Clovis Community College

417 Schepps Boulevard

Clovis, NM 88101

General Education

Assessment Report

Submitted to: New Mexico Higher Education Department

September 30, 2010

Contact Person: Valerie Benedix

Institution Name   **Clovis Community College**
Core Competencies Report

Date Submitted   9/30/2010

Attachments (please check all that apply):

x Area I Communications   *Contact Person* Valerie Benedix/Paul Nagy

x Area II Math—Algebra   *Contact Person*   Valerie Benedix/Mary Caffey

x Area II Math—Calculus   *Contact Person* Valerie Benedix/D'Layna Moore

x Area II Math—Other Math   *Contact Person* Valerie Benedix/V K Bussen

x Area III Laboratory Science   *Contact Person* Valerie Benedix/Larry Powell

x Area IV Social/Behavioral Sciences   *Contact Person* Valerie Benedix/Ruthie Hefner

x Area V Humanities/Fine Arts   *Contact Person* Valerie Benedix/Paul Nagy

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

Attested:

                                                                                    Becky Rowley

     Chief Academic Officer Signature   *Chief Academic Officer Printed Name*

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Institutional URL for HED Core Competencies Assessment Reports: www.clovis.edu/assessment

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Abstract

_____

This report contains the general education assessment reports for the 2009-2010 academic year for Clovis Community College. Courses in this assessment were defined in three different ways:

- Courses assessed for 2009-2010
- Courses offered but not assessed for 2009-2010
- Courses offered in order to meet STEM requirements which did not contain sufficient enrollment numbers to assess.

Based on the general education courses that were offered and contained sufficient enrollment numbers to remain in the Fall 2009, Spring 2010 and Summer 2010 schedule of classes, CCC is reporting the following:

Area I: Communication—80% of CCC's general education courses in this area were assessed and reported. This rate of assessment remained constant when compared with the assessment from the 2008-2009 academic year.

Area II: Mathematics/Other Mathematics—100% of CCC's general education courses in this area were assessed and reported. Math 131 was included in the STEM grant, but did not contain adequate enrollment to guarantee that an accurate assessment could be made. In addition, the Calculus class is included in this assessment report.

Area III: Laboratory Sciences—100% of CCC's general education courses in this area were assessed and reported. Not included in this statistic are PHYS 201 and PHYS 202 which were included in the STEM grant.

Area IV: Social/Behavioral Sciences—90% of CCC's general education courses in this area were assessed and reported, up from 70% for 2008-2009. The addition of assessments from ECON 221 (2113) and ECON 222 (2123) accounted for the increase of assessments in this area.

Area V: Humanities and Fine Arts—22% of CCC's general education courses in this area were assessed and reported. The challenge continues in this area due to the fact that the majority of instructors in this area are part-time. The plan to facilitate assessment in the part-time faculty group continues.

In evaluating the assessment plan for general education, CCC makes the commitment that the following classes will be assessed during the 2010-2011 academic year:

- PSY 202: Adolescent Psychology
- PHIL 211: Ethics (NMCCN ENGL 2213)
- ART 131: Art Appreciation (NMCCN 1113)
- MUS 113: Music Appreciation (NMCCN 1113)
- THTR 111: Introduction to Theater Arts (NMCCN 1013)
- THTR 275: The Motion Picture (NMCCN 1113)

In conclusion, Clovis Community College maintained the previous level of assessment in four areas with a significant increase in the area of Social and Behavior Sciences. The six additional assessments for the 2010-2011 report will mean a significant increase in the area of Humanities and Fine Arts.

Contact Information

Valerie Benedix, Assessment Chair

Clovis Community College

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Clovis, NM 88101

575.769.4984

Area I: Communication
✓ENG 102 (NMCCN ENGL 1113)
✓ENG 104 (NMCCN ENGL 1123)
✶ENG 233 (NMCCN ENGL 2113)
✓COMM 101 (NMCCN COMM 1213)
✓COMM 102 (NMCCN COMM 1113)

Area II: Mathematics
✓MATH 110 (NMCCN MATH 1113)
✓MATH 111 (NMCCN MATH 1213)
✓MATH 113 (Math for General Education)
✓MATH 123 (NMCCN MATH 1614)
~MATH 131 (NMCCN MATH 1624
  MATH 201 (NMCCN MATH 2614)
✓STAT 213 (NMCCN MATH 2314)

Area III: Laboratory Science
✓BIOL 113 (NMCCN BIOL 1114)
✓BIOL 115 (NMCCN BIOL 1124)
✓CHEM 113 (NMCCN CHEM 1114)
✓CHEM 151 (NMCCN CHEM 1214)
✓CHEM 152 (NMCCN CHEM 1224)
✓PHYS 113 (Survey of Physics and Lab)
✓PHYS 151 (NMCCN PHYS 1114)
✓PHYS 152 (NMCCN PHYS 1124)
~PHYS 201 (NMCCN PHYS 1214)
~PHYS 202 (NMCCN PHYS 1224)
✓GEOL 113 (NMCCN GEOL 1114)
  GEOL 114 (NMCCN GEOL 1214)

