



New Mexico Common Course Assessment Reports Form

Reporting Institution: Central New Mexico Community College

New Mexico Common Core Area: Area IV: Social/Behavioral Sciences

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment) ([link](#) to list of competencies for each area)

| | | |
|--|--|---|
| State Competency 1 <input type="checkbox"/> | State Competency 2 <input type="checkbox"/> | State Competency 3 <input checked="" type="checkbox"/> |
| State Competency 4 <input type="checkbox"/> | State Competency 5 <input type="checkbox"/> | State Competency 6 <input type="checkbox"/> |

Academic Year of Assessment: 2012-2013

Submission Date: 5-29-2014

Institution Course Number: ANTH 1101, ANTH 1110, ANTH 1120, ANTH 1130, CST 1150, PSY 1105, PSY 2200, PSY 2220, PSY 2233, PSY 2240, PSY 2265, PSY 2271, PSY 2280, SOC 1101, SOC 2213, SOC 2216, SOC 2230

NM Common Core Number ([link](#) to list of NMCC Numbers): ANTH1113, ANTH2113, ANTH2213, SOCI1113

Submitted by: Ursula Waln, Director of Student Learning Assessment

Instructions: Fill in the text boxes in the table below for each course, area, or competency on which you are reporting assessment efforts.

Description of Assessment Procedure:

In Anthropology, each instructor chose an assessment applicable to CNM Gen Ed outcomes 1 and 4, both of which correspond to transfer core competency 3, "Describe ongoing reciprocal interactions among self, society, and the environment" as well as the CNM competency." The achievement target was 70% of students evaluated meeting the designated outcomes.

The Cultural Studies assessment was conducted in CST 1150, using one writing sample from four sections of the course. Instructors assessed the essays holistically to see if students met CNM Gen Ed outcome 1, "Analyze relevant issues utilizing concepts and evidences from social/behavioral sciences," which corresponds to transfer outcome 3. The instructors rated the essays as "met criterion," "needs improvement," or "did not meet criterion." This was a direct, internal assessment. The achievement target was 70%.

The Psychology faculty used five multiple-choice questions in PSY1105, 2200, 2220, 2233, 2240, 2265, 2271, and 2280 to assess CNM Gen Ed outcome 3, "Identify research methods used in the social/behavioral sciences," which does not have a direct correlate in the transfer core competencies. This was a direct, internal assessment with an achievement target of 70% accuracy.

The Sociology faculty used common course assessment instruments to assess the same CNM Gen Ed outcomes corresponding to transfer core competency 3 as well as the CNM outcome "Identify research methods used in the social/behavioral sciences," which has no transfer core correlate. The measures were direct and internal assessment involving fill-in-the-blank and short-answer questions.

Report of Assessment Data and Results:

ANTH 1120: The percentage of students who met the outcomes ranged for 66% to 69% for all outcomes assessed.

ANTH 1101: The percentage of students who met the outcomes ranged from were 69% to 78% for all outcomes.

ANTH 1110: The percentage of students who met the outcomes ranged for 62% to 77% for all outcome assessed.

ANTH 1130: The percentage of students who met the outcomes ranged for 60% to 83% for all outcome assessed.

CST 1150: A total of 78 students were assessed. Of these 69% met the criterion, 28% needed improvement, and 3% did not meet the criterion.

PSY1105, 2200, 2220, 2233, 2240, 2265, 2271, and 2280: A total of 1349 students were assessed, showing an overall accuracy of 76.38%.

SOC 1101: Aggregate Results for 17 sections, Fill-in Question: % Correct

| | Field | Experiment | Survey | Existing Sources | Sample |
|--|-------|------------|--------|------------------|--------|
| | 85% | 85% | 92% | 77% | n=393 |

SOC 2213: Fill-in Question: % Correct

| | Field | Experiment | Survey | Existing Sources | Sample |
|---------------------------------------|-------|------------|--------|------------------|--------|
| Section 2213a in-class assessment | 85% | 30% | 89% | 44% | n=27 |
| Section 2213b take-home assessment | 100% | 80% | 92% | 88% | n=25 |

