



New Mexico Common Course Assessment Reports Form

Reporting Institution: Central New Mexico Community 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) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: 2012-2013

Submission Date: 5-23-2014

Institution Course Number: ARTH 1101, FREN 1101, HIST 1101, HIST 1102, HUM 1111, MUS 1139, PHIL 1156, REL 1107, SPAN 1101, THEA 1122

NM Common Core Number ([link](#) to list of NMCC Numbers): THTR1013
ARTS1013, HIST1053, HIST1063, MUSI1113, PHIL1213, REL1113,

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 Art History, embedded True/False exam questions were employed as direct, internal measures of CNM Gen Outcomes 1 and 3. Outcome 1, "Distinguish historical periods and respective cultural developments from a global perspective," corresponds to transfer core competencies 2, "Compare art forms, modes of thought and expression, and processes across a range of historical period and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual)," and 3, "Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives." Outcome 3, "Recognize how culture, history, politics, art, and religion impact society," corresponds to transfer core competencies 3, given above, and 4, "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." The goal was to collect enough data to determine a baseline for future assessment.

In French and Spanish, "I CAN..." statements were used as student self-assessments as rated with a rubric with binary answers ("Yes" or "Not Yet") to assess students' growth in communicative and cultural-awareness abilities and to examine students' abilities to evaluate their own abilities to compare and make connections between their own communities and cultures and those of others'. This corresponds to transfer core outcome 2, and the approach involves internal, indirect assessment. The assessments were conducted following chapter completion. The goal was to establish a baseline for future assessment.

In History, the faculty produced a list of 20 questions for each subject area, from which each faculty member could choose 10 questions to develop a short, multiple-choice quiz for their class. The tool was designed to assess student content knowledge in relation to the CNM Gen Ed outcomes 1 and 3 (given in paragraph 1 above), which correspond to transfer core competencies 2, 3, and 4. The quizzes were to be administered near the end of the semester, but the question options covered the entire time frame of the class. Each quiz contained 10 questions, asking students to identify the right answer out of four multiple-choice possibilities. These quizzes were internal, direct assessment tools.

Faculty feedback led the History Department Assessment Team to devise a testing system that would produce results that revealed a standard percentage breakdown, which would normally correspond with a letter grade (100% and 90% = "A"; 80% = "B"; etc.), with the a target of seeing 60% of students earning at least a "C" grade (70% or above) on these quizzes. Given the great breadth of history covered in both subject areas, combined with variations in teaching styles and emphasis, the faculty thought that test results were likely to vary a good deal by class section. They tried to devise questions on topics that were tied to both the outcomes being assessed and "standard material" usually covered in textbooks and lectures in these subject areas. Responding to flaws witnessed in past assessments, they doubled the number of questions to reveal a greater range of possible outcomes (from 5 to 10 questions), and they designed some choices into the process so that all faculty drew from the same basic list of questions but could tailor the quiz to reflect the topics they considered to be most important or most emphasized in their classes.

Humanities faculty used a 10-point quiz as a direct, internal assessment of HUM 1111 student competency in regard to CNM Gen Ed outcomes 1 and 3, which correspond to the transfer core competencies 2, 3, and 4. The achievement target was a pass rate of 70%.

In Music, two assessment approaches were used. To assess CNM Gen Ed outcome 3 (provided above), faculty used an embedded, multiple-choice exam question across all sections of MUS 1139 (13 sections in the fall and 12 sections in the spring). To assess CNM Gen Ed outcome 4, "Participate and/or critically evaluate the arts," which corresponds most closely to transfer core competency 1, "Distinguish historical periods and respective cultural developments from a global perspective," faculty had students in all MUS 1139 and MUS 1140 (a total of 45 sections: 24 in the fall and 21 in the spring) conduct concert critiques. The assessment tool included a rubric that measured five areas of knowledge from a concert report: genre, era, instruments(s), musical terms, and composer(s). Students were expected to attend a concert and complete a report. Both assessment approaches were internal and direct.

In Philosophy, questions pertaining to 10 basic concepts in logic were used to assess PHIL 1156 student competency on CNM Gen Ed outcome 2, "Demonstrate an ability to understand, analyze, and synthesize concepts logically based on written and verbal communication," which corresponds to transfer core competency 1. Correct responses of 70 to 100% were classified as "meets requirement," scores of 60-69% as "needs improvement," and scores below 60% as "does not meet requirement." The achievement target was that at least 70% of the students would meet the requirement.

In Religion, a 10-point quiz was used as an internal, direct assessment of REL 1107 students' competency on CNM Gen Ed outcome 1, which corresponds to transfer core outcomes 2 and 3, as noted above. The achievement target was a pass rate of 70%.

In Theatre, the following were used to assess THEA 1122 students' competency on CNM Gen Ed outcomes 2 and 4, both of which correspond to transfer core competency 1: Written analysis: Script analysis paper: The written play text as a cultural document: Pedigree, Summary, Plot, Characters, Message, Voice, Imagery, History. The assessment approach was direct and internal, and the achievement target was an 85% pass rate.

Report of Assessment Data and Results:

In Art History, a total of 306 students were assessed with the following results:

Q1: Art and architecture have been used to symbolize the power of the state and religious figures.

93.8% correct response rate

Q2: The architecture created by a culture will demonstrate the technology of that period.

88.2% correct response rate

Q3: When discussing artworks from the past, it is important to understand the socio-political

context surrounding their creation.

89.9% correct response rate

In Modern Languages (French and Spanish), the positive response rate to the self-assessment questions was 73%.

The History results were as follows. Score values represent points out of 100 (i.e. percentages).

