration about the assignment at the time it is assigned; remind students about essay questions on exams prior to exam dates; showcase students' work in the classroom; require students to submit a rough draft before the writing assignment is due; **PHIL1113:** On the advice of the students, adding diversity to daily assignments; **Competency 2. HIST1113:** Continued use of tutorials; continued tutoring and use of an outside presenter; require tutoring for students who fail an exam in the course; **HIST1213:** Continue to discuss test-anxiety; remind students about essay questions on exams prior to exam dates; in-class reviews; exam review worksheets; require tutoring for students who fail an exam in the course; **PHIL1113:** Review of and revision to exam questions for readability; **Competency 3. HIST1113:** Set up the capstone exercise earlier in the semester; require tutoring for students who fail an exam in the course; **HIST1213:** Continue to work with students on test anxiety; remind students of the weight of the assignment toward their final grade; continued use of worksheets for exam review; require tutoring for students who fail an exam in the course; **PHIL1113:** Give students a choice of reading or viewing and listening to instructions for essay assignments; **Competency 4. HIST1113:** Require a more narrow time frame for completing the capstone exercise; evaluate testing practices based on assessment data; require students to submit a rough draft before the writing assignment is due; **HIST1213:** Emphasize benefits and importance of completing assignments, especially capstone exercises; advise students earlier in the term about the writing element expected of them in the Dueling Documents/Critical Thinking exercise; require students to submit a rough draft before the writing assignment is due; continue to remind students of the importance of reading and writing; **PHIL1113:** Give students a choice of reading or viewing and listening to instructions for essay assignments.