Area IV: Social and Behavioral Sciences
✓ECON 221 (NMCCN ECON 2113)
✓ECON 222 (NMCCN ECON 2123)
✓PSCI 102 (NMCCN POLS 1123)
  PSCI 202 (NMCCN POLS 1213)
✓PSY 101 (NMCCN PSYC 1113)
✓PSY 106 (Human Growth and Development)
✓PSY 201 (Child Psychology)
✶PSY 202 (Adolescent Psychology)
✓SOC 101 (NMCCN SOCI 1113)
✓SOC 212 (NMCCN SOCI 2113)
✓SOC 215 (NMCCN SOCI 2213)
  ANTH111 (NMCCN ANTH 1113)
  ANTH 123 (NMCCN ANTH 2313)
  ANTH 233 (People and Cultures of the World)
  ANTH 243 (NMCCN ANTH 2113)

AREA V: Humanities and Fine Arts
✓HIST 101 (NMCCN HIST 1113)
✓HIST 102 (NMCCN HIST 1123)
✓HIST 121 (NMCCN HIST 1053)
  HIST 122 (NMCCN HIST 1063)
✶HIST 203 (NMCCN HIST 2113)
✶PHIL 201 (NMCCN PHIL 1113)
  PHIL 202 (NMCCN PHIL 1213)
✶PHIL 211 (NMCCN PHIL 2113)
  PHIL/REL 212 (NMCCN RELI 11113)
✶HUM 221 (Introduction to Humanities I)
✶HUM 222 (Introduction to Humanities II)
✶ENG 202 (NMCCN ENGL 2343)
  ENG 203 (NMCCN ENGL 2323)
  ENG 204 (Drama)
  ENG 205 (NMCCN ENGL 2313)
✶ENG 211 (NMCCN ENGL 2213)
✶ENG 221 (NMCCN ENGL 2413)
✶ENG 222 (NMCCN ENGL 2423)
  ENG 223 (NMCCN ENGL 2513)
  ENG 224 (NMCCN ENGL 2523)
✶ART 131 (NMCCN ARTS 1113)
  ART 261 (NMCCN ARTS 2113)
✶ART 262 (NMCCN ARTS 2123)
✶DNC 101 (NMCCN DANC 1013)
✶MUS 101 (NMCCN MUSI 1213)
✶MUS 113 (NMCCN MUSI 1113)
✶THTR 111 (NMCCN THTR 1013)
✶THTR 275 (NMCCN THTR 1113)
✶FR 101 (NMCCN FREN 1114)
  FR 102 (NMCCN FREN 1124)
✶GER 101 (NMCCN GERM 1114)
  GER 102 (NMCCCN GERM 1124)
✓SPAN 101 (NMCCN SPAN 1114)
✓SPAN 102 (NMCCN SPAN 1124)

✓ Courses assessed for 2009-2010
✶ Courses offered, but not assessed during the 2009-201009 academic year
Italicized courses either were not offered or did not make during the Fall 09, Spring 10, or Summer 10 semesters.
~ Courses offered as part of STEM grant requirements, enrollment numbers not enough to assess.

Core Competencies Assessment 2009-2010: Area I Courses

Clovis Community College

ENG 102: English Composition

ENGLISH Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed: 251

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results A total of ____ students were assessed in English ____. The Grading Rubrics includes the following categories: **1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)**	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/ Priorities
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.	Students completed a final written essay for their assessment activity. This was completed in the last week of class. Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1a. Addresses the Prompt/Format (251) / 1b.Content/Development/Support / 2a.Focus/Thesis Organization (see tables below)	Instructor comments regarding the data from Competency 1: • I included more examples of essays built around a response to a particular prompt, and a significant increase in good and exemplary students followed. • I will analyze readings more on structure, not so much on content. • The benchmark was reached; however, recognizing how to identify and write the argumentative essay will be one of the focuses for this course. . • I will continue to assign exercises where students experience the importance of a clear thesis.	Each instructor will change their course content to meet the needs that their individual assessment results suggest. Beyond the consistent achievement of the benchmark set, a positive trend in these numbers is evident, including a 8 % increase in performance in 1a, a 4% increase in 1b, and a 6% increase in 2a.
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.				

1a. Addresses the Prompt/Format (251)

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
8	33	80	130	84%

1b.Content/Development/Support

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
8	39	91	113	81%

2a.Focus/Thesis Organization

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
15	38	90	108	79%

Clovis Community College

ENG 102: English Composition

ENGLISH Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed: 251

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 (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		3a. Unity/Development/Coherence					Instructor Comments for Criterion 2 include: • There is a need for constant reference to this topic. Group discussion of in-class readings will highlight organizational skills used by a variety of authors. • Maybe I can add more one-on-one time to ensure each student is formulating a thesis. • I will continue to analyze readings and have the students proofread their assignments in peer groups to make them aware of this competency. Instructor Comments for Criterion 3 include: • Faulty arguments will continue to be studied in detail so the student will be able to identify sound arguments. • I will continue to assign a variety of readings and writings to enhance and empower student's language pattern and vocabulary. • I will revise the peer	
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"		
		11	43	103	94	78%		
		3b. Concession/Counterargument *(only 188 students assessed)*						
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"		
		10	46	67	65	70%		
		3c. Rhetorical Techniques						
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"		
		8	44	91	107	79%		
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		4a. Expression (Wording and Phrasing): *(only 243 students assessed)*						
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"		
		9	52	99	90	76%		

