

CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

General Education
Assessment Report 2018-2019

Submitted to: New Mexico Higher Education Department

www.clovis.edu/assessment

September 30, 2019

Contact Person

Raymond Walker
Clovis Community College
417 Schepps Boulevard Clovis, NM 88101

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575.769.4953 ph

Institution Name: Clovis Community College
Core Competencies Report

Attachments:

Area I Communications	Contact Person <u>Raymond Walker/Janett Johnson</u>
Area II Math—Algebra	Contact Person <u>Raymond Walker /Don Scroggins</u>
Area II Math—Other Math	Contact Person <u>Raymond Walker /Don Scroggins</u>
Area III Laboratory Science	Contact Person <u>Raymond Walker /Don Scroggins</u>
Area IV Social/Behavioral Sciences	Contact Person <u>Raymond Walker /Monica Sanchez</u>
Area V Humanities/Fine Arts	Contact Person <u>Raymond Walker /Monica Sanchez</u>

This report fulfills reporting requirements for the New Mexico Higher Education Dept.

Attested:

Robin Jones

Chief Academic Officer Printed Name

Chief Academic Officer Signature

E-Mail: robin.jones@clovis.edu

Telephone: 575.769.4921

Fax: 575.769.4190

General Education Assessment Reports

Area I: Communications

Interpersonal Communication (COMM 101)
Public Speaking (COMM 102)
English Composition (ENG 102)
English Composition & Research (ENG 104)
Technical and Professional Writing I (ENG 233)

Area II: Mathematics

College Algebra (MATH 110)
Statistics (STAT 213)

Area II: Other college-level Mathematics

Math for General Education (MATH 113) *Recommended for liberal arts majors, but not acceptable for business and science majors*

Area III: Laboratory Sciences

Biology for General Education (BIOL 113)
Human Biology & Lab (BIOL 115)
Human Anatomy and Physiology I & II (BIOL 211 & 212)
Microbiology and Lab (BIOL 222)
Chemistry for General Education & Lab (CHEM 113)
General Chemistry I & Lab (CHEM 151)
Physical Geology and Lab (GEOL 113)
Survey of Physics & Lab (PHYS 113)
General Physics I & Lab (PHYS 151)

Area IV: Social/Behavior Sciences

Introduction to Cultural Anthropology (ANTH 243)
Principles of Macro Economics (ECON 221)
Principles of Micro Economics (ECON 222)
American National Government (PSCI 102)
Introductory Psychology (PSY 101)
Human Growth & Development (PSY 106)
Child Psychology (PSY 201)
Adolescent Psychology (PSY 202 – Report not submitted)
Introductory Sociology (SOC 101)
Contemporary Social Issues (SOC 212)
Child, Family, and Community (SOC 215)

Area V: Humanities and Fine Arts

Drawing I & II (ART 101 & 102)

Design I & II (ART 106 & 107)

Art Appreciation (ART 131)

Digital Photography (ART 217)

Painting I (ART 221)

Pottery I (ART 231 - Report not submitted)

Pottery II (ART 232)

Art History I & II (ART 261 & 262)

Introduction to Dance (DNC 101)

Types of Literature/Short Story (ENG 202)

Introduction to Literature (ENG 211)

Survey of American History to 1865 (HIST 101)

Survey of American History since 1865 (HIST 102)

World Civilization I & II (HIST 121 & 122)

New Mexico History (HIST 203)

Introduction to Humanities I (HUM 221)

Music Appreciation (MUS 113)

Introduction to Philosophy (PHIL 201)

Ethics (PHIL 211)

Beginning Spanish I & II (SPAN 101 & 102)

Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communications

Class: Interpersonal Communication

Faculty: Simon Chavez, Viridiana Meza, Stephen Hardin

<u>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>										
<p>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p>Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>The students in Interpersonal Communication are assessed using exams, project, theory application essays, and exercises to assess the ability to apply theory to an actual (personal) interpersonal interaction in their life.</p> <p>Note: Exams are a paradox, in the instructor’s opinion, and do not measure a topic like Interpersonal Communication with much accuracy. The exams are both comprehensive and conceptual.</p> <p>Each essay evidences learning on the paradigms presented for a theory. The theories include, self-concept, perception, language, each essay requires the student to understand, identify terms, and apply them to a real-life personal experience.</p>	<p>During the Summer, Fall and Spring semesters, 440 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores.</p> <p>By this fourth essay (out of four):</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">9</td> <td style="text-align: center;">34</td> <td style="text-align: center;">331</td> <td style="text-align: center;">83%</td> </tr> </tbody> </table> <p>60 students did not submit assignment.</p>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	6	9	34	331	83%	<p>During the Summer, Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>83% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 84.4%. I continued having the Writing Center come in and present to each section on writing academic papers and provide PowerPoint presentation for the online sections to assist the students in their writing assignments.</p> <p>For the 6 students that scored below average, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center.</p> <p>60 students attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.									
6	9	34	331	83%									

Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communication

Page 2 of 5 Course: Interpersonal Communication

Common Core No.: _____

<u>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>										
<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>Students completed a writing essay on Nonverbal Communication.</p>	<p>During the Summer, Fall and Spring semesters, 440 students were enrolled in COMM 101.</p> <table border="1" data-bbox="705 570 1430 732"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">16</td> <td align="center">14</td> <td align="center">47</td> <td align="center">317</td> <td align="center">82.7%</td> </tr> </tbody> </table> <p>46 students did not submit assignment.</p>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	16	14	47	317	82.7%	<p>82.7% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. While accomplishing this goal, it did increase from the previous year from 79.5%</p> <p>Fort the 30 students that scored under the average, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit the Writing Center for assistance.</p> <p>46 students attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.									
16	14	47	317	82.7%									
<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</p>	<p>Students completed a special project using media and technology to help explain any topic covered in the course. For example, if the topic is Nonverbal Communication, students identified video clips from the internet that would demonstrate this topic.</p>	<p>During the Summer, Fall and Spring semesters, 440 students were enrolled in COMM 101.</p> <table border="1" data-bbox="705 1149 1430 1312"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">11</td> <td align="center">5</td> <td align="center">42</td> <td align="center">319</td> <td align="center">82%</td> </tr> </tbody> </table> <p>63 students did not submit assignment.</p>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	11	5	42	319	82%	<p>82% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. The results remained consistent with last assessment where 85.2% meet the standard. I gave better instructions and gave an example of the work to be completed. I will continue using this method in order to maintain standard next assessment year.</p> <p>Fort the 16 students that scored under the average, I will attempt to spend more one-on-one time with these</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.									
11	5	42	319	82%									

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

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Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communication

Page 3 of 5 Course: Interpersonal Communication

Common Core No.: _____

<u>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>										
<p>are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p>			<p>students to move them into the next higher group and try to not have higher numbers in these groups next assessment year.</p> <p>63 students attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.</p>										
<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</p>	<p>Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>During the Summer, Fall and Spring semesters, 440 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores.</p> <p>By this fourth essay (out of four):</p> <table border="1" data-bbox="705 1089 1430 1248"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">6</td> <td align="center">9</td> <td align="center">34</td> <td align="center">331</td> <td align="center">83%</td> </tr> </tbody> </table> <p>60 students did not submit assignment.</p>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	6	9	34	331	83%	<p>During the Summer, Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>83% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 84.4%. I continued having the Writing Center come in and present to each section on writing academic papers and provide PowerPoint presentation for the online sections to assist the students in their writing assignments.</p> <p>For the 15 students that scored under the average, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.									
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Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communication

Page 4 of 5 Course: Interpersonal Communication

Common Core No.: _____

<u>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>										
independently and in groups.			<p>assessment year. I will also encourage students to visit with the Writing Center.</p> <p>60 students attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.</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>Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>During the Summer, Fall and Spring semesters, 440 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores.</p> <p>By this fourth essay (out of four):</p> <table border="1" data-bbox="705 963 1430 1122"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">6</td> <td align="center">9</td> <td align="center">34</td> <td align="center">331</td> <td align="center">83%</td> </tr> </tbody> </table> <p>60 students did not submit assignment.</p>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	6	9	34	331	83%	<p>During the Summer, Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>83% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 84.4%. I continued having the Writing Center come in and present to each section on writing academic papers and provide PowerPoint presentation for the online sections to assist the students in their writing assignments.</p> <p>For the 15 students that scored under the average and for the 60 students that did not submit any work, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center. I will also use Starfish to contact students and to try to get students to return to the course.</p>
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Core Competencies Assessment 2018-2019—Area I: Communication

Page 5 of 5 Course: Interpersonal Communication

Common Core No.: _____

<u>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>
<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 accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>Students completed group discussions throughout the semesters on topics ranging from self-concept, perception, language, nonverbal communication, listening, conflict, and relationship development. Each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>Students received classroom participation points for the In-Class sections. Students in the online section completed graded discussions.</p>	<p>I will continue on using these methods with both In-Class and Online but will encourage more class discussions covering more topics since students really participate in these discussions.</p>

Faculty Member Completing Assessment: Simon Chavez

Date: 5/17/19

Reviewed by: Raymond Walker

Date: 6/10/19

(Division chair)

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Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communications

Class: COMM 102 – Public Speaking

Faculty: Simon Chavez, Rex Regnier, Stephen Hardin, Viridiana Meza

Common Core No.: COMM 1113

<u>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>																				
<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>Students develop critiquing skills with publisher provided speeches and instructor feedback, these skills are then applied to critiquing 4 different peer speeches and continuously evaluated for further development by the instructor. These are then attached to the Speech Rubric for additional instruction.</p>	<p>Peer critique forms are distributed to students prior to presentation of peer speeches. For the Summer, Fall, and Spring, a total of 147 students were enrolled in COMM 102.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;"># of students Needs Improvement</th> <th style="width: 15%;"># of students Average</th> <th style="width: 15%;"># of Students Above Average</th> <th style="width: 15%;"># of Students Excellent</th> <th style="width: 15%;">Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">17</td> <td style="text-align: center;">24</td> <td style="text-align: center;">24</td> <td style="text-align: center;">70</td> <td style="text-align: center;">64%</td> </tr> </tbody> </table> <p>12 students did not submit assignment.</p>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	17	24	24	70	64%	<p>Benchmark: 75% of students receive a score of average or better on the assessment results. Last year’s average was 68%. This year’s result went down to 64%. We are using the same peer critique form, will continue to use it for one more year and if results are still under the benchmark, will find a new critique form to use. For now, will spend more time explaining the form and complete one together as a class to serve as an example.</p>										
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17	24	24	70	64%																			
<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>Students are required to present 6 speeches in this class: 2 Impromptu, 1 Narrative, 2 Informative, and 1 Persuasive. Students must develop and construct a speech goal, thesis statement, introduction, develop main points, support main points with sub-points, integrate outside sources, and a conclusion for each speech. The assessment tool for this section is a speech from each class that is delivered ¾ through the semester and their final speeches.</p>	<p>2a. Speech Goal</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;"># of students Needs Improvement</th> <th style="width: 15%;"># of students Average</th> <th style="width: 15%;"># of Students Above Average</th> <th style="width: 15%;"># of Students Excellent</th> <th style="width: 15%;">Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">24</td> <td style="text-align: center;">24</td> <td style="text-align: center;">75</td> <td style="text-align: center;">67%</td> </tr> </tbody> </table> <p>2b. Thesis Statement</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"># of students Needs Improvement</th> <th style="width: 15%;"># of students Average</th> <th style="width: 15%;"># of Students Above Average</th> <th style="width: 15%;"># of Students Excellent</th> <th style="width: 15%;">Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">24</td> <td style="text-align: center;">24</td> <td style="text-align: center;">75</td> <td style="text-align: center;">67%</td> </tr> </tbody> </table>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	12	24	24	75	67%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	12	24	24	75	67%	<p>Benchmark: 75% of students receive a score of average or better on the assessment results. Last year’s results were 76%. This year’s result went down to 67%. While there are times it is difficult to give every student 1 on 1 time, we use comments on their speech rubrics and evaluation forms to effectively critique and give valuable comments for the further development of each student in their quest to become a stronger speaker. For now, will provide more examples of speeches for students to model for their learning.</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.																			
12	24	24	75	67%																			
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Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communication

<u>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>																				
		<p>2c. Organization of Main Points</p> <table border="1" data-bbox="936 363 1713 558"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">12</td> <td align="center">24</td> <td align="center">24</td> <td align="center">75</td> <td align="center">67%</td> </tr> </tbody> </table> <p>12 students did not submit assignment.</p>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	12	24	24	75	67%											
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12	24	24	75	67%																							
<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 (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p>	<p>Students are required to present 1 Informative and 1 Persuasive speech where they create a survey of 5-7 questions to analyze their prospective audience in relation to their chosen topic. Students then gather, organize, and present the material best suited for their audience within the strongest rhetorical context. Students must use PowerPoint™ slide shows using text, photos, video, audio, chart and graphs with a minimum of 5 slides for both speeches.</p>	<p>3a. Survey & Analysis</p> <table border="1" data-bbox="936 659 1713 853"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">11</td> <td align="center">33</td> <td align="center">86</td> <td align="center">81%</td> </tr> </tbody> </table> <p>3b. PowerPoint™ Visual Aid</p> <table border="1" data-bbox="936 914 1713 1109"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">11</td> <td align="center">33</td> <td align="center">86</td> <td align="center">81%</td> </tr> </tbody> </table> <p>12 students did not submit assignment.</p>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	5	11	33	86	81%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	5	11	33	86	81%	<p>Benchmark: 75% of students receive a score of average or better on the assessment results. Last year's results were 68%. This year's results went up to 81%. Most students now have fundamental computer skills. PowerPoint is required for 1 speech and may be used for a second. Slides are evaluated on the level of information, persuasive appeal, clarification of details, ease of reading, and if it enhances the speech or is a deterrent. We provide many examples for PowerPoint and send an entire class period on this topic, will continue on to see if this result level continues.</p>
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Core Competencies Assessment 2018-2019—Area I: Communication

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results					How Results Will Be Used To Make Improvements																														
<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.</p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>Classroom time is spent lecturing, providing vivid examples through videos and in class exercises that provide critical information, clarification, and skills practice on the speech making process: Planning, Organizing, Research & Development, Revising & Editing and Presentation. Students are required to use a standard outline format common to Public Speaking courses throughout the US. Each speech has a specific rubric that evaluates students on their outline, organization, specific speech competencies and delivery. Students are also required to write 4, 1-page essays focusing on research, organization/prioritizing, personal strengths/weaknesses, and persuasion. These essays reinforce lecture information by placing theory into application on a personal level.</p>	<p>4a. Delivery</p> <table border="1" data-bbox="936 363 1711 560"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">11</td> <td align="center">33</td> <td align="center">86</td> <td align="center">81%</td> </tr> </tbody> </table> <p>4b. Outline</p> <table border="1" data-bbox="936 627 1711 823"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">11</td> <td align="center">33</td> <td align="center">86</td> <td align="center">81%</td> </tr> </tbody> </table> <p>4c. Essays</p> <table border="1" data-bbox="936 890 1711 1086"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Average</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">11</td> <td align="center">33</td> <td align="center">86</td> <td align="center">81%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	5	11	33	86	81%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	5	11	33	86	81%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Average	5	11	33	86	81%	<p>Benchmark: 75% of students receive a score of average or better on the assessment results. Last year's result was 68%. It went up this year to 81%. Emphasis of papers is to strengthen weak areas, while reinforcing strengths of each student. Application from papers and lecture is then applied in each speech and reinforced through the duration of the class. Will continue using same procedure to ensure it is best for students.</p>
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<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</p> <p>Students should: Gather legitimate information to support ideas without</p>	<p>Three of the student speeches require use of outside sources. Each speech rubric has a section for evaluation of student's sources. The emphasis of quality over quantity is stressed. Students are instructed on how to evaluate which source is stronger based on their topic selection. Students are instructed on how to conduct research using various resources including library databases,</p>	<p>5a. Documentation & Oral Citations</p> <table border="1" data-bbox="936 1117 1711 1313"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">5</td> <td align="center">15</td> <td align="center">37</td> <td align="center">78</td> <td align="center">78%</td> </tr> </tbody> </table> <p>5b. Reference Page</p>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	5	15	37	78	78%	<p>Benchmark: 75% of students receive a score of average or better on the assessment results. Last year's result was 60%. This year, we had an incredible increase to 78%. Most students grasp these concepts. Focus is on using stronger sources rather than the easiest source (Internet). Evaluation of sources for strength and reliability is crucial in both</p>																				
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All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College

Core Competencies Assessment 2018-2019—Area I: Communication

<u>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>
plagiarizing, misinforming or distorting.	electronic resources, interviews, books, periodicals, journals and other sources. Emphasis is on the ethical responsibility of the student to support their speech without plagiarizing, misinforming, or distorting information. Speeches include a section to evaluate sources and reference pages as required by the assignment. A reference page in APA format is required.	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	informative and persuasive speeches based on the chosen topic. All sources are evaluated by the instructor. An entire class period was dedicated to this topic, will continue with this method to see if the standard will increase more next year.
		5	15	37	78	78%	
		12 Students did not submit assignment.					
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p> <p>Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.</p> <p align="right">End -- Area I</p>	The origin and nature of public speaking is one of civic discourse. COMM 102 Public Speaking adheres to its roots and requires students to present speeches on issues ranging from current events, US governmental policies/issues, science/technology, to national, regional, and local issues. Lectures and activities are used to highlight the differences between fact, opinion, inferences, and logical fallacies.	Civic Discourse Topics					Benchmark: 75% of students receive a score of average or better on the assessment results. Last year, the result was 68%. This year the standard was exceeded at 78%. Topic selection for a speech is a personal choice of interest and knowledge. This competency works best for the persuasive speech. All speeches engage in civic discourse by nature of the assignment. Research and develop an evaluation for inferences, facts, and opinions. Will continue with this method and see if standard is achieved next year.
		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		5	15	37	78	78%	
		12 students did not submit assignment.					

Faculty Member Completing Assessment: Simon Chavez

Reviewed by: Raymond Walker

(Division chair)

Date: 05/17/2019

Date: 06/05/2019

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Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class: ENG 102/ENGL 1110

Numbers of Sections assessed: 37

Semesters: Fall 2018 & Spring 2019 Faculty: J. Johnson (Div.Chair), G.Rapp, E. Nieman, P.Nagy, G.Hochhalter, T.Murphy

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results based on Writing Rubric</u> N=445 Students	How Results Will Be Used To Make Improvements																														
<p>1. Students <i>will</i> analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p>Students <i>should</i>: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>This portion of the assessment report is based on scores obtained from sections 1-c; 5a-d and 6c of the English department’s official assessment rubric.</p> <p>445 students were assessed with a standardized writing rubric. (see attached).</p> <p>Assessment Tool: Research Essay.</p> <p>The benchmark for assessment was determined to be 75% or a Mid-C. Typically, students are required to have at least a C to pass ENG 102 and, more importantly, to have their ENG 102 transfer.</p>	<p>1A: Rhetoric: Uses different rhetorical appeals (<i>logos, ethos, or pathos</i>) either as the voice of the paper or to convey attitude or evidence.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and Excellent”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">65</td> <td style="text-align: center;">199</td> <td style="text-align: center;">165</td> <td style="text-align: center;">81.79%</td> </tr> </tbody> </table> <p>1B: Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and Excellent”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">27</td> <td style="text-align: center;">112</td> <td style="text-align: center;">159</td> <td style="text-align: center;">147</td> <td style="text-align: center;">68.76 %</td> </tr> </tbody> </table> <p>1C: Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession. May challenge assumptions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and Excellent”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">52</td> <td style="text-align: center;">188</td> <td style="text-align: center;">194</td> <td style="text-align: center;">85.84%</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and Excellent”	16	65	199	165	81.79%	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and Excellent”	27	112	159	147	68.76 %	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and Excellent”	11	52	188	194	85.84%	<p>2018-2019 Year End Objectives:</p> <p>Met: 76.88 % students met the benchmark for 2018-2019. No overall comparison of objective 1 to 2017-2018 assessment is possible <u>due to changes in rubric</u> to meet new SLOs for NM’s HED.</p> <p>1A:Rhetoric: Met: (-12.01% compared to 2017-2018)</p> <p>1B:Aesthetics: Not Met: (-18.68% compared to 2017-2018)</p> <p>1C:Diverse Points of View: Met: (-5.25% compared to 2017-2018)</p>
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Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENG 102/ENGL 1110

Numbers of Sections assessed: 37

Semesters: Fall 2018 & Spring 2019 **Faculty:** J. Johnson (Div.Chair), G. Rapp, E. Nieman, P. Nagy, G. Hochhalter, T. Murphy

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.

This portion of the assessment report is based on scores obtained from **sections 1-c; 5a-d and 6** of the English department’s official assessment rubric.

5A: Situation and Purpose: Follows instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.).

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
17	60	170	198	82.69%

5B: Genre: Follows the conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and adapts to the writing to appeal to a specific audience.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
20	47	164	214	84.94%

5C: Value and Creativity: Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or written elocution. .

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
45	93	147	160	68.98%

2018-2019 Year End Objectives:

Met:

78.80 % students met the benchmark for 2018-2019, compared to: 86.07% students meeting the benchmark for 2017-2018.

5A: Situation and Purpose:

Met: (-11.11% compared to 2017-2018)

5B: Genre:

Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.

5C: Value and Creativity:

Not Met: (-18.69% compared to 2017-2018)

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

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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.

This portion of the assessment report is based on scores obtained from **sections 1-c; 5a-d and 6** of the English department's official assessment rubric.

5D: Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adopts, extends, and transforms a unique idea, format, or product to create something new.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
57	106	131	151	63.37%

6C: Analysis and Discussion: Demonstrates analysis by making points supported by evidence; includes in the discussion a synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of the evidence presented.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
23	72	166	184	78.65%

**5D: Resourcefulness and Independence:
Not Met: (-24.3% compared to 2017-2018)**

**6C: Analysis and Discussion:
Met: (-9.48% compared to 2017-2018)**

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Clovis Community College

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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.

This portion of the assessment report is based on scores obtained from **sections 3a-e** of the English department’s official assessment rubric.

3A: Focus/Thesis. The central point or argument is clearly stated or easy to identify and is sophisticated in both statement and insight.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
17	100	163	165	73.70%

3B: Evidence: The evidence in paragraphs back up, show, or prove the thesis. Evidence includes examples, comparisons, scenarios, observations, reasoning, etc. and enough analysis or elaboration to fully explain main ideas.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
12	75	180	178	80.44%

3C: Organization: Paragraphs of support are structured to support the thesis; paragraphs flow (the writers has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence with the thesis.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
10	104	167	164	74.38%

**2018-2019 Year End Objectives:
Met:**

77.50 % students met the benchmark for 2018-2019. No overall comparison of Objective 2 to 2017-2018 assessment is possible due to changes in rubric to meet new SLOs for NM’s HED.

3A: Focus and Thesis:

Not Met: (-8.70% compared to 2017-2018)

3B: Evidence:

Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.

3C: Organization:

Not Met: (-10.55% compared to 2017-2018)

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Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENG 102/ENGL 1110

Numbers of Sections assessed: 37

Semesters: Fall 2018 & Spring 2019 **Faculty:** J. Johnson (Div.Chair), G. Rapp, E. Nieman, P. Nagy, G. Hochhalter, T. Murphy

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.

This portion of the assessment report is based on scores obtained from **sections 3a-e** of the English department's official assessment rubric.

3D: Unity/Development/ Coherence: Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic and evidence.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
10	112	158	165	72.58%

3E: Development and Deepening: The points are elaborated on with details, examples, comparisons, and other types of evidence, giving depth to the overall writing.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
16	89	181	159	76.4%

**3D: Unity/Development/Coherence:
Not Met: (-11.89% compared to 2017-2018)**

**3E: Development and Deepening:
Met: (-9.9% compared to 2017-2018)**

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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 (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

This portion of the assessment report is based on scores obtained from **sections 1a-c** of the English department's official assessment rubric.

1A: Rhetoric: Uses different rhetorical appeals (*logos, ethos, or pathos*) either as the voice of the paper or to convey attitude or evidence.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
16	65	199	165	81.79%

1B: Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
27	112	159	147	68.76 %

1C: Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession. May challenge assumptions.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
11	52	188	194	85.84%

2018-2019 Year End Objectives:

Met:
78.80 % students met the benchmark for 2018-2019, compared to: 86.07% students meeting the benchmark for 2017-2018.

1A:Rhetoric:
Met: (-12.01% compared to 2017-2018)

1B:Aesthetics:
Not Met: (-18.68% compared to 2017-2018)

1C:Diverse Points of View:
Met: (-5.25% compared to 2017-2018)

78.8

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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 in order to learn how to produce (and edit) writing without errors.

This portion of the assessment report is based on scores obtained from **sections 2a-b and 6a-b** of the English department's official assessment rubric.

2A: Writing Processes: Final draft indicates that writer has taken time to plan, organize, compose, and revise based on the arrangement of the paper, the strength of the thesis, and lack of common rough draft errors such as weak transitions, typographical errors, and errors in documenting sources

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
11	59	165	210	84.26%

2B: Student Knowledge: Student has articulated the steps taken as aligned with the processes of writing, e.g., prewriting, planning, drafting, revising, and editing.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
11	71	177	186	81.57%

6A: Grammar, Punctuation, Mechanics, and Spelling: Complete sentences; avoids FRAG, RO, CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tenses; commas; apostrophes; placement of quotation marks, question marks, etc.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
10	77	218	140	80.44%

2018-2019 Year End Objectives:

Met:

80.05 % students met the benchmark for 2018-2019. No overall comparison of Objective 4 to 2017-2018 assessment is possible due to changes in rubric to meet new SLOs for NM's HED.

2A: Writing Processes:

Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM's HED.

2B: Student Knowledge:

Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM's HED.

6A: Grammar, Punctuation, Mech+Spl:

Met: (-4.26% from 2017-2018)

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Numbers of Sections assessed: 37

Semesters: Fall 2018 & Spring 2019 **Faculty:** J. Johnson (Div.Chair), G. Rapp, E. Nieman, P. Nagy, G. Hochhalter, T. Murphy

		<p>6B: Expression, Wording, and Phrasing: Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherences, diction, word usage, syntax. The language is precise; the wording is exact and accurate.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of "Good and Excellent"</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>105</td> <td>197</td> <td>132</td> <td>73.93%</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"	11	105	197	132	73.93%	<p>6B: Expression, Wording, and Phrasing: Not Met: (-9.4% from 2017-2018)</p>										
(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"																			
11	105	197	132	73.93%																			
<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>This portion of the assessment report is based on scores obtained from sections 4a-b on the official English department assessment rubric.</p>	<p>4A: Documented research as evidence: Evidence makes the paper's intent clear by supporting claims, illustrating points, demonstrating facts, providing background information, spring-boarding into counterargument, etc.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of "Good and Excellent"</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>90</td> <td>190</td> <td>140</td> <td>74.15%</td> </tr> </tbody> </table> <p>4B: Integrating quotations and paraphrases: Sources are integrated smoothly and correctly through proper techniques, such as by paraphrases, summaries, and quotations.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of "Good and Excellent"</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>115</td> <td>161</td> <td>143</td> <td>68.31%</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"	25	90	190	140	74.15%	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"	26	115	161	143	68.31%	<p>2018-2019 Year End Objectives: Not Met: 71.23 % students met the benchmark for 2018-2019. No overall comparison of Objective 5 to 2017-2018 assessment is possible due to changes in rubric to meet new SLOs for NM's HED.</p> <p>4A: Documented Research as Evidence: Not Met: in 2018-2019</p> <p>4B: Integrating Quotations and Paraphr.: Not Met: (-11.82% from 2017-2018)</p>
(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"																			
25	90	190	140	74.15%																			
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All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENG 102/ENGL 1110

Numbers of Sections assessed: 37

Semesters: Fall 2018 & Spring 2019 Faculty: J. Johnson (Div.Chair), G. Rapp, E. Nieman, P. Nagy, G. Hochhalter, T. Murphy

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

This portion of the assessment report is based on scores obtained from **sections 5D and 6C** of the official English department assessment rubric.

5D: Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adopts, extends, and transforms a unique idea, format, or product to create something new.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
57	106	131	151	63.37%

6C: Analysis and Discussion: Demonstrates analysis by making points supported by evidence; includes in the discussion a synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of the evidence presented.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
23	72	166	184	78.65%

2018-2019 Year End Objectives:

Not Met:

71.01 % students met the bench mark for 2018-2019, compared to: 87.9% students meeting the bench mark for 2017-2018.

5D: Resourcefulness and Independence: Not Met: (-24.3% from 2017-2018)

6C: Analysis and Discussion: Met: (-9.48% from 2017-2018)

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results based on Writing Rubric</u> N=377 Students	How Results Will Be Used To Make Improvements																														
<p>1. Students <i>will</i> analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p>Students <i>should</i>: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>This portion of the assessment report is based on scores obtained from sections 5a-d and 6c of the English department’s official assessment rubric.</p> <p>377 students were assessed based on the final research paper they submitted in ENG 104. All papers were assessed using the standardized assessment rubric (i.e., the rubric updated for 2018).</p> <p>The benchmark for assessment was determined to be 75% or a Mid-C. Typically, students are required to have at least a C to pass ENG 102 and, more importantly, to have their ENG 102 transfer.</p>	<p>5A: Situation and Purpose: Follows instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and “Excellent”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">46</td> <td style="text-align: center;">153</td> <td style="text-align: center;">172</td> <td style="text-align: center;">86.20%</td> </tr> </tbody> </table> <p>5B: Genre: Follows the conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and adapts to the writing to appeal to a specific audience.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and “Excellent”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">69</td> <td style="text-align: center;">141</td> <td style="text-align: center;">162</td> <td style="text-align: center;">80.37%</td> </tr> </tbody> </table> <p>5C: Value and Creativity: Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or written elocution. .</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and “Excellent”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">63</td> <td style="text-align: center;">130</td> <td style="text-align: center;">179</td> <td style="text-align: center;">81.96%</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”	6	46	153	172	86.20%	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”	5	69	141	162	80.37%	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”	5	63	130	179	81.96%	<p>2018-2019 Year End Objectives:</p> <p>Met: 82.86% students met the benchmark for 2018-2019. <u>No overall comparison of objective 1 to 2017-2018 assessment is possible due to changes in our rubric to meet new SLOs for NM’s HED.</u></p> <p>5A: Situation and Purpose: Met: (-11.6% compared to 2017-2018)</p> <p>5B: Genre: Met: in 2018-2019 No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.</p> <p>5C: Value and Creativity: Met: in 2018-2019 No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in</p>
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Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

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.

This portion of the assessment report is based on scores obtained from **sections 5a-d and 6c** of the English department's official assessment rubric.

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

This portion of the assessment report is based on scores obtained from **sections 3a-e** of the English department's official assessment rubric.

5D: Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adopts, extends, and transforms a unique idea, format, or product to create something new.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
5	73	119	180	79.31%

6C: Analysis and Discussion: Demonstrates analysis by making points supported by evidence; includes in the discussion a synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of the evidence presented.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
3	48	156	170	86.40%

3A: Focus/Thesis. The central point or argument is clearly stated or easy to identify and is sophisticated in both statement and insight.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
22	47	112	196	81.69%

alignment with NM's HED.

5D: Resourcefulness and Independence: Met: in 2018-2019
No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM's HED.

6C: Analysis and Discussion: Met: in 2018-2019
No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM's HED.

2018-2019 Year End Objectives: Met: 81.27% students met the benchmark for 2018-2019. No overall comparison of objective 2 to 2017-2018 assessment is

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

<p>Students <i>should</i>: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p> <p>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</p> <p>Students <i>should</i>: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<p>This portion of the assessment report is based on scores obtained from sections 3a-e of the English department’s official assessment rubric.</p>	<p>3B: Evidence: The evidence in paragraphs back up, show, or prove the thesis. Evidence includes examples, comparisons, scenarios, observations, reasoning, etc. and enough analysis or elaboration to fully explain main ideas.</p> <table border="1" data-bbox="810 624 1550 804"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and “Excellent”</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>36</td> <td>141</td> <td>185</td> <td>86.47%</td> </tr> </tbody> </table> <p>3C: Organization: Paragraphs of support are structured to support the thesis; paragraphs flow (the writers has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence with the thesis.</p> <table border="1" data-bbox="810 1054 1550 1235"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of “Good and “Excellent”</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>54</td> <td>123</td> <td>188</td> <td>82.49%</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”	15	36	141	185	86.47%	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”	12	54	123	188	82.49%	<p>possible <u>due to changes in rubric</u> to meet new SLOs for NM’s HED.</p> <p>3A: Focus/Thesis: Met: (-5.38% compared to 2017-2018)</p> <p>3B: Evidence: Met: in 2018-2019 No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.</p> <p>3C: Organization: Met: (-14.47% compared to 2017-2018)</p>
(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”																			
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All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

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.

3D: Unity/Development/ Coherence: Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic and evidence.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
12	63	126	176	80.10%

3E: Development and Deepening: The points are elaborated on with details, examples, comparisons, and other types of evidence, giving depth to the overall writing.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
12	80	139	146	75.59%

**3 D: Unity/Development/Coherence:
Met: in 2018-2019**
No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM's HED.

**3 E: Development and Deepening:
Met: (-19.48% compared to 2017-2018)**

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

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 (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

This portion of the assessment report is based on scores obtained from **sections 5a-c** of the English department's official assessment rubric.

5A: Situation and Purpose: Follows instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.).

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
6	46	153	172	86.20%

5B: Genre: Follows the conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and adapts to the writing to appeal to a specific audience.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
5	69	141	162	80.37%

5C: Value and Creativity: Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or written elocution. .

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"
5	63	130	179	81.96%

2018-2019 Year End Objectives:

Met:

82.84% students met the benchmark for 2018-2019. No overall comparison of objective 3 to 2017-2018 assessment is possible due to changes in rubric to meet new SLOs for NM's HED.

5A: Situation and Purpose:

Met: (-11.60% compared to 2017-2018)

5B: Genre:

Met: 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM's HED.

5C: Value and Creativity:

Met: (-14.04% compared to 2017-2018)

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

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 in order to learn how to produce (and edit) writing without errors.

This portion of the assessment report is based on scores obtained from **sections 2a-b** of the English department’s official assessment rubric.

2A: Writing Processes: Final draft indicates that writer has taken time to plan, organize, compose, and revise based on the arrangement of the paper, the strength of the thesis, and lack of common rough draft errors such as weak transitions, typographical errors, and errors in documenting sources

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
10	44	143	180	85.67%

2B: Student Knowledge: Student has articulated the steps taken as aligned with the processes of writing, e.g., prewriting, planning, drafting, revising, and editing.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
13	44	137	183	84.88 %

2018-2019 Year End Objectives:

Met:

85.27% students met the benchmark for 2018-2019. No overall comparison of objective 4 to 2017-2018 assessment is possible due to changes in rubric to meet new SLOs for NM’s HED.

2 A: Writing Processes:

Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.

2 B: Student Knowledge:

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

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.

This portion of the assessment report is based on scores obtained from **sections 4a-e** on the official English department assessment rubric.

4A: Documented research as evidence: Evidence makes the paper’s intent clear by supporting claims, illustrating points, demonstrating facts, providing background information, spring-boarding into counterargument, etc.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
16	54	131	176	81.4%

4B: Integrating quotations and paraphrases: Sources are integrated smoothly and correctly through proper techniques, such as by paraphrases, summaries, and quotations.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
16	58	137	166	80.37%

4C: Source Types: Supporting evidence is accurate, current, appropriate, variegated, credible, and sufficient. Includes a variety of source types, e.g., journals, WWW, videos, etc.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
14	67	120	177	78.77%

4D: In-text citation mechanics: In-text citations are accurate in terms of MLA or APA format.

(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of “Good and “Excellent”
28	73	133	143	73.20 %

2018-2019 Year End Objectives:

Met:

77.98% students met the benchmark for 2018-2019. No overall comparison of objective 5 to 2017-2018 assessment is possible due to changes in rubric to meet new SLOs for NM’s HED.

4 A: Documented Research Evidence: Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.

4 B: Integrating Quot.&Paraphrases: Met: (-9.47% compared to 2017-2018)

4 C: Source Types: Met: in 2018-2019

No comparison to 2017-2018, since the English department developed a new Rubric to meet newly developed SLOs in alignment with NM’s HED.

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

Clovis Community College

Core Competencies Assessment 2018–2019—Area I: Communications

Class(es): ENGL 104/ENGL 1120

Numbers of sections assessed: 34

Semester(s): Fall 2018 & Spring 2019

Faculty: J.Johnson (Div.Chair), G.Rapp, E.Nieman, P.Nagy, G.Hochhalter

		<p>4E: Works Cited/References page: Works Cited (MLA) or References (APA) page is formatted accurately. Entries are alphabetized and arranged in accurate formatting order, such as Author. (year). Title. <i>Source</i>. Publication Information.</p> <table border="1" data-bbox="810 539 1550 691"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of "Good and Excellent"</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>68</td> <td>134</td> <td>153</td> <td>76.12 %</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"	22	68	134	153	76.12 %	<p>4 D: In-Text Citation Mechanics: Not Met: (-13.56% compared to 2017-2018)</p> <p>4 E: Works Cited/Reference Page: Met: (-16.80% compared to 2017-2018)</p>										
(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"																			
22	68	134	153	76.12 %																			
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p>	<p>This portion of the assessment report is based on scores obtained from sections 5D and 6C of the official English department assessment rubric.</p>	<p>5D: Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adopts, extends, and transforms a unique idea, format, or product to create something new.</p> <table border="1" data-bbox="810 853 1550 989"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of "Good and Excellent"</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>73</td> <td>119</td> <td>180</td> <td>79.312%</td> </tr> </tbody> </table> <p>6C: Analysis and Discussion: Demonstrates analysis by making points supported by evidence; includes in the discussion a synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of the evidence presented.</p> <table border="1" data-bbox="810 1152 1550 1329"> <thead> <tr> <th>(1) Number of Unacceptable Students</th> <th>(2) Number of Acceptable Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Excellent Students</th> <th>Percent of "Good and Excellent"</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>48</td> <td>156</td> <td>170</td> <td>86.47%</td> </tr> </tbody> </table>	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"	5	73	119	180	79.312%	(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"	3	48	156	170	86.47%	<p>2018-2019 Year End Objectives: Met: 82.89% students met the benchmark for 2018-2019 compared to 96.61% students meeting the benchmark for 2017-2018.</p> <p>5 D: Resourcefulness and Independence: Met: (-16.99% compared to 2017-2018)</p> <p>6 C: Analysis and Discussion: Met: (-10.45% compared to 2017-2018)</p>
(1) Number of Unacceptable Students	(2) Number of Acceptable Students	(3) Number of Good Students	(4) Number of Excellent Students	Percent of "Good and Excellent"																			
5	73	119	180	79.312%																			
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Division Chair: Janett Johnson

6/27/2019

All class assessment forms (and data) are due by Tuesday, May 14, 2019.

	Excellent (4)	Good (3)	Acceptable (2)	Unacceptable (1)
Effective Communication (Competencies: 1a-c; 5a-d; 6c)	English 102: Analyze communication through reading and writing skills			
	1A: Rhetoric: Uses different rhetorical appeals (logos, ethos, pathos) either as the voice of the paper or to convey attitude or evidence.	May use at least one rhetorical appeal that adds to the paper’s voice or conveys an attitude or evidence within the paper itself.	May use rhetorical appeal very little, giving the sense that writer is not using the proper appeals for the given writing situation.	Fails to use appropriate rhetorical appeals.
	1B: Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.	May use a metaphor or other literary device; demonstrates a novice engagement with ideas and sources but adopts a relatively distinctive quality to the writing.	May or may not use metaphor or literary device but does not demonstrate much engagement with ideas and sources. Does not bring a distinctive personal voice or quality to the writing.	Does not include metaphors or other literary devices and shows a lack of overall engagement with ideas or sources in the sense that the prose is flat.
	1C: Diverse points of view: Explores alternative insights or considers other points of view, such as using counterargument or concession. May challenge assumptions.	Writing is in general one-sided without exploring alternative insights or other points of view. May or may not use counterargument, and may challenge assumptions on occasion.	Writing is one-sided and does not explore alternative insights or other points of view. Might use counterargument but in a way that is basic. Does not challenge assumptions.	Writing is one-sided and does not explore alternative insights or other points of view. Stays with “canned” arguments or plays it safe without challenging assumptions.
	English 102: Employ academic writing styles appropriate for different genres and audiences.			
	English 104: Use an appropriate voice (including syntax and word choice)			
	5A: Situation and Purpose: Follows instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.)	Follows most instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.)	Follows some instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.)	Fails to follow instructions and criteria, to include format, voice, page limit or word count, structure, and stylistic expression (personal, objective, analytical, etc.)
	5B: Genre: Follows the conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and adapts to the writing to appeal to a specific audience.	Follows most conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and writer adapts to appeal to a specific audience.	Follows some conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and the writer (somewhat) adapts to appeal to a specific audience.	Fails to follow conventions of the genre as assigned by the instructor, such as narrative, definition, argument, process, etc., and the writer also fails to adapt to appeal to a specific audience.
	5C: Value and Creativity: Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or written elocution.	Explores angles and everyday objects or ideas in less obvious ways. For the most part, the writer adds a unique quality to the perspective or written elocution.	May explore angles, everyday objects or ideas in less obvious ways. May fail to add a unique quality to the perspective or written elocution.	Fails to explore angles, everyday objects or ideas in unique or less obvious ways. Fails to add a unique quality to the perspective or written elocution.
	5D: Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adopts, extends, and transforms a unique idea, format, or product to create something new.	Writer takes risks with language, phrases, ideas, and strategies.	Writer may take some risks but holds back when it comes to language, phrases, ideas, and strategies.	Essay either takes no risks, OR mistakes risk-taking as a way to hide a lack of content.