HIST 1101, 14 sections, 276 students, Spring 2013

90% earned 60+, 65% earned 70+, 45% earned 80+, 5% earned 100

HIST 1102, 12 sections, 249 students, Fall 2012

90% earned 60+, 74% earned 80+, 28% earned 100

HIST 1161, 10 sections, 142 students, Spring 2013

83% earned 70+, 70% earned 80+, 50% earned 90+, 5% earned 100

HIST 1162, 5 sections, 89 students, Fall 2012

67.5% earned 70+, 52.5% earned 80+, 21.5% earned 90+, 4.5% earned 100

In HUM 1111, the sample size was 3 and the quiz pass rate was 48%.

In Music, for the multiple-choice question, the results were as follows:

Fall 2012, 275 of 313 students answered this correctly for an 87.86% success rate.

Spring 2013: 214 of 242 students answered correctly for an 88.43% success rate.

Combined: 489 of 555 students answered correctly for an 88.12% success rate.

The concert critique results, using a common rubric for scoring were:

Fall 2012:

Genre – $430.5/540=79.72\%$

Era – $420.5/540=77.87\%$

Instrument(s) – $455.5/540=84.35\%$

Musical Terms – $393.5/540=72.87\%$

Composer(s) – $464.5/540=86.02\%$

Spring 2013

Genre – $344/438=78.54\%$

Era – $344/438=78.54\%$

Instrument(s) – $387/538=88.36\%$

Musical Terms – $357/438=81.51\%$

Composer(s) – $381.5/438=87.10\%$

In Philosophy, 45 students were assessed, with 84.4% meeting the competency, 8.9% needing improvement, and 2.2% (just one student) scored as "does not meet competency."

The Religion faculty assessed four sections of REL 1107. Three sections had over 70% pass rates; one had a 40% pass rate.

In Theatre, 86% of students assessed scored at a 75% or higher.

Analysis and Interpretation/Reflection on Results or Trends:

In Modern Languages, it appears students are very confident that they are learning Communication and Connection skills in the languages. They are somewhat confident they are learning about the Comparisons they are able to make between their own language and culture and another. They are not confident that they are learning about other Cultures or Communities.

In History, the ten question, multiple choice exam used in spring and fall 2013 seems to have provided much more useful results. The combined results, particularly in HIST 1161, seem to indicate good overall progress in reaching the learning outcomes. Although a score of 60% constitutes a passing grade, the faculty felt the assessment goal should be higher. Some variation in score results appeared in comparing different sections.

The Humanities outcomes fell below target, but the sample size was too small to support any population inferences. The faculty considered the current assessment tool to be working adequately.

In Music, both assessment approaches yielded results that were above the original achievement target. For the multiple-choice question, both percentages surpass the original target and are very close to the result of 87.60% success rate which was achieved for the spring 2012 term. In fact, the percentages show a slight increase when compared. On the concert critique, the faculty observed improvement in four of the five areas from the fall term to the spring term.

In Philosophy, the faculty concluded that their action plan was working well.

In Theatre, the faculty observed that the revised, more stringent rubric they had created for last year's action plan toward CNM Gen Ed outcome 2 created a deep faculty awareness of how to more thoroughly present the content the students would have to receive, understand, analyze, and apply to their written critique of a live theatrical production. Their scores improved, due to the faculty's commitment to improve content delivery. In regard to CNM Gen Ed outcome to, students did reach the department's goal of 85% receiving a score of 75 or better, but only by 1% - 86%.

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

The Modern Languages faculty plan to continue to focus on improving the Cultures and Communities. They also plan to continue the use of the 4-point scale model consisting of these answers: VERY WELL, FAIRLY WELL, POORLY, NOT AT ALL. The faculty expect to see a 5% increase over the prior year's baseline data of 73% positive responses; therefore, the achievement target for 2014 will be a 78% positive response rate.

In History, the faculty determined that Although the data are more complete, their next step is to interpret the findings in order to draw lessons from our assessment cycle for improvement. "What do our findings say about the assessment tool itself?" "Teaching and learning in the classroom?" They plan to use such questions to begin their evaluation and interpretation of results. We devised a rubric for use in assessing outcomes 2 and 4, scheduled for assessment beginning with fall 2013 semester. For future assessment efforts, the faculty created a highly flexible rubric tool to allow individual instructors the freedom to assess the outcomes using assignments they usually use in their teaching that require students to demonstrate CNM Gen Ed outcomes 2 and 4. In fall 2013, many instructors participated but a few did not due to late roll-out of the rubric. Results are tentative, but they look for increased participation during spring 2014 in 1162 and 1102 classes. Next steps will be to hold discipline discussion of rubric strengths and weaknesses, as well as interpretations of results to improve this internal assessment tool and to foster improvements in teaching and learning in the classroom.

The Humanities faculty revised their assessment cycle plan to assess one outcome per year.

The Music faculty plans to continue to use the multiple-choice question to gather important data which will help them to proceed with defining and assessing CNM Gen Ed outcome 4. In the end, it is their goal to emphasize how culture, history, politics, art, and religion impact society – all of which are integral in a music appreciation course. The Music faculty also plans to continue to use the concert critique with rubric in the coming terms.

The Philosophy faculty decided to continue with their current course of action since it seemed to be working well.

The Religion faculty decided to revise their assessment tool/process.

The Theatre faculty considered that their action plan worked for helping students achieve CNM Gen Ed outcome 2, so they decided to move on to other outcomes. At their last faculty meeting, in regard to outcome 4, they discussed how they would all present a teaching thread all the way through the term, and put their outcomes in this deeper context: Are the fine arts, and theatre in particular, important for societies to thrive? If so, in what ways, and why? If theatre and the fine arts disappeared, what would be the impact on societies?