Clovis Community College

ENGLISH Competencies

ENG 102: English Composition

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed: 251

mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	4b. Sentence Skills

4b. Sentence Skills

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
15	59	90	87	71%

4c. Grammar/Punctuation/Spelling.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
18	64	105	63	67%

review worksheet to help students understand the importance of audience and purpose.
Instructor Comments for Improvements to Category 4 include:

- Group exercises will be used to enhance the learning of the lower scoring students in this area
- I plan to add more in-class "edit the sentence on the board" time.
- I will continue to have my peer evaluation sessions because students benefit from each other's editing. I will definitely assign visits to the Writing Center for additional credit.
- I even devised an exercise word

Clovis Community College

ENGLISH Competencies

 ENG 102: English Composition

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed: 251

			replacement during the revising and editing phase of the writing process—to help them do better in this area.

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.		5a. In-text citations and Integrating Research (only 187 students assessed)	Instructor Comments for improvements to Category 5 include: • A discussion of research and in-text citations will be introduced earlier in the semester so students will have more time to explore the possibilities of research. • Students are asked to examine and include minor amounts of information from sources. Iterating the value of precise quoting and representation may help address their lack of precision in this task.	A small performance decline here from last year's assessment is evident. Category 5 is the lowest performing category of all categories, but this may be related to its being a new emphasis for the 102 course; formerly, it was the exclusive domain of EN 104.

5a. In-text citations and Integrating Research (only 187 students assessed)

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
19	45	73	50	66%

Core Competencies Assessment 2009-2010: Area I Courses

Clovis Community College

ENG 102: English Composition

ENGLISH Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed: 251

| **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. | | 6a. Argumentation *(only 187 students assessed)* | Instructor Comments for improvements include: • I will continue to have students respond to arguments and support their claims. | The percentage of good and exemplary students dropped in 6b, but the number in 6a rose by a similar amount, equalizing the overall category change, and averaging it into 75%. |

6a. Argumentation *(only 187 students assessed)*

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	38	76	67	76%

6b. Integrating quotations and Paraphrases *(only 187 students assessed)*

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
12	50	68	57	67%

Overall, I interpret the data to reflect the establishment of a corrective curve, a trend of improvement in this year's assessment. Only two sub-categories saw a decrease (of less than 10%), and the decreases in those subcategories were offset slightly by increases in the other subcategories, usually maintaining the categories at above benchmark level.

Faculty Member Completing Assessment   Paul Nagy – Division Chair   **Phone number: 769-4908**

Name   *Date (due by July 15)*

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Core Competencies Assessment 2009-2010: Area I Courses

Clovis Community College

ENG 104: English Composition & Research

ENGLISH 104 Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed:256

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results A total of _____ students were assessed in English _____. The Grading Rubrics includes the following categories: **1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)**	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/ Priorities
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.	Students completed a final written essay for their assessment activity. This was completed in the last week of class. Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1a. Addresses the Prompt/Format (251) 1b.Content/Development/Support	Instructor comments regarding the data from Competency 1: • The benchmark was met. Students were prepared because of [this and] previous English classes. • The student who didn't do well didn't write the paper in APA format, which was the focus on the entire course, so I'm not sure how to account for it.	Each instructor will change their course content to meet the needs that their individual assessment results suggest. An impressive positive trend in the 104 assessment numbers is evident, including an
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.		2a.Focus/Thesis Organization	Instructor Comments for Criterion 2 include: • The entire semester is dedicated to thesis statements (talking about, identifying, and drafting them, and every paper written requires a thesis. It does not surprise me that the [assessment exercise] would be 94% in thesis statements. • The benchmark was met. By giving assignments that relate to the students, the students create powerful papers to have their voices heard.	increase in student performance in twelve of thirteen categories. Category 3c alone saw a decrease, and that -2% did not lower the performance below the benchmark.

1a. Addresses the Prompt/Format (251)

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	28	79	144	87%

1b.Content/Development/Support

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	34	89	128	85%

2a.Focus/Thesis Organization

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	33	79	139	86%

1-6

Clovis Community College

ENG 104: English Composition & Research

ENGLISH 104 Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed:256

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 (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		3a. Unity/Development/Coherence					Instructor Comments for Criterion 3 include:	Only one of the category outcomes, 5b, is below the performance benchmark set, and it still saw an increase of 2% from '08-09. Two categories, 4c and 5a, saw significant increases, of fifteen and sixteen percent, respectively.