Grading Rubric for Research Papers– English 102/104 REV 2018

	6C: Analysis and Discussion: Demonstrates analysis by making points supported by evidence; includes in the discussion a synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of the evidence presented.	Organizes evidence to reveal important patterns, differences, or similarities	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities	Lists evidence, but it is not organized and/or does not articulate its relation to the paper’s objectives/goals.
Writing Processes (Comps.: 2a-b)	English 102: Employ writing processes such as planning, organizing, composing, and revising. English 104: Employ writing processes such as planning, organizing, composing, and revising.			
	2A: Writing Processes: Final draft indicates that writer has taken time to plan, organize, compose, and revise based on the arrangement of the paper, the strength of the thesis, and lack of common rough draft errors such as weak transitions, typographical errors, and errors in documenting sources.	Includes evidence of planning, drafting, revising, and/or editing that contributes to overall quality of the final work.	Makes some attempts to plan, revise, or edit first draft; but this work does not contribute to the overall quality of the piece.	Makes very few (or no) attempts to plan, revise, or edit first draft of writing.
	2B: Student Knowledge: Student has articulated the steps taken as aligned with the processes of writing, e.g., prewriting, planning, drafting, revising, and editing.	Student articulated the steps taken as aligned with the processes of writing; falls short of the “excellent” category.	Student articulated some of the steps taken as aligned with the processes of writing.	Student articulated very few of or failed to articulate the steps taken as aligned with the processes of writing.
Essay Development (Comps. 3a-e)	English 102: Express a primary purpose and organize supporting points logically. English 104: Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.			
	3A: Focus/Thesis. The central point or argument is clearly stated or easy to identify and is sophisticated in both statement and insight.	Central point or argument is clear, specific, and is easy to identify. May be sophisticated in statement and/or insight.	Central point or argument is clear, general in nature or does not convey the central argument or main point in the paper.	Central point or argument is not clear or easy to identify OR No discernable central point or argument is present.
	3B: Evidence: The evidence in paragraphs back up, show, or prove the thesis. Evidence includes examples, comparisons, scenarios, observations, reasoning, etc. and enough analysis or elaboration to fully explain main ideas.	Examples used to support most points. Some evidence does not support point, or may appear where inappropriate.	Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point).	Very few or very weak examples. General failure to support statements, or evidence seems to support no statement.
	3C: Organization: Paragraphs of support are structured to support the thesis; paragraphs flow (the writers has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence with the thesis.	All paragraphs have one main idea; each paragraph provides unified, coherent, and developed support for its thesis and supporting ideas.	Some paragraphs contain more than one main idea; Paragraphs contribute unified and coherent support, but paragraphs may be uneven in development and transition.	Many paragraphs contain more than one idea; Paragraphs do not contribute unified and coherent support.
	3D: Unity/Development/Coherence: Sentences are unified within paragraphs;	Provides clear topic sentences and/or transitions in all	Provides topic sentences and transitions in	Provides few or no paragraphs with topic sentences and/or

	<p>paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic and evidence.</p>	<p>paragraphs; Sentences have few grammatical errors that seriously detract from meaning, but sentences could have been more varied and interesting.</p>	<p>most paragraphs; Sentences are simple and lack variety.</p>	<p>transitions; Sentences are unclear and many grammatical errors in structure make paper virtually unreadable.</p>
	<p>3E: Development and Deepening: The points are elaborated on with details, examples, comparisons, and other types of evidence, giving depth to the overall writing.</p>	<p>In-depth discussion & elaboration in most sections of the paper.</p>	<p>The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer’s own ideas excessively.</p>	<p>Cursory discussion in all the sections of the paper or brief discussion in only a few sections.</p>
<p>Source Integration (Comps. 4a-e)</p>	<p>English 102: Use and document research evidence appropriate for college-level writing. English 104: Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).</p>			
	<p>4A: Documented research as evidence: Evidence makes the paper’s intent clear by supporting claims, illustrating points, demonstrating facts, providing background information, spring-boarding into counterargument, etc.</p>	<p>Evidence demonstrates consistency in making the paper’s intent clear but use of additional source information could strengthen the intent, explanation, or argument.</p>	<p>Evidence may or may not make the paper’s intent clear but additional source information should be added to strengthen secondary claims. Documented research as evidence is lacking such that statements are sometimes unfounded.</p>	<p>Demonstrates a limited attempt to use sources to support ideas in the writing.</p>
	<p>4B: Integrating quotations and paraphrases: Sources are integrated smoothly and correctly through proper techniques, such as by paraphrases, summaries, and quotations.</p>	<p>Most sources are integrated smoothly and relatively correctly through proper paraphrases, summaries, and quotations. There may be a transition missing.</p>	<p>Few sources are integrated correctly through proper paraphrases, summaries, and quotations.</p>	<p>Fails to integrate sources through proper paraphrases, summaries, and quotations.</p>
	<p>English 104: Use a variety of research methods to gather appropriate, credible information. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.</p>			
	<p>4C: Source Types: Supporting evidence is accurate, current, appropriate, variegated, credible, and sufficient. Includes a variety of source types, e.g., journals, WWW, videos, etc.</p>	<p>Provides essential, accurate evidence to support the central position with the required research sources that are mostly relevant, accurate, and reliable.</p>	<p>Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable.</p>	<p>Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications.</p>
	<p>4D: In-text citation mechanics: In-text citations are accurate in terms of MLA or APA format.</p>	<p>In-text citations are mostly accurate in terms of MLA or APA format.</p>	<p>In-text citations are somewhat accurate in terms of MLA or APA format.</p>	<p>In-text citations are not accurate in terms of MLA or APA format.</p>
	<p>4E: Works Cited/References page: Works Cited (MLA) or References (APA) page is formatted accurately. Entries are alphabetized and arranged in accurate formatting order, such as Author. (year). Title. Source. Publication Information.</p>	<p>Provides a Works Cited/References page, formatted correctly with some errors, for instance, the list is not alphabetized or even though formatting is a bit out of sequence it would be entirely possible to identify and locate the source.</p>	<p>Provides a Works Cited/References page, poorly formatted or with abundant errors. Maybe a source could be identified and located, but the lack of formatting makes identification uncertain.</p>	<p>Provides a Works Cited/References page that shows little or no attempt at appropriate and correct formatting.</p>

Technical Aspects 6a-b)	English 102: Identify and correct grammatical and mechanical errors in students' writing.			
	<p>6A: Grammar, Punctuation, Mechanics, and Spelling: Complete sentences; avoids FRAG, RO, CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tenses; commas; apostrophes; placement of quotation marks, question marks, etc.</p>	<p>Uses straightforward language that generally conveys meaning to readers. Occasional errors and minor problems with mechanics of language. Occasional awkward sentences and poor transitions reduce readability.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Frequent problems with mechanics of language. Awkward sentence construction. Poor or absent transitions. Frequently difficult to understand.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage. Problems with the mechanics of language serious enough to interfere with effective communication. Frequent errors in punctuation, spelling, sentence structure, etc.</p>
	<p>6B: Expression, Wording, and Phrasing: Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherences, diction, word usage, syntax. The language is precise, the wording is exact and accurate.</p>	<p>The writer sustains an appropriate voice. The essay is handled with clarity and purpose, and occasional sophistication</p>	<p>The writer's voice is occasionally inappropriate or lacking purpose. The essay is handled without sophistication.</p>	<p>The writer is unable to sustain an appropriate voice. The essay may be potentially interesting but is handled without clarity or purpose.</p>

PAPERS MAY RECEIVE A GRADE OF "F" FOR ANY ONE OF THE FOLLOWING:

Paper does not meet page or word count requirement	Paper is off topic	Paper has no discernible thesis	Paper has extensive errors that interfere with communication of ideas	More than 4 or more marks in "Unacceptable" column	Plagiarism: Overwhelmingly evident that student voice is not discernible to the instructor.	No in-text citations OR No works cited or reference page	Uses inappropriate sources: .com or generalized encyclopedias
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Clovis Community College
Class Assessment 2018-2019

Class/Semester (2): ENG 233.3N0 Technical Communication 1 FALL 2018

Faculty: Gina Hochhalter

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> N=5</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>Course Objectives Students will...</p> <ol style="list-style-type: none"> Understand the basic components of technical descriptions, definitions, reports, and process explanations, and identify additional common concepts of technical writing to include audience, purpose, jargon, ethics, format, and visuals. Be able to edit technical expressions for correctness, conciseness, accuracy, and clarity. Write technical communication documents such as the research report and technical description with the accuracy of structure, organization, and style appropriate to accommodating purpose and audience. Be able to use basic methods of research and documentation including on-line research. Writers will be able to synthesize and integrate material from sources with their own ideas in a research report. <p><i>Note:</i> The following objectives are the new state mandates put into effect after the 2018 course was in the process of being</p>	<p>A total of <u>5 students (N) were assessed.</u></p> <p>The two assessment tools used were the 1) Pre/Post multiple choice test (Objective #1) and 2) a Technical Descriptions writing assignment written by students ¾ way through the semester (Objectives #2-4).</p> <p>BENCHMARKS: 1) Multiple choice: A 10% increase in the average of overall scores between pre and post tests is expected.</p> <p>This test asked general questions about clarity/grammar, audience/purpose, tense/voice, graphics, design, types of technical communication, and APA format mechanics.</p> <p>2) Technical Descriptions: 100% of students should meet all categories in the rubric at 85% or higher.</p> <p>The assignment was to write a technical description to both high-</p>	<p>Pre/Post MC Test <u>The pre-test:</u> Average Score: 69.6% Highest Score: 80% Lowest Score: 58%</p> <p><u>The post-test:</u> Average Score: 79.6% Highest Score: 88% Lowest Score: 64%</p> <p><i>Differences:</i> Average score: 10% Highest score: +8% Lowest score: +6%</p> <p>Fall 2018 Technical Descriptions Writing Assignment N=5 Average out of 100%: 88% Lowest: 76% (1) Highest: 99% (1)</p>	<p>Average score increase: 5.6% 1) Not met Highest score increase: 14%</p> <p>An increase of 10% is sufficient for this particular test of basic tech writing questions aligned with Objective #1.</p> <p>Next semester the new state-mandated objectives will be in effect and the assessment radically altered. The course will be redesigned to reflect more collaboration and practical application of technical writing concepts.</p> <p>2) Met</p> <p>The writing assignment is much more sufficient in giving me an idea of how the course is going. Grammar, clarity, format, word choice, audience, and design are all a part inherently of this assignment.</p> <p>Concern: 5/5 students completed the course successfully.</p> <p>Improvement: Next year more time will be spent on document design to reflect the new outcomes:</p> <p>2. Write in different genres of professional communication</p>

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u> N=5</p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
<p>delivered to students. The new State-mandated objectives will be tested Fall 2019 coincidentally with a new course structured (with new textbook, etc.) that matches the new objectives. The new course objectives will be:</p> <ol style="list-style-type: none"> 1. Choose professional communication appropriate for audiences and situations. 2. Write in different genres of professional communication. 3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints. 4. Employ appropriate design/visuals to support and enhance various texts. 5. Demonstrate effective collaboration and presentation skills. 6. Integrate research and information from credible sources into professional communication 	<p>tech and low-tech audiences. The rubric for the Technical Descriptions Assignment is <u>basic, maybe even too simplistic, and still under revision</u> for Assessment purposes. However, here is the rubric categories and points used.</p> <p>Description 1: Grammar, accuracy, conciseness, and sentence clarity.</p> <p>Word choice is consistent with Audience expectations.</p> <p>Description 2: Grammar, accuracy, conciseness, and sentence clarity.</p> <p>Word choice is consistent with Audience expectations.</p> <p>Both: Format of Technical Descriptions are accurate. An image or graphic has been included as a design element.</p> <p>Total = ____/100</p>	<p>The average was above 85%. One student was below the 85% mark but still reached the 75% mark, clearly a passing score of average.</p> <p>As a comparison point: Fall 2017, N=3 Average out of 100: 96% Lowest: 89% (1) Highest: 100% (1)</p> <p>Fall 2015, N=11 Average out of 100: 93.8% Lowest: 82% (1) Highest: 100% (4)</p>	<p>and</p> <p>4. Employ appropriate design/visuals to support and enhance various texts.</p> <p>The redesigned class will be aligned with the new outcomes to promote student learning in the basics of technical communication, such as communication appropriate to new audiences and collaborative efforts.</p>

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	N=5 <u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
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Faculty Member Completing Assessment: Gina Hochhalter

Date: 12/08/2018

Reviewed by: Janett Johnson

Date: 12/13/2018

(Division chair)

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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Clovis Community College
Class Assessment 2018-2019

Class: Math 110 College Algebra Sections 2N0, 3N0, 1N0

Faculty: Mary E. Caffey

<u>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>
<p>Upon completion of the course, the student should understand the basic concepts of graphing functions.</p> <p>1-1 – Sketch the graph of a linear function.</p> <p>1-2 – Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic function.</p> <p>1-3 – Sketch the graph of a quadratic function by using key characteristics such as vertex, axis of symmetry, intercepts or by using basic transformations.</p> <p>1-4 – Sketch a polynomial function of degree three or higher making use of leading term properties, end behavior, and intercepts.</p> <p>1-5 – Sketch a rational function making use of asymptotes, intercepts, and symmetry.</p> <p>1-6 – Sketch an absolute value function making use of basic transformation techniques.</p> <p>1-7 – Sketch a radical function making use of basic transformation techniques.</p> <p>1-8 – Sketch an exponential function making use of basic</p>	<p>The assessment is for online sections of College Algebra that were offered in the Summer and Fall of 2018 and Spring of 2019. The assessment is based on a set of four general and 32 specific objectives that are common across all sections. The course objectives were provided to students as part of the syllabus at the beginning of the semester and referenced again near the end of the semester. The assessment instrument was a 32 question comprehensive online free-response final exam that was correlated to the set of specific objectives. An objective was considered “mastered” if 70% or more of the students answered a final exam question correctly.</p> <p>Because the assessment results from each of the three sections were similar, the results for the three semesters of the class were combined.</p>	<p>A total of 67 students (17 from Summer 2018, 22 from Fall 2018, 28 from Spring 2019) took the final exam. Three of the four general objectives were “mastered”.</p> <p>The overall percentage of students getting General Objective 1 correct was 76%.</p> <p>The overall percentages of students getting the following specific objectives correct were:</p> <p>1-1 – 85% 1-2 – 70% 1-3 – 75% 1-4 – 73% 1-5 – 70% 1-6 – 95% 1-7 – 91% 1-8 – 74% 1-9 – 54%</p>	<p>To address the results of objectives that were “not mastered”, the following improvements will be made:</p> <p>A video will be developed to assist students to better understand specific objective 1-9.</p>

Page 2 of 5 Course: Math 110 College Algebra Sections 2N0, 3N0, 1N0

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>transformation techniques. 1-9 – Sketch a logarithmic function making use of basic transformation techniques.</p>			
<p>Upon completion of the course, the student should be able to use and solve various kinds of equations. 2-1 – Solve a quadratic equation using techniques such as factoring, the square root method, completing the square, and the quadratic formula. 2-2 – Determine the center and radius of a circle by first putting the equation of the circle in standard form. 2-3 – Solve an equation using inverse operations for powers/roots. 2-4 – Solve an equation containing exponential expressions. 2-5 – Solve an equation containing logarithmic expressions. 2-6 – Solve a third degree or higher equation using a variety of</p>		<p>The overall percentage of students getting General Objective 2 correct was 75%.</p> <p>The overall percentages of students getting the following specific objectives correct were: 2-1 – 79% 2-2 – not tested on the final exam since it is not part of the state Core Competencies 2-3 – 62% 2-4 – 88% 2-5 – 71% 2-6 – 80% 2-7 – 67%</p>	<p>Students will continually be reminded that they MUST check for extraneous roots (specific objective 2-3) and that solutions to systems of equations (specific objective 2-7) should be checked.</p>

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Page 3 of 5 Course: Math 110 College Algebra Sections 2N0, 3N0, 1N0

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
<p>techniques which may include factoring, the Rational Root Theorem, Des Cartes Rule of Signs, etc. 2-7 – Solve a system of linear equations in two or three variables.</p>			
<p>Upon completion of the course, the student should be able to demonstrate an understanding of function, the use of function notation and vocabulary, and perform operations on functions. 3-1 – Determine if a table of values, a set of ordered pairs, an equation, a graph, or a description is a function. 3-2 – Determine the key features of a function such as domain and range, intercepts, asymptotes, etc. 3-3 – Use the equation of a function to determine its domain. 3-4 – Find the value of a function for a given domain value or expression. 3-5 – Determine the symmetry of a function and if it is odd, even</p>		<p>The overall percentage of students getting General Objective 3 correct was 83%.</p> <p>The overall percentages of students getting the following specific objectives correct were: 3-1 – 87% 3-2 – 87% 3-3 – 94% 3-4 – 85% 3-5 – 73% 3-6 – 86% 3-7 – 79% 3-8 – 70% 3-9 – 85% 3-10 – 91%</p>	<p>All specific objectives are shown as “mastered” and no improvements are planned at this time.</p>

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Page 4 of 5 Course: Math 110 College Algebra Sections 2N0, 3N0, 1N0

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>or neither.</p> <p>3-6 – Determine if a function is one-to-one.</p> <p>3-7 – Determine the inverse of a function.</p> <p>3-8 – Add, subtract, multiply, and divide functions.</p> <p>3-9 – Find the composite of two or more functions.</p> <p>3-10 – Determine the interval on which a function is increasing, decreasing and/or constant.</p>			
<p>Upon completion of the course, the student should be able to demonstrate problem solving skills within the context of mathematical applications.</p> <p>4-1 – Use and understand slope as a rate of change.</p> <p>4-2 – Solve an application problem requiring the maximization or minimization of a quadratic function.</p> <p>4-3 – Solve an applied problem involving direct, inverse, or joint variation.</p> <p>4-4 – Interpret the results of an application problem in terms of its real-world context.</p> <p>4-5 – Use systems of equations to</p>		<p>The overall percentage of students getting General Objective 4 correct was 68%.</p> <p>The overall percentages of students getting the following specific objectives correct were:</p> <p>4-1 – 51%</p> <p>4-2 – 84%</p> <p>4-3 – 66%</p> <p>4-4 – 68%</p> <p>4-5 – 70%</p> <p>4-6 – 70%</p> <p>4-7 – 79%</p> <p>4-8 – 53%</p>	<p>The results for six of the eight specific objectives are lower than the results in the last assessment. The results for specific objective 4-1 are lower because I addressed this concept in more detail than previously and then graded the final exam problem harder. This concept will continue to be addressed by developing a follow-up assignment.</p> <p>The problem that was used to assess specific objective 4-8 on the assessment instrument (final exam) will be evaluated and possibly replaced.</p>

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Page 5 of 5 Course: Math 110 College Algebra Sections 2N0, 3N0, 1N0

<u>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>
solve an application problem. 4-6 – Solve a compound interest problem. 4-7 – Solve an exponential growth/decay problem. 4-8 – Apply the knowledge of functions to identify an appropriate type of function to solve an application problem.			

Faculty Member Completing Assessment: MARY E. CAFFEY

Date: MAY 24, 2019

Reviewed by: Don Scroggins

(Division chair)

Date: 6/28/2019

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College

Core Competencies Assessment 2018-2019—Area II: Mathematics—Algebra

Class: MATH 110 – College Algebra Fall '18 – Sections 301 and 3N0

Spring '19 – Sections 101 and 1N1

Faculty: Brandon Finney

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<u>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>
<p>1. Students will construct and analyze graphs and/or data sets. Students should:</p> <p>a. Sketch the graphs of linear, quadratic, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</p> <p>b. Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions such as end behavior, intercepts and asymptotes.</p> <p>c. Determine the key features a function such as domain/range, intercepts, and asymptotes.</p>	<p>Competency in this objective was measured by questions asked on the first mid-semester exam. Students were expected to score 70% of the total points possible for each sub-objective and the overall objective.</p> <p>Competencies were averaged with the section of College Algebra that was taught last semester by a different instructor.</p> <p>n = 33</p>	<p>Overall proficiency: 77%</p> <p>Competency A: 74%</p> <p>Competency B: 79%</p> <p>Competency C: 78%</p>	<p>No changes planned for the upcoming term.</p>
<p>2. Students will use and solve various kinds of equations. Students should:</p> <p>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</p> <p>b. Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations.</p> <p>c. Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function.</p>	<p>Competency in this objective was measured by questions asked on the first mid-semester exam. Students were expected to score 70% of the total points possible for each sub-objective and the overall objective.</p>	<p>Overall proficiency: 76%</p> <p>Competency A: 88%</p> <p>Competency B: 81%</p> <p>Competency C: 59%</p>	<p>Students struggled with finding the inverse of a function on the final exam. More emphasis on this will be given when reviewing for the final.</p>

<u>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>
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <ul style="list-style-type: none"> a. Correctly use function notation and the vocabulary associated with function. b. Describe the implications of key features of a function with respect to its graph and/or in relation to its real world context. 	Competency in this objective was measured by questions asked on the first mid-semester exam. Students were expected to score 70% of the total points possible for each sub-objective and the overall objective.	Overall proficiency: 68% Competency A: 63% Competency B: 70%	More time will be spent on using function notation. Specifically plugging algebraic expressions into a function. (Like $f(x+h)$ for example.)
<p>4. Students will demonstrate problem solving skills within the context of mathematical application. Students should:</p> <ul style="list-style-type: none"> a. Apply the knowledge of functions to identify an appropriate type of function to solve application problems b. Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. c. Interpret the results of application problems in terms of their real world context. <p style="text-align: right;">End – Area II - Algebra</p>	Competency in this objective was measured by questions asked on the first mid-semester exam. Students were expected to score 70% of the total points possible for each sub-objective and the overall objective.	Overall proficiency: 75% Competency A: 81% Competency B: 67% Competency C: 84%	On the final exam, students confused the questions asking about the maximum/minimum values and questions asking about x-intercepts. I will be sure to give more examples on these questions and encourage the students to read questions carefully.

Faculty Member Completing Assessment: Brandon Finney

Date: 5-13-2019

Reviewed by: *Don Scroggins*
 (Division chair's name)

Date: 6/28/2019

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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Clovis Community College
Class Assessment 2018-2019

Class: MATH 110

College Algebra, Section 1H1

Faculty: Suzanne Byrd

<u>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>
<p><i>Objective 1:</i> Upon the completion of the course the student should: Understand the basic concepts of graphing functions. [Construct and analyze graphs and/or data sets]</p> <p><i>Objective 2:</i> Upon the completion of the course the student will be able to use and solve various kinds of equations.</p> <p><i>Objective 3:</i> Upon the completion of the course the student will be able to demonstrate an understanding of function, the use of function notation and vocabulary, and perform operations on functions. [Understand and write mathematical explanations using appropriate definitions and symbols.]</p> <p><i>Objective 4:</i> Upon the completion of the course the student will be able to demonstrate problem solving skills within the context of mathematical applications.</p>	<p>Two exams are administered during the course; a mid-term exam and a final each consisting of a section of multiple-choice questions and questions requiring the student to graph and label components of the graphed function.</p> <p>An item analysis is applied to the results of the exam scores and success rates for the appropriate learning outcomes are calculated.</p> <p>In this report the one section of MATH 110 taught in the classroom at Logan Highschool was assessed:</p> <p>(2 students assessed in this report.)</p>	<p>Student 1 Objective 1 = 82% Student 2 Objective 1 = 82%</p> <p>Student 1 Objective 2 = 100% Student 2 Objective 2 = 83%</p> <p>Student 1 Objective 3 = 80% Student 2 Objective 3 = 50%</p> <p>Student 1 Objective 4 = 50% Student 2 Objective 4 = 50%</p>	<p>Both students have a strong grasp of both objective 1 (graphing functions) and objective 2 (solving various equations).</p> <p>Objective 3 (functions) on average are weak in their understanding – More focus needs to be placed on the function concepts of this course – maybe additional work to ensure solid understanding.</p> <p>Objective 4 (applications) both students are very weak in their understanding, which correlates with my work with students in high school math courses. In my experience with this problem in my high school courses is not necessarily a lack of understanding, but a lack of perseverance. Most students tend to just tend to rush through and not put a lot of effort into solving application problems. For this course, possibly changing the majority of the focus from just problem solving and graphing, to more problem solving and graphing in the context of an application.</p>

<u>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>
		Summary: n= 102 Obj. 1 79% Obj. 2 84% Obj. 3 70% Obj 4 61%	

Faculty Member Completing Assessment: Suzanne Byrd

Date: 05/09/2019

Reviewed by: Don Scroggins

(Division chair)

Date: 6/28/2019

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Clovis Community College

Core Competencies Assessment 2018-2019—Area II: Mathematics—Liberal Arts Mathematics

Class: Math 113

Faculty: Erin Schwertner-Watson and Brandon Finney

Common Core No.: 1130 Math for General Education

n = 213

<u>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>
<p>1. Students will construct and analyze graphs and/or data sets. Students should:</p> <ol style="list-style-type: none"> a. Gather and organize information b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 213 students in 5 traditional classes and 4 online classes. Erin's classes were comprised of 181 students for Summer 18, Fall 18 and Spring 19 semesters. Brandon's classes were comprised of 32 students for the Fall 18 semester. Questions for competency 1 were restricted to Test #4 (Ch 5 & 6). Target achievement is 70%.</p>	<p>Erin's: Overall proficiency: 84%</p> <p>Competency A: 83% Competency B: 77% Competency C: 97% Competency D: 86%</p> <p>Brandon's: Overall proficiency: 75%</p> <p>Competency A: 100% Competency B: 97% Competency C: 63% Competency D: 66%</p>	<p>Erin's: Students remain fairly solid in statistical topics. No changes planned in this area.</p> <p>Brandon's: Students seemed to pick up the statistics unit relatively easily. Students struggled more with the normal distribution, so I will focus more on the normal distribution in future semesters.</p>

<u>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>
<p>2. Students will use and solve various kinds of equations. Students should:</p> <ol style="list-style-type: none"> For a given problem, gather and organize relevant information. Choose an effective strategy to solve the problem Express and reflect on the reasonableness of the solution to the problem. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 213 students in 5 traditional classes and 4 online classes. Erin's classes were comprised of 181 students for Summer 18, Fall 18 and Spring 19 semesters. Brandon's classes were comprised of 32 students for the Fall 18 semester. Questions for competency 2 were included in Test #1 and Test #2. (Ch 1, 2 & 10). Target achievement is 70%.</p>	<p>Erin's: Overall proficiency: 70%</p> <p>Competency A: 76% Competency B: 66% Competency C: 69%</p> <p>Brandon's: Overall proficiency: 56%</p> <p>Competency A: 75% Competency B: 41% Competency C: 41%</p>	<p>Erin's: Students generally improved in their abilities to gather and organize relevant information, but it came at the expense of knowing which strategy to choose and being able to know whether a particular solution was reasonable. For up-coming semesters, I will increase uniformity in the time dedicated to each, so that students meet the target for all competencies.</p> <p>Brandon's: Students struggled greatly with the Unit on Logic and Problem Solving. Upon asking the students what they found difficult about the first exam, they stated that it was different to take paper exams since most of their other teachers used computer-based exams. Once they got used to my exams, they tended to do better. In the future, I will better prepare my students for my format of exam. I will also spend more class time preparing them to answer questions similar to those they will see on an exam.</p>

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<u>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>
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <ol style="list-style-type: none"> Translate mathematical information into symbolic form. Define mathematical concepts in student's own words. Use basic mathematical skills to solve problems. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 213 students in 5 traditional classes and 4 online classes. Erin's classes were comprised of 181 students for Summer 18, Fall 18 and Spring 19 semesters. Brandon's classes were comprised of 32 students for the Fall 18 semester. Questions for competency 3 were included in Test #2 and Test #3 (Ch 2, 10, 11, 3 & 4). Target achievement is 70%.</p>	<p>Erin's: Overall proficiency: 79%</p> <p>Competency A: 70% Competency B: 88% Competency C: 66%</p> <p>Brandon's: Overall proficiency: 78%</p> <p>Competency A: 78% Competency B: 59% Competency C: 84%</p>	<p>Erin's: Students seemed to have a decent grasp of translating statements into math symbols and being able to explain math concepts in their own words, but they were lacking in their ability to use basic skills. This year, all review of basic algebra was restricted to out-of-class assignments. I plan to incorporate some of the more important ones back into lecture time.</p> <p>Brandon's: I will be spending more class time relating mathematical concepts to real-world applications. This way students will be able to explain the concepts in their own words.</p>
<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ol style="list-style-type: none"> Show an understanding of a mathematical application both orally and in writing. Choose an effective strategy to solve a problem. Gather and organize relevant information for a given application. Draw conclusions and communicate findings. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 213 students in 5 traditional classes and 4 online classes. Erin's classes were comprised of 181 students for Summer 18, Fall 18 and Spring 19 semesters. Brandon's classes were comprised of 32 students for the</p>	<p>Erin's: Overall proficiency: 67%</p> <p>Competency A: 88% Competency B: 42% Competency C: 55% Competency D: 94%</p> <p>Brandon's: Overall proficiency: 84%</p>	<p>Erin's: While student performance and understanding remained consistent in showing an understanding of a math application and drawing conclusions/communicate findings, analysis indicates shifts in performance in the other two competencies.</p> <p>Students in the fall classes were the primary contributors to these drops, both</p>

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<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
	<p>Fall 18 semester. Questions for competency 3 were restricted to Test #3 (Ch 4). Target achievement is 70%.</p>	<p>Competency A: 91% Competency B: 100% Competency C: 50% Competency D: 78%</p>	<p>in online and face-to-face classes. The lesson that is used to measure these is financial mathematics. I plan to spend a bit more time on helping students with these types of applications through extra example problems worked in class (for face-to-face) and in videos (for online students).</p> <p>Brandon’s: I was advised to spend a lot of class time on financial formulas since that is what students tend to struggle with. Therefore, students were very well-prepared for those questions (evidenced by the 100% mastery of Competency B), but struggled on other questions, such as those concerning the price index. In the future, I will spend less time on financial formulas and more time on the price index.</p>

Faculty Member Completing Assessment: Erin Schwertner-Watson and Brandon Finney

Date: 5/16/2019

Reviewed by: Don Scroggins

Date: 6/28/2019

(Division chair’s name)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

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Clovis Community College

Core Competencies Assessment 2018-2019—Area II: Mathematics—Liberal Arts Mathematics

Class: Math 113

Faculty: Brandon Finney

Common Core No.: 1130 Math for General Education

n = 32

<u>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>
<p>1. Students will construct and analyze graphs and/or data sets. Students should:</p> <ol style="list-style-type: none"> a. Gather and organize information b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 32 students in two traditional classes. Questions for competency 1 were restricted to Test #4 (Ch 5 & 6). Target achievement is 70%.</p>	<p>Overall proficiency: 75%</p> <p>Competency A: 100% Competency B: 97% Competency C: 63% Competency D: 66%</p>	<p>Students seemed to pick up the statistics unit relatively easily. Students struggled more with the normal distribution, so I will focus more on the normal distribution in future semesters.</p>
<p>2. Students will use and solve various kinds of equations. Students should:</p> <ol 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>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 32 students in 2 traditional classes. Questions for competency 2 were included in Test #1 and Test #2. (Ch 1, 2 & 10). Target achievement is 70%.</p>	<p>Overall proficiency: 56%</p> <p>Competency A: 75% Competency B: 41% Competency C: 41%</p>	<p>Students struggled greatly with the Unit on Logic and Problem Solving. Upon asking the students what they found difficult about the first exam, they stated that it was different to take paper exams since most of their other teachers used computer-based exams. Once they got used to my exams, they tended to do better. In the future, I will better prepare my students for my format of exam. I will also spend more class time preparing them to answer questions similar to those they will see on an exam.</p>

<u>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>
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <ul style="list-style-type: none"> a. Translate mathematical information into symbolic form. b. Define mathematical concepts in student’s own words. c. Use basic mathematical skills to solve problems. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 32 students in two traditional classes. Questions for competency 3 were included in Test #2 and Test #3 (Ch 2, 10, 11, 3 & 4). Target achievement is 70%.</p>	<p>Overall proficiency: 78%</p> <p>Competency A: 78% Competency B: 59% Competency C: 84%</p>	<p>I will be spending more class time relating mathematical concepts to real-world applications. This way students will be able to explain the concepts in their own words.</p>
<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ul style="list-style-type: none"> a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application. d. Draw conclusions and communicate findings. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 32 students in two traditional classes. Questions for competency 3 were restricted to Test #3 (Ch 4). Target achievement is 70%.</p>	<p>Overall proficiency: 84%</p> <p>Competency A: 91% Competency B: 100% Competency C: 50% Competency D: 78%</p>	<p>I was advised to spend a lot of class time on financial formulas since that is what students tend to struggle with. Therefore, students were very well-prepared for those questions (evidenced by the 100% mastery of Competency B), but struggled on other questions, such as those concerning the price index. In the future, I will spend less time on financial formulas and more time on the price index.</p>

Faculty Member Completing Assessment: Brandon Finney

Date: 12-10-2018

Reviewed by: Don Scroggins

Date: 6/28/2019

(Division chair’s name)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

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Clovis Community College

Core Competencies Assessment 2018-2019—Area II: Mathematics—Statistics

Class: STAT 213 – Statistical Methods 1

Faculty: Erin Schwertner-Watson

Common Core No.: MATH 2113

n = 52

<u>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>
<p>1. Students will construct and analyze graphs and/or data sets. Students should:</p> <ul style="list-style-type: none"> a. Organize data and display frequency distribution and find percentile points and ranks for the distribution b. Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences 	<p>Student data includes 5 classes: Summer 18 online, Fall 18 online and traditional, Spring 19 online and traditional. All students took a comprehensive final at the end of the semester with some questions being short answer and others being multiple choice.</p> <p>Target benchmark for each competency is 70%.</p>	<p>Overall objective success: 79%</p> <p>Competency A: 68%</p> <p>Competency B: 86%</p>	<p>Students saw improvement overall. No immediate changes planned.</p>
<p>2. Students will use and solve various kinds of questions. Students should:</p> <ul style="list-style-type: none"> a. Compute mean, median, mode, and standard deviation. b. Calculate the least squares regression equation and the correlation coefficient. c. Determine basic probabilities and probabilities associated with the standard normal curve. d. Understand the binomial distributions and its properties 	<p>Student data includes 5 classes: Summer 18 online, Fall 18 online and traditional, Spring 19 online and traditional. All students took a comprehensive final at the end of the semester with some questions being short answer and others being multiple choice.</p>	<p>Overall success of the objective was 77%.</p> <p>Competencies A-E: All $\geq 79\%$</p> <p>Competency F: 67%</p> <p>Competency G: 49%</p> <p>Competency H: 69%</p> <p>Competency I: 46%</p>	<p>Students this semester have had the most difficulty with calculation of margin of error and test statistics in this particular set of objectives. I plan to start students on a semester-long project that gradually builds over time and will incorporate these two items as part of the project. Giving students a more hands-on experience will likely help.</p>

<p>e. Compute sampling distributions of sample means f. Compute the mean and standard deviation of sample means g. Calculate margin of error given sample size and sample size given margin of error. h. Construct confidence intervals for population means and proportions. i. Calculate test statistics</p>	<p>Target benchmark for each competency is 70%.</p>		
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should be able to: a. Use Z-scores appropriately b. Construct probability distributions c. Write confidence intervals d. Understand the Central Limit Theorem and when to apply it e. Write null and alternate hypotheses f. Understand the concept of significance level and P values g. Apply the steps for inference/hypothesis testing h. Describe the basic elements of sampling and experimental design i. Define parameters and statistics</p>	<p>Student data includes 5 classes: Summer 18 online, Fall 18 online and traditional, Spring 19 online and traditional. All students took a comprehensive final at the end of the semester with some questions being short answer and others being multiple choice. Target benchmark for each competency is 70%.</p>	<p>Overall proficiency for the objective was 72%. Competencies A,C,E,F,H: Each > 70% Competency B: 61% Competency D: 60% Competency G: 57% Competency I: 67%</p>	<p>Students have made some improvements uniformly across the various competencies, with only a little deviation. Conducting hypothesis tests is an important skill for stats students, so there are plans to incorporate that into the project as well. Defining parameters and statistics should be some of the easiest things to do, but they were sacrificed for other more complex topics this semester.</p>

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<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ul style="list-style-type: none"> a. Determine appropriate methods to display data b. Compare measures using Z-scores c. Identify and analyze outliers d. Use least-square regression equations to predict values e. Select appropriate sampling techniques f. Determine of random variables are continuous or discrete g. Choose and construct appropriate hypothesis tests for population means and proportions <p style="text-align: center;">End Area II – Statistics</p>	<p>Student data includes 5 classes: Summer 18 online, Fall 18 online and traditional, Spring 19 online and traditional. All students took a comprehensive final at the end of the semester with some questions being short answer and others being multiple choice.</p> <p>Target benchmark for each competency is 70%.</p>	<p>Overall proficiency for the objective was 75%.</p> <p>Competencies A-D, F: Each $\geq 74\%$ Competency E: 65% Competency G: 57%</p>	<p>Students improved drastically from last year to this year in determining appropriate methods to display data and selecting appropriate sampling techniques. They worked very hard to get there. The only competency that students had more struggles with were choosing and constructing hypothesis tests for means and proportions, which is consistent with the previous objective results. Again, my plan is to implement a semester-long project incorporating many of the topics discussed the course.</p>
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Faculty Member Completing Assessment: Erin Schwertner-Watson

Date: 5/16/2019

Reviewed by: Don Scroggins

Date: 6/28/2019

(Division Chair)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

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Clovis Community College

Summary Assessment 2018-2019

Class: Biol 113 Biology for General Education n=117 students

Faculty: Cory Roberts, Meredith Arth, and Todd Kuykendall

<p>Competencies (Learning Outcomes Being Measured)</p>	<p>Assessment Procedures (Process described)</p>	<p>Assessment Results</p>	<p>How Results Will Be Used To Make Improvements</p>
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<p>By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1) Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions. 2) Explain how chemical and physical principles apply to biological processes at the cellular level. 3) Understand basic concepts of cell biology. 4) Understand that all organisms share properties of life as a consequence of their common ancestry. 5) Understand fundamental processes of molecular biology. 6) Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow. 7) Understand the criteria for species status and the mechanisms by which new species arise. 8) Understand methods for inferring phylogenetic relationships and the basis for biological classification. 9) Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems. 10) Explain the importance of the scientific method for addressing important contemporary biological issues. 	<p>Students perform a variety of labs and pre-lab assignments to achieve the desired objectives, including but not limited to a scientific method worksheet, an enzyme lab write-up, and a phylogeny worksheet (1,10,8). A comprehensive final is administered and the data analyzed in an excel document for proficiency of the other objectives.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. 86% 2. 84% 3. 86% 4. 84% 5. 87% 6. 85% 7. 85% 8. 87% 9. 86% 10. 86% 	<p>All objectives for the material covered in this class were met for the 70% proficiency level. Next year, a new assessment technique will be addressed to accommodate the general science education assessment format in addition to the content material found in this assessment. (Cory Roberts)</p> <p>Emphasize the difference between quantitative and qualitative data, further distinguish between results/data and conclusion (interpreting results) Have students use more graphs in their data and incorporate more test questions involving interpreting graphical data. Continue to bring current topics to discuss and evaluate. (Todd Kuykendall)</p> <p>A minimum of 70% correct for each competency was used as the standard that we aspire to reach. In the Spring</p>
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			<p>of 2019, all of the competency goals were met except for the first one. This competency was assessed by using a posttest quiz. Several students did not take this quiz and when their "zeros" are removed from the average, the average jumps up to *87.33%.</p> <p>A minimum of 70% correct for each competency was used as the standard that we aspire to reach. In the Summer of 2018, all of the competency goals were met.</p>
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Summary

Reviewed by: Don Scroggins
(Division chair)

Date:

Date: 6/28/2019

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Clovis Community College

Core Competencies Assessment 2018-2019—Area III: Laboratory Science

Class: Human Biology and Lab 115 (3N0, 1N0)

Faculty: Meredith Arth

Common Core No.: NMCCN BIOL 1124

<u>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>
<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>Students investigate many examples in which scientists have developed reliable knowledge about the human body through class exercise, quizzes, lab activates, discussions, and lecture exams. A post- Test was given to evaluate students and determine the percentages provided. Fall 2018 N= 23 Spring 2019 N= 24</p>	<p>Fall 2018= 74.3% Spring 2019= 54%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	<p>A minimum of 70% correct for each competency was used as the standard that we aspire to reach. During the Fall 2018 and the Spring of 2019 all of the competency goals were met except for the C1 on the Spring 2019. I feel that this score does not effectively evaluate the Learners overall knowledge after competing this course. Perhaps a different evaluation method is needed to capture a better understand of their cumulative learning. I had several students who did not complete the post- test quiz used for this assessment.</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 technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical 	<p>Students used current information to evaluate theories of Anatomy and Physiology in humans. Labs reports quizzes and lecture exams were used to assess the courses.</p>	<p>Fall 2018 = 76.3% Spring 2019= 72.8%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	