SOC 2216: Fill-in Question

| | % Correct for Experiment | Sample |
|--|--------------------------|--------|
| | 56% | n=11 |

SOC 2230: Fill-in Question

| SECTION | % CORRECT for Experiment | Sample |
|---------|--------------------------|--------|
| 2230a | 55% | n=22 |
| 2230b | 96% | n=24 |

SOC 1101: Aggregate Results for 16 sections

| Short Answer Question #1: | didn't do it | kind of did it | did it | did it great | TOTAL |
|--|--------------|----------------|--------|--------------|---------------|
| Identify ONE private trouble you have experienced. | 4% | 11% | 29% | 56% | 100% n=384 |

Short Answer Question #2:

| Describe how the private trouble connects to or has been influenced by at least TWO public/societal issues. | 14% | 35% | 23% | 29% | 100% n=394 |
|---|-----|-----|-----|-----|---------------|
| | | | | | |

SOC 2213: 2 sections

Identify ONE example of deviant behavior and use differential association theory OR social control theory to describe why someone would engage in deviance. Specifically address how the social context (or environment) can affect behavior, and how individuals can affect the social context.

| | didn't do it | kind of did it | did it | did it great | TOTAL |
|--|--------------|----------------|--------|--------------|-------|
| Section 2213a— in-class assessment | 16% | 36% | 32% | 16% | n=27 |
| Section 2213b— take-home assessment | 21% | 47% | 26% | 5% | n=25 |

SOC 2216: 1 section

TOTAL

Short Answer Question #1:

Why had blacks been required to sit at the back of the bus?

| | didn't do it | kind of did it | did it | did it great | |
|--|--------------|----------------|--------|--------------|--|
| | 0% | 10% | 40% | 50% | |

Short Answer Question #2:

How did Rosa Parks' individual refusal to give up her seat on the bus lead to desegregation of the city's bus system?

| | didn't do it | kind of did it | did it | did it great | TOTAL |
|--|--------------|----------------|--------|--------------|-------|
| | 0% | 0% | 20% | 80% | n=10 |

SOCIOLOGY 2230

Section 2230a

Short Answer Question #1:

How is the likelihood of helping affected if numerous people see a situation in which a person is at risk?

| | didn't do it | kind of did it | did it | did it great | TOTAL |
|--|--------------|----------------|--------|--------------|-------|
| | 36% | 5% | 27% | 32% | |

Short Answer Question #2:

How may one person's interpretation of a situation influence others' reactions to a situation in which a person is known to be at risk?

| | didn't do it | kind of did it | did it | did it great | TOTAL |
|--|--------------|----------------|--------|--------------|-------|
| | 18% | 36% | 18% | 27% | n=22 |

Section 2230b

Short Answer Question #1:

How is the likelihood of helping affected if numerous people see a situation in which a person is at risk?

% CORRECT TOTAL

96% n=24

For all of the Anthropology courses in which assessment was conducted, the percentage of students who met the outcomes was near the achievement goal.

In ANTH 1120, both online and face-to-face sections met the outcome at a similar rate. However, for ANTH 1101, the online students, who might be more motivated and prepared, achieved the higher rates.

For ANTH 1110, CNM outcome 1, "Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences," was the weakest at 62%. This outcome is likely more challenging than outcome 4, "Describe how the social context can affect individual behavior, and how individual behavior can affect the social context," which involves only describing, so it is reasonable that student's had a more difficult time with this outcome.

The outcomes for ANTH 1130 had the widest spread even though they were taught by the same instructor. The online students, who are perhaps more motivated, met the outcomes at a much higher rate than the face-to-face students.

The Cultural Studies faculty interpreted the outcomes as indicating that their action plan was working well.

In Psychology, overall results met the achievement target. The data suggests that accuracy is higher for the upper-level degree-elective courses (79.51% based on 437 students) compared to the introductory course (72.42% based on 842 students). Meanwhile, accuracy is lower for the one upper-level non-degree course (68% based on 20 students) assessed compared to the introductory course. This can be explained by the fact that the introductory course is not required for this course. Accuracy of Question 5 (on the difference between correlational studies and experimental studies) was lower than the target (69.94% based on 1349 students) and lower than accuracy of the mean of the other questions (77.99% based on 1349 students). This suggests that this particular concept may require more instructions. Overall, the analysis suggests that students improve their ability to recognize and identify research methods and empirical findings in psychology between the time students take the introductory course and the time they take an upper-level degree-elective course.