3a. Unity/Development/Coherence

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
3	45	70	138	81%

3b. Concession/Counterargument *(only 166 students assessed)*

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
3	39	26	98	75%

3c. Rhetorical Techniques

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	54	76	120	77%

4a. Expression (Wording and Phrasing): *(only 243 students assessed)*

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	42	76	132	81%

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

Instructor Comments for Criterion 3 include:

- The benchmark was met. For future semesters I will incorporate even more analysis of the structure of written texts so that the students can follow the organization of the author and use it for their own writing.
- I did discuss rhetorical techniques (tone and techniques of emotion and ethos associated with purpose, role, and audience) with examples. The % was raised by 21% over last year's 104 section.
- Students develop a real sense of multiple perspectives—and integrate them into

Only one of the category outcomes, 5b, is below the performance benchmark set, and it still saw an increase of 2% from '08-09. Two categories, 4c and 5a, saw significant increases, of fifteen and sixteen percent, respectively.

Clovis Community College

ENG 104: English Composition & Research

ENGLISH 104 Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed:256

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mechanics.

Students should:

Use standard processes for generating documents or oral presentations independently and in groups.

4b. Sentence Skills

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
7	49	63	137	78%

4c. Grammar/Punctuation/Spelling.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
7	38	83	128	82%

their papers—throughout the semester.

Instructor Comments for Improvements to Category 4 include:

- I'm impressed with the diction, syntax, grammar, and mechanics of this group. They spent time editing and caring about their prose and written presentation.
- I have students work on planning (brainstorming sessions, freewriting) and collaborating and revising and editing (peer-review, small- and large-group discussions)…I'm considering using exercises from my EN102 class in my 104 classes in order to help students improve in the areas covered in 4a and 4b.

Clovis Community College

ENG 104: English Composition & Research

ENGLISH 104 Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed:256

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.		5a. In-text citations and Integrating Research (only 210 students assessed) <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>9</td><td>29</td><td>67</td><td>105</td><td>82%</td></tr></table> 5b. Works Cited (MLA format) (only 65 students assessed) <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>15</td><td>5</td><td>11</td><td>34</td><td>70%</td></tr></table>	Instructor Comments for improvements to Category 5 include: • Still a little low in this category, though up by 10% over the same section last year. I want to add more citation practice. • Though this barely meets benchmark, and only 4 students were lacking, I'm not pleased by students' (in)ability to cite sources, especially because they've been practicing it all semester. I do think with the hordes of different types of sources, citation is much more complicated now than in the past.	
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.		6a. Argumentation <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>8</td><td>44</td><td>93</td><td>111</td><td>80%</td></tr></table>	Instructor Comments for improvements include: • The benchmark was not met for either of these categories. These two categories were problems for students during the 2008-2009 school year as well and I spend a great amount of time on this area since it is the main objective of the essay assessed. I give a graded assignment on	

Clovis Community College

ENG 104: English Composition & Research

ENGLISH 104 Competencies

NMCCN ENGL 1113

Faculty: 6 faculty members

Number of Students Assessed:256

6b. Integrating quotations and Paraphrases

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	43	95	108	79%

In summary, the 104 assessment reflects an overwhelmingly positive trend in outcomes, with only minor exceptions.

integrating quotations so it appears that I will have to do even more (either graded assignments or exercises) to help students improve in this area.

- I'd like to promote "voice" and credible "opinion" more next semester so students can more readily tap into their own ideas and views, and convey the strength of their opinions on paper. I plan to bring examples of writing (flat and voiced) and discuss the importance of having ideas-academic inquiry and freedom to express the self—even in research writing.
- Students learned a lot about civic discourse from viewed movies, in-class discussions, and readings.
- Integrating is a skill. Next semester, I plan to focus more on how this is accomplished, and ask students to edit examples while the examples are up on the projection screen.

Faculty Member Completing Assessment   Paul Nagy – Division Chair   **Phone number: 769-4908**

Name   *Date (due by July 15)*

1-10

Core Competencies Assessment 2009-2010: Area I Courses

Clovis Community College
COMM 101: Interpersonal Communications

Communication Competencies
NMCCN 1213

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	I use a 30 question pre - post-test which present five questions for each of the competency areas (Course catalog). I have included a copy of the pre - post-test.	• In the section of the test regarding "Communication Process," the post-test student's results indicated a 16.3% increase in subject understanding. • In the section of the test regarding "Self-concept," the post-test student's results indicated a 18.5% increase in subject understanding. • In the section of the test regarding "Perception," the post-test student's results indicated a 13.9% increase in subject understanding.	At the end of each semester, I close the loop through self-analysis of lecture and presentation methodology and materials. I believe in personal accountability as an instructor, and make changes where students have difficulty.	I no longer use Concept Application© at CCC, but have returned to a more traditional format for teaching Interpersonal Communication (i.e., weekly lectures, hands-on exercises, three essays, three tests).