<u>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>
universe and relate them to hierarchically organized explanatory frameworks (theories).			
<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>	Students submit lab reports on current A&P information and topics.	<p>Fall 2019 = 88.6% Spring 2019= 82.4%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	
<p>4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the</p>	Students perform calculations involving heart rate, nerve receptors and reflexes. Charts graphs, and lab reports are used.	<p>Fall 2018 = 78.2% Spring 2019= 81%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	

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<u>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>
metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.			
<p>5. Students will apply scientific thinking to real world problems. Students should:</p> <ul style="list-style-type: none"> a. Critically evaluate scientific reports or accounts presented in the popular media. 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>End – Laboratory Science</p>	Threaded discussion topics make the students apply what they have learned to actual case studies oh human anatomy and physiology	<p>Fall 2018 = 96.4% Spring 2019= 87%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	

Faculty Member Completing Assessment: Meredith Arth**Date:** 5/17/2019**Reviewed by:** Don Scroggins

(Division chair)

Date: 6/28/2019*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.**All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Clovis Community College

Summary Assessment 2018-2019

Biology 211 Human Anatomy and Physiology I n=412 students
Kuykendall, and Krista Clapp

Faculty: Don Scroggins, Cory Roberts, Joy Newton, Todd

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process described)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
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<p>Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1. Describe and apply anatomical terminology. 2. Describe multicellular organization, including basic principles of chemistry and macromolecules in the human body. 3. Describe the structure and function of cells and their metabolic role in the human body. 4. Distinguish and describe the major tissues of the human body, including their functional characteristics. 5. Describe the structure and function of the integumentary system. 6. Describe the structure and function of the skeletal system. 7. Describe the structure and function of the muscular system. 8. Describe the structure and function of the nervous system. 9. Describe the structure and function of the special senses. 	<p>The students take a midterm and final exam that have sections that corresponds to the course objectives. The exams consist of multiple-choice questions and fill-in-the-blank diagrams. The percent of correct answers in each objective section is calculated in Excel files.</p>	<p>Summary results:</p> <table> <tr><td>Objective 1 =</td><td>76</td></tr> <tr><td>Objective 2 =</td><td>65</td></tr> <tr><td>Objective 3 =</td><td>70</td></tr> <tr><td>Objective 4 =</td><td>72</td></tr> <tr><td>Objective 5 =</td><td>76</td></tr> <tr><td>Objective 6 =</td><td>78</td></tr> <tr><td>Objective 7 =</td><td>64</td></tr> <tr><td>Objective 8 =</td><td>70</td></tr> <tr><td>Objective 9 =</td><td>71</td></tr> </table>	Objective 1 =	76	Objective 2 =	65	Objective 3 =	70	Objective 4 =	72	Objective 5 =	76	Objective 6 =	78	Objective 7 =	64	Objective 8 =	70	Objective 9 =	71	<p>Clapp:</p> <p>Objective 1: This is historically a strong section for students. To maintain that high level I will continue to encourage students to start on the course right away at the beginning of the semester. Textbooks were changed in the Fall and have some concerns that the new text not cover this topic as well.</p> <p>Objective 2: Chemistry is a challenging subject for most students and the new text seemed to be worse at covering the topic. We need to add additional lecture and practice support in this area.</p> <p>Objective 3/4: These have been strong areas of student success. I will work to support students by encouraging them to participate in the extra practice assignments to learn about cells and tissues.</p>
Objective 1 =	76																				
Objective 2 =	65																				
Objective 3 =	70																				
Objective 4 =	72																				
Objective 5 =	76																				
Objective 6 =	78																				
Objective 7 =	64																				
Objective 8 =	70																				
Objective 9 =	71																				

			<p>Objective 5: This topic is one of the best for student success. I don't think additional improvement is really necessary.</p> <p>Objective 6: This area is strong, but I will encourage students to use some extra learning tools for skeletal system practice. Summer term likely struggled more, since it is a shorter period of time to memorize the bones.</p> <p>Objective 7/8: I have some additional youtube videos I might suggest for learning about muscle contraction physiology and nerve impulses. I am also going to send messages out to encourage students to start learning the muscles early, since there are so many to commit to memory.</p> <p>Objective 9: I am going to encourage students to practice with diagrams by printing a practice copy, putting it in a plastic sleeve, and using dry erase markers to label and map out how they function. We might need to assess the lecture material for this section, since the success was drastically reduced with the new text.</p> <p>Kuykendall:</p>
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			<p>The results for the online course are much lower than what I have witnessed compared to our face-to-face courses.</p> <p>One of the fallacies that I have suspected regarding online courses is that students are able to use their notes and help from others to complete assignments. Then when they take a proctored exam that guarantees that they are the one completing the assignment and they are on their own, their grades are drastically lower than their quiz and exam averages.</p> <p>Since the midterm exam and final exam are the only way to guarantee that the student taking the course is the one completing the assignment and not using other resources to help answer questions, I still believe this is the best method for measuring student learning. Perhaps students should be required to complete three proctored exams instead of two, which would help compartmentalize the material more and assignments would be designed to prepare students for those exams.</p> <p>I believe full-time and part-time faculty should get together to discuss these</p>
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			<p>finding and determine a course of action to get these results up to the 70% mark.</p> <p>Newton: Quantitative data suggests improvements need to be made in Objectives: 2, 3, 7, 8, and 9. Additional and more intensive pedagogical methods should be implemented consisting of more frequent anatomy model drill and practice, formative assessments, and collaborative study/discussion assignments. Additional support tools for chemistry that would help students without needed educational skill in chemistry for self-instruction would be useful. Students have requested videos using the models that we have in the classroom. Will investigate the ability to make a sufficient quality video guide to models. Qualitatively, students need more</p>
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			<p>online resources for studying for practical exams. Chemistry is the most difficult to understand and students have asked for more resources. I would like to find hands on activity for the parts of the cell, to make that microscopic anatomy more tangible.</p> <p>Roberts:</p> <p>The majority of the objectives met the proficiency mark for each semester. Since last year's assessments, Objective 7 improved markedly, with the addition of practice on muscle anatomy in class. More activities incorporating muscle physiology to go along with the muscle anatomy activities I believe will aid to continue to improve Objective 7.</p>
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			<p>Since last year, the midterm and final exams have been changed, and according to these assessments showed improvement on the evaluation of the students' understanding of the objectives. Incorporation of muscle physiology worksheets, as well as access to the new library resource with muscle anatomy quizzes will hopefully help with Objective 7 next year. During the fall semester, I incorporated an additional video for Objective 2, but I believe more additional material would be beneficial for the understanding of this objective. An overview of the nervous system material would be a good addition to help target the attention for the massive amount of material that is contained within chapters 11-15 (nervous system/Objectives 8&9). This year an optional worksheet for Objective 3 was added but did not seem to affect the competency for this area, so will need to be addressed further. The remainder of the objectives sufficiently met the 70% proficiency goal.</p>
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			<p>Scroggins: The summary results suggest that objectives #2 and #7 are areas that need attention. All other objectives have met the 70% or better proficiency. Objectives #3,4,8, and 9 are close to 70% and may warrant attention as well. The attention that the afore mentioned objectives should come in the form of revised or new pedagogical approaches or assessment techniques.</p>
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Faculty Member Completing Summary Assessment: Don Scroggins

Date: 6/28/2019

Reviewed by: Don Scroggins

(Division chair)

Date: 6/28/2019

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			<p>From Fall 2018 to Spring 2019, the midterm and final exams were revamped to improve assessment of student knowledge, and five objectives that were previously below standard were increased to the proficiency level.</p> <p>Objective 3 was not assessed in the Fall, and according to the Spring data attention to this objective is needed. See the above notation for Objective 8, as it is needed for the online students as well.</p>
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Faculty Member Completing Assessment: Don Scroggins
Reviewed by: Don Scroggins
(Division chair)

Date: 5/17/2019

Date: 6/28/2019

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Clovis Community College
Class Assessment 2018-2019

Class: Microbiology 222

Faculty: Michelle Hughes, Lilly Robino, Krista Clapp, and Allison Minter

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	
<p>Students were assessed in regard to the following objectives. By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas:</p> <p>Understand and be able to explain these major objectives:</p> <ol style="list-style-type: none"> 1. History/Chemistry/Metabolism 2. Cell types 3. Public Health /Host-microbe relationships 4. Immunity 5. Etiologies of skin, eyes, wounds and bites, urogenital and respiratory system 6. Etiologies in human and oral gastrointestinal systems, cardiovascular and lymphatic systems, and nervous system. 7. Bacterial Identification 	<p>Two exams were administered during the course; a mid-term exam and a final exam consisting of multiple choice and matching questions. An item analysis was applied to the results of the exam scores and success rates for the appropriate learning outcomes are calculated.</p> <p>In this report, one 8 week Online BIOL 222 – Microbiology course was assessed during the Summer 2018 semester and one 8 week Face to face BIOL 222 – Microbiology course was also assessed during the Summer 2018 semester.</p>	<p>Summer 2018 F/F Course 201 – Michelle Hughes Midterm – N=9 Final – N=9 Objective 1 = 84% Objective 2 = 73% Objective 3 = 80 % Objective 4 = 80% Objective 5 = 88% Objective 6 = 89% Objective 7 = 86%</p> <p>Summer 2018 Online Course</p> <p>2NO – Michelle Hughes Midterm – N=39 Final – N=35 Objective 1 = 60% Objective 2 = 61% Objective 3 = 77% Objective 4 = 76% Objective 5 = 75% Objective 6 = 78% Objective 7 = 82%</p> <p>o 2N1 – Lilly Robino Midterm – N=38 Final – N=33 Objective 1 = 58% Objective 2 = 57%</p>	<p>For the Summer 2018 F/F Course, my students scored above 70% on all objectives.</p> <p>For the summer 2018 Online Course, my student’s objective percentages were higher than last semester. We are still seeing the same trend, significantly higher scores on the final than on the miderm. Considering, my midterm and final exam almost mirror the exams in the F/F classes, I still believe we are having issues with students not using notes/book on their lecture and lab exams as those scores are still significantly high (above 95%). The lecture/lab exam grades and should mirror the midterm/final grades...as the questions are quite similar. The grades do mirror each other in my F/F courses. I am working on restructuring my entire Microbioloy course to match the new SLO’s. This is taking effect this summer 2019 for my F/F class and it will take be implemented in my Fall 2019 Online course. In addition to new SLO’s, I plan to reduce the number of lecture and lab exams given in class (from 8 to 6) and proctor each lecture and lab exam. I think this will allow for the assessments on the midterm and final to match the lecture/lab exam grades. Hopefully, this will allow for higher assessment % on these two exams. I will compare results from the Summer 2019 Semester to the Fall 2019 Semester for my online classes. This</p>

Page 2 of 7 Course: "[Double click to insert class name & Number]"

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	
		Objective 3 = 73% Objective 4 = 73% Objective 5 = 68% Objective 6 = 76% Objective 7 = 80% o 2N2 – Allison Minter Midterm – N=15 Final – N=14 Objective 1 = 61% Objective 2 = 61% Objective 3 = 74% Objective 4 = 73% Objective 5 = 69% Objective 6 = 74 % Objective 7 = 78	percentage trend will be seen throughout the fall 2018 online course as well as the Spring 2019 Online course.
	One 16 week Online BIOL 222 –Microbiology course was assessed during the Fall 2018 semester and three 8 week Face to face BIOL 222 – Microbiology courses were also assessed during the Fall 2018 semester.	Fall 2018 F/F Courses 301- Michelle Hughes Midterm – N=16 Final – N=16 Objective 1 = 82% Objective 2 = 71% Objective 3 = 73% Objective 4 = 81% Objective 5 = 85% Objective 6 = 83% Objective 7 = 84%	For my F/F courses, my students scored above 70% on all objectives. The same trend for the online course is exhibited and explained above.

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Page 3 of 7 Course: "[Double click to insert class name & Number]"

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	
		<ul style="list-style-type: none"> o 302 – Michelle Hughes Midterm – N=21 Final – N=20 Objective 1 = 81% Objective 2 = 70% Objective 3 = 72% Objective 4 = 78% Objective 5 = 81% Objective 6 = 79% Objective 7 = 80% o 303 - Michelle Hughes Midterm – N=22 Final – N=18 Objective 1 = 79% Objective 2 = 70% Objective 3 = 71% Objective 4 = 83% Objective 5 = 88% Objective 6 = 88% Objective 7 = 73% Fall 2018 Online Course 3NO – Michelle Hughes Midterm – N=48 Final – N=43 Objective 1 = 56% Objective 2 = 57% Objective 3 = 75% 	

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Page 4 of 7 Course: "[Double click to insert class name & Number]"

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	
		<p>Objective 4 = 72% Objective 5 = 70% Objective 6 = 75% Objective 7 = 79%</p> <p>o 3N1 – Lilly Robino Midterm – N=31 Final – N=28 Objective 1 = 60% Objective 2 = 60% Objective 3 = 74 Objective 4 = 70 Objective 5 = 69% Objective 6 = 78% Objective 7 = 80%</p> <p>o 3N2 – Krista Clapp Midterm – N=17 Final – N=13 Objective 1 = 59% Objective 2 = 58% Objective 3 = 78% Objective 4 = 76% Objective 5 = 67% Objective 6 = 76% Objective 7 = 81%</p>	

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	
	<p>One 16 week Online BIOL 222 –Microbiology course was assessed during the Spring 2019 semester and three 8 week Face to face BIOL 222 – Microbiology courses were also assessed during the Spring 2019 semester.</p>	<p>Spring 2019 F/F Courses 101 – Michelle Hughes Midterm – N= 12 Final – N= 7 Objective 1 = 70% Objective 2 = 60% Objective 3 = 62% Objective 4 = 86% Objective 5 = 82% Objective 6 = 83% Objective 7 = 73%</p> <p>o 102 – Michelle Hughes Midterm – N= 18 Final – N= 14 Objective 1 = 78% Objective 2 = 71 % Objective 3 = 61% Objective 4 = 81 Objective 5 = 63% Objective 6 =65 % Objective 7 = 70%</p>	<p>For the F/F Microbiology course, I scored 70+ on all objectives except for objectives 2 and 3. The first class scored low on objectives 2 and 3, the second class scored low on objective 3, and the third class passed all objectives with 70+. I rewrote the midterm and final exams for my face to face classes due to changing the lecture and lab exams. I noticed a couple students who were retaking the course had copies of the previous exams. I think this is why those objectives were low in 2 of the 3 courses. Once I completely changed the exams, their scores plummeted on the second exam and it also spilled over onto objectives 2 and 3 of the midterm.</p> <p>However, to try to improve these scores, I am revising the entire lecture component to match the currently revised SLO's. This change will take effect Summer 2019 for my F/F course. I will reexamine changes at that time. My 102 course scored low on objectives 5 and 6. I believe this is because I had to change the final exam last minute as I found out the previous lab exam had also been compromised. I am working to change the format of giving exams back to ensure the integrity of all exams is kept.</p> <p>The same trend for the online course is exhibited and explained above.</p>

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All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Page 6 of 7 Course: "[Double click to insert class name & Number]"

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	
		<ul style="list-style-type: none"> o 103 – Michelle Hughes Midterm – N= 10 Final – N=9 Objective 1 = 83% Objective 2 = 71% Objective 3 = 73% Objective 4 = 70% Objective 5 = 73% Objective 6 = 79% Objective 7 = 70% Spring 2019 Online Courses 1NO – Michelle Hughes Midterm – N=44 Final – N=38 Objective 1 = 55% Objective 2 = 56% Objective 3 = 72% Objective 4 = 74% Objective 5 = 70% Objective 6 = 78% Objective 7 = 83% 	
		<ul style="list-style-type: none"> o 1N1 – Lilly Robino Midterm – N= 19 Final – N= 15 Objective 1 = 54% Objective 2 = 54% Objective 3 = 72% Objective 4 = 65% 	

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All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Page 7 of 7 Course: "[Double click to insert class name & Number]"

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	
		Objective 5 = 67% Objective 6 = 71% Objective 7 = 77 % o 1N2 – Krista Clapp Midterm – N= 19 Final – N= 15 Objective 1 = 53% Objective 2 = 54% Objective 3 = 73% Objective 4 = 74% Objective 5 = 76% Objective 6 = 72% Objective 7 = 83%	Summary: n=332 students Objective 1 67% Objective 2 63% Objective 3 73% Objective 4 76% Objective 5 74% Objective 6 78% Objective 7 79%

Faculty Member Completing Assessment: Michelle Hughes
Reviewed by: Don Scroggins
 (Division chair)

Date: 5/17/2019

Date: 6/28/2019

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Clovis Community College

Core Competencies Assessment 2018 - 2019—Area III: Laboratory Science

Class: Chemistry 113 Online

Faculty: Carrie Phipps (3N1, 2N1,1N1) Larry Powell (3N0, 2N0, 1N0)

Common Core No.: NMCCN CHEM 1120C

<u>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>
<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>Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Chemistry (ex.: atomic models, stoichiometry, metrics) – practice exercises, quizzes, lecture exams, and labs are used to evaluate student understanding and progress. A post-test was taken by 361 online students in the summer of 2018, the fall of 2018, and the spring of 2019, and the collected results were used to determine the percentages provided in this report.</p>	<p>Chemistry 113 online classes did meet the 70% minimum success rate we wanted our students to reach.</p> <p>Summer '18 (% Correct on the Following Competencies)</p> <p>1 = 86 2 = 92 3 = 90 4 = 88 5 = 87</p> <p>Fall '18 (% Correct on the Following Competencies)</p> <p>1 = 92 2 = 87 3 = 84 4 = 91 5 = 87</p> <p>Spring '19 (% Correct on the Following Competencies)</p> <p>1 = 94 2 = 96 3 = 85 4 = 93 5 = 93</p>	<p>We used a minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies did exceed that mark.</p> <p>This assessment shows a slight decrease in competency 1 from last year to this (from 93% to 91%).</p> <p>With this assessment, we saw a decrease in competency 2 (from 96% to 92%) and an increase in competency 3 (from 86% to 89%) from last year to this.</p> <p>Competency 4 results reflected a slight decrease (from 93% - 91%) and competency 5 dropped from 94% to 89%.</p> <p>In response to those results, we will continue to devote significant time to the mathematical aspects of chemistry throughout the semester. Although the results were good, scientific computation is always an area of concern. Additionally, student communication of scientific information will continue to be a focus.</p>

<u>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>
		<p>Three Semesters Combined (% Correct on the Following Competencies)</p> <p>1 = 91 2 = 92 3 = 86 4 = 91 5 = 89</p> <p>On the exit assessment test (combined semesters), historic student results were as follows:</p> <p>Comp. 1 = 91% correct down from 93% correct last year, up from 87% correct in 2017, down from 96% correct in 2016, and up from 83% correct in 2015</p>	<p>We will reemphasize the importance of the processes of scientific problem solving and communication (competencies 2 and 3). Scientific inquiry (competency 1) and scientific thinking (5) were stressed in our Chemistry 113 classes this semester. Quantitative analysis (competency 4) is an area in which we will continue to stress quantitative methods.</p>

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<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></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 technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	<p>The Scientific Method will be used to solve problems and problems will be solved in the following areas: density, metrics, formula mass, per cent composition, balancing equations, stoichiometry – Lab reports, problem sets, quizzes, lecture exams</p>	<p>Comp. 2 = 92% down from 96% correct last year, up from 91% correct in 2017, same as in 2016, and down from 95% correct in 2015.</p>	
<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>Students will submit lab reports derived from their at-home labs and have threaded discussion dealing with current topics in Chemistry</p>	<p>Comp. 3 = 89% up from 86% last year, down from 90% correct in 2017, up from 87% correct in 2016, and same as 2015.</p>	

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<u>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>
<p>4. Students will apply quantitative analysis to scientific problems. Students should:</p> <ul style="list-style-type: none"> a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs. 	<p>Students will perform calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams</p>	<p>Comp. 4 = 91% down from 93% correct last year, up from 88% correct in 2017, down from 93% correct in 2016, and down from 96% in 2015.</p>	
<p>5. Students will apply scientific thinking to real world problems. Students should:</p> <ul style="list-style-type: none"> a. Critically evaluate scientific reports or accounts presented in the popular media. 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 style="text-align: center;">End – Laboratory Science</p>	<p>Threaded discussions, including topics of:</p> <p>Should the United States adopt the Metric System for everyday use?</p> <p>What are your five favorite elements and why?</p> <p>Should we be spending large amounts of money to discover and study the Higgs Boson?</p>	<p>Comp. 5 = 89% down from 94% correct last year, down from 90% correct in 2017, up from 88% correct in 2016, and down from 90% correct in 2015.</p>	

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<u>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>
	Should the United States be held responsible for acid rain damage in Canada? A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester		

Faculty Member Completing Assessment: Carrie Phipps, Larry Powell
Reviewed by: Don Scroggins
 (Division chair)

Date: May 10, 2019
Date: 6/28/2019

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Clovis Community College

Core Competencies Assessment 2018 - 2019—Area III: Laboratory Science

Class: Chemistry 113

Faculty: Pam Doolittle

Common Core No.: NMCCN CHEM 1120C

<u>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>
<p>1. Students will describe the process of scientific inquiry. Students should:</p> <ol 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>Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Chemistry (ex.: atomic models, stoichiometry, metrics) – practice exercises, quizzes, lecture exams, and labs are used to evaluate student understanding and progress. A post-test was taken by 361 online students in the summer of 2018, the fall of 2018, and the spring of 2019, and the collected results were used to determine the percentages provided in this report.</p>	<p>70% + on all objectives. • Fall 2018 Doolittle</p> <p>n=8 students Objective 1 = 81% Objective 2 = 83% Objective 3 = 82% Objective 4 = 86% Objective 5 = 76%</p> <p>70% + on all objectives except for objective 2. • Spring 2019 Doolittle</p> <p>n=10 students Objective 1 = 72% Objective 2 = 68% Objective 3 = 77% Objective 4 = 80% Objective 5 = 70%</p>	<p>We used a minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies did exceed that mark.</p> <p>This assessment shows a slight decrease in competency 1 from last year to this (from 93% to 91%).</p> <p>With this assessment, we saw a decrease in competency 2 (from 96% to 92%) and an increase in competency 3 (from 86% to 89%) from last year to this.</p> <p>Competency 4 results reflected a slight decrease (from 93% - 91%) and competency 5 dropped from 94% to 89%.</p> <p>In response to those results, we will continue to devote significant time to the mathematical aspects of chemistry throughout the semester. Although the results were good, scientific computation is always an area of concern. Additionally, student communication of scientific information will continue to be a focus.</p>

<u>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>
			We will reemphasize the importance of the processes of scientific problem solving and communication (competencies 2 and 3). Scientific inquiry (competency 1) and scientific thinking (5) were stressed in our Chemistry 113 classes this semester. Quantitative analysis (competency 4) is an area in which we will continue to stress quantitative methods.
<p>2. Students will solve problems scientifically. Students should:</p> <ol style="list-style-type: none"> a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	The Scientific Method will be used to solve problems and problems will be solved in the following areas: density, metrics, formula mass, per cent composition, balancing equations, stoichiometry – Lab reports, problem sets, quizzes, lecture exams		

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<u>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>
<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>Students will submit lab reports derived from their at-home labs and have threaded discussion dealing with current topics in Chemistry</p>		
<p>4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	<p>Students will perform calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams</p>		

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<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. 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 style="text-align: center;">End – Laboratory Science</p>	<p>Threaded discussions, including topics of:</p> <p>Should the United States adopt the Metric System for everyday use?</p> <p>What are your five favorite elements and why?</p> <p>Should we be spending large amounts of money to discover and study the Higgs Boson?</p> <p>Should the United States be held responsible for acid rain damage in Canada?</p> <p>A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester</p>		

Pam Doolittle 5/30/2019 Faculty

Don Scroggins Division Chair 3/28/2019

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Clovis Community College

Core Competencies Assessment 2018 - 2019—Area III: Laboratory Science

Class: Chemistry 113 (HS dual credit section)

Faculty: Woodruff

Common Core No.: NMCCN CHEM 1120C

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u>	<u>Assessment Results</u>	<u>How results will be used to improve instruction</u>
<p>1. Students will describe the process of scientific inquiry.</p> <p>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</p> <p>b. Students should value science as a way to develop reliable knowledge about the world.</p>	<p>Students will work through problems using the Scientific Method.</p> <p>Specific historical examples will also be investigated that correlate to important concepts in Chemistry (ex.: atomic models, stoichiometry, metrics)</p> <p>Practice exercises, quizzes, lecture exams, and labs are used to evaluate student understanding and progress.</p>	88% competent	<p>I will choose key historical figures and focus on how each one did or did not use the scientific method in their research.</p>
<p>2. Students will solve problems scientifically.</p> <p>Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</p> <p>Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</p>	<p>The Scientific Method will be used to solve problems and problems will be solved in the following areas: density, metrics, formula mass, per cent composition, balancing equations, stoichiometry</p> <p>Lab reports, problem sets, quizzes, lecture exams</p>	79% competent	<p>This was my lowest area and with respect to the group of students I had they were extremely low in their math class as well. They had struggles with simple conversion rates. Due to this I will spend longer and break conversions down into every day examples then move into the complex moles and stoichiometry.</p>

<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>Students will submit lab reports.</p>	<p>89% competent</p>	<p>My students were ok with lab reports but struggled with reading data and making mathematical calculations.</p>
<p>4. Students will apply quantitative analysis to scientific problems. a. Select and perform appropriate quantitative analyses of scientific observations. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs</p>	<p>Students will perform calculations throughout the course in areas listed above</p> <p>Lab reports, problem sets, lecture exams</p>	<p>84% competent</p>	<p>Next semester I will spend more time on the data and calculations portion.</p>
<p>5. Students will apply scientific thinking to real world problems. Critically evaluate scientific reports or accounts presented in the popular media 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>Discussions, including topics of:</p> <p>Should the United States adopt the Metric System for everyday use?</p> <p>What are your five favorite elements and why?</p>	<p>84% competent</p>	<p>I will find more current event to focus my instruction on next semester. I will have students find and explain chemistry current event for a grade next semester.</p>

Julie Woodruff 5/30/2019 Faculty
 Don Scroggins 6/28/2019 Division Chair

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Clovis Community College

Core Competencies Assessment 2018-2019—Area III: Laboratory Science

Class: Chemistry 151

Faculty: Lilly Robino

Common Core No.: NMCCN CHEM 1214

<u>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>
<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>Scientific method lab assignment - Teaches the general steps of the scientific method and provides scenarios in which students must apply the scientific method</p> <p>Final lab project – Students will apply all steps of the scientific method to solve a particular problem/question of their choosing</p>	<p>The minimum standard was set at 70% (or more) correct for each competency.</p> <p>Summer 2018: Comp. 1 = 87% This competency exceeds the minimum standard by 17%</p> <p>Fall 2018: Comp. 1 = 90% This competency exceeds the minimum standard by 20%</p> <p>Spring 2019: Comp. 1 = 90% This competency exceeds the minimum standard by 20%</p>	<p>One 8-week CHEM 151 course was assessed during Summer 2018 and one 16-week CHEM 151 course was assessed during each the Fall 2018 and Spring 2019 semesters. This course is offered online only, as an asynchronous course that includes lecture, lab, discussions and assessment components. The midterm and final exams are proctored.</p> <p>In all 3 semesters assessed, this competency exceeded the minimum standard. I observed that the students generally have a good understanding of the process of scientific inquiry (as it is taught in high school science courses). As this competency has consistently shown very high marks, I currently do not plan on making any other changes/improvements to this assessment.</p>

<p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p>	<p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;">Assessment Results</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</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 technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	<p>Lab reports – Students must construct a testable hypothesis and perform guided experiments to test and evaluate the hypothesis</p> <p>Final lab project – Students will apply all steps of the scientific method to devise an experiment to solve a particular problem/question of their choosing</p>	<p>Summer 2018: Comp. 2 = 85% This competency exceeds the minimum standard by 15%</p> <p>Fall 2018: Comp. 2 = 86% This competency exceeds the minimum standard by 16%</p> <p>Spring 2019: Comp. 2 = 86% This competency exceeds the minimum standard by 15%</p>	<p>The course uses virtual and home lab experiments (using common materials found at home) to expose distance students to basic lab experimentation. When performing weekly lab experiments, the students tend to have issues constructing specific testable scientific hypotheses, though on their final lab project (where they must do everything themselves) the majority were able to construct sound hypotheses. The other issue I commonly observe is that students have trouble evaluating their data in terms of the chemistry/science behind their observations, though the students appeared to have a much better grasp of this after I provided feedback on their first lab. Starting the Summer 2018 session, I implemented the RERUN (restate, explain, results, uncertainties, new) method for writing up lab conclusions, and this really appeared to help the students to think more critically about their data (compared to prior semesters that did not use RERUN). I continued to see the same progress with the Fall and Spring term students. I currently have no changes planned for this assessment.</p>

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<p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p>	<p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;">Assessment Results</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</p>
<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>Lab reports – students will write and submit lab reports where they must explain basic scientific concepts, provide full procedures and collect and analyze data and present it in graphic format</p> <p>Final lab project – Students will develop and perform a scientific experiment to solve a particular problem/question of their choosing</p> <p>Discussions – students will discuss current topics in chemistry and will conduct literature reviews of current issues in popular media</p>	<p>Summer 2018: Comp. 3 = 88% This competency exceeds the minimum standard by 18%</p> <p>Fall 2018: Comp. 3 = 88% This competency exceeds the minimum standard by 18%</p> <p>Spring 2019: Comp. 3 = 88% This competency exceeds the minimum standard by 18%</p>	<p>The high level of communication skill is likely due to the use of structured lab reports and discussions of current literature using peer-reviewed journal articles.</p> <p>The Summer 2018 session was particularly competent (compared to previous semesters) when it came to writing lab reports. I commonly observe issues with writing lab reports, but after providing feedback on the first lab report, students made the necessary changes to future lab reports. I continued to see the high level of competency in the Fall and Spring semesters. The only issue I have really noticed (which continues to be an ongoing issue) is that students often have trouble paraphrasing scientific information (particularly in discussions). I do require students to properly cite/reference all outside information, and they are fairly competent in this, but they still struggle to communicate scientific information in their own words. I currently have no changes/improvements planned for this competency aside from updating discussion topics. I will continue to provide detailed feedback in their lab reports, and I will look into adding a tutorial that helps them practice paraphrasing information.</p>

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<p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p>	<p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;">Assessment Results</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</p>
<p>4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	<p>Students will perform calculations and quantitative analyses throughout the course via the following assessments: Lecture exams Midterm/final exams</p>	<p>Summer 2018: Comp. 4 = 74% This competency exceeds the minimum standard by 4%</p> <p>Fall 2018: Comp. 4 = 78% This competency exceeds the minimum standard by 8%</p> <p>Spring 2019: Comp. 4 = 76% This competency exceeds the minimum standard by 6%</p>	<p>The math required in this course continues to be a challenge for the students. While college algebra or 2 years of high school algebra is a prerequisite of the course, the students still struggle with the quantitative aspect of chemistry. In an effort to address this, I switched to the McGraw Hill Connect platform (beginning Summer 2017), which includes an adaptive learning platform (LearnSmart) that focuses on each student’s problem areas as they read and progress through each chapter. Additionally, each chapter has a set of homework problems that students can complete as many times as they want (until the due date) until they earn 100%. The problem I’ve noticed is that most students don’t take advantage of the LearnSmart modules (i.e., they don’t read the book), as their completion was not mandatory but offered as extra credit. Additionally, many only make one attempt at the homework. Beginning in the Fall semester, I made the LearnSmart modules mandatory. Additionally, I made a greater emphasis on completing the homework. Following this I did observe a small increase in the overall scores for this competency. The major issue I continue to</p>

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
			observe is that students receive high scores on the unproctored exams and do poorly on the proctored exams. I am uncertain if this is due to the use of outside resources on unproctored exams or anxiety during proctored exams (or a combination of both). Therefore, beginning Fall 2019 I will be switching to all proctored exams, to see if this will help to normalize exam scores.
<p>5. Students will apply scientific thinking to real world problems. Students should:</p> <ul style="list-style-type: none"> a. Critically evaluate scientific reports or accounts presented in the popular media. 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 style="text-align: center;">End – Laboratory Science</p>	Discussions – students will discuss current topics in chemistry (i.e., global warming, novel scientific research, etc.) and will conduct literature reviews of current issues in popular media	<p>Summer 2018: Comp. 5 = 90% This competency exceeds the minimum standard by 20%</p> <p>Fall 2018: Comp. 5 = 91% This competency exceeds the minimum standard by 21%</p> <p>Spring 2019: Comp. 5 = 91% This competency exceeds the minimum standard by 21%</p>	Applying scientific thinking to the real world is a concept that many students have never really thought about. In order to address this issue, the course includes discussions that include the use of the scientific method in our daily lives and discussions of various types of research and global issues (such as global warming, ocean acidification, nuclear disasters, etc.). In 2017, I also started including a discussion topic where each student must research and discuss current (novel) chemistry research. The discussions appear to help the students realize the applications of the concepts they are learning in the real world, and it helps them to become informed about issues outside of their own community. No improvements are planned for this competency aside from updating the

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<u>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>
			discussion topics as new discoveries are made to keep the material current and relevant.

Faculty Member Completing Assessment: Lilly Robino

Date: 5/10/2019

Reviewed by: Don Scroggins

Date: 6/28/2019

(Division chair)

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Clovis Community College

Summary Assessment 2018-2019

Class: Geology 113 NMCCN 1110 n=21 students

Faculty: Nancy Sloan

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results			How Results Will Be Used To Make Improvements
		F2018	F2019	Avg.	
Geological vocabulary-know and explain	Geological vocabulary was introduced in class and assessed with in class quizzes	95	90	93	I feel the in class vocabulary quizzes are working well
Geological time scale and its limitations	Given through questions on final	75	83	79	This semester I also added a lab on half-lives and limitations on determining the age of a given element.
Plate tectonics-explain evidence to support and how it accounts for the structures and feature of the Earth.	Given through questions on the final	77	70	74	Continue to emphasize the information during instruction. Going to add an essay question or homework assignment to ensure students really get a true understanding.
Describe the formation of, and describe, compare and classify minerals	Given in a laboratory quiz of rocks and minerals	73	84	79	Continue to work with student on the formation of rocks and mineral. Score came up tried some hands on during lecture and I think it's helping; Will continue next semester.
Identify and describe the three main rock types, how each form in the context of the rock cycle and what it indicates about its environment of formation.	Given through questions on exam	75	86.5	81	Continue to emphasize the information during instruction.

Page 2 of 4 Course: Geology 113

<u>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>
		F2018	F2019	Avg.	
Recognize or explain the fundamentals of surface and ground water hydrology and discuss the impacts of human activities on water quality and quantity.	Assessed using two labs where students had to look at both surface and underground water movement and assess underground water for pollution potential	97	84	91	Continue to emphasize the information during instruction.
Describe or discuss the processes that are responsible for specific geological hazards	This is done through lecture and reports. The students are assigned a geological hazard to research.	94	92	93	Continue to emphasize the information during instruction.
Recognize or describe the geological processes involved in the formation and concentration of geologic resources	Given through questions on the final	70	79	75	Continue to emphasize the information during instruction and search for a lab to emphasize the information.

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Page 3 of 4 Course: Geology 113

<u>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>
		F2018	F2019	Avg.	
Read, use and interpret a topographical map	Given with a quiz in lab	78	84	81	Continue to emphasize the information during instruction.
Acquire and communicate scientific data, ideas and interpretations through written, oral, and visual means.	Student take a geological hazards of their choice (approved), research it, present in class like a conference with power point and visual aids, write a 8-10 page paper with professional references (3-5).	94.6	92.75	94	
Utilize the principles of stratigraphy to provide an explanation of the geological processes that occurred within a cross section	Student are given a diagram of a cross section in which they have to place in order the different geological processes that have occurred using principles of relative time.	84	99	92	Continue to emphasize the information during instruction.

Faculty Member Completing Assessment:

Nancy JB Sloan

Date: 5/15/2019

Reviewed by: Don Scroggins

(Division chair)

Date: 6/28/2019

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College

Core Competencies Assessment 2018-2019—Area III: Laboratory Science

Class: Physics 113 (301 n=7 and 101 n=10) n=17 students

Faculty: Carl Armstrong

Common Core No.: CCC 1115C

<u>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>
<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>Students were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method.</p>	<p>Every student scored 100 percent on the multiple choice questions dealing with the scientific method and the terms associated with it. They did not appear to have any problems differentiating between how the term theory is used in everyday use vs. how it is used in the scientific method. 100%</p>	<p>Based on my experience with previous classes, I continued to present with additional examples of correct and incorrect responses to questions dealing with the scientific method. This worked well with the students I had in class this year.</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 technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	<p>Students conducted five laboratory exercises dealing with mechanics, thermodynamics, simple harmonic motion, DC circuits, and light and optics. They collected data and performed calculations. They compared their results to the accepted values and were required to discuss any deviations from the accepted values.</p>	<p>The students had very few problems collecting data and they generally did well when it came to performing the calculations required after collecting data. The students continued to have problems when it came to discussing why they might have deviations from the accepted values. 85%</p>	<p>I continued to spend time demonstrating how to do calculations while we were covering the material that they would see during a lab exercises. Before the lab, I would go over these calculations again. Once the students had collected their data, I worked with each lab group and showed them when they were making mistakes on their calculation. Most of the students were able to successfully complete the required calculations. In the future, I plan to take additional time showing the students how they can determine how their data can give them a result that is larger or smaller than the accepted value for a lab exercise.</p>

<u>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>
<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>Students prepared written reports for each of the five lab exercises conducted during the course. The reports were graded and returned to the students.</p>	<p>With the exception noted above regarding discussion of deviations from accepted values, the students' lab reports were generally well written. The median grade for lab reports was 80 percent.</p> <p>80%</p>	<p>See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.</p>
<p>4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	<p>Students were required to perform calculations in order to solve problems on homework assignments, chapter quizzes, lab reports, and the final exam. These calculations involved manipulation of equations, scientific notation, and significant figures.</p>	<p>Most of the students had little difficulty using calculators and performing the calculations required in this class. They had some problems dealing with numbers that included scientific notation. The students generally did well with multiple choice and short answer questions and they also performed well on the test and final exam problems involving math calculations.</p> <p>80%</p>	<p>I will continue to provide all students with additional opportunities to practice calculations during the first three weeks of class. (This is before the first quiz and the first lab report.) Students who have difficulty with these calculations will then be given additional assistance during class and they will be encouraged to seek assistance from the math tutors on campus.</p>

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<u>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>
<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 style="text-align: center;">End – Laboratory Science</p>	<p>Subjects examined during class included the origin of the universe, alternative sources of energy, the impact of technology on daily life, and uses of nuclear physics. Students were required to discuss these subjects using the available scientific evidence to support their conclusions.</p>	<p>Students were able to distinguish between beliefs that are not supported by scientific evidence and scientific theories used to explain observed phenomenon. The students demonstrated an appreciation of how the scientific method is used to explain observations.</p> <p style="text-align: center;">100%</p>	<p>Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.</p>

Faculty Member Completing Assessment: Carl Armstrong

Date: May 14, 2019

Reviewed by: Don Scroggins

Date: 6/28/2019

(Division chair)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College

Core Competencies Assessment 2018-2019—Area III: Laboratory Science

Class: Physics 151 (301 n=13 students)

Faculty: Carl Armstrong

Common Core No.: CCC 1230C

<u>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>
<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>Students were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method.</p>	<p>The students were able to select the correct answer 100 percent of the time on the multiple-choice questions. They had an average score of 95 percent on the short answer questions.</p> <p>98%</p>	<p>Most of the students had no problems dealing with the scientific method. Students will continue to be presented with examples of correct and incorrect responses to questions dealing with the scientific method.</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 technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	<p>Students conducted five lab exercises dealing with static equilibrium, kinematics, conservation of energy, rotational motion, and simple harmonic motion and wave behavior. They collected data and performed calculations. They compared their results to the accepted values and were required to discuss deviations from the accepted values.</p>	<p>The students had very few problems collecting data and they were very proficient when it came to performing the calculations associated with these labs. They were less capable when it came to discussing why they might have deviations from the accepted values.</p> <p>80%</p>	<p>I saw some improvement in the ability of my students in this year's class when it came to evaluating and then discussing their lab results. I will continue to give students hypothetical results before they conduct labs. Then I will expand my instruction on how they might explain why these results vary from the accepted values. The students will also be given additional guidance while they are preparing their lab reports to ensure that they are correctly addressing variations from the accepted values.</p>

<u>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>
<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>Students prepared written reports for each of the five lab exercises conducted during the course. The reports were graded and returned to the students.</p>	<p>With the exception noted above regarding discussion of deviations from accepted values, the students' lab reports were universally very well written. The median grade for lab reports was 92 percent.</p> <p style="text-align: center;">92%</p>	<p>See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.</p>
<p>4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	<p>Students were required to perform calculations in order to solve problems on homework assignments, chapter quizzes, lab reports, and the final exam. These calculations involved manipulation of equations, scientific notation, significant figures, and trigonometric relationships.</p>	<p>The students in this class had well above average math skills and they had very little difficulty using calculators to perform the required calculations. Their ability to correctly perform mathematical calculations given a real-life scenario was a highlight of this class.</p> <p style="text-align: center;">100%</p>	<p>All students will continue to be required to perform mathematical calculations including calculations involving scientific notation, squares, square roots, base ten logarithms, natural logarithms, and trigonometric functions using calculators.</p>

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<u>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>
<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 style="text-align: center;">End – Laboratory Science</p>	<p>Subjects examined during class included the origin of the universe, alternative sources of energy, efficiencies associated with energy transformation, and the impact of technology on daily life. Students were required to discuss these subjects using the available scientific evidence support to support their conclusions.</p>	<p>Students were able to distinguish beliefs that were not supported by scientific evidence. The students demonstrated an appreciation of how the scientific method is used to explain observations.</p> <p style="text-align: center;">100%</p>	<p>Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.</p>

Faculty Member Completing Assessment: Carl Armstrong

Date: May 14, 2019

Reviewed by: Don Scroggins

Date: 06/28/2019

(Division chair)

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Clovis Community College
Class Assessment 2018-2019

Class: ANTH 243 – Introduction to Cultural Anthropology (2N0, 3N0, 1N0)

Faculty: Alexandra Schipani

Summer 2018: 16 Students

Fall 2018: 19 Students

Spring 2019: 20 Students

Total: 55 Students

<u>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>
Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts such as culture and society, which form the pillars of the discipline	Each week a different topic is introduced through PowerPoints. Topics include: - Fieldwork - Race and Ethnicity - Sex and Gender -Cultural Relativism	Quiz Topic: Fieldwork - Summer 2018: 76% - Fall 2018: 71% - Spring 2019: 81% Summary total: 76%	Last year I said that weekly quizzes would be more appropriate. However, this was tried over the summer and it was not very successful. Because of weekly readings and discussion posts, weekly quizzes became too much. Suggestions at the end of the semester this year included finding
Comprehend the importance of studying cultural anthropology	- Language - Religion - Marriage and Kinship - Globalization - Politics and Power - Subsistence	Quiz Topic: Medical Anthropology - Summer 2018: 85% - Fall 2018: 85% - Spring 2019: 86% Summary total: 85%	more up to date references and readings so that will be the goal in order to make topics more relatable and thus understood.
Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected	- Economics - Food - Medical Anthropology Students participate in weekly discussion boards on each topic.	Quiz Topic: Globalization - Summer 2018: 80% - Fall 2018: 81% - Spring 2019: 79% Final Paper - Summer 2018: 82% - Fall 2018: 77% - Spring 2019: 86% Summary total: 81%	Ethnography was changed to reflect the changes I suggested last year. However, students had a hard time relating so a new one will be chosen that I think will be more appropriate.