In SOC 1101, more than three-fourths of students completed the fill-in questions correctly. The data suggest students are the least familiar with identifying the existing (secondary) sources method.

Due to a scheduling conflict one section of 2213 completed the assessment as part of a take-home examination and one section completed the same questions as part of an in-class examination. The quasi-experiment was insightful—students benefited from completing the work at home for the experiment and existing sources questions, but the results exhibit minimal differences for identification of the field and survey methods.

Identification of research methods historically has not been integral to our 2000-level courses. The limited assessment for sociology 2216 and 2230 demonstrates mixed success for students identifying one of the conventional research strategies.

SOC 1101 students display proficiency with the first task with 85% scoring "did it" or "did it great." Question #2 calls for higher order learning and greater skill with abstract thinking; an estimated 52% of Introduction to Sociology students demonstrated proficiency. Notably, the percentage varies significantly by section. Results by course section are shown in Attachment A.

Unlike the results for outcome #3, students in section 2213b who completed the assessment as part of a take-home examination did not perform as well as those who completed the assessment in class, with 31% and 48%, respectively, displaying proficiency with the question. Students generally showed a good grasp of the first part of the question—“address how the social context (or environment) can affect behavior”—but stumbled when asked about the impact of individuals on the social context (based on scoring notes). Students who didn’t have the fundamentals of the selected theory correct (e.g., discussed elements of another theory) were scored as “didn’t do it.”

In SOC 2213, nine of ten students exhibited proficiency with the first short-answer question, and 100% were able to successfully complete the follow-up question.

The data scored with the rubric for the Society and Personality course (SOC 2230) mimic the results for SOC 2213—about 50% of students are able to satisfactorily report the essentials of the research (question #1) but struggle somewhat when asked to address the influence of the individual on the social context. Remarkably, when question #1 is scored as correct/incorrect, more than 90% of students completed the question with proficiency.

The assessment was conducted in the sociology 2280 class for program outcome #3—construct examples of the research designs used by sociologists—for both the AA in sociology and AA in criminology. The results show that student excel in some arenas of research design construction, but require additional training and experience with other elements. Additional attention to variables, validity and reliability, and sampling is required.

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

The Anthropology faculty plans to assess all the 1000-level anthropology courses in the future. They are considering a standardized rubric for all the full-time faculty, which they have not used in the past. In addition, they are considering using the Liberal Arts outcomes that have recently been developed to make the process simpler.

The Cultural Studies faculty concluded that there was no need to make changes.

The Psychology faculty concluded that more instructional attention needs to be placed on research ethics. Instructors have been informed of the need, and in a future assessment cycle, student performance on questions pertaining to research ethics will be assessed again.

In spring 2013 the Sociology department submitted a catalog change proposal to add a capstone course to the AA requirements for sociology and criminology. Although the prospect for acceptance of the addition to the curriculum is thus far positive, the decision is pending. The capstone will serve as an important element in degree assessment.

In addition, following the CHSS Liberal Arts AA degree assessment retreat in summer 2013, the department elected to replace the following learning outcomes for both the AA in criminology and sociology.

AA in sociology, outcomes retired in summer 2013

- Describe and apply the sociological imagination.
- Interpret and apply sociological theories.
- Construct examples of the research designs used by sociologists.

AA in criminology, outcomes retired in summer 2013

- Interpret and apply sociological theories.
- Locate and interpret scholarly research and data on crime.
- Construct examples of the research designs used by sociologists.
- Identify and differentiate key correlates of crime.

The new outcomes mimic those adopted for Liberal Arts degree assessment. The department will design instruments, using a common rubric, for measurement of the outcomes in fall 2013 and will administer the pilot assessment in 2000-level courses in spring 2014. The embedded assessment will be completed by all students in the section and the instructor will score student work. The department assessment coordinator will sort the results by type of degree sought—sociology or criminology—for analysis and reporting.