Core Competencies Assessment 2009-2010: Area I Courses				
Clovis Community College **COMM 101: Interpersonal Communications**			**Communication Competencies** **NMCCN 1213**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
		• In the section of the test regarding "Listening," the post-test student's results indicated a 17.2% increase in subject understanding. • In the section of the test regarding "Language," the post-test student's results indicated a 5.3% increase in subject understanding. • In the section of the test regarding "Relationship Development," the post-test student's results indicated a 2.8% increase in subject understanding.		
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.	n/a	n/a	n/a	

	Core Competencies Assessment 2009-2010: Area I Courses			

Clovis Community College   **Communication Competencies**
COMM 101: Interpersonal Communications   **NMCCN 1213**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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 (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).	n/a	n/a	n/a	
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	n/a	n/a	n/a	

Clovis Community College | **Communication Competencies**
COMM 101: Interpersonal Communications | **NMCCN 1213**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
generating documents or oral presentations independently and in groups.				
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.	Students are required to use research and theory from lecture, text, and outside research. They are required to "cite" their research in either MLA or APA format.	*see Competency #1	n/a	
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	Participation is required in this class, and is graded. However, it is not assessed because this is not a course in "civic discourse."	n/a	n/a	

Faculty Member Completing Assessment: _____Ronald L. Biddle_____ _____June 30, 2010_____ _____(575) 769-4928_____.
Name *Date* *Phone Number*

1-14

Core Competencies Assessment 2009-2010—Area I Courses

Clovis Community College
COMM 102: Public Speaking

Communication Competencies
NMCCN COMM 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** A total of _20students were assessed in Public Speaking COMM 102. The Grading Rubrics includes the following categories below: (#1 = 65% = D) (#2 = 75% = C) (#3 = 85% = B) (#4 = 95% = A+)	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Students read speeches in course textbook, view publisher provided videos of speeches, other recorded speeches, and critique those of their peers.	No data collected for these activities. Peer Critique forms are given to students prior to each speech to be used to evaluate speakers. Instruction is provided so that written feedback may be provided to the speakers.		
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.	Students are required to present 3 speeches: 2 Informative and 1 Persuasive speech. Students construct a specific purpose statement, thesis statement, main points, and supporting information for each speech. Students completed and delivered a final speech the last week of class for their assessment activity. Benchmark: 75% of students are required to receive a score of 3 [average] or better on the Assessment Results.	2a. Specific Purpose Statement See table below 2b. Thesis Statement See table below	Some students were not clear on purpose statement.	

2a. Specific Purpose Statement

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent of Above Average & Excellent
1	4	6	9	75%

2b. Thesis Statement

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent of Above Average & Excellent
1	4	9	6	75%

Clovis Community College   **Communication Competencies**
COMM 102: Public Speaking   **NMCCN COMM 1113**

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 (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).	Students are required to present 2 informative and 1 persuasive speech. Students create a survey or questionnaire to analyze their audience – peers regarding their speech topic. By using audience analysis, the student is able to select the appropriate means, supporting material and organizational patterns suitable for their specific audience and the rhetorical context. The students are also required to use a PowerPoint TM slide in 2 of their speeches	No data collected at this time for the activities used for audience adaption. 3a. PowerPoint TM Visual Aid						

3a. PowerPoint TM Visual Aid

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent of Above Average & Excellent
1	0	5	14	95%

| **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. | Classroom time is spent lecturing, providing examples and viewing videos that provide information on the speech making process: Planning, Organizing, Researching, Revising, and Editing. Students are required to use a standard outline format common to Public Speaking courses in the US. Students work collaboratively to create speeches and components of speeches during several class activities and also critique each other's speech outlines prior to presenting their speeches. Each speech has a specific rubric that evaluates students on their oral presentation, their speech outline, and their delivery: Diction, Syntax, Grammar, Pronunciation, |

4a. Delivery

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent of Above Average & Excellent
1	1	2	16	90%

4b. Outline

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent of Above Average & Excellent
3	3	8	6	70%

Did not meet the benchmark.

3 students failed to submit an outline. In future, I will not accept speech without outline.

Clovis Community College   **Communication Competencies**

COMM 102: Public Speaking   **NMCCN COMM 1113**

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.	Two of the speeches require the student to use for their speeches. Five sources are required for the 6 minute speech and 7 sources for the 7 minute speech. The speech rubric contains a section that evaluates the number and quality of the sources. The students are advised on how to conduct research, from library databases, electronic resources, and the college library. The lecture strongly emphasizes the ethical responsibility of supporting your speech without plagiarizing, misinforming or distorting information. The speech rubric also contains a section that evaluates the required reference page. Students are required to use either MLA or APA bibliographic format when using outside sources.	5a. Documentation & Oral citations 5b. Reference page	3 students failed to use PowerPoint or submit an outline. I will build a template PowerPoint and give to students.
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	The origin and nature of public speaking is one of civic discourse. COMM102 Public Speaking strictly conforms to its roots and requires students to present speeches on issues ranging from current events, US foreign policy, national, international, and local issues. Lectures and activities are used to highlight the differences between fact, opinions, inferences, and logical fallacies.	No specific data is collected for these activities.	