Page 2 of 4 Course: "[Double click to insert class name & Number]"

<u>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>
Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures	They also have bi-weekly quizzes. Quizzes consist of 25 multiple choice questions based on the readings from the book, additional articles, and PowerPoints.	Discussion boards - Summer 2018: 85% - Fall 2018: 86% - Spring 2019: 84% Summary total: 85%	
Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and social structures	Students submitted a final paper in which they read an ethnography and discussed one of the course topics as it pertains to the ethnography. The final exam was 50 multiple questions and 5 short answers. To evaluate each objective, the relevant assignment will be listed and the average score for each year will be listed. (Note: averages do include students who did not take the quizzes or participate in the discussion board. In Fall 2018 there is one student who did not turn in assignments after week 2 and another that was very inconsistent. In Spring 2019 there is consistently one student who	Quiz Topics: Race and Ethnicity - Summer 2018: 76% - Fall 2018: 71% - Spring 2019: 81% Sex and Gender - Summer 2018: 83% - Fall 2018:84% - Spring 2019: 81% Language - Summer 2018: 83% - Fall 2018: 84% - Spring 2019: 81% Religion - Summer 2018: 89% - Fall 2018: 93% - Spring 2019: 84% Marriage and Kinship - Summer 2018: 89% - Fall 2018: 93% - Spring 2019: 84% Politics and Power - Summer 2018: 80%	

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Page 3 of 4 Course: "[Double click to insert class name & Number]"

<u>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>
	did not turn in any assignments after week three. Three students each semester did not take the final exam. This will impact results)	- Fall 2018: 81% - Spring 2019: 79% Subsistence - Summer 2018: 86% - Fall 2018: 90% - Spring 2019: 81% Economics - Summer 2018: 86% - Fall 2018: 90% - Spring 2019: 81% Food - Summer 2018: 85% - Fall 2018: 85% - Spring 2019: 86% Summary total: 84%	
Gain a sense of relationship with people processing different experiences from their own		Discussion board - Summer 2018: 85% - Fall 2018: 86% - Spring 2019: 84% Summary total: 85%	
Gain a deeper understanding and appreciation for cultural anthropology from other disciplines that study people		Final Paper: - Summer 2018: 82% - Fall 2018: 77% - Spring 2019: 86% Summary total: 82%	

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Page 4 of 4 Course: "[Double click to insert class name & Number]"

<u>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>
Become more sensitive and engaged global citizens from culturally relative perspectives.		Discussion Board - Summer 2018: 85% - Fall 2018: 86% - Spring 2019: 84% Final Paper - Summer 2018: 82% - Fall 2018: 77% - Spring 2019: 86% Final Exam - Summer 2018: 82% - Fall 2018: 83% - Spring 2019: 80% Summary total: 83%	

Faculty Member Completing Assessment: Alexandra Shipani

Date: 5/17/2019

Reviewed by: Don Scroggins

(Division chair)

Date: 6/28/2019

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

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Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221)

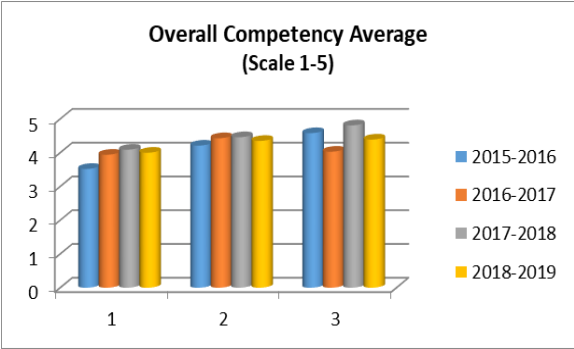
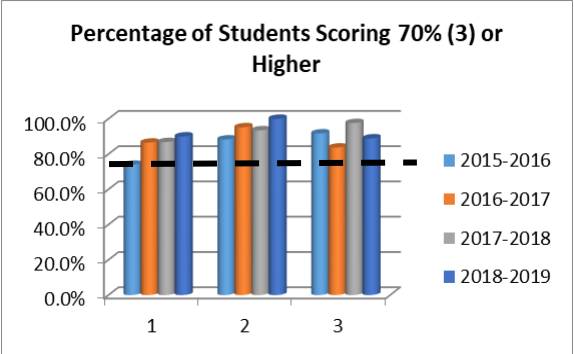
Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2113

<u>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>
<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>Demonstrate an understanding of competencies at a rate of 70% or higher (average of 3 or higher)</p> <p>Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. Students must pick an economic concept (from a list based on the NM Business Articulation Competencies for Principles of Macroeconomics) and using this concept as a basis explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p>	<p>Average = 4.00 90.0% of the students (18 out of 20) scored a 3 or higher on this assignment</p>	<p>This assessment has worked really well for a number of years. However, this course was completely redesigned in Spring 2019 using the new state objectives. Therefore, this assessment tool is no longer valid for the new course and course objectives. A new assessment will be set up and implemented next year. This data only includes results from Summer 2018 and Fall 2018.</p>

<u>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>
<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. 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>Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher) Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)</p>	<p>Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific macroeconomic topics I provided. Once they analyzed the statement using the macroeconomic topics, they then had to determine whether or not their opinion of the statement was influenced once they considered the micro side of it. Assignments were scored on the same rubric as the first competency.</p>	<p>Average = 4.35 100% of the students (17 out of 17) scored a 3 or higher on this assignment</p>	<p>The benchmark was exceeded for this objective, and it appears to be on par with previous data.</p>

*All class assessment forms are due to your division chair by Week 17 or as designated by the Division Chair.
 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p>	<p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;">Assessment Results</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</p>
<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>Demonstrate an understanding of competencies at a rate of 70% or higher (average of 3 or higher): Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)</p>	<p>Assignment—students were required to pick a macroeconomic topic (from a list based on the NM Business Articulation Competencies) identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact in shaping human behavior and how this is affected by the economic topic selected.</p>	<p>Average = 4.39 88.9% of the students (16out of 18) scored a 3 or higher on this assignment</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<p>The benchmark was exceeded for this objective, and it appears to be on par with previous data.</p> <p>These charts show a composite picture of the last four years highlighting the overall consistency of these three objectives.</p>

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<u>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>
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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 citizens who can critically examine and work toward quality of life within a framework of understanding and justice.
Demonstrate an understanding of the following competencies at a rate of 70%:
4a—concepts of opportunity cost, comparative advantage and exchange(state competency No. 1*)
4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*)
4c—circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the responses of the economy to disturbances (state competency No. 3*)
4d—determinants of the demand of money, the supply of money and interest rates; and the role of financial institutions on the economy (state competency No. 4*)
4e—fiscal policies, monetary policies; how these affect the economy (state competency No. 5*)
*Meets NM business articulation competencies
End – Social/Behavioral Sciences

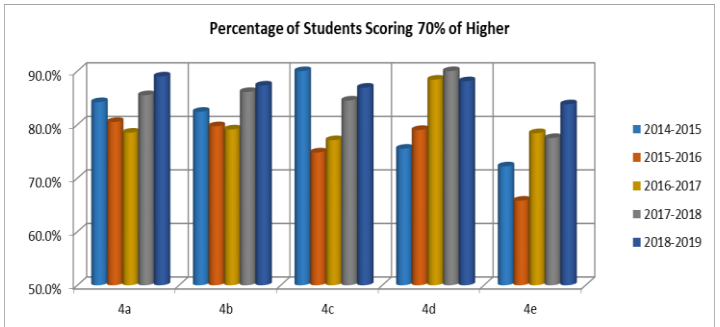
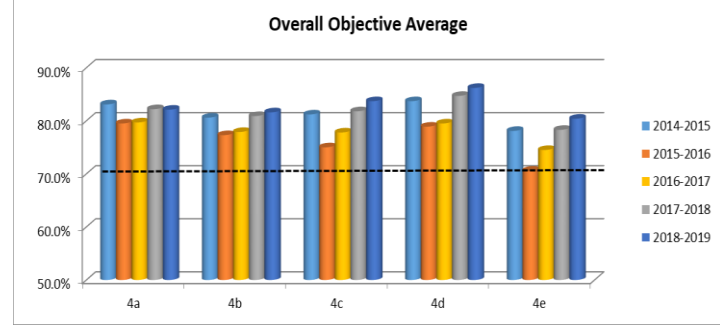
Quizzes and Assignments including graphical analysis.

The goal is for the overall competency average to be 70% or higher with at least 75% of the student meeting the 70% or higher benchmark in each of the competencies.

Overall Objective Average
4a = 82.1%
4b = 81.6%
4c = 83.7%
4d = 86.2%
4e = 80.4%

Students scoring 70% or higher on each objective
4a = 89.0%
4b = 87.3%
4c = 86.9%
4d = 88.1%
4e = 83.8%

This assessment has worked really well for a number of years. However, this course was completely redesigned in Spring 2019 using the new state objectives. Therefore, this assessment tool is no longer valid for the new course and course objectives. A new assessment will be set up and implemented next year. This data only includes results from Summer 2018 and Fall 2018.



NM Business Articulation Competencies for Principles of Macroeconomics

Students should demonstrate an understanding of:

1. the concepts of opportunity cost, comparative advantage and exchange
2. the laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events
3. the circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the response of the economy to disturbances
4. the determinants of the demand for money, the supply of money and interest rates, and the role of financial institutions on the economy
5. fiscal policies, monetary policies; how these affect the economy
Optional Objectives Not covered
6. foreign exchange rates, markets, and the balance of payments (optional—not assessed here)
7. trade restrictions and how they affect the economy (Optional—not assessed here)

Faculty Member Completing Assessment: Robin Kuykendall **Date:** June 5, 2018

Reviewed by (Division chair): Monica Sanchez **Date:** June 2019

NM Common Core General Education Competencies

Area IV—Social and Behavioral Sciences

5 = 100% - 90% 4 = 89% - 80% 3 = 79% - 70% 2 = 69% - 60% 1 = Below 60%

Summer 2019

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		6		5		5
4		1		1		1
3		1		1		0
2		0		0		1
1		0		0		
Total # Students	0	8	0	7	0	7
Average	4.63		4.57		4.43	
% of students 3 or higher	100.0%		100.0%		85.7%	

Fall 2019

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		5		7
4		1		2		2
3		5		3		1
2		2		0		1
1		0		0		
Total # Students	0	12	0	10	0	11
Average	3.58		4.20		4.36	
% of students 3 or higher	83.3%		100.0%		90.9%	

Spring 2019

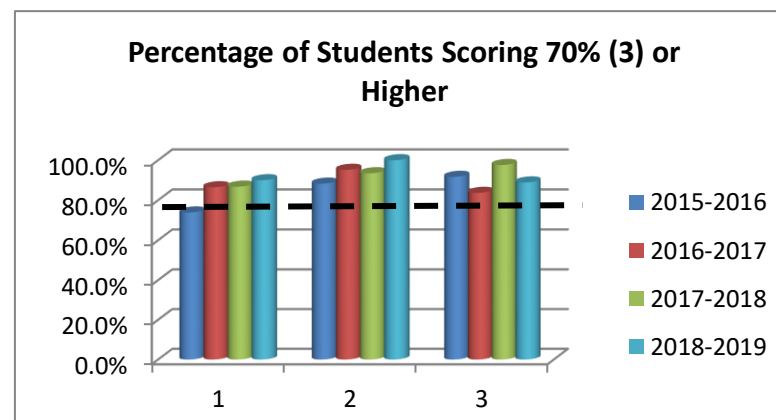
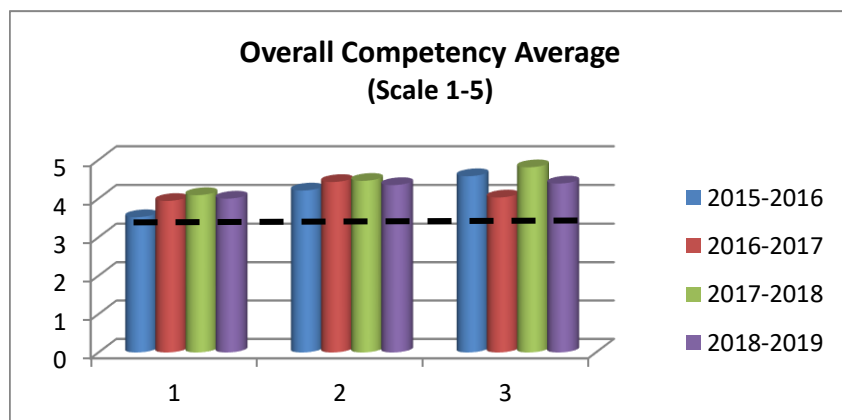
	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5						
4						
3						
2						
1						
Total # Students	0	0	0	0	0	0
Average	#DIV/0!		#DIV/0!		#DIV/0!	
% of students 3 or higher	#DIV/0!		#DIV/0!		#DIV/0!	

*Course was redesigned in Spring 2019 so this assessment tool is no longer valid. A new assessment will be set up for next year.

Composite 2018-2019

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	0	10	0	10	0	12
4	0	2	0	3	0	3
3	0	6	0	4	0	1
2	0	2	0	0	0	2
1	0	0	0	0	0	0
Total # Students	0	20	0	17	0	18
Average	4.00		4.35		4.39	
% of students 3 or higher	90.0%		100.0%		88.9%	

Comparison Data for Competencies 1-3								
Competency	Overall Average				% of Students Scoring 70% or higher (3)			
	2015-2016	2016-2017	2017-2018	2018-2019	2015-2016	2016-2017	2017-2018	2018-2019
1	3.52	3.94	4.09	4.00	73.9%	86.5%	86.8%	90.0%
2	4.21	4.43	4.46	4.35	88.3%	95.2%	93.5%	100.0%
3	4.58	4.03	4.81	4.39	91.7%	83.7%	97.6%	88.9%



ECON 221-Summer 2018

Objective		Aplia Assignments									
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1			#DIV/0!	86.7	8	7	87.5%	81.6%	81.3%	
	Ch 2			#DIV/0!	76.4	8	6	75.0%			
(4b) State Obj 2	Ch 3			#DIV/0!	79.7	8	6	75.0%	86.0%	90.9%	
	Ch 4			#DIV/0!	93.7	7	7	100.0%			
	Ch 5			#DIV/0!	84.7	7	7	100.0%			
(4c) State Obj 3	Ch 6			#DIV/0!	74.7	7	6	85.7%	83.1%	88.2%	
	Ch 7			#DIV/0!	82	7	6	85.7%			
	Ch 8			#DIV/0!	82.4	7	7	100.0%			
	Ch 9			#DIV/0!	87.8	6	5	83.3%			
	Ch 10			#DIV/0!	88.8	7	6	85.7%			
(4d) State Obj 4	Ch 12			#DIV/0!	88.3	7	7	100.0%	87.3%	95.0%	
	Ch 13			#DIV/0!	86	6	5	83.3%			
	Ch 14			#DIV/0!	87.5	7	7	100.0%			
(4e) State Obj 5	Ch 15			#DIV/0!	76.3	7	5	71.4%	80.8%	85.7%	
Ch 11			#DIV/0!	85.3	7	7	100.0%				

Objective		Quizzes									
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1			#DIV/0!	90.6	8	8	100.0%	84.4%	93.8%	
	Ch 2			#DIV/0!	78.1	8	7	87.5%			
(4b) State Obj 2	Ch 3			#DIV/0!	80.70	7	7	100.0%	80.1%	90.5%	
	Ch 4			#DIV/0!	78.60	7	5	71.4%			
	Ch 5			#DIV/0!	81.1	7	7	100.0%			
(4c) State Obj 3	Ch 6			#DIV/0!	90	7	7	100.0%	85.7%	93.9%	
	Ch 7			#DIV/0!	88.3	6	6	100.0%			
	Ch 8			#DIV/0!	82.9	7	6	85.7%			
	Ch 9			#DIV/0!	85.8	6	6	100.0%			
	Ch 10			#DIV/0!	81.4	7	6	85.7%			
(4d) State Obj 4	Ch 12			#DIV/0!	89.3	7	7	100.0%	86.9%	90.5%	
	Ch 13			#DIV/0!	87.1	7	6	85.7%			
	Ch 14			#DIV/0!	84.3	7	6	85.7%			
(4e) State Obj 5	Ch 15			#DIV/0!	80.7	7	6	85.7%	85.0%	92.9%	
Ch 11			#DIV/0!	89.3	7	7	100.0%				

Composite Summer 2018		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	83.0%	87.5%
4b State Obj2	83.1%	90.7%
4c State Obj 3	84.4%	91.0%
4d State Obj 4	87.1%	92.7%
4e State Obj 5	82.9%	89.3%

ECON 221-Fall 2018

		Aplia Assignments									
		ECON 221-301 (Face-to-Face) NOT OFFERED				ECON 221-3N0 (Online)					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1				#DIV/0!	79.4	13	11	84.6%	79.6%	88.5%
State Obj 1	Ch 2				#DIV/0!	79.8	13	12	92.3%		
(4b)	Ch 3				#DIV/0!	85.6	12	11	91.7%	85.4%	94.6%
State Obj 2	Ch 4				#DIV/0!	86.7	12	11	91.7%		
	Ch 5				#DIV/0!	84	13	13	100.0%		
(4c)	Ch 6				#DIV/0!	89.3	12	12	100.0%	85.3%	90.3%
State Obj 3	Ch 7				#DIV/0!	80.3	13	11	84.6%		
	Ch 8				#DIV/0!	88.7	13	13	100.0%		
	Ch 9				#DIV/0!	86.5	12	11	91.7%		
	Ch 10				#DIV/0!	81.8	12	9	75.0%		
(4d)	Ch 12				#DIV/0!	86.6	12	11	91.7%	84.5%	88.2%
State Obj 4	Ch 13				#DIV/0!	83.5	12	10	83.3%		
	Ch 14				#DIV/0!	83.4	10	9	90.0%		
(4e)	Ch 15				#DIV/0!	75.8	12	11	91.7%	76.0%	87.0%
State Obj 5	Ch 11				#DIV/0!	76.3	11	9	81.8%		

		Quizzes									
		ECON 221-301 (Face-to-Face) NOT OFFERED				ECON 221-3N0 (Online)					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1				#DIV/0!	86.80	11	11	100.0%	82.8%	91.7%
State Obj 1	Ch 2				#DIV/0!	78.80	13	11	84.6%		
(4b)	Ch 3				#DIV/0!	71.70	12	8	66.7%	74.7%	76.3%
State Obj 2	Ch 4				#DIV/0!	70.80	13	8	61.5%		
	Ch 5				#DIV/0!	81.50	13	13	100.0%		
(4c)	Ch 6				#DIV/0!	87.10	12	12	100.0%	80.5%	79.0%
State Obj 3	Ch 7				#DIV/0!	78.80	13	8	61.5%		
	Ch 8				#DIV/0!	78.3	13	10	76.9%		
	Ch 9				#DIV/0!	85.71	12	9	75.0%		
	Ch 10				#DIV/0!	72.69	12	10	83.3%		
(4d)	Ch 12				#DIV/0!	90.36	12	11	91.7%	86.2%	82.4%
State Obj 4	Ch 13				#DIV/0!	81.92	12	8	66.7%		
	Ch 14				#DIV/0!	86.43	10	9	90.0%		
(4e)	Ch 15				#DIV/0!	77.92	12	9	75.0%	79.9%	73.9%
State Obj 5	Ch 11				#DIV/0!	81.92	11	8	72.7%		

Composite Fall 2018		
	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	81.2%	90.0%
4b State Obj 2	80.1%	85.3%
4c State Obj 3	82.9%	84.7%
4d State Obj 4	85.4%	85.3%
4e State Obj 5	78.0%	80.4%

ECON 221-Spring 2019--

Course was completely redesigned this semester using new State objectives. Assessment will be revamped for next year

Aplia Assignments											
Objective		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 1	Ch 2				#DIV/0!				#DIV/0!		
(4b)	Ch 3				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 2	Ch 4				#DIV/0!				#DIV/0!		
	Ch 5				#DIV/0!				#DIV/0!		
(4c)	Ch 6				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 3	Ch 7				#DIV/0!				#DIV/0!		
	Ch 8				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
	Ch 9				#DIV/0!				#DIV/0!		
	Ch 10				#DIV/0!				#DIV/0!		
(4d)	Ch 12				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 4	Ch 13				#DIV/0!				#DIV/0!		
	Ch 14				#DIV/0!				#DIV/0!		
(4e)	Ch 15				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 5	Ch 11				#DIV/0!				#DIV/0!		

Quizzes											
Objective		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 1	Ch 2				#DIV/0!				#DIV/0!		
(4b)	Ch 3				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 2	Ch 4				#DIV/0!				#DIV/0!		
	Ch 5				#DIV/0!				#DIV/0!		
(4c)	Ch 6				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 3	Ch 7				#DIV/0!				#DIV/0!		
	Ch 8				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
	Ch 9				#DIV/0!				#DIV/0!		
	Ch 10				#DIV/0!				#DIV/0!		
(4d)	Ch 12				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 4	Ch 13				#DIV/0!				#DIV/0!		
	Ch 14				#DIV/0!				#DIV/0!		
(4e)	Ch 15				#DIV/0!				#DIV/0!	#DIV/0!	#DIV/0!
State Obj 5	Ch 11				#DIV/0!				#DIV/0!		

Composite Spring 2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	#DIV/0!	#DIV/0!
4b State Obj 2	#DIV/0!	#DIV/0!
4c State Obj 3	#DIV/0!	#DIV/0!
4d State Obj 4	#DIV/0!	#DIV/0!
4e State Obj 5	#DIV/0!	#DIV/0!

ECON 221-Online Courses 2018-2019

Aplia Assignments															
Objective		ECON 221-101 (Online) Summer 2018				ECON 221-101 (Online) Fall 2018				ECON 221-1N0 (Online) Spring 2019					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1	86.7	8	7	87.5%	79.4	13	11	84.6%					80.6%	85.7%
State Obj 1	Ch 2	76.4	8	6	75.0%	79.8	13	12	92.3%						
(4b)	Ch 3	79.7	8	6	75.0%	85.6	12	11	91.7%					85.7%	93.2%
State Obj 2	Ch 4	93.7	7	7	100.0%	86.7	12	11	91.7%						
	Ch 5	84.7	7	7	100.0%	84	13	13	100.0%						
(4c)	Ch 6	74.7	7	6	85.7%	89.3	12	12	100.0%					84.2%	89.6%
State Obj 3	Ch 7	82	7	6	85.7%	80.3	13	11	84.6%						
	Ch 8	82.4	7	7	100.0%	88.7	13	13	100.0%						
	Ch 9	87.8	6	5	83.3%	86.47	12	11	91.7%						
(4d)	Ch 10	88.8	7	6	85.7%	81.78	12	9	75.0%					85.9%	90.7%
State Obj 4	Ch 12	88.3	7	7	100.0%	86.59	12	11	91.7%						
	Ch 13	86	6	5	83.3%	83.46	12	10	83.3%						
(4e)	Ch 14	87.5	7	7	100.0%	83.42	10	9	90.0%					78.4%	86.5%
State Obj 5	Ch 15	76.3	7	5	71.4%	75.75	12	11	91.7%						
	Ch 11	85.3	7	7	100.0%	76.3	11	9	81.8%						

Quizzes															
Objective		ECON 221-101 (Online) Summer 2018				ECON 221-101 (Online) Fall 2018				ECON 221-1N0 (Online) Spring 2019					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1	90.6	8	8	100.0%	86.80	11	11	100.0%					83.6%	92.5%
State Obj 1	Ch 2	78.1	8	7	87.5%	78.8	13	11	84.6%						
(4b)	Ch 3	80.7	7	7	100.0%	71.7	12	8	66.7%					77.4%	81.4%
State Obj 2	Ch 4	78.6	7	5	71.4%	70.8	13	8	61.5%						
	Ch 5	81.1	7	7	100.0%	81.5	13	13	100.0%						
(4c)	Ch 6	90	7	7	100.0%	87.1	12	12	100.0%					83.1%	84.2%
State Obj 3	Ch 7	88.3	6	6	100.0%	78.8	13	8	61.5%						
	Ch 8	82.9	7	6	85.7%	78.3	13	10	76.9%						
	Ch 9	85.8	6	6	100.0%	85.71	12	9	75.0%						
(4d)	Ch 10	81.4	7	6	85.7%	72.69	12	10	83.3%					86.6%	85.5%
State Obj 4	Ch 12	89.3	7	7	100.0%	90.36	12	11	91.7%						
	Ch 13	87.1	7	6	85.7%	81.92	12	8	66.7%						
(4e)	Ch 14	84.3	7	6	85.7%	86.43	10	9	90.0%					82.5%	81.1%
State Obj 5	Ch 15	80.7	7	6	85.7%	77.92	12	9	75.0%						
	Ch 11	89.3	7	7	100.0%	81.9	11	8	72.7%						

Composite Online Courses 2018-2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	82.1%	89.0%
4b State Obj 2	81.6%	87.3%
4c State Obj 3	83.2%	86.9%
4d State Obj 4	86.2%	88.1%
4e State Obj 5	80.4%	83.8%

Course was completely redesigned in Spring 2019 so this assessment tool is no longer valid. The new course focuses on the new state level objectives. A new assessment will be set up for 2019-2020

ECON 221-Face-to-Face Courses 2018-2019

This course is taught face-to-face in the spring. In the spring, this course was redesigned based on the new state objectives; therefore, this assessment only includes summer and fall data.

Aplia Assignments											
Objective		ECON 221-101 (Face-to-Face) Fall 2017				ECON 221-101 (Face-to-Face) Spring 2018					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 1	Ch 2			#DIV/0!	0.0	0	0	#DIV/0!			
(4b)	Ch 3			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 2	Ch 4			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 5			#DIV/0!	0.0	0	0	#DIV/0!			
(4c)	Ch 6			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 3	Ch 7			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 8			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 9			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 10			#DIV/0!	0.0	0	0	#DIV/0!			
(4d)	Ch 12			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 4	Ch 13			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 14			#DIV/0!	0.0	0	0	#DIV/0!			
(4e)	Ch 15			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 5	Ch 11			#DIV/0!	0.0	0	0	#DIV/0!			

Quizzes											
Objective		ECON 221-101 (Face-to-Face) Fall 2017				ECON 221-101 (Face-to-Face) Spring 2018					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 1	Ch 2			#DIV/0!	0.0	0	0	#DIV/0!			
(4b)	Ch 3			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 2	Ch 4			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 5			#DIV/0!	0.0	0	0	#DIV/0!			
(4c)	Ch 6			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 3	Ch 7			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 8			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 9			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 10			#DIV/0!	0.0	0	0	#DIV/0!			
(4d)	Ch 12			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 4	Ch 13			#DIV/0!	0.0	0	0	#DIV/0!			
	Ch 14			#DIV/0!	0.0	0	0	#DIV/0!			
(4e)	Ch 15			#DIV/0!	0.0	0	0	#DIV/0!	0.0%	#DIV/0!	
State Obj 5	Ch 11			#DIV/0!	0.0	0	0	#DIV/0!			

Composite F2F Courses		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	0.0%	#DIV/0!
4b State Obj 2	0.0%	#DIV/0!
4c State Obj 3	0.0%	#DIV/0!
4d State Obj 4	0.0%	#DIV/0!
4e State Obj 5	0.0%	#DIV/0!

ECON 221-Composite 2018-2019

Objective		Aplia Assignments									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1			#DIV/0!	83.1	21	18	85.7%	80.6%	85.7%	
State Obj 1	Ch 2			#DIV/0!	78.1	21	18	85.7%			
(4b)	Ch 3			#DIV/0!	82.7	20	17	85.0%	85.7%	93.2%	
State Obj 2	Ch 4			#DIV/0!	90.2	19	18	94.7%			
	Ch 5			#DIV/0!	84.4	20	20	100.0%			
(4c)	Ch 6			#DIV/0!	82.0	19	18	94.7%	84.2%	89.6%	
State Obj 3	Ch 7			#DIV/0!	81.2	20	17	85.0%			
	Ch 8			#DIV/0!	85.6	20	20	100.0%			
	Ch 9			#DIV/0!	87.1	18	16	88.9%			
	Ch 10			#DIV/0!	85.3	19	15	78.9%			
(4d)	Ch 12			#DIV/0!	87.4	19	18	94.7%	85.9%	90.7%	
State Obj 4	Ch 13			#DIV/0!	84.7	18	15	83.3%			
	Ch 14			#DIV/0!	85.5	17	16	94.1%			
(4e)	Ch 15			#DIV/0!	76.0	19	16	84.2%	78.4%	86.5%	
State Obj 5	Ch 11			#DIV/0!	80.8	18	16	88.9%			

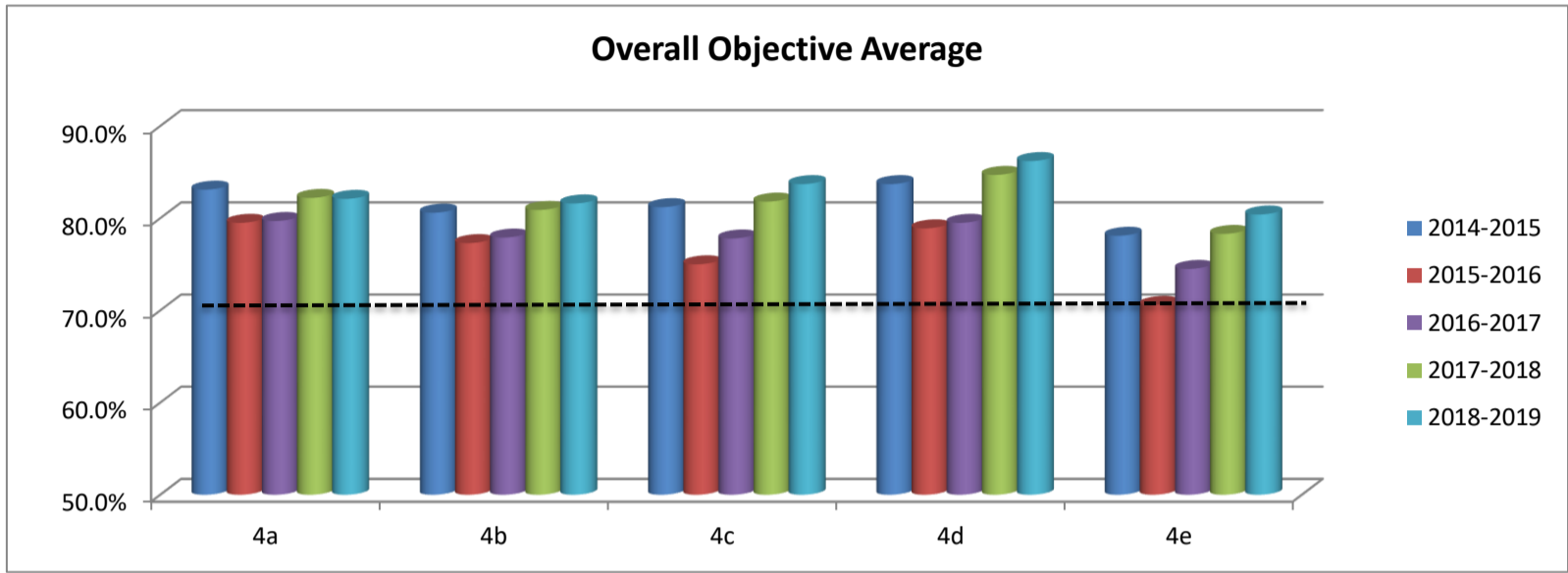
Objective		Quizzes									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1			#DIV/0!	88.7	19	19	100.0%	83.6%	92.5%	
State Obj 1	Ch 2			#DIV/0!	78.5	21	18	85.7%			
(4b)	Ch 3			#DIV/0!	76.2	19	15	78.9%	77.4%	81.4%	
State Obj 2	Ch 4			#DIV/0!	74.7	20	13	65.0%			
	Ch 5			#DIV/0!	81.3	20	20	100.0%			
(4c)	Ch 6			#DIV/0!	88.6	19	19	100.0%	83.1%	84.2%	
State Obj 3	Ch 7			#DIV/0!	83.6	19	14	73.7%			
	Ch 8			#DIV/0!	80.6	20	16	80.0%			
	Ch 9			#DIV/0!	85.8	18	15	83.3%			
	Ch 10			#DIV/0!	77.0	19	16	84.2%			
(4d)	Ch 12			#DIV/0!	89.8	19	18	94.7%	86.6%	85.5%	
State Obj 4	Ch 13			#DIV/0!	84.5	19	14	73.7%			
	Ch 14			#DIV/0!	85.4	17	15	88.2%			
(4e)	Ch 15			#DIV/0!	79.3	19	15	78.9%	82.5%	81.1%	
State Obj 5	Ch 11			#DIV/0!	85.6	18	15	83.3%			

All Courses for 2018-2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	82.1%	89.0%
4b State Obj 2	81.6%	87.3%
4c State Obj 3	83.7%	86.9%
4d State Obj 4	86.2%	88.1%
4e State Obj 5	80.4%	83.8%

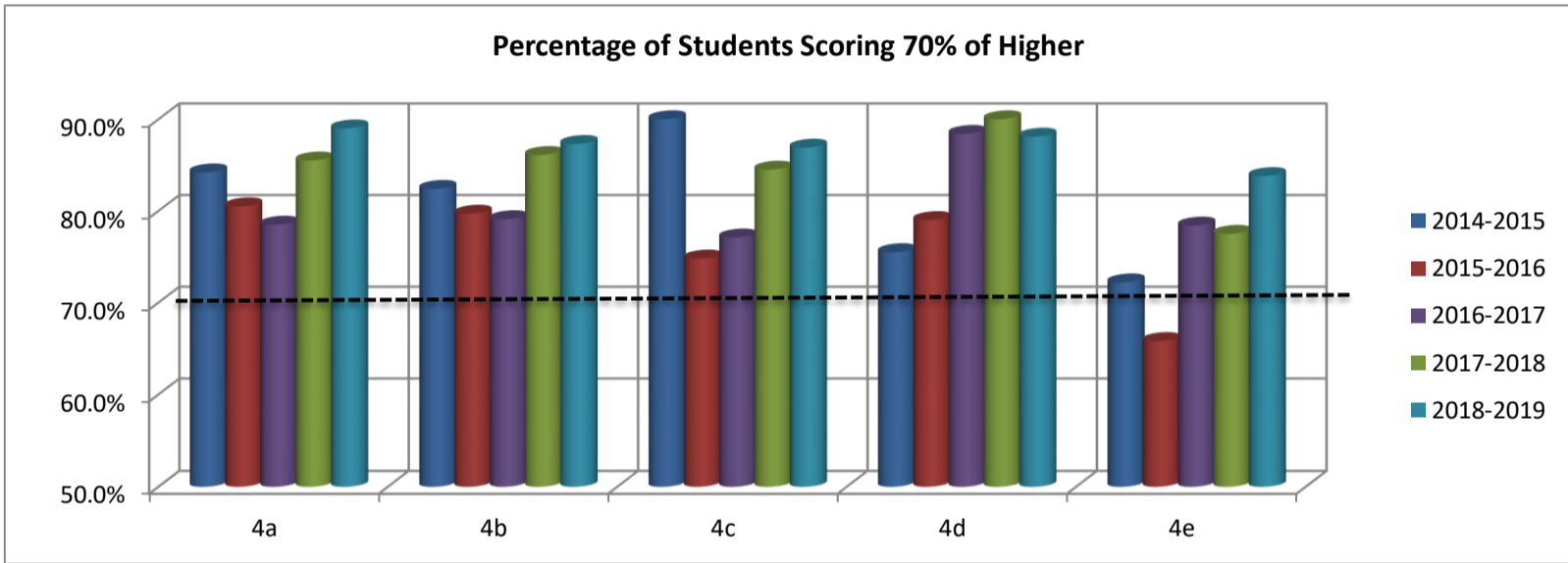
ECON 221—Composite Trend Data

Objective	Overall Objective Average					% of Students Scoring 70% or higher				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4a	83.1%	79.5%	79.7%	82.2%	82.1%	84.2%	80.5%	78.5%	85.5%	89.0%
4b	80.6%	77.3%	77.9%	80.9%	81.6%	82.4%	79.7%	79.1%	86.1%	87.3%
4c	81.2%	75.0%	77.8%	81.8%	83.7%	81.8%	74.8%	77.1%	84.5%	86.9%
4d	83.7%	78.9%	79.5%	84.7%	86.2%	75.5%	79.0%	88.4%	91.5%	88.1%
4e	78.1%	70.6%	74.5%	78.3%	80.4%	72.2%	65.8%	78.4%	77.5%	83.8%

Overall Objective Average



Percentage of Students Scoring 70% of Higher



Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222)

Faculty: Robin Kuykendall

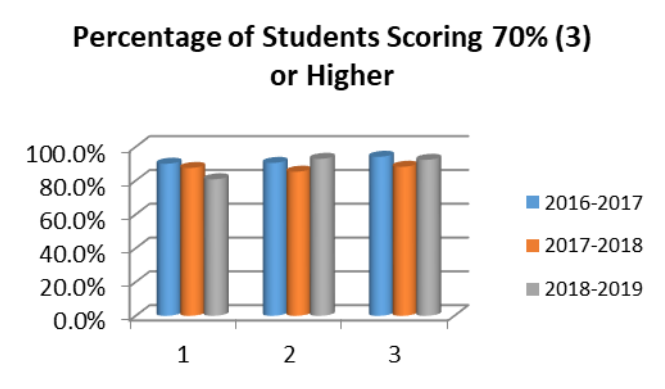
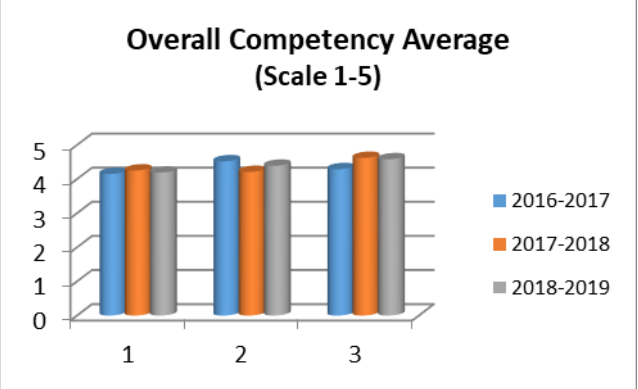
Common Core No.: NMCCN ECON 2123

<u>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>
<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>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) Opportunity cost, supply and demand, price elasticity of demand, supply and income elasticity, cost analysis and break-even analysis, labor and capital markets</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p>	<p>Average = 4.19 87.5% of the students (21 out of 26) scored a 3 or higher on this assignment</p>	<p>This assessment has worked really well for a number of years. However, this course was completely redesigned in Spring 2019 using the new state objectives. Therefore, this assessment tool is no longer valid for the new course and course objectives. A new assessment will be set up and implemented next year. This data only includes results from Summer 2018 and Fall 2018.</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></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. 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>Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher)</p>	<p>Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific microeconomic topics I provided. Once they analyzed the statement using the microeconomic topics, they then had to determine whether or not their opinion of the statement was influenced once they considered the micro side of it. Assignments were scored on the same rubric as the first competency.</p>	<p>Average = 4.36 85.3% of the students (26 out of 28) scored a 3 or higher on this assignment</p>	
<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. Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher): Opportunity cost, law of supply, law of demand, equilibrium, price elasticity of demand, utility analysis as it relates to consumer choice, cost analysis and break-even point as it relates to producer choice, various market structures, and price ceilings and floors (NM state competencies Nos. 1-7)</p>	<p>Assignment—students were required to pick a macroeconomic topic identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact and are affected by this economic topic.</p>	<p>Average = 4.58 88.2% of the students (24 out of 26) scored a 3 or higher on this assignment</p>	

*All class assessment forms are due to your division chair by end of Week 17 or as designated by the Division Chair.
 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<u>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>
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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. –

Demonstrate an understanding of the following competencies at a rate of 70% or higher

- 4a—opportunity cost (state competency No. 1*)
- 4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events including price ceilings and floors (state competency No. 2*)
- 4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*)
- 4d—consumer choice including utility analysis (state competency No. 4*)
- 4e—producer choice including cost analysis and break-even point (state competency No. 5*)
- 4f—comparison and contrast of perfect competition,

Quizzes and Assignments including graphical analysis.

Overall Objective Average

4a = 83.7%
4b = 83.4%
4c = 77.6%
4d = 82.5%
4e = 75.2%
4f = 78.8%
4g = 77.9%
4h = 78.6%

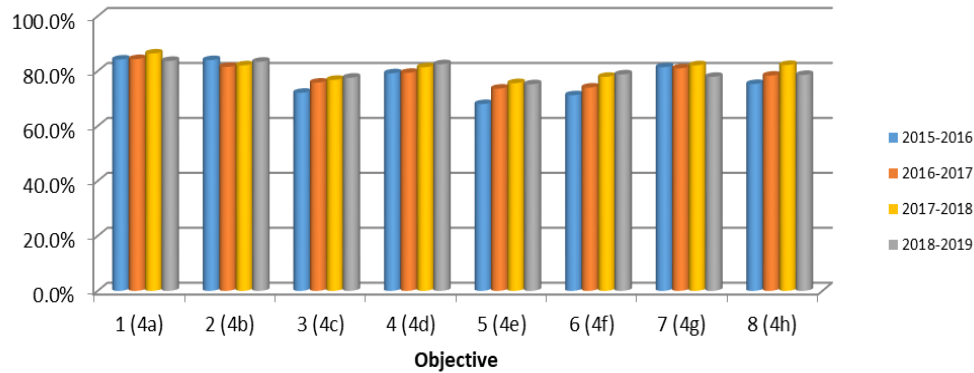
Students scoring 70% or higher on each objective

4a = 88.7%
4b = 88.8%
4c = 80.8%
4d = 88.2%
4e = 80.4%
4f = 76.8%
4g = 81.1%
4h = 81.0%

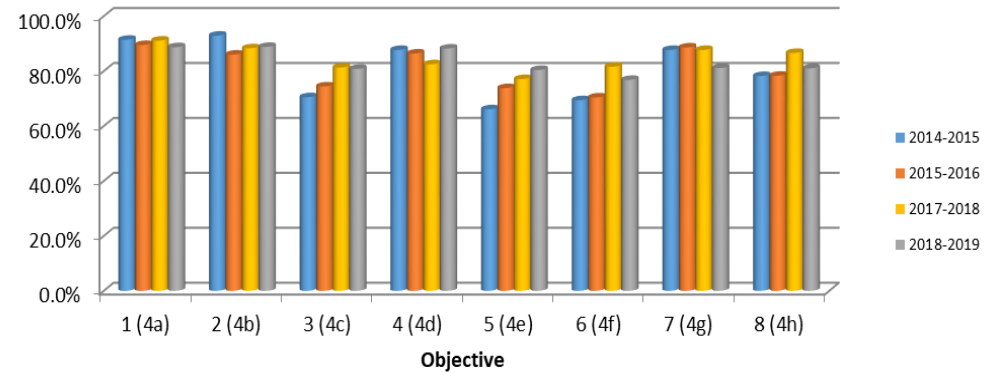
This assessment has worked really well for a number of years. However, this course was completely redesigned in Spring 2019 using the new state objectives. Therefore, this assessment tool is no longer valid for the new course and course objectives. A new assessment will be set up and implemented next year. This data only includes results from Summer 2018 and Fall 2018.

<u>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>
monopoly, monopolistic competition, and oligopoly (state competency No. 6*) 4g—impact of government intervention in markets including taxes and antitrust (state competency No. 7*) 4h—role of labor and capital markets (state competency No. 8*) *Meets NM business articulation competencies End – Social/Behavioral Sciences			

Overall Objective Average



Percentage of Students Scoring 70% or higher



**All class assessment forms are due to your division chair by end of Week 17 or as designated by the Division Chair.
 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.**

NM Business Articulation Competencies for Principles of Microeconomics

Students should demonstrate an understanding of:

1. the concepts of opportunity cost
2. the laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events, including price ceilings and floors
3. the concepts and calculation of the price elasticity of demand and supply and income elasticity
4. consumer choice including utility analysis
5. producer choice including cost analysis and break-even point
6. the comparison and contrast of the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly
7. the impact of government intervention in markets including price ceilings and price floors; the impact of taxes and antitrust
8. the role of labor and capital markets

Faculty Member Completing Assessment:	<u>Robin Kuykendall</u>	Date:	<u>June 7, 2019</u>
Reviewed by (Division chair):	<u>Monica Sanchez</u>	Date:	<u>June 2019</u>

NM Common Core General Education Competencies

Area IV—Social and Behavioral Sciences

5 = 100% - 90% 4 = 89% - 80% 3 = 79% - 70% 2 = 69% - 60% 1 = Below 60%

Summer 2018

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		3		6
4		0		2		1
3		1		2		0
2		2		1		1
1		1		0		0
Total # Students	0	8	0	8	0	8
Average	3.50		4.00		4.63	
% of students 3 or higher	62.5%		87.5%		87.5%	

Fall 2018

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	8	5	8	5	9	4
4	2	1	3	2	2	1
3	0	0	1	0	0	1
2	1	1	0	1	0	1
1	0	0	0	0	0	0
Total # Students	11	7	12	8	11	7
Average	4.50		4.50		4.56	
% of students 3 or higher	88.9%		95.0%		94.4%	

Spring 2019

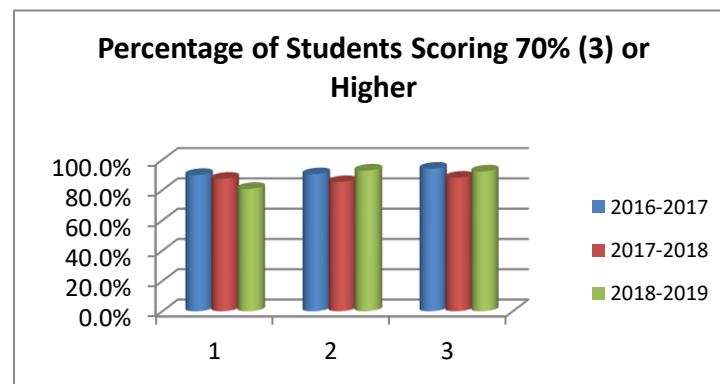
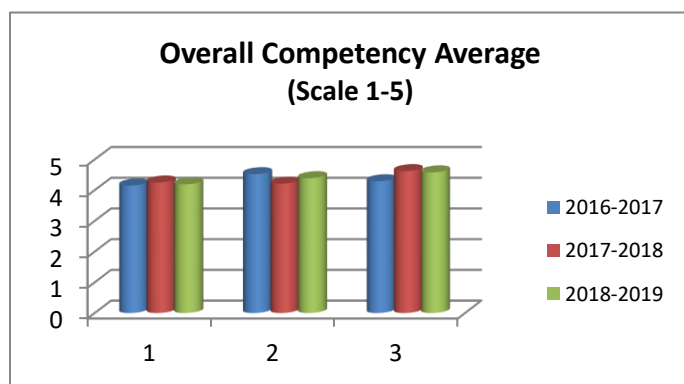
	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5						
4						
3						
2						
1						
Total # Students	0	0	0	0	0	0
Average	#DIV/0!		#DIV/0!		#DIV/0!	
% of students 3 or higher	#DIV/0!		#DIV/0!		#DIV/0!	

Composite 2018-2019

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	8	9	8	8	9	10
4	2	1	3	4	2	2
3	0	1	1	2	0	1
2	1	3	0	2	0	2
1	0	1	0	0	0	0
Total # Students	11	15	12	16	11	15
Average	4.19		4.36		4.58	
% of students 3 or higher	80.8%		92.9%		92.3%	

This course was redesigned in Spring 2019 so this assessment tool is not longer valid. A new assessment will be set up for next year

Comparison Data for Competencies 1-3						
Competency	Overall Average			% of Students Scoring 70% or higher (3)		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
1	4.15	4.25	4.19	90.0%	87.5%	80.8%
2	4.52	4.21	4.39	90.5%	85.3%	92.9%
3	4.29	4.62	4.58	94.1%	88.2%	92.3%



ECON 222-Summer 2018

Aplia Assignments										
ECON 222-201 (Face-to-Face) NOT OFFERED					ECON 222-2N0 (Online)					
Objective	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1			#DIV/0!	91.3	9	9	100.0%	84.7%	
	Ch 2			#DIV/0!	78.1	8	6	75.0%		88.2%
State Obj 2 (4b)	Ch 3			#DIV/0!	74.3	8	7	87.5%	79.8%	
	Ch 4			#DIV/0!	84.7	9	9	100.0%		88.0%
	Ch 5			#DIV/0!	80.3	8	6	75.0%		
State Obj 3	Ch 6			#DIV/0!	75.7	8	6	75.0%	75.7%	
State Obj 4 (4d)	Ch 7			#DIV/0!	77.2	8	6	75.0%	77.2%	
State Obj 5 (4e)	Ch 8			#DIV/0!	73.5	7	5	71.4%	73.5%	
State Obj 6 (4f)	Ch 9			#DIV/0!	72.6	8	5	62.5%	75.3%	
	Ch 10			#DIV/0!	78.3	8	7	87.5%		76.0%
	Ch 11			#DIV/0!	75.0	9	7	77.8%		
State Obj 7	Ch 12			#DIV/0!	83.9	9	9	100.0%	83.9%	
State Obj 8 (4h)	Ch 13			#DIV/0!	77.7	9	9	100.0%	84.1%	
	Ch 14			#DIV/0!	90.5	8	8	100.0%		100.0%

Quizzes										
ECON 222-201 (Face-to-Face) NOT OFFERED					ECON 222-2N0 (Online)					
Objective	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1			#DIV/0!	88.3	9	9	100.0%	83.1%	
	Ch 2			#DIV/0!	77.8	9	8	88.9%		94.4%
State Obj 2 (4b)	Ch 3			#DIV/0!	78.8	8	7	87.5%	82.5%	
	Ch 4			#DIV/0!	82.2	9	9	100.0%		91.7%
	Ch 5			#DIV/0!	86.4	7	6	85.7%		
State Obj 3 (4c)	Ch 6			#DIV/0!	73.8	8	7	87.5%	73.8%	
State Obj 4 (4d)	Ch 7			#DIV/0!	88.1	8	8	100.0%	88.1%	
State Obj 5 (4e)	Ch 8			#DIV/0!	73.9	9	6	66.7%	73.9%	
State Obj 6 (4f)	Ch 9			#DIV/0!	76.1	9	7	77.8%	78.1%	
	Ch 10			#DIV/0!	83.3	9	8	88.9%		74.1%
	Ch 11			#DIV/0!	75.0	9	5	55.6%		
State Obj 7	Ch 12			#DIV/0!	78.9	9	7	77.8%	78.9%	
State Obj 8 (4h)	Ch 13			#DIV/0!	70.6	8	5	62.5%	70.6%	
	Ch 14			#DIV/0!	70.6	9	5	55.6%		58.8%

Composite Summer 2018		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	83.9%	91.4%
State Obj 2 4b	81.1%	89.8%
State Obj 3 4c	74.8%	81.3%
State Obj 4 4d	82.7%	87.5%
State Obj 5 4e	73.7%	80.0%
State Obj 6 4f	76.7%	75.0%
State Obj 7 4g	81.4%	88.9%
State Obj 8 4h	77.4%	79.4%

ECON 222-Fall 2018

Objective		Aplia Assignments									
		ECON 222-301 (Face-to-Face)				ECON 222-3N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	87.8	13	13	100.0%	80.75	8	7	87.5%	81.6%	87.8%
	Ch 2	82.9	13	10	76.9%	74.9	7	6	85.7%		
State Obj 2 (4b)	Ch 3	88.1	11	11	100.0%	85.8	7	7	100.0%	88.2%	97.6%
	Ch 4	92.6	10	10	100.0%	88.8	7	7	100.0%		
	Ch 5				#DIV/0!	85.6	7	6	85.7%		
State Obj 3	Ch 6	75.76	11	9	81.8%	80.7	7	5	71.4%	78.2%	77.8%
State Obj 4 (4d)	Ch 7	82.9	11	9	81.8%	79.9	7	6	85.7%	81.4%	83.3%
State Obj 5 (4e)	Ch 8	73.8	11	8	72.7%	76.4	7	6	85.7%	75.1%	77.8%
State Obj 6 (4f)	Ch 9	81.0	10	7	70.0%	82.6	7	5	71.4%	78.8	78.4%
	Ch 10	79.8	11	9	81.8%	73.6	6	5	83.3%		
	Ch 11	83.6	10	8	80.0%	72.1	7	6	85.7%		
State Obj 7	Ch 12	76.1	11	9	81.8%	80.4	7	5	71.4%	78.3%	77.8%
State Obj 8 (4h)	Ch 13	82.1	10	9	90.0%	81.3	7	5	71.4%	79.1%	81.8%
	Ch 14	74.1	9	7	77.8%	78.7	7	6	85.7%		

Objective		Quizzes									
		ECON 222-301 (Face-to-Face)				ECON 222-3N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	90.4	12	12	100.0%	85.6	8	7	87.5%	83.9%	87.2%
	Ch 2	80.4	12	10	83.3%	79.3	7	5	71.4%		
State Obj 2 (4b)	Ch 3	75.9	11	8	72.7%	71.9	8	5	62.5%	80.4%	79.1%
	Ch 4	82	10	7	70.0%	81.4	7	7	100.0%		
	Ch 5				#DIV/0!	90.7	7	7	100.0%		
State Obj 3 (4c)	Ch 6	74.5	11	8	72.7%	90	7	7	100.0%	82.3%	83.3%
State Obj 4 (4d)	Ch 7	82.5	10	10	100.0%	83.6	7	6	85.7%	83.1%	94.1%
State Obj 5 (4e)	Ch 8	76.1	11	8	72.7%	77.7	7	6	85.7%	76.9%	77.8%
State Obj 6 (4f)	Ch 9	77.9	10	7	70.0%	82.6	7	5	71.4%	79.1	76.9%
	Ch 10	79.3	11	9	81.8%	74.5	7	5	71.4%		
	Ch 11	82.8	10	8	80.0%	77.4	7	6	85.7%		
State Obj 7	Ch 12	74.6	11	8	72.7%	78.6	6	5	83.3%	76.6%	76.5%
State Obj 8 (4h)	Ch 13	79.9	10	9	90.0%	78.7	7	5	71.4%	79.4%	81.8%
	Ch 14	78.6	9	7	77.8%	80.2	7	6	85.7%		

Composite Fall 2018		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	82.8%	87.5%
State Obj 2 4b	84.3%	88.2%
State Obj 3 4c	80.2%	80.6%
State Obj 4 4d	82.2%	88.6%
State Obj 5 4e	76.0%	77.8%
State Obj 6 4f	78.9%	77.7%
State Obj 7 4g	77.4%	77.1%
State Obj 8 4h	79.2%	81.8%

ECON 222-Spring 2019

This course was redesigned this semester so this assessment tool is no longer valid. A new assessment will be set up for next year

		Aplia Assignments							
		ECON 222-101 (Face-to-Face) NOT OFFERED				ECON 222-1N0 (Online)			
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%
State Obj 1 (4a)	Ch 1 Ch 2				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!
State Obj 2 (4b)	Ch 3 Ch 4 Ch 5				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!
State Obj 3 (4c)	Ch 6				#DIV/0!				#DIV/0!
State Obj 4 (4d)	Ch 7				#DIV/0!				#DIV/0!
State Obj 5 (4e)	Ch 8				#DIV/0!				#DIV/0!
State Obj 6 (4f)	Ch 9 Ch 10 Ch 11				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!
State Obj 7	Ch 12				#DIV/0!				#DIV/0!
State Obj 8 (4h)	Ch 13 Ch 14				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!

		Quizzes							
		ECON 222-101 (Face-to-Face) NOT OFFERED				ECON 222-1N0 (Online)			
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%
State Obj 1 (4a)	Ch 1 Ch 2				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!
State Obj 2 (4b)	Ch 3 Ch 4 Ch 5				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!
State Obj 3 (4c)	Ch 6				#DIV/0!				#DIV/0!
State Obj 4 (4d)	Ch 7				#DIV/0!				#DIV/0!
State Obj 5 (4e)	Ch 8				#DIV/0!				#DIV/0!
State Obj 6 (4f)	Ch 9 Ch 10 Ch 11				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!
State Obj 7	Ch 12				#DIV/0!				#DIV/0!
State Obj 8 (4h)	Ch 13 Ch 14				#DIV/0!				#DIV/0!
					#DIV/0!				#DIV/0!

Composite Spring 2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	#DIV/0!	#DIV/0!
State Obj 2 4b	#DIV/0!	#DIV/0!
State Obj 3 4c	#DIV/0!	#DIV/0!
State Obj 4 4d	#DIV/0!	#DIV/0!
State Obj 5 4e	#DIV/0!	#DIV/0!
State Obj 6 4f	#DIV/0!	#DIV/0!
State Obj 7 4g	#DIV/0!	#DIV/0!
State Obj 8 4h	#DIV/0!	#DIV/0!

ECON 222-Composite

2018-2019

Objective		Aplia Assignments									
		ECON 222 (Face-to-Face Classes)				ECON 222 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	87.8	13	13	100.0%	86.0	17	16	94.1%	83.3%	87.9%
	Ch 2	82.9	13	10	76.9%	76.5	15	12	80.0%		
State Obj 2 (4b)	Ch 3	88.1	11	11	100.0%	80.1	15	14	93.3%	83.0%	80.0%
	Ch 4	92.6	10	10	100.0%	86.8	16	16	100.0%		
	Ch 5				#DIV/0!	83.0	15	12	80.0%		
State Obj 3	Ch 6	75.76	11	9	81.8%	78.2	15	11	73.3%	77.0%	76.9%
State Obj 4 (4d)	Ch 7	82.9	11	9	81.8%	78.6	15	12	80.0%	80.7%	80.8%
State Obj 5 (4e)	Ch 8	73.8	11	8	72.7%	75.0	14	11	78.6%	74.4%	76.0%
State Obj 6 (4f)	Ch 9	81.0	10	7	70.0%	77.6	15	10	66.7%	78.6%	77.6%
	Ch 10	79.8	11	9	81.8%	76.0	14	12	85.7%		
	Ch 11	83.6	10	8	80.0%	73.6	16	13	81.3%		
State Obj 7	Ch 12	76.1	11	9	81.8%	82.2	16	14	87.5%	79.1%	85.2%
State Obj 8 (4h)	Ch 13	82.1	10	9	90.0%	79.5	16	14	87.5%	80.1%	88.0%
	Ch 14	74.1	9	7	77.8%	84.6	15	14	93.3%		

Objective		Quizzes									
		ECON 222 (Face-to-Face Classes)				ECON 222 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	90.4	12	12	100.0%	87.0	17	16	94.1%	84.1%	89.5%
	Ch 2	80.4	12	10	83.3%	78.6	16	13	81.3%		
State Obj 2 (4b)	Ch 3	75.9	11	8	72.7%	75.4	16	12	75.0%	88.6%	92.9%
	Ch 4	82	10	7	70.0%	81.8	16	16	100.0%		
	Ch 5				#DIV/0!	88.6	14	13	92.9%		
State Obj 3 (4c)	Ch 6	74.5	11	8	72.7%	81.9	15	14	93.3%	78.2%	84.6%
State Obj 4 (4d)	Ch 7	82.5	10	10	100.0%	85.9	15	14	93.3%	84.2%	96.0%
State Obj 5 (4e)	Ch 8	76.1	11	8	72.7%	75.8	16	12	75.0%	76.0%	74.1%
State Obj 6 (4f)	Ch 9	77.9	10	7	70.0%	79.4	16	12	75.0%	79.1%	75.9%
	Ch 10	79.3	11	9	81.8%	78.9	16	13	81.3%		
	Ch 11	82.8	10	8	80.0%	76.2	16	11	68.8%		
State Obj 7	Ch 12	74.6	11	8	72.7%	78.8	15	12	80.0%	76.7%	76.9%
State Obj 8 (4h)	Ch 13	79.9	10	9	90.0%	74.7	15	10	66.7%	77.1%	74.0%
	Ch 14	78.6	9	7	77.8%	75.4	16	11	68.8%		

All Courses for 2018-2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	83.7%	88.7%
State Obj 2 4b	83.4%	88.8%
State Obj 3 4c	77.6%	80.8%
State Obj 4 4d	82.5%	88.2%
State Obj 5 4e	75.2%	80.4%
State Obj 6 4f	78.8%	76.8%
State Obj 7 4g	77.9%	81.1%
State Obj 8 4h	78.6%	81.0%

**ECON 222-Online Courses
2017-2018**

Objective		Aplia Assignments													
		ECON 222-3N0 (Online) Summer 2018				ECON 222-1N0 (Online) Fall 2018				ECON 222-1N0 (Online) Spring 2019					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	91.3	9	9	100.0%	80.75	8	7	87.5%					81.3%	87.5%
	Ch 2	78.1	8	6	75.0%	74.9	7	6	85.7%						
State Obj 2 (4b)	Ch 3	74.3	8	7	87.5%	85.8	7	7	100.0%					83.3%	91.3%
	Ch 4	84.7	9	9	100.0%	88.8	7	7	100.0%						
	Ch 5	80.3	8	6	75.0%	85.6	7	6	85.7%						
State Obj 3	Ch 6	75.7	8	6	75.0%	80.7	7	5	71.4%					78.2%	73.3%
State Obj 4 (4d)	Ch 7	77.2	8	6	75.0%	79.9	7	6	85.7%					78.6%	80.0%
State Obj 5 (4e)	Ch 8	73.5	7	5	71.4%	76.4	7	6	85.7%					75.0%	78.6%
State Obj 6 (4f)	Ch 9	72.6	8	5	62.5%	82.6	7	5	71.4%					75.7%	77.8%
	Ch 10	78.3	8	7	87.5%	73.6	6	5	83.3%						
	Ch 11	75.0	9	7	77.8%	72.1	7	6	85.7%						
State Obj 7	Ch 12	83.9	9	9	100.0%	80.4	7	5	71.4%					82.2%	87.5%
State Obj 8 (4h)	Ch 13	77.7	9	9	100.0%	81.3	7	5	71.4%					82.1%	90.3%
	Ch 14	90.5	8	8	100.0%	78.7	7	6	85.7%						

Objective		Quizzes													
		ECON 222-3N0 (Online) Summer 2018				ECON 222-3N0 (Online) Fall 2018				ECON 222-1N0 (Online) Spring 2019					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	88.3	9	9	100.0%	85.6	8	7	87.5%					82.8%	87.9%
	Ch 2	77.8	9	8	88.9%	79.3	7	5	71.4%						
State Obj 2 (4b)	Ch 3	78.8	8	7	87.5%	71.9	8	5	62.5%					81.9%	89.1%
	Ch 4	82.2	9	9	100.0%	81.4	7	7	100.0%						
State Obj 3 (4c)	Ch 5	86.4	7	6	85.7%	90.7	7	7	100.0%					81.9%	93.3%
	Ch 6	73.8	8	7	87.5%	90	7	7	100.0%						
State Obj 4 (4d)	Ch 7	88.1	8	8	100.0%	83.6	7	6	85.7%					85.9%	93.3%
State Obj 5 (4e)	Ch 8	73.9	9	6	66.7%	77.7	7	6	85.7%					75.8%	75.0%
State Obj 6 (4f)	Ch 9	76.1	9	7	77.8%	82.6	7	5	71.4%					78.2%	75.0%
	Ch 10	83.3	9	8	88.9%	74.5	7	5	71.4%						
	Ch 11	75.0	9	5	55.6%	77.4	7	6	85.7%						
State Obj 7	Ch 12	78.9	9	7	77.8%	78.6	6	5	83.3%					78.8%	80.0%
State Obj 8 (4h)	Ch 13	70.6	8	5	62.5%	78.7	7	5	71.4%					75.0%	67.7%
	Ch 14	70.6	9	5	55.6%	80.2	7	6	85.7%						

This course was redesigned in Spring 2019 so this assessment tool is no longer valid. A new assessment will be set up for next year

Composite Online Courses 2018-2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	82.0%	87.7%
State Obj 2 4b	82.6%	90.2%
State Obj 3 4c	80.1%	83.3%
State Obj 4 4d	82.2%	86.7%
State Obj 5 4e	75.4%	76.7%
State Obj 6 4f	76.9%	76.3%
State Obj 7 4g	80.5%	83.9%
State Obj 8 4h	78.5%	79.0%

ECON 222-Face-to-Face Courses

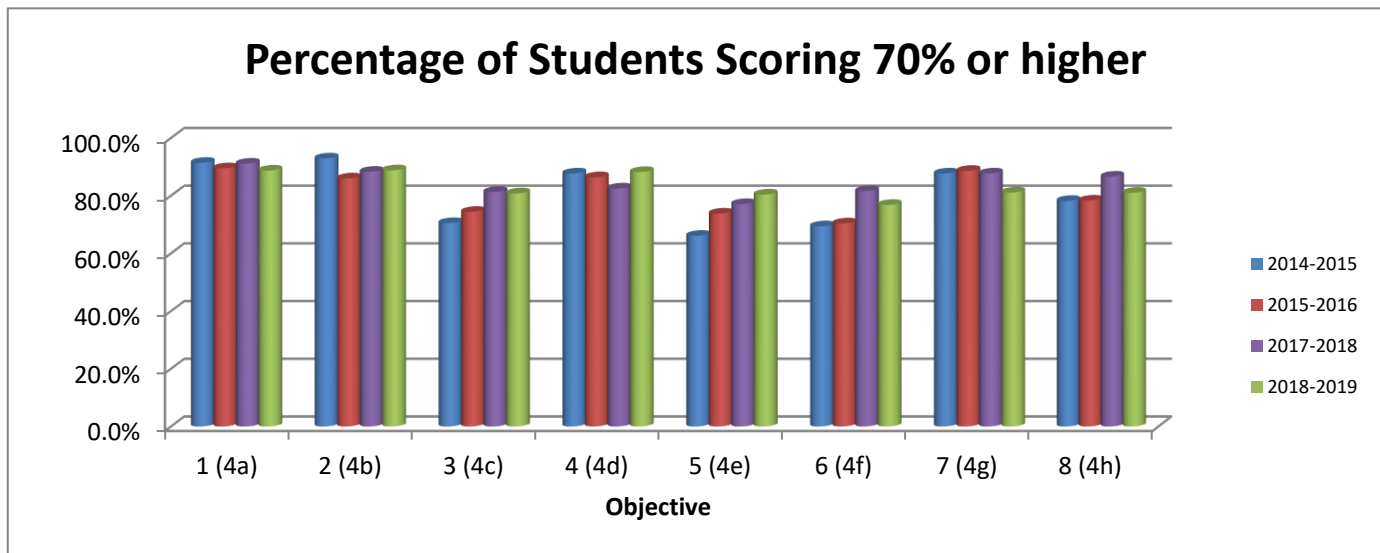
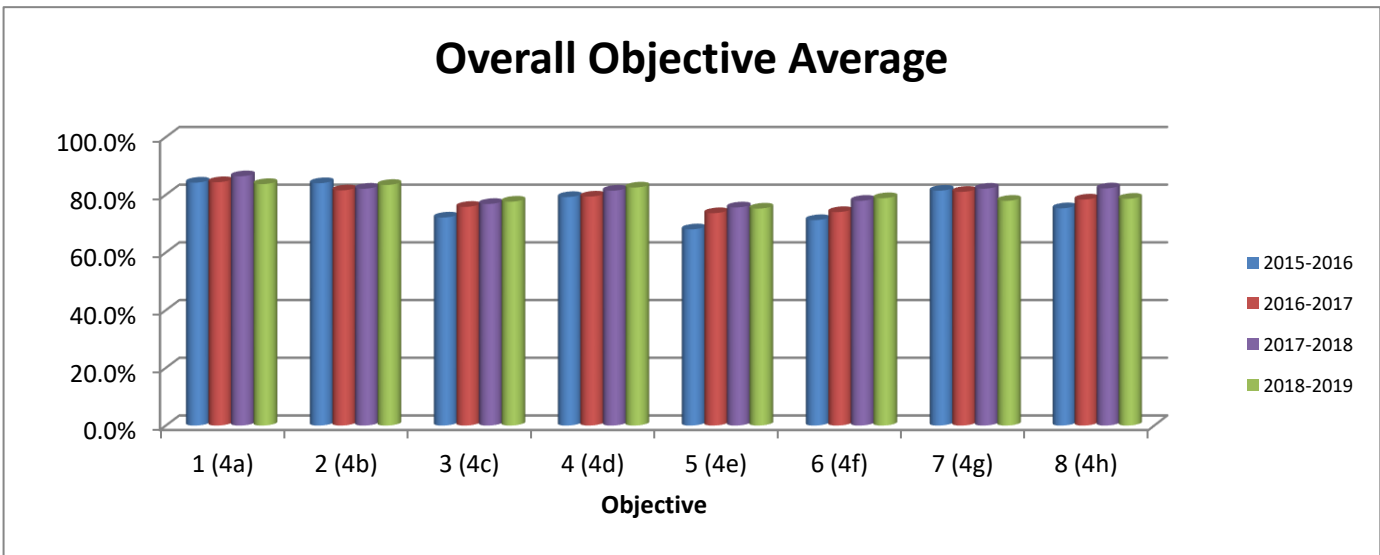
Aplia Assignments										
ECON 222-301 (Face-to-Face) Fall 2018										
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a)	Ch 1	87.8	13	13	100.0%					#DIV/0!
	Ch 2	82.9	13	10	76.9%					#DIV/0!
										85.4% 88.5%
State Obj 2 (4b)	Ch 3	88.1	11	11	100.0%					#DIV/0!
	Ch 4	92.6	10	10	100.0%					#DIV/0!
	Ch 5				#DIV/0!					#DIV/0!
										90.4% 100.0%
State Obj 3	Ch 6	75.76	11	9	81.8%					#DIV/0!
State Obj 4 (4d)	Ch 7	82.9	11	9	81.8%					#DIV/0!
										82.9% 81.8%
State Obj 5 (4e)	Ch 8	73.8	11	8	72.7%					#DIV/0!
										73.8% 72.7%
State Obj 6 (4f)	Ch 9	81.0	10	7	70.0%					#DIV/0!
	Ch 10	79.8	11	9	81.8%					#DIV/0!
	Ch 11	83.6	10	8	80.0%					#DIV/0!
										81.5 77.4%
State Obj 7	Ch 12	76.1	11	9	81.8%					#DIV/0!
State Obj 8 (4h)	Ch 13	82.1	10	9	90.0%					#DIV/0!
	Ch 14	74.1	9	7	77.8%					#DIV/0!
										76.1% 81.8%
										78.1% 84.2%

Quizzes										
ECON 222-301 (Face-to-Face) Fall 2018										
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a)	Ch 1	90.4	12	12	100.0%					#DIV/0!
	Ch 2	80.4	12	10	83.3%					#DIV/0!
										85.4% 91.7%
State Obj 2 (4b)	Ch 3	75.9	11	8	72.7%					#DIV/0!
	Ch 4	82	10	7	70.0%					#DIV/0!
	Ch 5				#DIV/0!					#DIV/0!
										79.0% 71.4%
State Obj 3 (4c)	Ch 6	74.5	11	8	72.7%					#DIV/0!
										74.5% 72.7%
State Obj 4 (4d)	Ch 7	82.5	10	10	100.0%					#DIV/0!
										82.5% 100.0%
State Obj 5 (4e)	Ch 8	76.1	11	8	72.7%					#DIV/0!
										76.1% 72.7%
State Obj 6 (4f)	Ch 9	77.9	10	7	70.0%					#DIV/0!
	Ch 10	79.3	11	9	81.8%					#DIV/0!
	Ch 11	82.8	10	8	80.0%					#DIV/0!
										80.0 77.4%
State Obj 7	Ch 12	74.6	11	8	72.7%					#DIV/0!
State Obj 8 (4h)	Ch 13	79.9	10	9	90.0%					#DIV/0!
	Ch 14	78.6	9	7	77.8%					#DIV/0!
										74.6% 72.7%
										79.3% 84.2%

Composite Face-to-Face Courses 2018-2019		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	85.4%	90.0%
State Obj 2 4b	84.7%	85.7%
State Obj 3 4c	75.1%	77.3%
State Obj 4 4d	82.7%	90.5%
State Obj 5 4e	75.0%	72.7%
State Obj 6 4f	80.7%	77.4%
State Obj 7 4g	75.4%	77.3%
State Obj 8 4h	78.7%	84.2%

* Course is only offered face-to-face in the fall

ECON 222 Composite Trend Data								
Objective	Overall Objective Average				% of Students Scoring 70% or higher			
	2015-2016	2016-2017	2017-2018	2018-2019	2014-2015	2015-2016	2017-2018	2018-2019
1 (4a)	84.2%	84.4%	86.4%	83.7%	91.4%	89.5%	91.1%	88.7%
2 (4b)	84.0%	81.5%	82.1%	83.4%	92.9%	86.0%	88.3%	88.8%
3 (4c)	72.1%	75.8%	76.8%	77.6%	70.5%	74.4%	81.3%	80.8%
4 (4d)	79.2%	79.4%	81.4%	82.5%	87.7%	86.4%	82.5%	88.2%
5 (4e)	68.0%	73.6%	75.6%	75.2%	66.1%	73.8%	77.1%	80.4%
6 (4f)	71.2%	74.0%	77.9%	78.8%	69.4%	70.4%	81.6%	76.8%
7 (4g)	81.4%	81.0%	82.1%	77.9%	87.7%	88.6%	87.7%	81.1%
8 (4h)	75.3%	78.3%	82.2%	78.6%	78.2%	78.3%	86.6%	81.0%



Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: PSCI 102 – American National Government

Faculty: Gregory M. Rapp

Common Core No.: POLS 1213

<u>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>
<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>A total of 90 students were assessed for the 2018–2019 academic year.</p> <p>All 90 students took this political science course (PSCI 102) as an online course at Clovis Community College.</p> <p>This is a compilation of results from the 2018 – 2019 academic year. All students were assessed using a number of assignments, including weekly quizzes and weekly essays/discussion board essays. Weekly quizzes consisted of multiple-choice questions worth 20 points each, for a total of 15 weekly quizzes. Weekly essays/discussion board essays consisted of 300-word responses (worth 30 points each, with 15 total discussion essays throughout the semester) to questions pulled from the assigned textbook, <i>The</i></p>	<p>Benchmark: Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a far better benchmark than a 70% (or low-C). Students need to have at least a 70% or C in the class to transfer this course to many universities and colleges within and outside of the state of New Mexico. Thus, 75% pushes the bar a bit higher than simply passing. Students are encouraged to do their best from the very beginning, and the expectations for the course clearly state this in the syllabus.</p> <p>Explain the historical and political foundations of the government of the United States.</p> <p>Explain the precursors to, and the development and adoption of the United States Constitution.</p> <p><i>Covered in Chapters 01 and 02 of THE LOGIC OF AMERICAN POLITICS (8th ed.).</i></p>	<p>Benchmark Met.</p> <p>The students did a great job tackling the rather complicated nature of the American government’s political and historical foundations. However, to be fair, most students should know some of this information prior to entering this class. Much of what is covered in PSCI 102 isn’t necessarily new information, with the exception of collective action problems, which are used to contextualize the political problems we have in U.S. government. Moreover, students took on the task of identifying and explaining the precursors to the development and adoption of the United States’ Constitution. Again, this shouldn’t have been very hard, as much of the information is familiar, to a point. The nature of federalism, its development, and so on are common knowledge to those students who have taken an American history or civics class in the past. Nevertheless, the problems students seem to be having are issues pertaining to collective action problems, and how these problems best explain the nature and logic of American politics. Discrepancies between “Weekly Essays” and</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p><i>Logic of American Politics</i> (8th ed.). Further, students had to reply to peer posts using substantial and relevant postings. Students were required to cite and integrate their textbook at least twice and a secondary (academic) article at least once per initial posting. The secondary academic article must be chosen from a list of curated articles (found within each module and specific to the topics of the chapters being covered). Additional citations and integrations were deemed optional; however, they were highly encouraged.</p>	<p>Weekly Essays (Taken from Weeks 01/02 and 02/03): 84.1% (Chapter 01) AND 83.7% (Chapter 02).</p> <p>Weekly Quizzes (Taken from Weeks 01/02 and 02/03): 92.02% (Chapter 01) AND 91.67% (Chapter 02).</p> <p>Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power.</p> <p>Covered in Chapter 03 of LOGIC OF AMERICAN POLITICS (8th ed.).</p> <p>Weekly Quizzes (Taken from Week 03/04): 91.36% (Chapter 03)</p> <p>Weekly Essays (Taken from Week 03/04): 81.23% (Chapter 03).</p>	<p>“Weekly Quizzes” comes down to some important factors. Many students believe they are taking a <i>political science</i> course and wrongly assume, I might add, that they do not need to know how to write coherent and logically consistent arguments for their discussion boards. I have taken a number of actions to push students to do their best, but (again) they assume this is a political science class and not an English class. Therefore, writing is not considered a necessary skill for success in this course (by students, that is). This confusion is interesting to me, as most (if not all) political science courses at other universities and colleges are writing intensive. Nevertheless, I hope to convince students with lectures, in-class discussions, and announcement-based assignments to take the writing in this course seriously, as it will only help them in the future. Students are also reluctant to deep reading of the assigned reading materials. I have instructed students to use the <i>strategic</i> reading method to help them tackle large chunks of text, but many only perform cursory readings of the assigned texts. This, too, has impacted grades tremendously. In the future, I will stress the</p>

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<u>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>
			importance of strategic reading and deeper (more meaningful) readings of assigned textual materials.
<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. 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>A total of 90 students were assessed for the 2018–2019 academic year.</p> <p>All 90 students took this political science course (PSCI 102/POLS 1120) as an online course at Clovis Community College.</p> <p>This is a compilation of results from the 2018 – 2019 academic year. All students were assessed using a number of assignments, including weekly quizzes and weekly essays/discussion board essays. Weekly quizzes consisted of multiple-choice questions worth 20 points each, for a total of 15 weekly quizzes.</p>	<p>Explain the development and role of political parties and interest groups.</p> <p><i>Covered in Chapters 12 and 13 of THE LOGIC OF AMERICAN POLITICS (8th ed.).</i></p> <p>Weekly Essays (Taken from Weeks 12/13 and 13/14): 85.12% (Chapter 12) AND 80% (Chapter 13).</p> <p>Weekly Quizzes (Take from Weeks 12/13 and 13/14): 91.59% (Chapter 12) AND 95.45% (Chapter 13).</p> <p>Describe the role of demographics, public opinion and the media in American politics.</p> <p><i>Covered in Chapters 10, 11, and 14 of</i></p>	<p>Benchmark Met. Although this benchmark has been met, I do have some concerns. Students appear to be struggling to grasp the information concerning political parties and interest groups and their role in American government and politics. With that said, I have noticed that ideological biases do make students write the darnedest things. They want to use their personal experiences as a model for what really happens with political parties and interest groups. While these experiences are not unimportant, they are problematic, as they don't paint the full picture. Students have trouble overcoming these biases, despite being told they need to leave their personal ideological/political beliefs behind in order to adequately study these phenomena. This conflict with ideological</p>

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<u>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>
	<p>Weekly essays/discussion board essays consisted of 300-word responses to questions pulled from the assigned textbook, <i>The Logic of American Politics</i> (8th ed.). Further, students had to reply to peer posts using substantial and relevant postings. Students were required to cite and integrate their textbook at least twice and a secondary (academic) article at least once per initial posting. Additional citations and integrations were deemed optional.</p>	<p>Benchmark: Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a far better benchmark than a 70% (or low-C). Students need to have at least a 70% or C in the class to transfer this course to many universities and colleges within and outside of the state of New Mexico. Thus, 75% pushes the bar a bit higher than simply passing. Students are encouraged to do their best from the very beginning, and the expectations for the course clearly state this in the syllabus.</p> <p>THE LOGIC OF AMERICAN POLITICS (8th ed.).</p> <p>Weekly Quizzes (Taken from Weeks 10/11, 11/12, AND 14/15): 95.56% (Chapter 10), 96.32% (Chapter 11), AND 95.44% (Chapter 14).</p> <p>Weekly Essays (Taken from Weeks 10/11, 11/12, AND 14/15): 86.11% (Chapter 10), 88.17% (Chapter 11), AND 82.92% (Chapter 14).</p>	<p>preferences/stances seems to cause problems for those chapters that cover demographics, media, and public opinion as well. For example, students believe that race, gender, socio-economic class, and the like have little to no bearing on one’s political stances, ideological preferences, and their political activities, despite evidence to the contrary. Again, this appears to be an issue where students cannot reconcile their ideological beliefs with the evidence that is in front of them. Views of the media are quite abysmal, which is ironic considering some students like to quote from Fox News or even CNN. Much of this might be linked to the current political situation of the United States (as of 2018/2019).</p> <p>Again, discrepancies between “Weekly Quizzes” and “Weekly Essays” appear to be linked with those views concerning what constitutes acceptable work in a political science course.</p>