5a. Documentation & Oral citations

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent # of Average & Excellent
1	1	6	12	90%

5b. Reference page

[1] # of students Needs Improvement	[2] # o f students Average	[3] # of students Above Average	[4] # of students Excellent	Percent # of Average & Excellent
3	2	13	2	75%

Faculty Member Completing Assessment: <u>Rex Regnier</u>   <u>5/20/10</u>   <u>769-4047</u>

Name   *Date*   *Phone Number*

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
1. Students will graph functions Students should: a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. b. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions. c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.	The course objectives are distributed to instructors and students at the beginning of each semester. At the end of the semester students are given a course-wide comprehensive final exam correlated to the objectives. A benchmark of 70% is used to determine whether the competency has been met. Results of the assessment are from the spring 2010 semester. Nine objectives were measured for this competency.	The course-wide average on the final exam for Competency 1 was 62% The average for Competency 1a was 50%, Competency 1b was 78% and Competency 1c, 45%. (Students are not allowed to use a graphing calculator to sketch graphs from Competency 1a and 1b.	In general, we will continue to provide the following services in an effort to improve student performance on all competencies: 1. Use out-of-class testing as a means to utilize class time more effectively. 2. Encourage students to utilize the services provided by the Math Learning Center in an effort to not only improve student performance but to also help improve retention. Both campus and online sections will use MyMathLab so that students have access to tutorials and online homework. The online homework will provide the opportunity for students to have immediate feedback and access to other resources. Individual class assessment results as well as the overall course assessment results will be reviewed with each instructor prior to the next semester so that they (and their students) know the concepts that cause the most	Improvement in the overall assessment results for college algebra continues to be a priority. We are "at" our 70% benchmark on two of the four main competencies; so our goal must be to improve the results on Competency 1 and 4, particularly 1c, 4a, and 4e. The assessment for spring 2010 shows a slight overall improvement from the assessment for spring 2009.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
			difficulty and so that instructors can plan their course accordingly. For Competency 1, Objective 1c continues to be worrisome since the course-wide performance on this fundamental competency remains poor. A section of the course that implemented added worksheets for this competency had an 87% success rate, so all instructors for this course will be encouraged to develop supplemental material as well.	
2. Students will solve various kinds of equations. Students should: a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula. b. Solve exponential and logarithmic equations. c. Solve systems of two or three linear equations.	Four objectives were measured for this competency.	The course-wide average on the final exam for Competency 2 was 70%. The average for Competency 2a was 74%, Competency 2b was 69%, and Competency 2c, 66%.	The results for Competency 2a and 2b were each up by about 10 percentage points but the results for Competency 2c were down by about the same amount. All instructors in the course will be informed that the results for 2c were down so that they can adjust class time and assignments for this material. Instructors will also be informed that students need more practice in the part of Competency 2b that pertains to solving equations containing logarithmic expressions.	

2-2

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will demonstrate the use of function notation and perform operations on functions. Students should: a. Find the value of a function for a given domain value b. Add, subtract, multiply, divide and compose functions. c. Determine the inverse of a function. d. Compute the difference quotient for a function. e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, odd, even symmetry, etc.	Nine objectives were measured for this competency.	The course-wide average on the final exam for Competency 3 was 69%. The average for Competency 3a was 70%, Competency 3b was 84%, Competency 3c was 59%, Competency 3d was 70%, and Competency 3e, 64%.	Of the five objectives for this competency, two showed marked improvement and one (Competency 3e) showed decline. The material for 3e is fundamental to college algebra and must continually be emphasized to students. Instructors will be informed that they need to continually review fundamental concepts as other related concepts are introduced.	.
4. Students will model/solve real-world problems. Students should: a. Use and understand slope as a rate of change. b. Use equations and systems of equations to solve application problems. c. Apply knowledge of functions to solve specific application problems. d. Solve compound interest problems. e. Solve application problems involving maximization or	Seven objectives were measured for this competency.	The course-wide average on the final exam for Competency 4 was 63%. The average for Competency 4a was 53%, Competency 4b was 69%, Competency 4c was 85%, Competency 4d was 5940%, Competency 4e was 51%, and 55% for Competency 4f.	The assessment results for Competency 4 showed a marked improvement from previous semesters. Even though the concept of slope as a rate of change has been address before, it is obvious from the results of the assessment that students still do not completely understand the concept. Additional material will be developed to help students make the connection for Competency 4a. Competency 4e relates back to	

Clovis Community College **MATH 110 College Algebra**			**Mathematics--Algebra** **Common Core No.: MATH 1113**	**Page**
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
minimization of a quadratic function. f. Solve exponential growth and decay problems.			Competency 1c. Students will be exposed to more applications of quadratic functions thorough additional assigned problems.	