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All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
<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>Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy.</p> <p><i>Covered in Chapters 06, 07, 08, AND 09 of THE LOGIC OF AMERICAN POLITICS.</i></p> <p>Weekly Quizzes (Taken from Weeks 06/07, 07/08, 08/09, 09/10): 88.6% (Chapter 06), 93.8% (Chapter 07), 93.46% (Chapter 08), AND 95.57% (Chapter 09).</p> <p>Weekly Essays (Taken from Weeks 06/07, 07/08, 08/09, 09/10): 86.04% (Chapter 06), 80.93% (Chapter 07), 86.81% (Chapter 08), AND 75% (Chapter</p>	<p>Benchmark Met. Although the benchmark has been met, I have some reservations, particularly when it comes to Chapter 09, which covers the judicial branch. Students have an incredibly difficult time penetrating the legalese that often comes with discussions pertaining to the judicial branch. That means I will consider offering a cheat sheet to help students approach this topic and the legalese that comes with it. I will also offer videos and Canvas announcements to help students penetrate and engage with this chapter on a deeper and more meaningful level.</p> <p>Overall, I am impressed with student progress here. Students are or should be familiar with the different branches of government prior to taking this course, so that helps as well.</p>

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 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<p>Competencies (Learning Outcomes Being Measured)</p>	<p>Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p>Assessment Results</p>	<p>How Results Will Be Used To Make Improvements</p>
		09).	Again, discrepancies between “Weekly Quizzes” and “Weekly Essays” appear to be linked with those views concerning what constitutes acceptable work in a political science course.
<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 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>A total of 90 students were assessed for the 2018–2019 academic year.</p> <p>All 90 students took this political science course (PSCI 102/POLS 1120) as an online course at Clovis Community College.</p> <p>This is a compilation of results from the 2018 – 2019 academic year. All students were assessed using a number of assignments, including weekly quizzes and weekly essays/discussion board essays. Weekly quizzes consisted of multiple-choice questions worth 20 points each, for a total of 15 weekly quizzes.</p>	<p>Benchmark: Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a far better benchmark than a 70% (or low-C). Students need to have at least a 70% or C in the class to transfer this course to many universities and colleges within and outside of the state of New Mexico. Thus, 75% pushes the bar a bit higher than simply passing. Students are encouraged to do their best from the very beginning, and the expectations for the course clearly state this in the syllabus.</p> <p>A total of 90 students were assessed for the 2018–2019 academic year.</p> <p>All 90 students took this political science</p>	<p>Benchmark Met.</p> <p>I am quite impressed with students here. Often students struggle to distinguish <i>civil rights</i> and <i>civil liberties</i>. However, students are becoming increasingly more aware of what these concepts are prior to taking this course. Moreover, I believe those who are not familiar with <i>civil liberties</i> and <i>civil rights</i>, are able to better understand these concepts with the guiding hand of <i>The Logic of American Politics</i>.</p>

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All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<u>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>
	Weekly essays/discussion board essays consisted of 300-word responses to questions pulled from the assigned textbook, <i>The Logic of American Politics</i> (8 th ed.). Further, students had to reply to peer posts using substantial and relevant postings. Students were required to cite and integrate their textbook at least twice and a secondary (academic) article at least once per initial posting. Additional citations and integrations were deemed optional.	course (PSCI 102/POLS 1120) as an online course at Clovis Community College. This is a compilation of results from the 2018 – 2019 academic year. All students were assessed using a number of assignments, including weekly quizzes and weekly essays/discussion board essays. Weekly quizzes consisted of multiple-choice questions worth 20 points each, for a total of 15 weekly quizzes. Weekly essays/discussion board essays consisted of 300-word responses to questions pulled from the assigned textbook, <i>The Logic of American Politics</i> (8 th ed.). Further, students had to reply to peer posts using substantial and relevant postings. Students were required to cite and integrate their textbook at least twice and a secondary (academic) article at least once per initial posting. Additional citations and integrations were deemed optional. Benchmark: Students needed to complete assignments with at least a	

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<u>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>
		<p>75%. It has been decided that a mid-C was a far better benchmark than a 70% (or low-C). Students need to have at least a 70% or C in the class to transfer this course to many universities and colleges within and outside of the state of New Mexico. Thus, 75% pushes the bar a bit higher than simply passing. Students are encouraged to do their best from the very beginning, and the expectations for the course clearly state this in the syllabus.</p>	

Faculty Member Completing Assessment: Greg Rapp

Date: May 2019

Reviewed by: Monica Sanchez
 (Division chair)

Date: June 2019

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	Outstanding (7.5)	Good (6)	Average (5.25)	Limited (4.5)	Flawed (3.75)
Demonstrates Careful Reading & Inquiry into Subject	Discussion post: <ul style="list-style-type: none"> Shows serious contemplation of readings Shows original thought that goes far beyond the obvious 	Discussion post: <ul style="list-style-type: none"> Indicates reading was completed Addresses some of the prompt's implications 	Discussion post: <ul style="list-style-type: none"> Relies primarily on plot summary 	Discussion post: <ul style="list-style-type: none"> Suggests reading assignment scanned but not read carefully Rehashes ideas from other posts 	Discussion post: <ul style="list-style-type: none"> Gives little indication that the reading assignment was completed Post is not relevant to the module questions or current discussion
Responsibly Cited; Offers Examples	The textual evidence used: <ul style="list-style-type: none"> supports writer's point ("proves" it) are original (unexpected evidence choices and/or uses evidence from multiple places of the text) properly integrated and cited (not just dropped in) 	The textual evidence used: <ul style="list-style-type: none"> supports writer's point ("proves" it) is somewhat predictable is not well integrated and/or cited 	The textual evidence used: <ul style="list-style-type: none"> there are too few examples; relies mostly on generalizations some evidence does not effectively support writer's point evidence is poorly integrated and/or cited 	The textual evidence used: <ul style="list-style-type: none"> poor summary and/ or paraphrase dominates quotes used are not integrated quotes do not make sense as support quoted material is out of context 	No evidence is used; textual evidence (even paraphrased or summarized evidence) is flimsy at best
Quality of Prose	Post is: <ul style="list-style-type: none"> Clear & articulate Has correct grammar, punctuation, usage, etc. 	Contains minor errors that don't cloud meaning	Contains several proofing errors	Post is sloppy, uses text messaging shortcuts; hard for readers to follow Fails to use capital letters or punctuation	Contains multiple mechanical errors <ul style="list-style-type: none"> Diction is Informal and/or inappropriate
Engagement with Others	<ul style="list-style-type: none"> Shows concerted and honest effort to engage with others Responds to ideas in a way that advances discussion 	<ul style="list-style-type: none"> Shows attention to other posts in the thread Incorporates and acknowledges ideas of others in attempt to advance the 	<ul style="list-style-type: none"> Offers little interaction with other posts in the thread Mostly summarizes what others have said without adding to discussion 	<ul style="list-style-type: none"> Does not acknowledge other posts Misrepresents content of other posts 	<ul style="list-style-type: none"> Ignores other posts in thread Does not engage with others

	beyond the obvious •Interacts easily & accurately with other posts in the thread	discussion (perhaps in predictable ways)			
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Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: PSY 101 – Introductory Psychology

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1110

Students: 65 (Summer 2018, Fall 2018 & Spring 2019)

<u>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>
<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>Essay questions, and four exams are required that cover each unit are correlated to a specific competency. Also a pre-test and post-test is completed. A paper and or presentation requires research on topics related to the course content. A project is required that allows them to have a better understanding of themselves and the culture they live in.</p> <p>Sample size was 65 on Pre-Test and Post-Test. Questions did relate to Pre Exam.</p>	<p>Average grades on the exams, project based activities, and pre-test indicate a pass rate of 82% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation for the Intro to Psychology course.</p> <p>Sample Size: 65</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically in the upcoming semesters. Competency 2 can be enhanced with a class debate allowing critical thinking regarding human behavior. Critical thinking will be emphasized in Competency 4 by selecting class projects that matches the social, economic, and ecological climate in the Social and Behavioral Sciences. They can also have a better understanding of how to improve their memory as well as how the left and right hemisphere of the brain differ in their functions. They also need to be more clear what critical thinking is and how to use it in real world situations. They can also apply it to how their cultural influences them.</p> <p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p> <p>I will strive to improve the course and more closely align the learning objectives with each exam question. More focus on the learning objective will be addressed.</p>

Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Page 2 of 3 Course: PSY 101 – Introductory Psychology

Common Core No.: NMCCN PSY 1110

<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. 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>Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric. Students will vote on what topic they will debate regarding important social institution that influence them and their society.</p>	<p>Average scores on the individual presentation indicated the following: Competency 1: 82% Competency 2: 84% Competency 3: 81% Competency 4: 85%</p>	
<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>Students are required to complete a paper or presentation to encourage a better understanding of how society shapes human behavior. They are also required to complete four exams, covering all the chapters in the text except one. A project is required that gives them a better understanding of themselves and their society.</p>	<p>A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (85%) as opposed to exams and discussions questions. The course is also offered online, where scores are within a normal standard deviation from the traditional course.</p>	<p>Instructions will be made clearer about what is expected on the paper and presentations as well as the projects and bonus assignments. Turnitin.com was implemented this semester for the papers and will be used again next year if possible.</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 citizens who can</p>	<p>Students are required to debate topics that integrate and measure all four competencies noted in the grading rubric. The debates are dedicated to an issue/concern related to each student’s community. They complete a portfolio assignment encouraging in the topics and global social issues.</p>	<p>The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 82%. Students were more interested in national controversies as opposed to local and state issues. Same sex marriage, euthanasia, abortion and the death penalty were the main issues they were interested in.</p>	<p>Will have students vote, prior to each class, concerning what issue they want to debate what they are most interested in.</p>

All class assessment forms are due to your division chair by July 1.

critically examine and work toward quality of life within a framework of understanding and justice.

End – Social/Behavioral Sciences

Faculty Member Completing Assessment: Dana Albright May 2019
Date

Reviewed by: Monica Sanchez June 2019
(Division Chair) Date

All class assessment forms are due to your division chair by July 1.

Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: PSY 106 – Human Growth and Development

Common Core No.: NMCCN PSYC 1113

Faculty: Dana Albright

Students: 35 (Fall 2018 & Spring 2019)

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
<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. 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>Students complete four exams and a pre/post-test. They write a paper and short answer questions. The required exams and activities are matched to the state competencies and are identified as such. A paper and/or presentation requires research on topics related to course content. A project is required that allows them to have a better understanding of themselves and the culture they live in. Sample size was 35 on both the Pre-test and Post-test.</p>	<p>Average grades on the exams (84%), post-test (81%) and paper (83%) exceeded the benchmark of (75%).</p> <p>Sample Size: 35</p>	<p>Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, and mastery. Though the benchmark was exceeded, revisions should be made to reflect a global perspective of current events. Each stage of Erikson’s Theory will be more clearly explained as was the case this year. They were given a better understanding of the scientific method and how it relates to anecdotal evidence as opposed to scientific evidence.</p> <p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to interject the global perspectives into each exam, project based activities, and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state. I will give more clear expectations for each assignment in class I will strive to improve the course and more closely align the learning objectives with each exam question. More focus on learning objectives will be addressed.</p>
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics,</p>	<p>Prior to required group activities and individual presentations students are provided with a grading rubric that matches the expectations implied in all four</p>	<p>Average scores on the projects indicated the following: Competency 1: 82% Competency 2: 83%</p>	

<p>geography, economics, culture, biology, history, and social institutions. 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>competencies. Previous units have addressed each competency before the assignment.</p>	<p>Competency 3: 80% Competency 4: 84%</p>	
<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>Students are required to complete a paper or presentation and one activity to encourage understanding of how society shapes human behavior. They complete four exams on textbook readings as they gain experience in academic readings.</p>	<p>Papers and presentation averaged 80%. Activities averaged 83%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.</p>	<p>Will improve their focus on how society and the social groups effect human behavior. I will have their paper or presentation give more focus on the influence society has on their behavior. I will be more clear about the instructions for the assignments and Turn-it-in.com was implemented for use on their paper and I will continue to use it for future</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</p>	<p>Debates about relevant issues and ethical dilemmas are conducted throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency. A portfolio of assignments encourages engagement in the topics and global social issued.</p>	<p>Debates were a successful learning strategy allowing them to think critically and evaluate relevant issues. The activities were the most successful learning strategy and allowed the instructor to measure the competencies through writing (81%).</p>	<p>Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in, and how it relates to the culture they live in or have lived in.</p>

All class assessment forms are due to your division chair by July 1.

citizens who can critically examine and work toward quality of life within a framework of understanding and justice.			
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Faculty Member Completing Assessment: Dana Albright May 2019

Date

Reviewed by: Monica Sanchez June 2019

Date

(Division Chair)

Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: PSY 201 – Child Psychology

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

Students: 20 (Fall 2018 & Spring 2019)

<u>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>
<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>Four (4) exams, essay questions and pre-test/post-test for each unit are correlated to a specific competency. This is required for the online class also. A paper and/or presentation requires research on topics related to course content. A Three Ages project gives them a better understanding of the theory of Jean Piaget. Sample size was 20 on the Pre and Post Test.</p>	<p>Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 84% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course. Sample size was 20.</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to encourage social consciousness. Critical thinking will be emphasized in Competency 4 with a class project that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.</p> <p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p> <p>I will strive to improve the course more closely align the learning objectives with each exam question. More focus on learning objective will be addressed.</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</p>	<p>Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric. Students will vote on what topics they will debate regarding important social institutions that influence children. The debated on Abortion and Death Penalty.</p>	<p>Average scores on the individual presentation indicated the following:</p> <p>Competency 1: 83% Competency 2: 81% Competency 3: 78% Competency 4: 8%</p> <p>(Each higher than the 75% benchmark)</p>	<p>Will continue to improve their understanding of Piaget’s Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interview children of three different age groups and compare their findings to Piaget’s Theory. I will make it more clear to them what is expected for this project, and how it will improve their knowledge of Piaget’s Theory.</p>

<p>of their society and other societies and cultures in the world.</p>			
<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>Students are required to write a paper or give a presentation that gives them a better understanding of how society shapes a child’s behavior. They are also required to complete four exams covering all the chapters in the text except one.</p>	<p>A summary analysis of final scores was higher for this activity (87%) than for exams and discussions questions (81%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p>	<p>Will have the paper and presentation give more focus on the influence of society on their behavior. I will also make the instructions clearer about what is expected on the paper and presentation. Turnitin.com was implemented for use on their paper and will continue to use it in future semesters. I will be clearer about the instructions for the paper, presentation, and project.</p>
		<p>The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%.</p>	<p>Instructions will be clearer about what is expected for the Three Ages project and how it applies to Piaget’s Theory.</p>

Faculty Member Completing Assessment: Dana Albright May 2019

Reviewed by: Monica Sanchez June 2019
(Division Chair) *Date*

All class assessment forms are due to your division chair by July 1.

Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: Sociology 101 – Introductory Sociology

Faculty: J. Scott Richeson

Common Core No.: SOCI 1113

<u>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>
<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:</p> <p>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>This analysis is based on 78 students (18 in the Fall semester of 2018, 42 in Spring of 2019, and 18 in the summer semester of 2018). As customary, whenever necessary, missing submissions have been removed from the analysis.</p> <p>This core competency area was assessed with the following three written essay responses: Unit 1 Q1 (sociological paradigms), Unit 2 Q1 (cultures & subcultures), and Q7 (groupthink in social institutions). Students were graded primarily on the accuracy and content of their written work. This year, the essay instructions/prompts were significantly expanded (often more than 240 words). So I have not included them here all verbatim. However, that content is available upon request.</p> <p>On the final exam, questions 21 (social science as an academic</p>	<p>The benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>The following percent of the students met the benchmark:</p> <p>Unit 1 Q1: 98.30 percent</p> <p>Unit 2 Q7: 94.52 percent</p> <p>Unit 2 Q7: 94.52 percent</p> <p>On the proctored final exam question, the following percent of students got the correct answer:</p> <p>Exam Question 21: 87.17 percent</p> <p>Exam Question 22: 71.90 percent</p> <p>Exam Question 26: 92.30 percent</p> <p><u>Overall Exam Results:</u></p> <p>Overall, on the final proctored exam</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last year, I proposed to provide students a more details of my expectation for written work. I did this on the main landing page online and Unit 5.</p> <p>I proposed to provide more detail in my grading rubric about my expectations for written work. I tweaked the rubric a bit, but primarily updated and clarified various assignment instructions. This may have contributed to a high percent of students demonstrating competency on the sample of research essays that I assessed.</p> <p>I proposed to add additional questions to the final exam for assessment purposes. I did indeed add eight new assessment questions to the exam and modified several others as well as making significant improvements to many of the essay assignments. However, I did not add eight new assessment items to this particular competency area. This change led to increased validity of the assessment results. However, I did not add eight new</p>

	<p>discipline), 22 (value-free research) and 26 (trends in family size) were used for assessment.</p> <p>The assessment for learning outcome 1 was based on six graded portions of the overall course content.</p>	<p>in introductory sociology, 100 percent of students in the reporting year met the benchmark goal of at least 70 percent. This means that at least 70 percent of the students got the test questions correct. Of course, as usual, this excludes several cases where a student did not actually take the final exam and received a grade of zero.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome in all areas. In this case, the results from last year’s assessment were essentially similar.</p>	<p>questions for assessing this particular objective.</p> <p><u>Proposals for improvement in 2019-2020:</u> I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</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:</p> <p>Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>This core competency area was assessed with the following three written essay responses: Unit 1 Q2 (sociological imagination) and Unit 2 Q2 (how culture influence sociological theory) & Q3 (social/societal conflict).</p> <p>On the final exam, question 25 (socialization) was used for assessment.</p> <p>The assessment for learning</p>	<p>The benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>The following percent of the students met the benchmark:</p> <p>Unit 1 Q2: 98.30 percent</p> <p>Unit 2 Q2: 94.52 percent</p> <p>Unit 2 Q3: 94.52 percent</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last academic year, I proposed to update details in my grading rubric, which I did in the syllabus and in Unit 5 and 10 (see attachments previously submitted). I also added “red flag” warnings for automatic point deductions. As noted, we saw noticeable improvement on the essays from the last reporting year. This improvement may be attributed to the changes I made/</p> <p>I proposed to add additional questions to the</p>

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	<p>outcome 2 was based on four graded portions of the overall course content.</p>	<p>On the proctored exam question, 71.25 percent of the students got question 25 correct.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome in all areas. As for these results, we see noticeable improvement on the essays from the last reporting year – when only 62.5 percent of them met the benchmark of seventy percent.</p>	<p>final exam for assessment purposes. I did indeed add eight new assessment questions to the exam and modified several others as well as making significant improvements to many of the essay assignments. I added two additional essay questions (reformulated to match the core competency objective) for assessing this item. However, I did not add additional exam questions. Adding the additional essays for assessment improved the validity of my measures, but failure to add additional test items may have had a negative impact on validity.</p> <p>Last year, I noted that more instruction is needed on how religion can influence dietary choices. To accomplish that goal, I updated Unit 10 by adding more specific details on my expectations. Improvements on the essay portion of the exam may have resulted – since all assignment areas are always open for student viewing at any time during the semester.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes</p>
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			(SLOs).
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</p> <p>Students should:</p> <p>Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>This core competency area was assessed with the following four written essay responses: Unit 1 Q4 (alcoholism), Unit 2 Q6 (homelessness), and Unit 3 Q3 (mobility of the underclass).</p> <p>On the final exam, questions 23 (reciprocal interactions among self and society) and 27 (explanation of divorce) were used for assessment.</p> <p>The assessment for learning outcome 3 was based on five graded portions of the overall course content.</p>	<p>The benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>The following percent of the students met the benchmark:</p> <p>Unit 1 Q4 research essay: 83.8 percent</p> <p>Unit 2 Q6 research essay: 94.52 percent</p> <p>Unit 3 Q3 research essay: 100 percent</p> <p>The following percent of students answered the two final exam questions correctly:</p> <p>Exam Q23: 97.40 percent</p> <p>Exam Q27: 61.53 percent</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last year I proposed to add additional questions to the final exam for assessment purposes. I did indeed add eight new assessment questions to the exam and modified several others as well as making significant improvements to many of the essay assignments. I added one new question for assessing this objective and two new essay questions (reformulated to match the core competency objective). Doing this arguably increased the validity of my assessment reports.</p> <p>I proposed to improve assignment instructions, which I did in several units when needed. Doing this probably contributed to the fact that we saw a marked improvement from last year when only 75 percent of students met the goal in the research essay component.</p>

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		<p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome on the research essays, but not on one of the two final exam question. Here we see a marked improvement from last year when only 75 percent of students met the goal in the research essay component. In this case, results on the essays improved (from 72.5 percent), but performance on the exam declined dramatically.</p>	<p>I proposed to encourage students to access library databases. I did this in several places like the main landing page and units 4 and 5. This also included screen captures of the CCC library website posted within the assignments. Again, this change may have led to increased student learning and performance that we saw on the essay component for assessing this objective.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</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.</p> <p>Students should:</p> <p>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 citizens who can critically examine and work toward</p>	<p>This core competency area was assessed with the following five written essay responses: Unit 1 Q5 (recreational marijuana), Unit 3 Q1 (fairness in sentencing), Unit 3 Q4 (US policy on foreign aid) & Q5 (globalization), and Unit 4 Q5 (breaking the cycle of poverty for minority groups).</p> <p>On the final exam, question 24 (on survey construction) was used for</p>	<p>The benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>The following percent of the students achieved the benchmark:</p> <p>Unit 1 Q5: 83.30 percent</p> <p>Unit 3 Q1: 100 percent</p> <p>Unit 3 Q4: 100 percent</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last year, I proposed to update the grading rubric in the syllabus (which I did) – although I have created a completely new one for the next academic year (see attachment). Student results of the essays (to which the rubric applies) were excellent this year. This change seems to have been effective.</p> <p>I proposed to add additional questions to the final exam for assessment purposes. I did</p>

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<p>quality of life within a framework of understanding and justice.</p> <p>End – Social/Behavioral Sciences</p>	<p>assessment.</p> <p>The assessment for learning outcome 4 was based on five graded portions of the overall course content.</p>	<p>Unit 3 Q5: 100 percent</p> <p>Unit 4 Q5: 89.98 percent</p> <p>On the proctored exam question, 69.2 percent of the students correctly answered question number 24.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome on the research essays, but not on the final exam question.</p>	<p>indeed add eight new assessment questions to the exam and modified several others as well as making significant improvements to many of the essay assignments. Adding assessment items arguably increased the validity of the assessment for this core competency area – although it is less clear that this led to improved student learning.</p> <p>I did not add a new assessment item, but I added four new essay questions (reformulated to carefully match the wording of the core competency objective). Again, adding assessment items (either research essays or exam questions) can improve the validity of my measurements.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</p>
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Faculty Member Completing Assessment: J. Scott Richeson

Date: May 2019

Reviewed by: Monica Sanchez
(Division chair)

Date: June 2019

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Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: Sociology 212 – Contemporary Social Issues

Faculty: J. Scott Richeson

Common Core: SOCI 2113

<u>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>
<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:</p> <p>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>The analysis is based on 13 students in the Fall semester of 2018. As customary, missing submissions have been omitted from the analysis when necessary. For example, three students missed the final exam, so the percentages are based on ten actual completions.</p> <p>This core competency area is assessed in a Unit 1 Q3 research essay, where students were asked to “Describe how the scientific method and research are used to understand social problems, elaborate on the different types of research that are used, and characterize the problems and pitfalls of scientific research.” Students were graded primarily on the accuracy and content of their written work.</p> <p>Final Exam Q10 was also used for this assessment. “Which of the following is NOT one of the reasons that your textbooks lists of women</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>Unit a 1 Q3 research essay: 90.90 percent of the students met the goal of 70 percent or higher.</p> <p>Exam Q10: 90 percent of the students got question number 10 correct on the final examination.</p> <p>Exam Q11: 40 percent of the students got question number 11 correct on the final examination.</p> <p><u>Overall Exam Results:</u></p> <p>Overall, on the final proctored exam in Social Issues, 92.30 percent of students in the current reporting year achieved the benchmark goal of at least 70 percent. Of course, as usual, this figure excludes several cases where a student did not actually take the final exam and</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last year, I proposed to create a final proctored exam to better assess the learning outcomes being measured. I did that. This year (see below), I have expanded the number of questions. Adding new modes of assessment obviously increased the validity of my measurement.</p> <p>I proposed to update and improve my assignment instructions regarding the benefits of conducting outside research and my expectations. I did this in Unit 5, 9, and 10. As indicated, the benchmark was exceeded for this learning outcome on the research essays, and this may be due to the changes I implemented.</p> <p>Last year, I wrote, “I will develop and improve my assignment instructions (expectations) to better explain to students how they will be graded on exactly what my expectations are. This will involve a simple rubric reminding students about outside research. In my subject area, I see extremely detailed rubrics</p>

	<p>having a longer life expectancy?”</p> <p>Final Exam Q11: “According to your text, which of the following is NOT one of the main reasons for rising healthcare costs?” was used for assessment.</p> <p>The assessment for learning outcome 1 was based on three graded portions of the overall course content.</p>	<p>received a grade of zero.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome on the research essays, but not on one of the two final exam question. Both the research essay and exam components saw a significant decline this year.</p>	<p>as more of a hindrance than a help. I plan to make my instructions more detailed, but I see the rubric as more of a tool for providing certain “red flag” warnings.” I did not develop a rubric.</p> <p>I did update instructions for larger essays, but did not develop a detailed rubric. However, I believe I now have a very detailed rubric for essay responses. Please refer to the rubric attachment for additional details. These changes seem to be correlated with high student performance on the research essay component of my assessment.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</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:</p>	<p>This core competency area is assessed in a unit 2 research essay, where students were asked “What is the effect of the declining role of families in today's society on the stability of social institution of marriages?” Students were graded primarily on the accuracy and</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>Unit 2 research essay: 77.77 percent met that goal (removing students who did not submit).</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last year, I proposed to remind students that I can review/comment on rough drafts, which I did. As indicated, the benchmark was exceeded for this learning outcome in all areas. These positive results may be attributed to the changes I implemented.</p>

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<p>Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>content of their written work.</p> <p>Final Exam Q8 was also used for this assessment. “Most diseases can be classified as chronic or acute. Which of the following best describes the difference?”</p> <p>Final Exam Q15: “Which of the following best describes the feminist movement?” was used for assessment.</p> <p>The assessment for learning outcome 2 was based on three graded portions of the overall course content.</p>	<p>Exam Q8: 90 percent of the students got question number 8 correct on the final examination.</p> <p>Exam Q15: 100 percent of the students got question number 15 correct on the final examination.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome in all areas. These results are essentially the same as last academic year.</p>	<p>Last year, I proposed to create a final proctored exam to better assess the learning outcomes being measured. I did that. This year (see below), I have expanded the number of questions. Doing this has increased the validity of assessment results compared to the last academic year (when I did not yet have a proctored final examination).</p> <p>I proposed to update and improve my assignment instructions regarding the benefits of conducting outside research and my expectations. I did this in Unit 5, 9, and 10. Again, we see that a likely result of these changes was that the benchmark was exceeded for this learning outcome in all areas.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</p>
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<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</p> <p>Students should:</p> <p>Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>This core competency area is assessed in a unit 3 research essay, where students were asked, “How do the traditional sex-roles within families contribute to higher mortality among men?” Students were graded primarily on the accuracy and content of their written work.</p> <p>Final Exam Q7 was also used for this assessment. “Which of the following best defines cohabitation?”</p> <p>Final Exam Q9: “Socioeconomic status (SES) refers to people’s position in society as measured by their income, educational attainment, and occupational status. Which of the following is true about the relationship of SES to health?” was used for assessment.</p> <p>The assessment for learning outcome 3 was based on three graded portions of the overall course content.</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>Unit 3 research essay: 90.90 percent of the students achieved the target goal.</p> <p>Exam Q7: 100 percent of the students got question number 7 correct on the final examination.</p> <p>Exam Q9: 100 percent of the students got question number 9 correct on the final examination.</p> <p>The benchmark was exceeded for this learning outcome on the research essays in all areas.</p> <p><u>Comparison between years:</u></p> <p>Although the benchmark was also met last academic year, we see a noticeable improve in the research essay component. Last year, only 82.32 percent of students met the benchmark goal.</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last academic year, I proposed to create a final proctored exam to better assess the learning outcomes being measured. I did that. This year (see below), I have expanded the number of questions. This effort has increased the validity of my results and also encouraged students to more carefully read their textbooks in preparation for the final examination.</p> <p>I proposed to update and improve my assignment instructions regarding the benefits of conducting outside research and my expectations. I did this in Unit 5, 9, and 10. As a result, we saw a noticeable improvement in the research essay component compared to the 2017-2018 academic year.</p> <p>I proposed to update and improve my assignment instructions regarding the benefits of conducting outside research and my expectations. I did this in Unit 5, 9, and 10. Again, these changes can be a possible cause for the noticeable improvement in the research essay component.</p> <p><u>Proposals for improvement in 2019-2020:</u></p>
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			<p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</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.</p> <p>Students should:</p> <p>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 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>This core competency area is assessed in a unit 6 research essay, where students were asked to, “Summarize the patterns of female gender inequality across nations in the world and explain how nations have diverse perspectives on it.”</p> <p>Grades were based on the accuracy and content of their written work.</p> <p>Final Exam Q1 was also used for this assessment. “According to the text, which of the following best defines or describes a social problem?”</p> <p>Final Exam Q6: “When collecting data about a social problem, social scientists acquire a large representative (random) sample rather than surveying the entire population. What is the main reason for this?” was used for assessment.</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>Unit 6 research essay: 90.90 percent of the students met the target goal.</p> <p>Exam Q1: 100 percent of the students got question number 1 correct on the final examination.</p> <p>Exam Q6: 90 percent of the students got question number 6 correct on the final examination.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome in all areas. These same results occurred for the 2017-2018 academic year.</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>Last year, I proposed to create a final proctored exam to better assess the learning outcomes being measured. I did that. This year (see below), I have expanded the number of questions. This change led to increased validity of the assessment results.</p> <p>I proposed to update and improve my assignment instructions regarding the benefits of conducting outside research and my expectations. I did this in Unit 5, 9, and 10. As indicated, the benchmark was exceeded for this learning outcome in all areas. This may be attributed to the improvements that were made.</p> <p>I proposed to update and improve my assignment instructions regarding the benefits of conducting outside research and my expectations. I did this in Unit 5, 9, and</p>

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	<p>The assessment for learning outcome 4 was based on three graded portions of the overall course content.</p>		<p>10. These changes are also correlated with increased student performance on the research essays and exam questions.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</p>
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Faculty Member Completing Assessment: J. Scott Richeson

Date: May 2019

Reviewed by: Monica Sanchez
(Division chair)

Date: June 2019

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Clovis Community College

Core Competencies Assessment 2018-2019—Area IV: Social and Behavioral Science

Class: Sociology 215 – Child, Family and Community

Faculty: J. Scott Richeson

Common Core No. SOCI 2213

<u>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>
<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:</p> <p>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>This analysis is based on 16 students who completed Sociology 215 in the Spring semester of 2019. As customary, missing submissions have been omitted from the analysis when necessary. For example, only 14 of 16 students completed the final exam.</p> <p>In a unit 1 research essay, students were asked to, “Discuss the current trends in marriage and family in the U.S. today. Provide five examples and support your position with sociological research.” Students were graded primarily on the accuracy and content of their written work.</p> <p>As for the proctored final exam, Q20 question asked, “Which of the following is the most likely reason that encouraging marriage would reduce the</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results:</u></p> <p>12 out of 13 students met/achieved the target goal of 70 percent or higher (92.30 percent) on the research essay.</p> <p>11 out 14 students got question 20 correct. That is 78.57 percent.</p> <p>7 out of 14 students got question 3 correct. That is 50 percent.</p> <p><u>Overall Exam Results:</u></p> <p>Overall, on the final proctored exam in Child, Family and Family, 86 percent of students met the benchmark goal of at least 70 percent. Of course, as usual, this excludes two cases where a student or students did not actually take the final exam.</p> <p><u>Comparison between years:</u></p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>The changes I made last year included adding to my grading rubric/criteria a description of what qualifies as credible outside sources. I did this for unit 5, 8, 9, and 10. “ A “scholarly source” is one in which the content is written by university professors who are experts in a particular field of study. Scholarly work will thoroughly cite all source materials used and is subject to "peer review" prior to publication. This means that independent experts in the field review, or "referee" the publication to check the accuracy and validity of its claims. 99 percent of the time, webpages are NOT scholarly sources and therefore should not be used. An exception would be where a university professor has posted a copy of one or more of his publications on his or her faculty webpage. Scholarly sources may be found on the CCC Library’s databases such as ProQuest and EBSCOhost.” This change arguably contributed to students meeting the benchmark goal on their essays.</p>

	<p>poverty rate?”</p> <p>On exam question 3, students were asked, “Which of the following is not one of the pros and cons of cohabitation (living together before marriage?”</p> <p>The assessment for learning outcome 1 was based on three graded portions of the overall course content.</p>	<p>The benchmark was exceeded for this learning outcome on the research essays, but not on one of the two final exam questions. Last year, results from the final exam were much better.</p>	<p>I also proposed to add additional questions to the final exam to better assess this objective. Unfortunately, I neglected to do that – although I did add one item from the existing test bank. This result probably had minimal effect on student learning, but the assessment would have been better had I done so.</p> <p>I wrote in the last assessment, “When necessary, I will include a grading rubric that requires credible outside sources.” I did not include a detailed rubric. Instead, I updated the instructions on several assignments to stress the importance of using scholarly sources. I have now created a detailed rubric and will use next academic year in my online courses (see the last page of the rubric attachment within email correspondence). The failure to add the rubric seemed to have minimal impact on student performance on the essays.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes</p>
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			(SLOs).
<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:</p> <p>Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>In a unit 2 research essay, students were ask, “What role does age, sex, and historical period play in the reasons individuals get married and the social institution of marriage?” Students were graded primarily on the accuracy and content of their written work.</p> <p>As for the final exam Q9, students were asked, “Which of the following is not an argument in favor of same-sex marriage?”</p> <p>On exam question 5, students were asked, “Which of the following is not an argument in favor of same-sex marriage?” The assessment for learning outcome 2 was based on three graded portions of the overall course content.</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>14 of out of 15 students met that goal (93.33 percent success rate) on the research essay.</p> <p>11 out 14 (78.57 percent) students got Q9 correct.</p> <p>14 out of 14 students got question 5 correct (100 percent).</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome on the research essays and in all other areas. This year, we see a solid improvement based on results from the final exam (68.75 percent last year).</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>The changes I made last year included clarifying the topic of the politics of gay marriage. This change did not seem to have a major impact on student achievement.</p> <p>I also proposed to add additional questions to the final exam to better assess this objective. Unfortunately, I neglected to do that although I did add one item from the existing test bank. Therefore, the number of assessed items did increase. Adding more exam questions may have made the current assessment more valid.</p> <p>The changes I made last year included encouraging students to access library resources like ProQuest and EBSCOhost. Other than some positive feedback from students I received, I did not see a dramatic impact on student essay results.</p> <p>I also proposed to add additional questions to</p>

	Two items were evaluated.		<p>the final exam to better assess this objective. Unfortunately, I neglected to do that. This could have made this year’s assessment results less valid.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</p>
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</p> <p>Students should:</p> <p>Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>In a unit 3 research essay, students were asked to, “Research and discuss the positive effects of traditional families. How do the families of this decade compare and contrast to those of the ideal view of the traditional family.” Students were graded primarily on the accuracy and content of their written work.</p> <p>As for the final exam Q10, students were asked, “Which of the following is considered to be a difficulty that military couples deal with deployment in terms</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>14 out of 14 students met the target goal of 70 percent or higher (100 percent) on the research essay.</p> <p>14 out of 14 students got question 10 correct. That is 100 percent.</p> <p>8 out of 14 students got question 1 correct – which is 57 percent.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>I proposed to add additional questions to the final exam to better assess this objective. Unfortunately, I neglected to do that although I did add one item from the existing test bank. Therefore, the number of assessed items did increase. This may have had a negative effect on the validity of this year’s assessment results.</p> <p>I proposed to encourage students to access library resources like ProQuest and EBSCOhost. I did this in units 5, 9, and 10. This effort seems to have led to increased student learning and performance on the research essay assignments.</p>

	<p>of maintaining a commitment to their relationship and family?”</p> <p>On exam question 1, students were asked, “Which of the following is not a type of marriage discussed in the textbook?”</p> <p>The assessment for learning outcome 3 was based on three graded portions of the overall course content.</p>	<p>learning outcome on the research essays, but not on one of the two final exam questions. This result demonstrates a decline from last year.</p>	<p>I proposed to modify some of my essay assignments to include instructions for students to describe the interdependent nature of the individual, family/social group in shaping human behavior. I neglected to do that in this course. This failure did not seem to have a significant impact on student performance on the research essays.</p> <p>In last year’s assessment report, I wrote, “When necessary for the assigned question, I will include a grading rubric that requires credible outside sources.” I also mentioned, “improving upon my grading rubric and expectations for the Unit assignment.” I performed the first objective, but not the second. The lack of a specific rubric did not seem to substantially drive down student scores on the essay component of this assessment.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</p>
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<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.</p> <p>Students should:</p> <p>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 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>In a unit 7 research essay, students were asked, “Different cultures have different expectations concerning care for the elderly. Do you think expectations in the United States are clear or confusing? Select three countries and research the role(s) of the elderly in those cultures. Compare and contrast your research finding of those cultures with those of American culture.” Students were graded primarily on the accuracy and content of their written work.</p> <p>As for the final exam Q13, students were asked, “Which of the following is not a major reason why victims of domestic violence stay in an abusive relationship?”</p> <p>On exam question 8, students were asked, “Which of the following is considered a legal right or obligation associated with marriages today?”</p>	<p>My benchmark is 70 percent.</p> <p><u>2018-2019 Assessment Results</u></p> <p>13 of out of 14 students met the target goal of 70 percent or higher (92.85 percent) on the research essay.</p> <p>Regarding the proctored exam question 13, 14 out 14 students answered correctly (100 percent).</p> <p>11 out of 14 students got question 7 correct. That is 71 percent.</p> <p><u>Comparison between years:</u></p> <p>The benchmark was exceeded for this learning outcome on the research in all areas. The results from this year are essentially the same as last year.</p>	<p><u>Effect of Last Year’s Changes:</u></p> <p>This past year I proposed to encourage students to conduct outside research for several of their essays. I did this for unit 5, 8, 9, and 10.</p> <p>I proposed to add additional questions to the final exam to better assess this objective. Unfortunately, I neglected to do that although I did add one item from the existing test bank.</p> <p>I also proposed to modify some of the essay questions to include instructions of students to describe the interdependent nature of the individual, family/social group, and society in shaping human behavior. As before, I neglected to make those proposed changes.</p> <p><u>Proposals for improvement in 2019-2020:</u></p> <p>I will revamp my assessment procedures by mapping my essay assignments and final proctored exam questions to specifically measure the new Student Learning Outcomes (SLOs).</p>
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	The assessment for learning outcome 4 was based on three graded portions of the overall course content.		
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Faculty Member Completing Assessment: J. Scott Richeson

Date: May 2019

Reviewed by: Monica Sanchez
(Division chair)

Date: June 2019

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: Art 101- Drawing I Fall 301, 302 Spring 101, 102

Faculty: Carolyn Lindsey

Common Core No.: 10014-10015

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 38 students assessed in Art 101	<u>How Results Will Be Used To Make Improvements</u>
1. Students will follow directions	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	Rubric Score: 1 2 3 4 5 No. students 1 37 98% scored 3 or above Benchmark was met	Continue to write project criteria on board and have students copy directions and ask questions
2. VALUE-element of art is used appropriately Value gradation project; students complete reference assignment of Renaissance drawing demonstrating use of value.	Because drawing is a skill to be learned during the course of the semester, “redo” are allowed n up to three projects without a reduction in grade. Have the option of a “redo” allows students to develop the skills necessary to become proficient in drawing. However for the purpose of assessment, the final project does not allow for redo’s. It is a way of testing the students to see if they have learned from the previous projects.	Rubric Score: 1 2 3 4 5 No. students 6 8 11 13 78% scored 3 or above Benchmark was met	Expand on value exercises; including cross contour project ; greater use of reference assignments in variety of time periods. Demonstrate use of a variety of pencils and charcoal.
3.SPACE-element of art is used appropriately In-class perspective project; Out-of –class interior perspective project. Reference assignment of drawing showing the use of interior perspective. 1 pt. or 2 pt.		Rubric Score: 1 2 3 4 5 No. students 5 9 14 10 81% scored 3 or above Benchmark was met	Improvement made with more class time spent on perspective; in the future include more historical context as well as analysis of drawings using perspective.
4. SHAPE-element of art is used appropriately Intuitive Gesture project; Negative space projects;		Rubric Score: 1 2 3 4 5 No. students 5 7 13 13 96.3% scored 3 or above Benchmark was met	More use of negative space exercises in class. More use of instructor critiques.
5.LINE-element of art is used appropriately Contour line project	Six criteria were judged, each criteria given from 1-5 points. 5=excellent; 4=good; 3=average; 2=need improvement; 1=poor	Rubric Score: 1 2 3 4 5 No. students 6 10 12 10 92% scored 3 or above Benchmark was met	More examples and demonstrations of line quality during class time. Discussion over understanding of reading from text.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 38 students assessed in Art 101	<u>How Results Will Be Used To Make Improvements</u>																		
6.TEXTURE AND PATTERN-element and principle of art are used appropriately Texture project	Use of self critique from early project, seems to have improved final projects. Reference assignment of other artists using similar simulated textures seen in stilllife.	<table border="1" style="width: 100%;"> <tr> <td>Rubric Score:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No. students</td> <td>4</td> <td>9</td> <td>13</td> <td>12</td> <td></td> </tr> <tr> <td colspan="6">92.6% scored 3 or above Benchmark was met</td> </tr> </table>	Rubric Score:	1	2	3	4	5	No. students	4	9	13	12		92.6% scored 3 or above Benchmark was met						Improvement made; continued use of other artists examples through reference assignments. Students need more time to complete final project. Emphasis on texture and pattern for final project. Students reference to similar texture and patterns has improved student drawings and should be expanded.
Rubric Score:	1	2	3	4	5																
No. students	4	9	13	12																	
92.6% scored 3 or above Benchmark was met																					

Faculty Member Completing Assessment: Carolyn Lindsey

Date: May 13, 2019

Reviewed by: Raymond Walker

Date: 6/3/19

(Division chair)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: Art 102- Drawing II

Faculty: Carolyn Lindsey

Common Core No.:

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 8 students assessed in the class.	<u>How Results Will Be Used To Make Improvements</u>
1. Students will follow directions and complete project. Size and material criteria info was given	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	Rubric Score: 1 2 3 4 5 No. students 1 7 79% of students scored 3 or above. Benchmark was met.	Students followed directions from board, more student examples of projects will be shown.
2. VALUE-Element of art is used appropriately. Reference assignment of Renaissance artist; value drape	Drawing is a skill that must be acquired during the course of the semester. A total of 30 pts. are given for each project. Students may redo a project to bring up the point score; this is allowed on up to three projects. Having the option of redoing a project allows the student to develop the skills necessary to improve. However for the purpose of the assessment, the final color project does not allow a redo. It is a way of testing the students to see if they have learned from the previous projects.	Rubric Score: 1 2 3 4 5 No. students 1 2 2 3 79% of students scored 3 or above Benchmark was met.	Taking black & white photos of still life could help students recognize the value of the colors they see and are using. Expanded use of reference assignments.
3. COLOR- Element of art is used appropriately. Students are required to complete color quiz and color sampler project before final project.		Rubric Score: 1 2 3 4 5 No. students 1 3 1 3 79% of students scored 3 or above. Benchmark was met.	More demonstrations and examples of the use of different color material. Expanded use of text on color materials and reference assignments. Extended time on color sampler project.
4. SPACE- Element of art is used appropriately		Rubric Score: 1 2 3 4 5 No. students 1 1 1 5 79% of scored 3 or above. Benchmark was met.	More emphasis on correctly transferring thumbnail to larger format. Review of perspective.
5. SHAPE- Element of art is used appropriately	In the final assessment, the attached rubric was used to determine student success.	Rubric Score: 1 2 3 4 5 No. students 2 1 5 Benchmark was met. 100% scored 3 or above.	

<p>6. LINE- Element of art is used appropriately. Line project early in the semester carried over to final color project.</p>	<p>Ten criteria were judged with each criterion given 1-5 points. 5=excellent; 4=good; 3=average; 2=improvement needed; 1= poor</p>	<p>Rubric Score: 1 2 3 4 5 No. students 1 0 4 3 Benchmark was met.</p>	<p>Expanded use of the text on line quality and applications for color and the a variety of color materials</p>
<p>7. TEXTURE AND PATTERN-element and principle of design appropriately used.</p>	<p>For our benchmark 70% of students Should score average or above.</p>	<p>Rubric Score: 1 2 3 4 5 No. students 1 3 4 Benchmark was met 100% scored 3 or above</p>	<p>Improvement from last year, exercises in sketchbook could be expanded.</p>
<p>8. INTERVALS AND PROPORTION-element and principle of design used appropriately.</p>		<p>Rubric Score: 1 2 3 4 5 No. students 2 2 3 Benchmark was met. 100% scored 3 or above</p>	<p>Improvement from last year, analysis of others artists work helped, will be expanded to their sketchbook. Class critique of thumbnails before beginning large project.</p>
<p>9. CONTRAST AND EMPHASIS-principles of design used appropriately</p>		<p>Rubric Score: 1 2 3 4 5 No. students 1 1 4 2 Benchmark was met. 79% scored 3 or above</p>	<p>Required thumbnail drawings have helped; expanded use could show more improvement.</p>
<p>10. RHYTHM AND MOVEMENT- principles of design used appropriately.</p>		<p>Rubric Score: 1 2 3 4 5 No. students 1 4 3 100% scored 3 or above Benchmark was met.</p>	<p>Expanded analysis of other artist work and more thumbnails should lead to improvement in this area.</p>

Faculty Member Completing Assessment: Carolyn Lindsey

Date: May 13, 2019

Reviewed by: Raymond Walker
(Division chair)

Date: 6/3/19

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Drawing II:	Student: Name/Overall	5	4	3	2	1	0
1. Follow written directions Compete final drawing to the specified size (18" x 24"). Use medium required (drawing paper, pencil)							
Final drawing is size specified. Paper is correct paper. Correct pencil or charcoal used.							
2. VALUE (element of art is used appropriately). Value refers to the gradations of light and dark.							
The values of the drawing are balanced (good contrast between the lights and darks).							
Contrasting values direct the eye to areas of emphasis.							
The artwork contains an appropriate amount of light, middle and dark values to unify the drawing/painting.							
3. COLOR (element of art is used appropriately). Color has the power to stir emotions.							
The artwork has good value and intensity of color.							
Adjacent colors are appropriate and work well within the overall composition of the piece.							
4. SPACE (element of art is used appropriately).the orientation and proportions of the painting surface itself.							
The space defined in the drawing divides and represents what you want to say about your subject.							
Your viewpoint - the level and angle of the viewer's eye in relation to the subject is appropriate.							
Overlapping objects help the drawing achieve depth.							
Converging lines toward a vanishing point help the drawing achieve depth.							
The effects of atmosphere help the drawing achieve depth.(Colors appear cooler and contrasting values less distinguishable the farther away they are).							
5. SHAPE (element of art is used appropriately). Shape is any space contained or defined by an edge.							
For a shape to have an identity, it must have contrast in value or hue, or an outline, to distinguish it from its background. The student has an appealing mix of geometric and amorphous shapes.							
6. LINE (element of art is used appropriately). Lines are not merely long, continuous strokes of the pencil or brush; sometimes lines are simply suggested. Lost edges are portions of a contour that briefly disappear.							

Clovis Community College

Core Competencies Assessment 2018 & 2019—Area V: Humanities and Fine Arts

Class: Art 106 Design I

Faculty: Carolyn Lindsey

Common Core No.:

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will follow directions, and complete project on by due date.</p>	<p>Since this is a studio class and is skill oriented, the state competencies are not required.</p>	<p>7 students were assessed in the class.</p> <p>All but 1 student followed directions and completed project on time. Benchmark was met.</p>	<p>Continue to have students copy directions and notes from board. Due dates are given in class and in canvas.</p>
<p>2. VALUE Element of art is used appropriately. Students complete 2 value projects to learn to use value.</p>	<p>Design I requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements of design. The color scheme project is used for the purpose of assessment.</p>	<p>Rubric Score: 1 2 3 4 5 No. students 1 1 2 3 Benchmark was met.</p>	<p>Continue value exercise where students change a color photo into black and white values using acrylic paint to understand the values of color.</p>
<p>3. COLOR Element of art is used appropriately. Students complete color wheel and color charts to learn to use color. Color quiz is also given understand color theory.</p>	<p>In the assessment, the attached rubric was used to determine the student success in completing the project.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 1 1 5 Benchmark was met.</p>	<p>Have students recognize color schemes in art to better understand color theory and its uses. Stress use of text and critiques to help students understand the properties of color .</p>
<p>4. SPACE: Element of art is used appropriately.</p>	<p>Eight criteria were judged, with each criterion given from 1-5 in points.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 1 0 4 2 Benchmark was met.</p>	<p>Include in a project earlier in the semester the requirement to incorporate converging lines or overlapping shapes to create depth.</p>
<p>5. SHAPE: Element of art is used appropriately.</p>	<p>5=excellent; 4=good; 3=average; 2=improvement needed; 1=poor. For the benchmark, 70% of students should score above average.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 1 1 2 4 Benchmark was met</p>	<p>Weekly critiques should include more emphasis on use of positive and negative shapes. Increase black and white assignment that focuses on abstract shapes.</p>

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Page 2 of 2 Course: Design I

Common Core No.:

<u>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>
6. LINE: Element of art is used appropriately. Student’s complete abstract design project as well as reading from text to learn to use line.		7 students were assessed in the class. Rubric Score: 1 2 3 4 5 No. Students 1 4 2 Benchmark was met	Reference assignments on all the principles of design should be added to help students understand and apply the concepts.
7. TEXTURE AND PATTERN: Element of art is used appropriately. Printmaking/collage project was introduced to help with student understanding of texture.		Rubric Score: 1 2 3 4 5 No. Students 1 4 2 Benchmark was met.	Students will complete a project focusing on simulated or actual texture.
8. RHYTHM AND MOVEMENT: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 1 2 3 Benchmark was met.	Added reference assignment on Rhythm and movement is needed along with more emphasis during group critiques.

Faculty Member Completing Assessment: Carolyn Lindsey

Date: Dec. 13 2018

Reviewed by: Raymond Walker
(Division chair)

Date: 1/20/19

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Clovis Community College

Core Competencies Assessment 2018 & 2019—Area V: Humanities and Fine Arts

Class: Art 107 Design II

Faculty: Carolyn Lindsey

Common Core No.:

<u>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>
<p>1. Students will follow directions and learn use of materials.</p> <p>Reference assignments are used to expand student understanding to the use of the elements in 3-Design.</p>	<p>Since this is a studio class and is skill oriented the state competencies are not required.</p> <p>Design II requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements and principles of three dimensional design. The final project is used for the purpose of assessment.</p> <p>In the final assessment, the attached rubric was used to determine the student success in the class.</p>	<p>2 students were assessed in the class.</p> <p>100% students scored 3 or above on the attached rubrics. Benchmark was met.</p>	<p>Continue to have students copy directions from board.</p>
<p>2. VALUE Element of art is used appropriately.</p>	<p>Design II requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements and principles of three dimensional design. The final project is used for the purpose of assessment.</p> <p>In the final assessment, the attached rubric was used to determine the student success in the class.</p>	<p>Rubric Score: 1 2 3 4 5 No. students 1 1 Benchmark was met.</p>	<p>Develop abstract project to help students understand concept of light and dark in 3-D design.</p>
<p>3. COLOR Element of art is used appropriately.</p>	<p>Design II requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements and principles of three dimensional design. The final project is used for the purpose of assessment.</p> <p>In the final assessment, the attached rubric was used to determine the student success in the class.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met.</p>	<p>Review of text to help students understand visual and emotional effects of color for design. Require students to produce sketches in color to better understand the use of color for final project.</p>
<p>4. SPACE: Element of art is used appropriately.</p>	<p>Design II requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements and principles of three dimensional design. The final project is used for the purpose of assessment.</p> <p>In the final assessment, the attached rubric was used to determine the student success in the class.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met.</p>	
<p>5. FORM: Element of art is used appropriately.</p>	<p>Design II requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements and principles of three dimensional design. The final project is used for the purpose of assessment.</p> <p>In the final assessment, the attached rubric was used to determine the student success in the class.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 2 Benchmark was met</p>	<p>Discuss in class and have students research the materials and the properties of the materials in their projects. Require small mock ups of 3 D final project.</p>

<u>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>
6. LINE: Element of art is used appropriately. Student's complete design project using wire as well as reading from text to learn to use line in 3-D design		2 students were assessed in the class. Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met	Expand reference assignment to include line to help students use of line in 3-D design.
7. TEXTURE AND PATTERN: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 2 Benchmark was met.	
8. RHYTHM AND MOVEMENT: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met.	Show students more examples of the use of rhythm and movement in design. Incorporate a quick project relating to music to help students understand the concept.

Faculty Member Completing Assessment: Carolyn Lindsey**Date:** Dec. 13 2018**Reviewed by:** Raymond Walker

(Division chair)

Date: 1/20/19*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.**All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Clovis Community College

Core Competencies Assessment Fall 2018-Spring 2019—Area V: Humanities and Fine Arts

Class: ART 131 - Art Appreciation: Online

Faculty: Marsha Anderson

Common Core No.: •

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<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will analyze and critically interpret significant and primary texts and/or <u>works of art</u> (this includes fine art, literature, music, theatre, and film.)</p>	<p>In ARTS 131, the student will visit an approved gallery or art museum and write a critical review on a chosen work of art seen in a professional art gallery. Students will write a critical review on a chosen work of art. They will follow a rubric given by the instructor that utilizes vocabulary and the Visual Elements and Principles of Design learned in the course. A minimum of 70% of the students will demonstrate an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. The visit to a professional art gallery will be evaluated by proof of gallery attendance, by the completion of a three-paragraph critical review addressing the Visual</p>	<p>Fall: 19 were assessed. 17 were successful with more than a 70% success rate. (2 dual credit students did not attempt the assignment.)</p> <p>Spring: 25 were assessed with more than a 70% success rate. Only one dual credit student was assessed below the 70%, as she did not understand the assignment requirements.</p>	<p>Dual Credit students continue to be a concern. Those who live in more distant smaller towns that do not have gallery/museum access are sometimes having difficulty finding a gallery close enough to visit. In the spring, I substituted an architectural research assignment, as this student lived in a community with a wonderful church. In this manner, she could experience art/architecture in person.</p> <p>I will continue to find ways to be flexible and communicate the importance of the experience of working with art in person and not on the internet, as well. I will work with the Dean and Head of Dual Credit as well as the Art Dept to discuss and find a possible solution to this issue.</p> <p>I will continue to explore ways to help students access and understand MLA format.</p>

Page 2 of 10 Course: ART 131 Online Assessment RUBRICS

Common Core No.:

<u>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>
	<p>Elements and Principles of Design on an object of the student's choosing. A rubric will be provided in for student and instructor use to assess performance.</p> <p>See Rubric attached below.</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>Students will observe and research information concerning cultural ideas and uses from the Early Renaissance in this Discussion Board concerning the fascinating and intriguing painting called: The <i>Arnolfini Portrait</i>. Students will conduct research on these symbols, dress, postures, etc. from another century and explore the ideas that have changed in time or remained similar. They will then compose a first statement of their</p>	<p>Fall: 19 were accessed. 16 were successful with more than a 70% success rate. (3 dual credit students did not attempt the assignment.)</p> <p>Spring: 25 were assessed with more than a 70% success rate. Only one dual credit student was assessed below the 70%, as she did not understand the assignment requirements.</p>	<p>I continue to examine the instructions for this assignment and will continue to make modifications so that instructions are as clear as possible for the online format.</p> <p><i>Again, it appears that the dual credit students are having difficulties keeping up with the calendar for assignments even with frequent email messages.</i></p>

All class assessment forms are due to your division chair or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair

Page 3 of 10 Course: ART 131 Online Assessment RUBRICS

Common Core No.:

<u>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>
	research and observations and then discuss with two classmates on their ideas and research. Assignment must be in MLA/APA format. See Rubric attached below.		
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students will watch and take notes on a video clip concerning how art is and has been used throughout the centuries in the forming and maintaining of personal image of politicians and political ideas. They will then consider and discuss with each other how art is used today through media, posters, even dressing for “success” in furthering the image of a candidate or political ideas. See Rubric attached below.	Fall: 19 were assessed. 16 were successful with more than a 70% success rate. (3 dual credit students did not attempt the assignment.) Spring: 25 were assessed with more than a 70% success rate. Three dual credit students were assessed below the 70%, as they did not attempt the assignment.	This DB seems to be enjoyed by most students. I will continue to examine this assignment and will continue to make modifications in the instructions to that they might be clearer for the online format on how to write and research better at an academic level.

Faculty Member Completing Assessment: Marsha Anderson (online)**Date: 4/16/2019***All class assessment forms are due to your division chair or as designated by the Division Chair.**All assessments are due from the Division Chairs to the Assessment Committee Chair*

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
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Reviewed by: Raymond Walker
(Division chair)

Date: 6/3/19

Assessment Rubrics:

Critical Review of Art Work from an Art Gallery/Museum

Rubric with instructions and point evaluation

Description of art object (100 words) up to 30% of points earned for assignment _____

Write the name of the art work being discussed, the artist’s name, the date, time, name of museum, size, description of the piece or composition, and the location. In the description, create a visual image with words.

All class assessment forms are due to your division chair or as designated by the Division Chair.

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Analysis of the art object (100 words) up to 40% of points earned for assignment_____

Based on your description provided in the introduction, *analyze* the artist's intent or message within the work of art. Provide notated research (*inquiry*) to further *interpret* the background of the artist and the era in which it was created. The *innovation* and *expression of ideas* of the artist should be better understood through this research. Discuss the Visual Elements and Principles of Design. Which Visual Elements and Principles of Design are present in this work of art and give specific examples?

Interpretation of the art object (100 words) up to 30% of points earned for assignment_____

Discuss the content of the piece. Why was it created? Does it have a narrative or discuss social issues? What emotional feeling is present? Summarize your reaction to this art object.

Provide evidence of your attendance at this museum/gallery. Attach photo of yourself in front of the work of art in the museum, or if this is not allowed, in front of the museum sign. Be sure to state reason you could not take photo in front of work. Be sure to include photo of work itself for grading.

Minimum 300 words.

Note: Assignments written with very problematic grammar may not be accepted and may be required to be re-written.

Note: As with all assignments, the incorrect use of MLA format risks a penalty of 15 points on entire assignment.

All class assessment forms are due to your division chair or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair

Sources are provided: online as well as Writing Center location, URLs and telephone numbers.

As in all assignments, plagiarism is forbidden and risks a zero on any assignment.

**Discussion board 1 Arnolfini Portrait:
Rubric: assessment with points possible**

All class assessment forms are due to your division chair or as designated by the Division Chair.

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<p style="text-align: center;">First Statement/Thread: 50 possible points</p> <p>Min. 100 words</p> <p>Content: Demonstrates careful observation of image in text as well as Getlein’s ideas from text. Demonstrates understand of information given in provided online academic sources.</p> <p>Demonstrates care in organization of ideas as well as carefully crafted and thoroughly stated observations of student idea and opinions.</p> <p>30pts</p>	
<p>General language usage, Writing/grammar/spelling, vocabulary, punctuation, etc.</p> <p>10 pts</p> <p>Note: Assignments written with very problematic grammar may not be accepted and may be required to be re-written.</p>	

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<p>Student Responses to others: 25 points for each of two required responses</p> <p>Min: one paragraph (4-5 complete sentences) per response</p> <p>Content: Demonstrated understanding of classmate’s ideas and careful/courteous response</p> <p>15 pts each</p>	
<p>Language usage, Writing/grammar/spelling, punctuation, etc.</p> <p>5 pts for each of the 2 responses.</p> <p>Note: Assignments written with very problematic grammar may not be accepted and may be required to be re-written.</p>	
<p>Note: As with all assignments, the incorrect use of MLA format risks a penalty of 15 points on entire assignment.</p> <p>Sources are provided: online as well as Writing Center location, URLs and telephone numbers.</p> <p>As in all assignments, plagiarism is forbidden and risks a zero on any assignment</p>	

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All assessments are due from the Division Chairs to the Assessment Committee Chair

Discussion Board 2: Use of Art in Promotion of Political Ideas and Personal Image

<p>First Statement/Thread: 25 possible points</p> <p>Min. 100 words</p> <p>Content: Demonstrates understanding of video content and care in organization of ideas as well as carefully crafted and thoroughly stated observations of art used in contemporary political image and promotional ideas. Use of provided research and quality</p> <p>20pts</p>	
<p>Language usage, Writing/grammar/spelling, punctuation, vocabulary choice, etc.</p> <p>5 pts</p>	

All class assessment forms are due to your division chair or as designated by the Division Chair.

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<p>Responses to classmates: Two required – 25 total pts for each of two responses.</p> <p>Min. One paragraph each: 4/5 complete sentences per response</p> <p>Content: Demonstrates understanding of classmate’s statement/ideas and care in response: use of courteous language and</p> <p style="text-align: center;">15pts per response</p>	
<p>Language usage, Writing/grammar/spelling, punctuation, etc.</p> <p style="text-align: center;">10 pts for each</p>	
<p style="text-align: center;">Total points</p>	
<p>Note: As with all assignments, the incorrect use of MLA format risks a penalty of 15 points on entire assignment.</p> <p>Sources are provided: online as well as Writing Center location, URLs and telephone numbers.</p> <p>As in all assignments, plagiarism is forbidden and risks a zero on any assignment</p>	

All class assessment forms are due to your division chair or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair

Clovis Community College
Class Assessment 2018-2019

Class: ART 217 101 Digital Photography

Faculty: Cristy Cross

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in "good" range.</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>Ability to follow directions</p>	<p>Since this is a studio class and is hands on, the state competencies are not required. Because Photography is a skill that must be acquired during the course of the semester, assessment is measured on the students' final portfolios of 10 images. Students must show improvement on skills learned from previous assignments. In the final assessment, the attached rubric was used to determine the student's success in the class. Three major competencies were judged on a scale of 1 to 5, 5 being excellent and 1=poor. 0=not submitted.</p>	<p>25 of 26 students completing the course received 4 or 5 points on the attached rubrics and followed directions and completed the assignment.</p>	<p>The benchmark of 90% of students completing final projects was met, no improvements needed.</p>
<p>Camera and Software Skills</p>	<p>Three major competencies were judged on a scale of 1 to 5, 5 being excellent and 1=poor. 0=not submitted. Benchmark: 90% of students are required to receive a score of "4" or better on attached rubric.</p>	<p>90% of students received good or higher ratings on the attached rubrics, demonstrating accuracy with camera settings and processing software to achieve proper lighting, focus, depth of field and defined points of interest. Students were required to produce an in-class still-life.</p>	<p>Since the benchmark of 90% of students demonstrating strength in creativity and concepts was met, no improvement is needed.</p>
<p>Composition</p>	<p>Benchmark: 90% of students are required to receive a score of "4" or better on attached rubric.</p>	<p>90% of students received good or higher ratings on the attached rubrics, showing appropriate use of the elements and principles of design based on a portfolio of 10 photographs. Rubrics attached.</p>	<p>Benchmark of 90% was met. Class was successful as majority of students were able to demonstrate proficiency in selecting subject material and producing quality images.</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>Students participated in classroom discussion of the use of photography in recording events in history, and interpretations and framing of these events. Students were required to research a photographer and write a paper on their contributions to photography. Students were referred to the library and the writing center for assistance.</p>	<p>100% of the students completed the assigned research and shared the results with the class.</p>	<p>Hoping this assignment will inspire Students in their field of photography.</p>

Faculty Member Completing Assessment: Cristy Cross

Date: May 7, 2019

Reviewed by: *Ray Walker*
(Division chair)

Date: 6/3/19

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Digital Photography: <i>A picture is composed of many elements that work together to form the whole. Creativity, idea, and concept are closely linked with neatness, accuracy, and quality. For all photo assignments, here is the matrix I follow and things I look for:</i>	5	4	3	2	1	0
1. Directions						
Directions on the assignment were followed.						
2. CAMERA AND SOFTWARE SKILLS						
Focus and Depth of Field is Appropriate: Are important elements in focus? Does the depth of field help the photo?						
Light Source is Appropriate: Do you have a good light? Does the direction of the light source add to the message of the photo? Is the light hard, soft light, diffused, glowing? How does the light affect the contrast and tone? How does the light affect the mood of the photograph?						
Motion is Appropriate: Is the subject frozen sharp or blurred? Does this help the mood of the photograph?						
Appropriate software application.						
3. Composition						
Interest Point/Background relationship is Appropriate: What is adjacent to your interest point? Does your background add to the overall interest or detract? Have you given moving objects ample room for movement before "leaving" the frame?						
Cropping is Appropriate: Is your photograph cropped appropriately so that the photo has greater meaning (getting rid of excess background nonsense or problems).						
Elements and Principles is Appropriate: What elements does your photograph include (line, shape, tone, texture)? What principles (repetition, gradation, emphasis and balance)? Have you used directional lines or geometric forms for creating interest and providing unity?						

Clovis Community College

Core Competencies Assessment 2018- 2019—Area V: Humanities and Fine Arts

Class: Art 221- Painting I

Faculty: Carolyn Lindsey

Common Core No.: 10025

<u>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>
1. Students will follow directions and complete project		11 students assessed in the class. Rubric Score: 1 2 3 4 5 No. students 1 10 Benchmark was met. 90% of students scored 3 or above	Students followed most directions.
2. VALUE	Since this is a studio class and is skill oriented, the state competencies are not required. See note above. Because painting is a skill that must be acquired during the course of the semester, “redo’s” are allowed on up to three projects without a reduction in the grade. Having the option of “redeeming” themselves through “redo’s” students develop the skills necessary to become proficient in this medium. However, for the purpose of assessment, the final project does not allow “redo’s” since it is done during the last four weeks. It is a way of testing the students’ success in the class.	Rubric Score: 1 2 3 4 5 No. students 2 1 3 5 Benchmark was met. 88% of students scored 3 or above	Improvement noted from last year. Continue use of value exercises; instructor demonstrations. Use of cell phone app to show value of the color used.
3. COLOR		Rubric Score: 1 2 3 4 5 No. students 2 4 5 Benchmark was met. 100 % of students scored 3 or above	Improvement due to color chart project; Expand color exercises. Show more examples of how other artists have used color. Expanded reference assignments.
4.SPACE		Rubric Score: 1 2 3 4 5 No. students 1 2 4 4 Benchmark was met. 95% of students scored 3 or above	Have students measure placement and size of objects before beginning to paint.
5.SHAPE		Rubric Score: 1 2 3 4 5 No. students 2 2 2 5 Benchmark was met. 88% of students scored 3 or above	Emphasis for students to think of the value and shape of a color instead of a named object.
6.LINE/EDGES		Rubric Score: 1 2 3 4 5 No. students 3 1 4 3 Benchmark was met. 80% of students scored 3 or above	Show more examples in addition to line/edge project. Continue exercise of limited brush strokes early in semester. Examples of other artists.

<u>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>
7.TEXTURE AND PATTERN	In the final assessment, the attached rubric was used to determine the student’s success in the class.	11 students assessed in the class. Rubric Score: 1 2 3 4 5 No. students 1 3 2 5 Benchmark was met. 95% of students scored 3 or above	Discussion of actual and simulated texture; examples. Copy of approved “old master” painting has greatly helped in this area.
8.INTERVALS AND PROPORTION	Ten criteria were judged, with each criterion given from 1-5 in points: 5=excellent, 4=good; 3=average; 2=improvement needed; 1=poor. For our benchmark, 70% of students should score average or above.	Rubric Score: 1 2 3 4 5 No. students 3 2 2 4 Benchmark was met. 80% of students scored 3 or above	Have students look at negative spaces. More assignments analyzing other artist’s use of criteria 8-10.
9.CONTRAST AND EMPHASIS		Rubric Score: 1 2 3 4 5 No. students 2 3 2 4 Benchmark was met. 80% of students scored 3 or above	Emphasis on composition of final project through examples and discussion.
10.RHYTHM AND MOVEMENT		Rubric Score: 1 2 3 4 5 No. students 2 2 3 4 Benchmark was met. 88% of students scored 3 or above	Class discussion of how the eye moves through a painting.

Faculty Member Completing Assessment: Carolyn Lindsey
Reviewed by: Raymond Walker
 (Division chair)

Date: May 13, 2019

Date: June 3, 2019

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

ART 221 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Painting I:	5	4	3	2	1	0
1. Follow written directions Compete final drawing to the specified size (18" x 24"). Use medium required (drawing paper, pencil)						
Final painting is size specified. Paper/canvas/board is correct. Correct medium is used..						
2. VALUE (element of art is used appropriately). Value refers to the gradations of light and dark.						
The values of the painting are balanced (good contrast between the lights and darks).						
Contrasting values direct the eye to areas of emphasis.						
Under every great representational work, there is a successful abstract pattern of line, value, and shape. When I step back and look at my painting through blurred vision, I can see a definite abstraction.						
The artwork contains an appropriate amount of light, middle and dark values to unify the drawing/painting.						
3. COLOR (element of art is used appropriately). Color has the power to stir emotions.						
The artwork has good value and intensity of color.						
Adjacent colors are appropriate and work well within the overall composition of the piece.						
The artwork contains color schemes complimentary						
4. SPACE (element of art is used appropriately).the orientation and proportions of the painting surface itself.						
The space defined in the painting divides and represents what you want to say about your subject.						
Your viewpoint - the level and angle of the viewer's eye in relation to the subject is appropriate.						
Overlapping objects help the painting achieve depth.						
Converging lines toward a vanishing point help the painting achieve depth.						
The effects of atmosphere help the painting achieve depth.(Colors appear cooler and contrasting values less distinguishable the farther away they are).						
5. SHAPE (element of art is used appropriately). Shape is any space contained or defined by an edge.						
For a shape to have an identity, it must have contrast in value or hue, or an outline, to distinguish it from its background. The student has an appealing mix of geometric and amorphous shapes.						

ART 221 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Painting I:	Student: Name/Overall	5	4	3	2	1	0
6. LINE (element of art is used appropriately). Lines are not merely long, continuous strokes of the pencil or brush; sometimes lines are simply suggested. Lost edges are portions of a contour that briefly disappear.							
Line is appropriate to the drawing/painting and consistent in style throughout with areas of variety.							
The line leads the eye to area of interest.							
Lines should never be constricted by margins. The line runs unfettered out of the picture area when needed.							
Lines have purposeful edges.							
7. TEXTURE AND PATTERN (principle of art is used appropriately).							
There is a clear uniformity to the painting strokes for the medium used.							
Texture and patterns are appropriate to the artwork.							
8. INTERVALS AND PROPORTION							
Varied intervals in the sizes of shapes, divisions of space, proportions of light, middle and dark values, etc. is appropriate.							
9. CONTRAST and EMPHASIS (principle of art is used appropriately).							
10. RHYTHM and MOVEMENT (principle of art is used appropriately).							

Clovis Community College

Core Competencies Assessment 2018 & 2019—Area V: Humanities and Fine Arts

Class: Art 231 Pottery 1

Faculty: Sandra Hidalgo & Sara Luscombe

Common Core No.:

<u>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>
<p>1. Students will follow directions and learn use of materials and tools.</p> <p>Reference assignments are used to expand student understanding to the use of the elements and fundamentals of Sculpture.</p>	<p>Since this is a studio class and is skill oriented the state competencies are not required.</p>	<p>13 students were assessed in the Fall semester and 8 students were assessed in Spring semester</p> <p>95% students scored 3 or above on the attached rubrics. Benchmark was met.</p>	<p>Continue to have students copy directions from board and continue live demonstrations.</p>
<p>2. Completeness/Directions/Timeliness</p> <p>Assignments was completed. Directions were followed. Project was completed on time</p>	<p>Techniques, design skill, and design are acquired during the course the final project is assessed to show the skills necessary in this medium.</p>	<p>Rubric Score: 1 2 3 4 5 No. students 2 4 15 Benchmark was met.</p>	
<p>3. Content: Creativity/Concept/Style</p> <p>The assignment shows strength in creativity and is a unique and attractive design. The project exhibits a successful style that communicates ideas as simply and effectively as possible.</p>	<p>Eight criteria were judged, with each criterion given from 1-5 in points. 5=excellent; 4=good; 3=average; 2=improvement needed; 1=poor.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 2 4 15 Benchmark was met.</p>	<p>Demonstrate different design techniques: sgraffito, inlay, texture, carving, drawing, underglazes and washes, glazes.</p>
<p>4. Clay Form</p> <p>Appropriateness Consistency and Unity Balance Texture and Pattern Seams Finish Presentation Surface</p>	<p>For the benchmark, 70% of students should score above average.</p>	<p>Rubric Score: 1 2 3 4 5 No. Students 2 4 15 Benchmark was met.</p>	<p>Demonstrating different hand-building techniques and how to appropriately finish edges and seams. Critiques and discussion of each completed project.</p>

<u>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>
5. Glaze: The artwork has appropriate value and intensity of color. Adjacent colors are the overall composition of the piece.		13 students were assessed in the Fall semester and 8 students were assessed in Spring semester Rubric Score: 1 2 3 4 5 No. Students 2 4 15 Benchmark was met	Research and Discuss Color theory, how to apply glazes and underglazes correctly.

Faculty Member Completing Assessment: Sandra Hidalgo

Date: May 17, 2019

Reviewed by: Raymond Walker
 (Division chair)

Date: 6/3/19

ART 231 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for _____:	Student: Name/Overall	5	4	3	2	1	0
1. Completeness/Directions/Timeliness							
Completeness: Assignment was completed.							
Directions: Directions were followed.							
Timeliness: Project was completed on time.							
2. Creativity/Idea/Concept/Style/Other							
The assignment shows strength in creativity and is a unique, attractive design. The project exhibits a successful style that communicates your ideas as simply and effectively as possible.							
3. CLAY FORM: Neatness/Accuracy/Quality (elements and principles)							
Appropriateness: The design of the project is appropriate for the audience and/or purpose.							
Consistency and Unity: The various elements of the design are handled consistently and have a good unity.							
Balance: The project shows an appropriate balance.							
Texture and Pattern (principle of art is used appropriately). Texture and patterns are appropriate to the artwork.							
Seams: Seams are neat and do not detach in firing.							
Finish: Work is sanded if needed. Wheel thrown pots have been footed.							
Presentation: Artwork is ready to hang or has appropriate method installed for presentation.							
Surface: The surface of the work has not cracked or broken in firing.							
4. GLAZE: Neatness/Accuracy/Quality (elements and principles)							
Color: Color has the power to stir emotions. The artwork has appropriate value and intensity of color. Adjacent colors are appropriate and work well within the overall composition of the piece. The artwork contains color schemes complimentary. Value: The values of the piece are balanced (good contrast between the lights and darks).Contrasting values direct the eye to areas of emphasis.							

Clovis Community College

Core Competencies Assessment 2018—Area V: Humanities and Fine Arts

Class: ART 261 – Art History I

Faculty: Michael Longhofer

Common Core No.: ARTS 2113

<u>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>
Students should be familiar with the main stylistic aspects of the art from each culture covered. Be familiar with the terms needed to discuss these styles, forms, etc.	Assignments, Discussions, and Exams	Average grades on the midterm (82%), final (77%) Discussions (95%), and Project-Based activities (80%)	Based on last year's assessment, I determined to speed the material up, in order to leave enough time for midterm and final review. The outcome was a continuous and steady semester.
Be able to recognize specific, significant works of art in our studies	Assignments, Discussions, Exams, Research Paper and Formal Analysis.	Average grades on the midterm (82%), final (77%) Discussions (95%), and Project-Based activities (85%)	More discussions on the styles, forms, etc. when discussing how to recognize works of art.
Be able to identify and discuss continuity between the different cultures presented during the semester. Be able to understand and address continuity and comparisons between cultures examined during the semester and non-western culture and the modern experience.	Assignments, Discussions, Exams, Research Paper and Formal Analysis.	Average grades on the midterm (82%), final (77%) Discussions (95%), and Project-Based activities (85%)	Create a project specifically that addresses the comparisons artistically between two cultures and the modern experience.
To explore the influence of Art on the human experience.	Research Paper, Art Project, and Formal Analysis	Average grades on Research Papers and Formal Analysis (87%) Art Projects for future art majors that compare modern with classical art ideas showed promise.	A rubric for grading research papers, project and paper, and formal analysis assignments is implemented. Students now are aware of how the paper will be broken down and graded.

Faculty Member Completing Assessment: Michael Longhofer

Date: 12-14-2018

Reviewed by: Raymond Walker

Date: 1/20/19

(Division chair)

Revised: 10/17/2013

Clovis Community College

Core Competencies Assessment 2018-19—Area V: Humanities and Fine Arts

Class: ART 262 – Art History 11

Faculty: Michael Longhofer

<u>Competencies</u> (Measured Learning Outcomes)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Students Enrolled: N=12 Students Assessed: N=11	<u>How Results Will Be Used To Make Improvements</u>
Students should be familiar with the main stylistic aspects of the art from each culture covered. Be familiar with the terms needed to discuss these styles, forms, etc.	Assignments, Discussions, and Exams	Average grades on the midterm (80%), final (63%) Discussions (97%), and Project-Based activities (83%)	I decided to create presentations and test reviews to increase the student's engagement with the material covered. The outcome was a continuous and steady semester.
Be able to recognize specific, significant works of art in our studies	Assignments, Discussions, Exams, Research Paper and Formal Analysis.	Average grades on the midterm (80%), final (63%) Discussions (97%), and Project-Based activities (83%)	More discussions on the movements, styles, forms, historical context, etc. when discussing how to recognize works of art.
Be able to identify and discuss continuity between the different cultures presented during the semester. Be able to understand and address continuity and comparisons between cultures examined during the semester and non-western culture and the modern experience.	Assignments, Discussions, Exams, Research Paper and Formal Analysis.	Average grades on the midterm (80%), final (63%) Discussions (97%), and Project-Based activities (83%)	Create a project specifically that addresses the comparisons artistically between two cultures and the modern experience.
To explore the influence of Art on the human experience.	Research Paper, Art Project, and Formal Analysis	Average grades on Research Papers and Formal Analysis (83%) Art Projects for future art majors that compare modern with classical art ideas showed promise.	A rubric for grading research papers, project and paper, and formal analysis assignments is implemented. Students now are aware of how the paper will be broken down and graded.