Faculty Member Completing Assessment: Mary Caffey _____   **June 30, 2010** _____   **575-769-4967** _____

  Name   *Date*   *Phone Number*

2-4

Core Competencies Assessment 2009-2010: Area II Courses				
Clovis Community College			**Mathematics – Algebra Competencies**	
Math 111 – Plane Trigonometry			NMCCN MATH 1213	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will display, analyze, and interpret data. Students should: a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations.	The course objectives are included in the syllabus and distributed to students at the beginning of each semester. A midterm and final exam are correlated to these objectives and are both used as assessment instruments. Students are required to memorize all formulas. Students are not allowed to use a calculator through the first half of the course and including the midterm exam but are allowed to use one during the second half of the course and on the final exam. A benchmark of 70% is used to determine whether a competency has been met.	The assessment results are from the Spring 2010 semester. 1. Students scored above (91%) the 70% benchmark on graphing trigonometric functions showing amplitude, period, phase shift, asymptotes, etc. without the aid of a calculator. 2. Students scored above (85%) the 70% benchmark on evaluating the six trig functions in the four quadrants without the aid of a calculator. 3. Students scored slightly below (69%) the 70% benchmark on finding the value of an inverse trig function without the aid of a calculator.	Referencing result 3: Students will continue to be reviewed on the properties that a function must possess in order to have an inverse. Students will spend more time working through examples involving the composition of trig functions in which some domains have been restricted (inverses).	This course is offered completely online and the goal remains to give students a solid, fundamental understanding of plane trigonometry necessary for success in such courses as calculus. One of the weak areas of the course continues to be the concept of "inverse trig functions"; both finding and graphing without the aid of a calculator. The idea of an inverse function is first developed in college algebra (prerequisite course for trig) and more emphasis on this concept needs to occur in college algebra. Since new Area II Core Competencies will go into effect the fall of 2010 that eliminate this course from falling into one of the three math categories for e-wide assessment purposes, the competencies and objectives for this course will be reviewed.

Core Competencies Assessment 2009-2010: Area II Courses, cont.				
Clovis Community College			**Mathematics – Algebra Competencies**	
MATH 111 Plane Trigonometry			**NMCC No: 1213**	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
2. Students will demonstrate knowledge of problem-solving strategies. Students should: 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.		1. Students scored above (83%) the 70% benchmark in solving problems involving right triangles, area of a sector of a circle, angular and linear velocity, arc length, and the area of a triangle. No formulas are provided to the students. 2. Students scored above (75%) the 70% benchmark on using various trig formulas to find exact values (double-angle, half-angle, sum and difference, etc). Students are expected to know the major formulas from memory.		
3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.		1. Students scored above (98%) the 70% benchmark on proving trigonometric identities. 2. Students scored above (74%) the 70% benchmark on simplifying trigonometric expressions.	Memorizing basic trig identities will continue to be required.	

Core Competencies Assessment 2009-2010: Area II Courses, cont.				
Clovis Community College			**Mathematics – Algebra Competencies**	
MATH 111 Plane Trigonometry			**NMCC No: 1213**	
<u>**State Competencies**</u> (Learning Outcomes Being Measured)	<u>**Assessment Procedures**</u> (Process/Instrument named or described – rubric attached)	<u>**Assessment Results**</u>	**How Results Will Be Used <u>To Make Improvements</u>**	<u>**(Optional)**</u> Recommendations/Goals/ Priorities
4. Students will display an understanding of the development of mathematics. Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.	1. Students scored slightly below (69%) the 70% benchmark on solving application problems using right triangle trig, the laws of sines and cosines, etc. Students are to know the formulas by memory. 2. Students scored above (75%) the 70% benchmark on solving application problems using vectors.	1. Students scored slightly below (65%) the 70% benchmark on solving trigonometric equations. 2. Students scored above (82%) the benchmark on performing basic vector operations.	Emphasis will continue on recognizing algebraic equation "types" and simplifying trigonometric expressions.	

End Area II – Plane Trigonometry

Area II-Plane Trigonometry Assessment Contact Person __Mary E. Caffey__   __June 30, 2010__   **Phone number** __575-769-4967__
                                             Name   *Date*

Core Competencies Assessment 2009 -2010 : Area II Courses-Mathematics

Clovis Community College   **Other Mathematics College-Level Competencies**

Math 113 Math for General Education   **Common Core Number: None**

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures **Math 113: Math for General Education and NMCC- General Education elective for Area II** (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
1. Students will display, analyze, and interpret data. Students should: a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations.	Students were assessed from questions on an objective based final exam and from an objective based rubric of a poster project.	The class average for this competency on the final exam was 79.9%. The highest scores were finding mean, median and mode at 95%; the lowest was at 63% reading graphs the Consumer Price.	I will use textbook based videos and homework and continue to require an assigned poster project/class presentation requiring students to display, analyze, and interpret data from a student's chosen (instructor approved) topic.	Goal: The class average of at least 70% for this competency will be maintained. The previous goal to improve was met and exceeded the minimum of 70%.
2. Students will demonstrate knowledge of problem-solving strategies. Students should: 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.	Students were assessed from questions on an objective based final exam.	The class average on this competency on the final exam was 63.1%. Students performed best on finding Consumer Price Index (CPI) at 73%. The lowest score of 31% was on unit conversions	The objectives for this competency were revised to better align with the intention of the competency and will continue through this next year. The performance on unit conversions was extremely low so I will provide more practice for students on various problems of this type.	I will use text book homework exercises as well as create additional practice on specific problem solving strategies. I will continue to revise the objectives under this competency.