Faculty Member Completing Assessment: Michael Longhofer

Reviewed by: Raymond Walker

(Division chair)

Date: 05-17-2019

Date: 08.24.19

Clovis Community College

Research Paper Rubric Art 262

Criteria	Ratings =250 Points				Pts
<p><i>Introduction/Thesis Introduction:</i> The reason for the author’s paper. Thesis statement – this sentence should be a statement—not a question—of what you intend to prove in your writing.</p>	<p>50.0 pts Excellent</p> <p>An excellent introduction that grabs the interest of the reader and states the topic. The thesis is distinct, well-developed, and a definitive statement.</p>	<p>40.0 pts Good</p> <p>A proficient introduction that is interesting and states topic. The thesis is a clear and arguable statement of position.</p>	<p>35.0 pts Minimally Acceptable</p> <p>A basic introduction that states topic but lacks interest. The thesis is somewhat transparent and arguable.</p>	<p>30.0 pts Poor</p> <p>Weak or no opening to the topic. Paper’s purpose is unclear/thesis is weak or missing.</p>	50.0 pts
<p><i>Content knowledge:</i> The quality of research and analysis of how well the student investigates the topic.</p>	<p>50.0 pts Excellent</p> <p>Paper is exceptionally researched, contains three peer-reviewed articles; the three articles related to the thesis argument logically. Citing references is correct.</p>	<p>40.0 pts Good</p> <p>Information refers to the main topic. Paper is well-researched in detail and from 3 sound sources. Citing references is correct.</p>	<p>35.0 pts Minimally Acceptable</p> <p>Information relates to the main topic, but few details and/or examples are few. The paper shows a limited variety of sources. Citing references is incorrect.</p>	<p>30.0 pts Poor</p> <p>The information has little or nothing to do with the thesis. The information has weak or no connection to the thesis. Citing references are incorrect or missing.</p>	50.0 pts

Research Paper Rubric Art 262

Criteria	Ratings =250 Points				Pts
<p>Content application: Support for Thesis and Analysis: The essential points should back-up the thesis statement and facts about the student's topic.</p>	<p>50.0 pts Excellent Support of Thesis and Analysis exceptionally critical, relevant, and consistent connections made between evidence and thesis. excellent analysis</p>	<p>40.0 pts Good Logical connections made between evidence and thesis, a proper analysis.</p>	<p>35.0 pts Minimally Acceptable Some links made between evidence and thesis, some analysis.</p>	<p>30.0 pts Poor Limited or no connections made between evidence and thesis. Lack of analysis.</p>	50.0 pts
<p>Conclusion: The conclusion should sum up the reasons the writer has given to support his or her thesis. The student should add insight by providing some thoughts on the implications of what they have just written or proven.</p>	<p>50.0 pts Full Marks An excellent summary of the thesis argument by concluding ideas that impact the reader.</p>	<p>40.0 pts Good A good overview of the topic with bright concluding ideas.</p>	<p>35.0 pts Minimally Acceptable Basic summary of the topic with some final concluding ideas.</p>	<p>30.0 pts Poor Lack of summary of the topic.</p>	

Research Paper Rubric Art 262

Criteria	Ratings =250 Points				Pts
<p>Writing Quality: Analysis of Grammar, Spelling, Punctuation, Sentence Structure, and Reading Quality.</p>	<p>50.0 pts Full Marks Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. The reference section is correctly formatted.</p>	<p>40.0 pts Good Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. The reference section is adequate.</p>	<p>35.0 pts Minimally Acceptable Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section.</p>	<p>30.0 pts Poor Paper does not meet the criteria for the assignment (too short or incomplete, too wordy, and/or completely off-topic). The paper is impossible to read. The reference section is missing</p>	<p>50.0 pts</p>
<p>Total Points: 250.0</p>					

Michael Longhofer MFA

Clovis Community College

Art 262 Project/Paper Rubric

Criteria	Ratings = 250 points				Pts
<p><i>Art on Art:</i> For all the artists, out there, make a piece of art that represents your modern version of a piece of art from antiquity. The creation can be a painting, drawing sculpture, etc.</p>	<p>125.0 pts Full Marks Art is well crafted, consistent, and exciting; the piece relates precisely to the original.</p>	<p>108.0 pts good The art is sufficient but could use improvement, links to the original</p>	<p>72.0 pts Minimally Acceptable Art is thrown together and looks like the student created the piece at the last minute. The viewer has a hard time relating the piece to the original.</p>	<p>50.0 pts Poor The piece does not relate to the original.</p>	125.0 pts
<p><i>Thesis Introduction/Thesis Introduction:</i> The reason for the student’s paper and project. Thesis statement – this sentence should be a statement—not a question—of what you intend to prove in your writing.</p>	<p>25.0 pts Excellent An excellent introduction that grabs the interest of the reader and states the topic. The thesis is exceptionally clear, well-developed, and a definitive statement.</p>	<p>18.0 pts Good A proficient introduction that is interesting and states topic. The thesis is a clear and arguable statement of position.</p>	<p>14.0 pts Minimally Acceptable A basic introduction that states topic but lacks interest. Thesis is somewhat transparent and arguable.</p>	<p>12.0 pts Poor Weak or no introduction to the topic. Paper’s purpose is unclear/thesis is weak or missing.</p>	25.0 pts

Art 262 Project/Paper Rubric

Criteria	Ratings = 250 points				Pts
<p><i>Content knowledge:</i> The Quality of Research and Analysis and how well the student investigates the topic.</p>	<p>25.0 pts Full Marks The paper is exceptionally researched, contains two peer-reviewed articles; the two articles relate to the thesis and art piece argument logically. Citing references is correct.</p>	<p>18.0 pts Good Information refers to the main topic and art. Paper, is well-researched in detail and from 2 sound sources. Citing references is correct.</p>	<p>14.0 pts Minimally Acceptable Information relates to the main topic, but few details and/or examples are given. The paper shows a limited variety of sources. References are not cited correctly</p>	<p>12.0 pts Poor The information has little or nothing to do with the thesis and art. information has weak or no connection between art and the thesis. References are not cited correctly.</p>	25.0 pts
<p><i>Content Application:</i> Support of Thesis and Analysis Each of these essential points should support the thesis statement, facts about your topic.</p>	<p>25.0 pts Excellent Support of Thesis and Analysis exceptionally critical, relevant, and consistent connections made between art piece and thesis. excellent analysis</p>	<p>18.0 pts Good Logical connections made between art piece and proper thesis analysis.</p>	<p>14.0 pts Minimally Acceptable Some links made between art piece and thesis with some analysis.</p>	<p>12.0 pts Poor Limited or no connections made between art piece and thesis. A lack of investigation.</p>	25.0 pts

Art 262 Project/Paper Rubric

Criteria	Ratings = 250 points				Pts
<p><i>Conclusion:</i> Support for Thesis and Analysis Each of these essential points should support the thesis statement, facts about your topic, and artwork.</p>	<p>25.0 pts Excellent An excellent summary of the art piece and original with concluding ideas that impact the reader.</p>	<p>18.0 pts Good A Good review of the art piece and the unique with clear concluding ideas</p>	<p>14.0 pts Minimally Acceptable Essential summary art piece and original with some final concluding ideas.</p>	<p>12.0 pts Poor Little or no summary or lack of review of the topic.</p>	25.0 pts
<p><i>Writing Quality:</i> Grammar, Spelling, and Punctuation. Sentence structure and Reading Quality</p>	<p>25.0 pts Full Marks Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted.</p>	<p>18.0 pts Good Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate.</p>	<p>14.0 pts Minimally Acceptable Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section.</p>	<p>0.0 pts No Marks Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference section missing</p>	25.0 pts

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: Introduction to Dance

Faculty: Jan Williams

DNC 101 (301 and 101) F18 and Sp19 n=74 students NMCCN 1110

<u>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>
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.)	Students are required to view a picture of art and submit a written aesthetic response/experience.	Out of 74 students, 95% of the students scored 80% or better on the aesthetic response. Fall – 15 Spring - 59	No improvements need to be made at this time.
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).	Students are required to view 6 videos of cultural dance native to specific countries and submit a written “comparison” discussion.	Out of 74 students, 90% of the students scored 80% or better on the comparison discussion. Fall – 15 Spring – 59	Students who scored below 80% did not submit the assignment. No changes necessary at this time.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to view 8 videos of social dance in America and submit a written “personal perception” report.	Out of 74 students, 91% of the students scored 80% or better on the personal perception report. Fall – 15 Spring – 59	Students who scored below 80% did not submit the assignment, or did not complete it correctly. No changes necessary at this time.
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. 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.	Students are required to submit a research paper on a dance topic and include historical/cultural background.	Out of 74 students, 91% of the students scored 80% or better on the research paper. Fall – 15 Spring – 59	Students who scored below 80% did not submit the assignment, or did not follow requirements for the assignments. Most of the mistakes made were students not citing their resources. I will need to reiterate this guideline next semester.

<u>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>
<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 style="text-align: center;">End – Humanities/Fine Arts</p>			

Faculty Member Completing Assessment: Jan Williams

Date: 5/15/19

Reviewed by: Don Scroggins

Date: 6/28/2019

(Division chair)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: ENG 202/ ENGL 2380 (3N0 31133 201830-Fall 2018 AND ENG 202 1N0 11011201910-Spring 2019) Faculty: Janett Johnson

Common Core No.: Types of Literature/Short Story – Introduction to Short Fiction

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<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>Students had to create a short story and use a piece of art for inspiration. The paper had to be 2-3 pages long and incorporate the elements of a short story. The paper was assessed according to:</p> <ol style="list-style-type: none"> 1. Art work that was documented (give credit to artist) 2. Inclusion of elements for short story 3. Writing style and tone 4. Structure and organization 5. Mechanics of the English language 6. Formatting of assignment 	<p>The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 16 students was assessed.</p> <p>16 students were assessed.</p> <p>88% (14 students) of students exceeded the 75% benchmark. One student did not submit this assignment, but student’s grade was included in assessment.</p>	<p>Students enjoyed this assignment and learned to apply their knowledge of the elements for a short story and their English skills. Additionally, they loved to research pieces of art that they could use to base their story off, and came up with wonderful choices</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>Students were required to read a book (<u>The Heart of Darkness</u>) and compare/contrast the main topics/issues that appear in a movie (<u>The Great Debaters</u>). The paper was assessed according to:</p>	<p>6 students were assessed.</p> <p>75% (12 students) met the 75% benchmark. One student did not submit this assignment, but student’s “grade” was included in assessment.</p>	<p>Students have a harder time to connect to the reading due to its more difficult language, but I will continue to use this book because the meaning is so universal and still so applicable to today’s times.</p>

Common Core No.: Types of Literature/Short Story – Introduction to Short Fiction

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 16 students was assessed.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>1. Structure and formatting of the paper 2. Works Cited page 3. Writing skills 4. Organization of paper 5. Content</p>		
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>At the end of the semester, students have to create a 3-5 minute video where they have to choose one author or literary work that left the biggest impression on them. They then have to support their claim with examples from the texts and use props for their presentation. After the video is posted, each student has to reply to two different videos with a substantial reply and question on the discussion board. The video is evaluated according to its content, creativity, oral skills, support of claim, and use of props. The discussion replies are evaluated by looking at composition and writing skills, content, and</p>	<p>16 students were assessed. 94% (15 students) met and/or exceeded the 75% benchmark. One student did not submit this assignment, but the student’s grade was included in this assessment.</p>	<p>This has become one of my students’ favorite assignment. Since they have met each other throughout the course in videos and posts and replies, everyone is comfortable in sharing their experiences and observations. Students have so much fun creating their videos and come up with the most creative presentations.</p> <p>I will continue to assign this Final. I included a clear rubric and also mentioned in my weekly Announcement what the assessment of this final video entailed. =)</p>

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Common Core No.: Types of Literature/Short Story – Introduction to Short Fiction

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 16 students was assessed.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>substantial questioning.</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-</p>	<p>Students had to complete a mid-term that included questions that related to many of the readings and asked for connections of the literature to today’s times. They had to give details and examples from the texts to show the relationships and support their claims. Students had to reflect and analyze, and think critically. Students had to explain the effects of literature written centuries ago on today’s times.</p>	<p>16 students were assessed.</p> <p>88% (14 students) met and/or exceeded the 75% benchmark.</p>	

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All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Common Core No.: Types of Literature/Short Story – Introduction to Short Fiction

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 16 students was assessed.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: center;">End – Humanities/Fine Arts</p>			

Faculty Member Completing Assessment: Janett Johnson

Date: 5/13/2019

Reviewed by: Janett Johnson

Date: 5/13/2019

(Division chair)

Clovis Community College

Core Competencies Assessment 2018-19—Area V: Humanities and Fine Arts

Class: ENG 211—One section (fall) from Fall '18 (1N7) & Spring '19 (3N7)

Faculty: Paul Nagy

Benchmark: 75% ENGL 1410 Introduction to Literature

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 17 students assessed	<u>How Results Will Be Used To Make Improvements</u>
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.)	Question from Final Exam used; w question #1 on Final Exam	15/17 (88%) students got the correct answer	Benchmark met.
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).	Final Exam Questions 7 and Question 13 used	14/17 (82%) of students got the correct answer for Question 7 17/18 (94%) of students got the correct answer for Question 13	Benchmark used to evaluate both sets of question results; average (89%) meets benchmark.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Final Exam Question #4	17/18 (94%) of students got the correct answer	Benchmark met
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. 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. Note: For the purposes of the Humanities and	Final exam Questions 10 and 11	14/18 (82%) of students got the correct answer for Question 11. 14/18 (82%) of students got the correct answer for Question 10.	Benchmark used to evaluate both sets of question results; average (82%) meets the benchmark.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 17 students assessed	<u>How Results Will Be Used To Make Improvements</u>
<p>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 style="text-align: right;">End – Humanities/Fine Arts</p>			

Faculty Member Completing Assessment: Paul Nagy

Date: 05/14/19

Reviewed by: Janett Johnson

(Division chair)

Date: 05/15/2019

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College
Class Assessment 2018-2019

Class: History 101 Survey of American History to 1865 2018-2019

Faculty: Michael Powers/Aaron Anderson

<u>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>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art.</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>In SY 2018-19, 53 students out of 59 enrolled in five sections exceeded the benchmark of 70%, while the average score was 82%.</p> <p>The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies</p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester.</p>	<p>Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To discuss the factors and influences that combined to create an American society To recognize the path to revolution and how it affected the development of a new American republic To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies</p>

Page 2 of 3 Course: History 101 Survey of American History to 1865 Fall 2018

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war</p>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To discuss the factors and influences that combined to create an American society To recognize the path to revolution and how it affected the development of a new American republic To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies</p>

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Page 3 of 3 Course: History 101 Survey of American History to 1865 Fall 2018

<u>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>
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>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films.</p> <p>Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>Course Goals:</p> <p>To identify the individual role of economy, society, government, religion, and culture in American history</p> <p>To discuss the factors and influences that combined to create an American society</p> <p>To recognize the path to revolution and how it affected the development of a new American republic</p> <p>To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic</p> <p>To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies</p>
		<p>To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war</p>	

Faculty Members Completing Assessment: Michael Powers/Aaron Anderson

Date: 5/09/2019

Reviewed by: Janett Johnson

Date: 05/09/2019

(Division chair)

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Clovis Community College
Class Assessment 2018-2019

Class: History 102 Survey of American History since 1865 2018-2019

Faculty: Michael Powers/Aaron Anderson

<u>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>
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	In SY 2018-19, 73 students out of 75 enrolled in eight sections exceeded the benchmark of 70%, while the average score was 82%. The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.

Page 2 of 3 Course: History 102 Survey of American History since 1865 Spring 2019

<u>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>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.</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>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.</p>

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Page 3 of 3 Course: History 102 Survey of American History since 1865 Spring 2019

<u>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>
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Faculty Member Completing Assessment: Michael Powers/Aaron Anderson

Date: 05/13/2019

Reviewed by: Janett Johnson

(Division chair)

Date: 09/05/2019

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Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: HIST 121

Faculty: Aaron Anderson

Common Core No.: HIST 1130

<u>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>
<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>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>Students in the online section of HIST 121 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1130 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In SY 2018-19, in two sections of HIST 121, a total of 22 students took the final exam and 17 students exceeded the minimum state benchmark of 70%.</p> <p>The current assessment results indicate that 78% of the total students scored at the benchmark or higher, while the average exam score was 82%.</p> <p>For comparison, in SY 2017-18, in two sections of HIST 121, a total of 25 students took the final exam and 23 students exceeded the minimum state benchmark of 70%.</p> <p>The SY 2017-18 assessment results indicate that 92% of the total students scored at the benchmark or higher, while the average exam score was 86%.</p>	<p>As a result of the New Mexico Higher Education Department’s ongoing Common Course Numbering Initiative, during SY 2018-19 the course description and learning objectives were modified to align with the new World Civilization I – 1130 Common Core uniform student learning outcomes as put forth by the NMHED. This will be the last school year that this course will exist at CCC under the former designation course number HIST 121 and will henceforth designated HIST 1130 under common core guidelines. A New Mexico General Education Curriculum Course Certification Form has been submitted for HIST 1130 and approved by the NMHED. There will likely be significant changes to the yearly assessment process for this course in SY 2019-20 as the current set of four Core Competency Assessment Goals used for assessment purposes in this Humanities Content Area V document will be aligned with the new General Education Curriculum Course Certification Essential Skills for Humanities of “Critical Thinking,” “Information and Digital Literacy,” and “Personal and Social Responsibility.”</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>the understanding of the present as related to an awareness of past heritages in World History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of global society from antiquity through the year 1450.</p>	<p>In a comparison of the data generated in the current SY 2018-2019 versus SY 2017-2018, while there was a net decrease of 3 students who took the exam in the current year, the students in SY 2018-2019 showed a net decrease of 14% in exceeding the minimum state benchmark of 70%, and an decrease of 4% in average exam score over the previous year.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of global social and political development.</p>	<p>Continued emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major developing civilizations in the eastern Asian and western Mediterranean worlds. In particular, these include the role of religious and ideological belief systems as a keystone of early political and social development, and the key role of developing trade systems and link the eastern and western worlds.</p>

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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<u>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>
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).	See the procedural description listed above.	See the procedural description listed above. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of Early World History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drive and influence the political economy and trade expansion in the development of Europe during the Middle Ages.	See the procedural description listed above.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	See the procedural description listed above.	See the procedural description listed above. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human	See the procedural description listed above.

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<u>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>
		experience across the range of Early World History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the role of Mongol influence and domination throughout Asia and the Middle East during the years 1200-1450, including the influence upon Imperial China and the developing Russian kingdom.	
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.	See the procedural description listed above.	See the procedural description listed above. Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how historical perspectives from World History influence contemporary problems, modes of expression, and intellectual constructs	See the procedural description listed above.

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<u>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>
		within the context of the modern civilizations in Asia, Africa, and the Middle East.	

Faculty Member Completing Assessment: Aaron Anderson

Date: 5/10/2019

Reviewed by: Janett Johnson
 (Division chair)

Date: 05/15/2019

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: HIST 122

Faculty: Aaron Anderson

Common Core No.: HIST 1140

<u>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>
<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>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>Students in the online section of HIST 122 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1140 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In SY 2018-19, in one section of HIST 122, a total of 13 students took the final exam and 10 students exceeded the minimum state benchmark of 70%.</p> <p>The current assessment results indicate that 76% of the total students scored at the benchmark or higher, while the average exam score was 77%.</p> <p>For comparison, in SY 2017-18, in one section of HIST 122, a total of 6 students took the final exam and 6 students exceeded the minimum state benchmark of 70%.</p> <p>The SY 2017-18 assessment results indicate that 100% of the total students scored at the benchmark or higher, while the average exam score was 82%.</p>	<p>As a result of the New Mexico Higher Education Department’s ongoing Common Course Numbering Initiative, during SY 2018-19 the course description and learning objectives were modified to align with the new World Civilization II – 1140 Common Core uniform student learning outcomes as put forth by the NMHED. This will be the last school year that this course will exist at CCC under the former designation course number HIST 122 and will henceforth designated HIST 1140 under common core guidelines. A New Mexico General Education Curriculum Course Certification Form has been submitted for HIST 1140 and approved by the NMHED. There will likely be significant changes to the yearly assessment process for this course in SY 2019-20 as the current set of four Core Competency Assessment Goals used for assessment purposes in this Humanities Content Area V document will be aligned with the new General Education Curriculum Course Certification Essential Skills for Humanities of “Critical Thinking,” “Information and Digital Literacy,” and “Personal and Social Responsibility.”</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>the understanding of the present as related to an awareness of past heritages in World History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of global society from the year 1450 to the present.</p>	<p>In a comparison of the data generated in the current SY 2018-2019 versus SY 2017-2018, while there was a net gain of 7 student who took the exam in the current year, the students in SY 2018-2019 a decrease of 24% in exceeding the minimum state benchmark of 70%, and a decrease of 5% in average exam score over the previous year.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of global social and political development.</p>	<p>Continued emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major modern civilizations in the Asian, African, European, and Western Hemisphere worlds. In particular, these include the role of religious and ideological belief systems as a keystone of modern political and social development, and the key role of increasingly complex trade and communication systems that link the eastern and western worlds. Also, special focus will be placed upon geopolitical conflict as related to alliance systems, empire, rising superpowers, and religious fanaticism increasing engaged in shifting global interaction and conflict.</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,</p>	<p>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Two Assessment Goal: students will</p>	<p>See the procedural description listed above.</p>

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<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>cultural, religious, and intellectual).</p>		<p>demonstrate a proficiency in the comparison modes of thought and expression across the range of Modern World History to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drive and influence the political economy and trade expansion in the development Asia, Africa, Europe, and the Western Hemisphere in the modern era.</p>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of Modern World History to develop and understanding of how the present is informed by</p>	<p>See the procedural description listed above.</p>

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<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
		<p>an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the development of European empires and colonialism, and how this was supplanted in the modern era by an explosion of new nations as global power shifted to the American and Soviet superpowers in a global conflict of ideologies.</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>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how historical perspectives from World History influence contemporary problems, modes of expression, and intellectual constructs within the context of the modern civilizations in Asia, Africa, and the Middle East.</p>	<p>See the procedural description listed above.</p>

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<u>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>
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Faculty Member Completing Assessment: Aaron Anderson

Date: 5/10/2019

Reviewed by: Janett Johnson
(Division chair)

Date: 05/15/2019

Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: HIST 203

Faculty: Aaron Anderson and Vicki De Leon

Common Core No.: HIST 2110

<u>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>
<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>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>Students in online and face-to-face HIST 203 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 2110 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In SY 2018-19, in seven sections of HIST 203, a total of 126 students took the final exam and 100 students exceeded the minimum state benchmark of 70%.</p> <p>The current assessment results indicate that 81% of the total students scored at the benchmark or higher, while the average exam score was 85%.</p> <p>For comparison, in SY 2017-18, in six sections of HIST 203, a total of 80 students took the final exam and 71 students exceeded the minimum state benchmark of 70%.</p> <p>The SY 2017-18 assessment results indicate that 88% of the total students scored at the benchmark or higher, while the average exam score was 88%.</p>	<p>As a result of the New Mexico Higher Education Department’s ongoing Common Course Numbering Initiative, during SY 2018-19 the course description and learning objectives were modified to align with the New Mexico History – 2110 Common Core uniform student learning outcomes as put forth by the NMHED. This will be the last school year that this course will exist at CCC under the former designation course number HIST 203 and will henceforth designated HIST 2110 under common core guidelines. A New Mexico General Education Curriculum Course Certification Form has been submitted for HIST 2110 and approved by the NMHED. There will likely be significant changes to the yearly assessment process for this course in SY 2019-20 as the current set of four Core Competency Assessment Goals used for assessment purposes in this Humanities Content Area V document will be aligned with the new General Education Curriculum Course Certification Essential Skills for Humanities of “Critical Thinking,” “Information and Digital Literacy,” and “Personal and Social Responsibility.”</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>the understanding of the present as related to an awareness of past heritages in New Mexico History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of New Mexico from antiquity to the present.</p>	<p>In a comparison of the data generated in the current SY 2018-2019 versus SY 2017-2018, while there was a net gain of 46 students who took the exam in the current year, the students in SY 2018-2019 showed a net decrease of 7% in exceeding the minimum state benchmark of 70%, and a decrease of 3% in average exam score over the previous year.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of social and political development in the history of New Mexico.</p>	<p>During SY 2016-17 I restructured the New Mexico History online course and submitted it to a formal Quality Matters Review Committee for close examination and review. The course was the first to successfully complete such a review at CCC and is now a certified course subscribing to best practices put forth in the Quality Matters initiative. I believe that the changes included in the restructuring and review process have greatly improved the course and assisted in increased student scores and success rates for the current SY 2017-18.</p> <p>In the coming SY 2018-19, continued emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that drove the development of history of New Mexico, and how these elements predicate life for New Mexico residents in the contemporary era.</p>

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 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></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>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of New Mexico History to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drove the development of unique culture in New Mexico.</p>	<p>See the procedural description listed above.</p>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of New Mexico History to develop</p>	<p>See the procedural description listed above.</p>

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 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

<u>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>
		and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the development of multi-cultural patina of New Mexico and how this influences political, economic, and religious life New Mexico.	
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.	See the procedural description listed above.	See the procedural description listed above. Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how European, Native American, and emerging Hispanic historical perspectives influence contemporary problems, modes of expression, and intellectual constructs within the context of the contemporary New Mexico.	See the procedural description listed above.

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<u>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>
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Faculty Member Completing Assessment: Aaron Anderson and Vicki Bridinger-De Leon

Date: 5/10/2019 revised 9/4/2019

Reviewed by: Janett Johnson
(Division chair)

Date: 05/15/2019

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Clovis Community College
Class Assessment 2018-2019

Class: HUM 221 (2N0 & 3N0) n=31 students Su18 and F18 NMCCN 1110

Faculty: Robin Henry

<u>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>												
1. Students will analyze connections between art forms and culture.	<p>Essay--Chapter 2 <i>The Iliad</i> and <i>The Odyssey</i> After reading chapter 2, read these two Shmoop "In a Nutshell" explanations of <i>The Iliad</i> and <i>The Odyssey</i>.</p> <p><i>Write a 250 word essay which considers the following questions:</i> <i>What are the similarities and differences between these two epic stories?</i> <i>What values of Greek civilization do they reflect?</i> <i>How have these values come down to us as a part of Western civilization?</i></p>	81% Mastery	The only students who did not achieve mastery were those who did not turn in an essay.												
2. Students will appreciate art forms and their cultural value regardless of personal preference.	<p>Roman Civilization Essay/Project In this assignment, you will choose your RAFT. Role, Audience, Format, Topic...Choose one row for the assignment requirements...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Role</th> <th style="text-align: center;">Audience</th> <th style="text-align: center;">Format</th> <th style="text-align: center;">Topic</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fund Raiser</td> <td>Room full of wealthy potential donors</td> <td>audio-visual presentation designed to get people to give money to restore the artwork</td> <td>See choices below</td> </tr> <tr> <td style="text-align: center;">Art Critic</td> <td>newspaper readers-current</td> <td>Critical piece about the art work</td> <td>See choices below</td> </tr> </tbody> </table> <p>Choices for the artwork/architectural structure (topic): Colosseum, Pantheon, Temple of Fortuna Virilis, Pont du Gard, Roman Forum, Column of Trajan, Arch of Constantine.</p>	Role	Audience	Format	Topic	Fund Raiser	Room full of wealthy potential donors	audio-visual presentation designed to get people to give money to restore the artwork	See choices below	Art Critic	newspaper readers-current	Critical piece about the art work	See choices below	81% Mastery	Only one student underperformed on this project, the other 2 did not turn it in. I have already re-written the rubric, but I will be re-writing the instructions to see if I can clarify this assignment.
Role	Audience	Format	Topic												
Fund Raiser	Room full of wealthy potential donors	audio-visual presentation designed to get people to give money to restore the artwork	See choices below												
Art Critic	newspaper readers-current	Critical piece about the art work	See choices below												

<p>3. Students will improve communication skills through online discussion and writing assignments.</p>	<p><i>Class Discussions Chapters 1-7</i></p> <p><i>Pillow Book Writing Assignment</i></p>	<p>Discussions: 73% Mastery</p> <p>Pillow Book: 81% Mastery</p>	<p>In the discussions, the students who failed to show mastery were those who did not respond to the required number of posts. Part of effective communication is responding appropriately to other students' posts..</p> <p>On the Pillow Book assignment, only students who turned in nothing failed to show mastery.</p>
<p>4. Students will discuss art forms critically and communicate personal reflections about the arts and humanities which are based on an understanding of the principles and components of the art forms and the cultural and historical context.</p>	<p>Early Modern Philosophy Discussion (Chapter 12)</p> <p>Read in your textbook about Thomas Aquinas (p. 401, his writing pp. 414-15) and William of Ockham (pp. 401-402). Also, please read the following entries from the Stanford Encyclopedia of Philosophy:</p> <p>Thomas Aquinas</p> <p>William of Ockham</p> <p>In your discussion, choose one of the two men and argue for his position on the idea of combining theology and philosophy. Please use threaded discussions and respond in the thread of the thinker you have chosen.</p>	<p>57% Mastery</p>	<p>The only students who did not achieve mastery did not turn in the assignment. In future I will put this assignment earlier in the semester timeline to avoid students choosing not to do it.</p>

Faculty Member Completing Assessment: Robin Henry

Date: 12-19-2018

Reviewed by: Don Scroggins
(Division chair)

Date: 06/28/2019

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Clovis Community College

Core Competencies Assessment 2018-2019—Area V: Humanities and Fine Arts

Class: MUS 113 3N0 Music Appreciation (30307 201830– Fall 2018); MUS 113 1N0 Music Appreciation (11058 201910– Spring 2019)

Faculty: Sarah Sena

MUSC 1130 Music Appreciation: Western Music

<u>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>
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.)	Students attended a concert of their choice (through Clovis Community College Cultural Arts, Clovis Municipal Schools, or Eastern New Mexico University) and submitted a Performance Response paper reviewing the performance. Students were assessed for the overall format and content of the paper, as well as spelling, punctuation, neatness and grammar usage.	10 students were assessed. 7 students exceeded the 75% benchmark.	This means of assessment encourages students to explore music in a way they might not have on their own. By attending a concert, they are experiencing new styles of music and having to describe the performance using musical terminology.
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).	Students were introduced to composers of different musical periods through recordings, interesting facts about their lives, and the society they lived in.	Informal assessment through in-class oral responses and practice journal comments.	Students have a more broad knowledge of the composer if they are introduced to them through a variety of ways (recordings, facts about their life, characteristics of their Musical Period, and thoughts on music).
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students completed a Composer Project comparing and contrasting two composers of different Music Periods through their lives, famous works and place in society.	10 students assessed. 8 students exceeded the 75% benchmark.	Students must use critical thinking skills to analyze ways that two composers of different time periods are the same and how they differ using music terminology and discussion of form.

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></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 style="text-align: center;">End – Humanities/Fine Arts</p>	<p>Students were introduced to Musical Periods spanning from the Middle Ages to present day through listening examples, the progression of musical instruments, and the influences of society on composers and their works. Knowledge of each Musical Period was assessed through quizzes over each period that included instrument recognition by picture and sound, fundamental musical elements of each period, and notable composers. Students also took part in discussions about the Musical Period they were studying and shared examples of music they found interesting with their peers.</p>	<p>Middle Ages and Renaissance: 10 students assessed. 5 students exceeded the 75% benchmark.</p> <p>Baroque: 10 students assessed. 5 students exceeded the 75% benchmark.</p> <p>Classical: 10 students assessed. 6 students exceeded the 75% benchmark.</p> <p>19th Century: 7 students assessed. 6 students exceeded the 75% benchmark.</p> <p>20th Century: 6 students assessed. 5 students exceeded the 75% benchmark.</p>	<p>While there is a broad amount of information covered in each Musical Period, an extensive study guide is provided to students in order to help them be as successful as they can in reviewing the information covered. If students do not take the time to complete the study guide, it is often evident in their scores. However, the opposite is also true. If students take the time to fill out the study guide, they are often very successful with each quiz because they have covered the material and then reviewed what they will be required to know. The Final Exam covers information from each Musical Period and uses the same study guides.</p>

Faculty Member Completing Assessment: Sarah Sena 04/18/2019

Date:

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<u>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>
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Reviewed by: Janett Johnson
(Division chair)

Date: 05/14/2019

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Clovis Community College

Class Assessment 2018-2019

Class: PHIL 201 (3N0 and 1N0) online

Faculty: Rajka Rush

<u>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>
<p>By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> Objective 1: Topic, Introduction to Philosophy and Ancient Greeks. Objective: Overview of Presocratics, Socrates, Athenian Democracy, Sophists. Integrate terminology and concepts. Objective 2: A New Direction in Philosophy: Christianity Arrives. Overview of the major schools in Christianity: Patristics and Scholastics. Learn integrative terminology and concepts relevant to Christianity. Central concepts are Proofs for the Existence of God in Scholasticism. Objective 3: Revolution in Thought: Science and Philosophy; Review of the metaphysical concepts of late 16 and 17 centuries and the discoveries that lead to the scientific revolution. Learn integrative concepts of the 16th and 17th centuries metaphysics and science. Objective 4: The Mind and Philosophy: Rationalism and Truth; Philosophy of the Mind and new metaphysics; theories of truth and critique of metaphysics (Empiricism, Immanuel Kant). Learn integrative concepts of philosophy of mind (Descartes, Spinoza, Leibniz) and empiricism (John Locke, David Hume). Objective 5: Politics and Philosophy: The Rebels Take Center Stage. Review of the social contract theory (Hobbes, Locke, 	<ol style="list-style-type: none"> Module/Unit quizzes, Module/Unit discussions Module/Unit Integrative review questions. Final Exam: Module/Unit 1-7 <p>Fall 2018 – 21 students Spring 2019 – 25 students</p> <p>(46 students assessed in this report.)</p>	<p>Fall 2018:</p> <p>Objective 1 = 94.20% Objective 2 = 78.75% Objective 3 = 79.65% Objective 4 = 77.27% Objective 5 = 86.71% Objective 6 = 88.99% Objective 7 = 85.35%</p> <p>Spring 2019:</p> <p>Objective 1 = 91.25% Objective 2 = 78.50% Objective 3 = 81.15% Objective 4 = 91.82% Objective 5 = 81.90% Objective 6 = 90.60% Objective 7 = 82.55%</p> <p>Final Exam: 79.88 %</p> <p>Summary: n=46 students</p> <p>Objective 1: 93% Objective 2: 79% Objective 3: 80% Objective 4: 85% Objective 5: 84% Objective 6: 90% Objective 7: 83%</p>	<p>All Modules/Units objectives are achieved.</p> <p>The improvements can be made in supplying visual content (photos, interactive maps, and videos) for each modules to help different types of learners.</p>

Page 2 of 2 Course: BIOL 212 sections 201, 301, and 101 Human Anatomy and Physiology II

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
<p>Rousseau) and learn basic concepts of political philosophy and presuppositions of democratic political system after revolutions.</p> <p>6. Objective 6: Politics and Evolution: History and Humanism; review of G. W. F. Philosophy and concepts of phenomenology of spirit, purposive historical development of political systems, and critique of Hegel’s models through evolution and critiques of Kierkegaard, Marx, Nietzsche, and evolutionists.</p> <p>7. Objective 7: Despair and Hope: Existentialism and Rebirth; review the concepts of Camus, Sartre, and new ethical challenges of equal gender roles.</p>			

Faculty Member Completing Assessment: Rajka Rush

Reviewed by: Don Scroggins

(Division chair)

Date: 05/10/2019

Date: 06/28/20

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Clovis Community College
Class Assessment 2018-2019

Class: PHIL 211 (3N0) online

Faculty: Rajka Rush

<u>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>
<p>By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1. The nature of morality; explain different approaches to the study of Ethics; probe the arguments on why humans are moral; explain different approaches to study of ethics 2. Consequentialist theories of morality; define consequentialist theories, differentiate act utilitarian from (cost-benefit analysis) rule utilitarian (J. S. Mill's theory of justice). 3. Deontological theories of morality; deontological theory (Immanuel Kant) and critique of the deontological theories. 4. Virtue Ethics: learn concepts relevant to Aristotle's Confucian, and other theories of virtue ethics. 5. Absolutism vs. Relativism: ethical relativism in comparison to ethical universalism; original texts readings and discussions on absolutism and ethical relativism. 6. Freedom vs. Determinism: discussions and knowing positions of the major points of libertarianism, determinism, compatibilism, and indeterminism. 7. Reward and Punishment: key concepts of different theories of justice; John Rawls theory of justice; Human Rights theory. 8. Setting up a moral system: examine 	<p>For each topic and objectives:</p> <ol style="list-style-type: none"> 1. Weekly quizzes 2. Discussions. <p>Writings: For topics 1 – 7 2 Reflection Essays based on essay readings.</p> <p>For topics 8 – 12 The argumentation paper on bioethics.</p> <p>Exams: Midterm based on essay questions: Topics from 1 – 6</p> <p>Final Exam, multiple choice questions: Topics from 1- 12</p> <p>Fall 2018 – 11 students Spring 2019 N/A</p>	<p>Fall 2018:</p> <p>Weekly quizzes and discussions:</p> <p>Objective 1 = 95.60% Objective 2 = 92.75% Objective 3 = 89.65% Objective 4 = 88.45% Objective 5 = 89.71% Objective 6 = 85.95% Objective 7 = 87.98% Objective 8 = 87.57% Objective 9 = 91.69% Objective 10 = 92.39% Objective 11 = 91.59% Objective 12 = 90.47%</p> <p>Mid-Term based on essay questions: 96.78 %</p> <p>Reflection Essays: 72.98 %</p> <p>Argumentation Paper: 82.76 %</p> <p>Final Exam: 69.85 %</p>	<p>Improvements need to be made in Objectives: Reflection Essays Final Exam</p> <p>Reflection Essays, motivate students to spend more time writing the essay response with their own skills of interpretation. Give some video material that would stimulate online students to respond.</p> <p>Final Exam: Prepare students to retain better weekly quizzes. Highlight questions with the higher-level comprehension and give students a study guide. Increase the percentage for the final exam in order for students to take the Final Exam more seriously. Some students simply didn't take the final exam, choosing to lose 10% of the grade.</p> <p>Model class with video presentations to be more visually appealing.</p> <p>The enrollment in Ethics class has not</p>

Page 2 of 2 Course: BIOL 212 sections 201, 301, and 101 Human Anatomy and Physiology II

<u>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>
<p>theories and how they can applied to specific cases.</p> <p>9. Special topics: The Taking of Human Life: suicide, defense of the innocent, war, terrorism, capital punishment.</p> <p>10. Special topics: Allowing someone to die, mercy death, and mercy killing. PAS, Euthanasia, and legal status of mercy killing.</p> <p>11. Special topics: Abortion; arguments for and against abortion, application of arguments to case-studies. Discussion.</p> <p>12. Bioethics: basic elements of bioethics in health care; stem Cell Research.</p>			<p>been high, investigate how to make Ethics class more appealing for students.</p>

Faculty Member Completing Assessment: Rajka Rush

Date: 05/10/2019

Reviewed by: Don Scroggins

Date: 05/20/2019

(Division chair)

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Clovis Community College
Class Assessment 2018-2019

Class: Spanish I ♦ SPAN 1110 8 Sections

Faculty: Teresa Guillen and Juan Carlos Galaz Acosta

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> <u>222 Students assessed</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will analyze and critically interpret significant and primary tests and/or work of art (this includes fine art, literature, music, theater, and film.)</p>	<p>Student's skills and development were evaluated using the final exam. Final exam included the basics of:</p> <ul style="list-style-type: none"> - Vocabulary: word translation - Verb conjugation with correct structure and proper grammatical use - Proper use of: definite and indefinite articles. - Proper use of: subject pronouns. - Cultural knowledge and understanding of materials which were presented and gained throughout the semester including movies, readings and specific subject research as well as face to face class socialization. - Recognition of sentence structure. - Reading: comprehension. 	<p>82.88 % Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class, failed to submit assignments, failed to complete the final team, and/or adequately prepare for tests.</p>	<ul style="list-style-type: none"> • We will continue to use the <i>Arriba</i> textbook as a resource tool. • We will continue to use online resources as well as educational websites. • We will continue to motivate students to develop a strong foundation in learning the Spanish language. • We will continue to encourage student by incorporating different learning activates as well as provide additional explanations on assignments. • We will continue to encourage the use of the Spanish language through speaking, reading and discussions.
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of</p>	<p>Students in the face to face class participated in conversations among each other. Students also viewed Spanish online videos and</p>	<p>84.23% Students successfully exceeded the 75% mark in this category.</p>	<p>I will continue to use these activities in order for students to gain an understanding of the history and diversity in cultures that thrive within the Spanish</p>

Page 2 of 3 Course: Spanish I ♦ 30377, 30379, 31859, 31867, 11418, 10442, 11832

<u>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>
historical periods and or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	practiced what was learned. Students practiced through reading comprehension and vocabulary development. Students analyzed and compared linguistics, culture, economics, social differences.		language and Hispanic community, as well as the importance in the acquisition of the Spanish language for effective communication.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students were to research cultural events and view a movie to develop a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments.	84.23 % Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family dynamics are so strong and valued with such importance.	I will incorporate additional cultural and historical activities so that the student may continue to obtain and experiences the Hispanic/Mexican language and customs.
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression, and contemporary thought.	The viewing of movies and video clips, writing activities and research papers which provides students with a strong representation of the Hispanic culture. Students were able to gain an understanding as to why it is important for Hispanics to engage in certain activities/customs that other cultures may not.	84.68% Students successfully completed this category exceeding the 75% benchmark.	Students truly enjoyed the one-on-one and/or group conversations and collaboration with their peers. I will incorporate more communication activities to develop appropriate pronunciation and communication skills. I will continue to incorporate these activities, as they proved to be successful for student participation and the development of the Spanish Language.

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<u>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>
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Reviewed by: Janett Johnson
(Division chair)

Date: 06/25/2019

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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Clovis Community College
Class Assessment 2018-2019

Class: Spanish II/SPAN 1120 ◊ 31533, 30382, 11718, 10445, 11727

Faculty: Teresa Guillen

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Number of students assessed; 44	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or work of art (this includes fine art, literature, music, theater, and film.)</p>	<p>Student's skills and development were evaluated using the final exam. Final exam included:</p> <ul style="list-style-type: none"> - Vocabulary: word translation - Verb conjugation with correct structure and proper grammatical use - Proper use of: verbs in the present, past, present continuous, Imperfect etc., - Proper use of: subject pronouns and direct/indirect object pronouns. - Cultural knowledge and understanding of materials which were presented and gained throughout the semester including movies, readings and specific subject research as well as face to face class socialization. - Recognition of sentence structure. - Reading: comprehension. 	<p>30 Students (68%) exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class, submit assignments, and/or adequately prepare for tests.</p>	<ul style="list-style-type: none"> • I will continue to use the <i>Arriba</i> textbook as a resource tool. • I will use online educational websites to add to the students' knowledge base. • I will continue to encourage and motivate students to develop a strong foundation in learning the Spanish language. • I will continue to encourage student by incorporating different learning activities as well as additional explanations on assignments. • I will continue continuing to encourage the use of the Spanish language through speaking, reading and discussions. • I will continue the implementation of the new method of completing and submitting assignments so that students can see results quicker.
<p>2. Students will compare art</p>	<p>Students actively participated in</p>	<p>30 Students successfully exceeded the</p>	<p>These activities will be continued and used</p>

Page 2 of 3 Course: Spanish II ♦ 31533, 30382, 11718, 10445, 11727

<u>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>
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).	class discussions, online via discussion board. Students participated in reading comprehension, verb conjugation, and vocabulary development. Students were able to analyze and compare, linguistic, economical, geographical, social, and cultural differences.	75% mark in this category (68%)	in order for students to gain an understanding of the history and diversity in cultures and language dialects that thrive within the Spanish Language and Hispanic community. Students will continue to improve usage and acquisition of the Spanish language for effective communication.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students were to discuss cultural events, using YouTube videos that were provided, to develop a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments and discussions.	30 (68%) Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family dynamics are so strong and valued with high importance.	I will continue to incorporate additional cultural and historical activities so that the student may continue to obtain and experiences the Hispanic/Mexican language and customs.
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression, and contemporary thought.	Through viewing of video clips, writing activities and research papers, as well as continuous interaction with peers, students gain a strong representation of the Hispanic culture. Students were able to gain an inside view of why it is	30 (68%) Students successfully completed this category exceeding the 75% benchmark.	Students enjoyed learning and discussing information about the Hispanic culture and history. Through collaboration with their peers, students were able to share their diverse backgrounds. - I will incorporate more communication activities to develop appropriate pronunciation and communication

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

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<u>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>
	Hispanics to engage in certain activities, customs, and/or celebrations that other cultures may not.		I will continue to incorporate present activities, as they proved to be successful for student participation and the development of the Spanish

Faculty Member Completing Assessment: Teresa Guillen

Reviewed by: Janett Johnson

(Division chair)

Date: 5/16/19

Date: 06/21/2019