2-8

Core Competencies Assessment 2009 -2010 : Area II Courses-Mathematics				
Clovis Community College			**Other Mathematics College-Level Competencies**	
Math 113 Math for General Education			**Common Core Number: None**	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** **Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.	Students were assessed from questions on an objective based final exam.	The class average on this three part competency was 72.5%. The best average was 88.5% on perimeter and the lowest was on the logic/truth tables at an average of 50%.	The objectives for this competency were revised and more types of mathematical models were added. These objectives will be maintained and the students will be required to watch the textbook based videos and have additional worksheets and practice especially in the critical thinking/logic area.	I will provide worksheets and guided practices on these objectives and require viewing of the textbook based videos.
4. Students will display an understanding of the development of mathematics. Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.	Students were assessed from questions on an objective based final exam and an objective based rubric for weekly summary/reflections.	The class average on the final exam for this competency was 57.5%. The class average on the writing assignments was 98%.	Students will be assigned textbook exercises on topics chosen from an objective-based list for this competency. The weekly writing assignments will continue and include more in-class readings and discussion.	The objectives for this competency will continue to be updated and the final exam questions assessed for this competency will be revised. I have observed students are very engaged when learning about mathematicians, math history and mathematical contributions in the world and will continue to bolster the list of topics for videos, assigned readings and class discussions.

| 5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.
Students should:
Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life. | Students were assessed from a rubric based written project. | The class average on the written paper project was 92%. | The objectives for this competency were revised to better align with the intention of this competency. Students will continue to be assigned a project requiring a class presentation and paper.

I will limit students to historical contributions, mathematicians and continue to require their chosen topic as instructor approved. | Assessing appreciation of any subject is daunting but nearly impossible from a multiple choice final exam. Assessment for this competency was changed from final exam questions to a research based writing assignment. |
| End – Area II Other Math | | | | |

Area II-Other Math Assessment Contact Person   **Mrs. VK Bussen**   **June 30, 2010**   **Phone number**   **769-4963**
                                                 Name   *Date*

Core Competencies Assessment 2009-2010: Area II Courses

Clovis Community College   **Mathematics Competencies**
Math 123– Calculus I   NMCCN MATH 1614

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will display, analyze, and interpret data. Students should: a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations.	The course objectives are included in the syllabus and distributed to students at the beginning of each semester. A midterm and final exam are correlated to these objectives and are both used as assessment instruments. Students are required to memorize all formulas. Students are not allowed to use a calculator through the first half of the course and including the midterm exam but are allowed to use one during the second half of the course and on the final exam. A benchmark of 70% is used to determine whether a competency has been met.	The assessment results are from the Spring 2010 semester. 4. Students scored above (91%) the 70% benchmark on graphing trigonometric functions showing amplitude, period, phase shift, asymptotes, etc. without the aid of a calculator. 5. Students scored above (85%) the 70% benchmark on evaluating the six trig functions in the four quadrants without the aid of a calculator. 6. Students scored slightly below (69%) the 70% benchmark on finding the value of an inverse trig function without the aid of a calculator.	Referencing result 3: Students will continue to be reviewed on the properties that a function must possess in order to have an inverse. Students will spend more time working through examples involving the composition of trig functions in which some domains have been restricted (inverses).	This course is offered completely online and the goal remains to give students a solid, fundamental understanding of plane trigonometry necessary for success in such courses as calculus. One of the weak areas of the course continues to be the concept of "inverse trig functions"; both finding and graphing without the aid of a calculator. The idea of an inverse function is first developed in college algebra (prerequisite course for trig) and more emphasis on this concept needs to occur in college algebra. Since new Area II Core Competencies will go into effect the fall of 2010 that eliminate this course from falling into one of the three math categories for e-wide assessment purposes, the competencies and objectives for this course will be reviewed.

Core Competencies Assessment 2009-2010: Area II Courses, cont.				
Clovis Community College **MATH 123 Calculus I**			**Mathematics Competencies** NMCC No: 1614	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
2. Students will use concepts of function, limit, continuity, derivative, and integral. Students should apply the theory of calculus through manipulations involving: d. The finding of limits e. Using differentiation techniques f. Working with transcendental & trigonometric functions g. Determining points of discontinuity and intervals of continuity	Eleven objectives were measured on Competency 2 using a comprehensive final exam that contained free response questions	Objective 2-8, "Find the derivative of a function using implicit differentiation", was extremely low (25%). The average of the 11 objectives for Competency 2 was 77%, ranging from 25% to 100% mastery	Objective 2-8 must be a focus of more intensive instruction.	
3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should: a. Find extreme points b. Understand the graphs of a function and its 1st and 2nd derivatives and how they relate. c. Apply Newton's Method d. Use differentials to approximate functions	Six objectives were measured on Competency 3 using a comprehensive final exam that contained free response questions	Competency 3 had the highest average of the four competencies (88% over 6 objectives). The averages ranged from 50% to 100%.	"Finding any points of inflection of the graph of a function" was the only objective below 70%. More time should be focused on this objective.	

Core Competencies Assessment 2009-2010: Area II Courses, cont.				
Clovis Community College			**Mathematics Competencies**	
MATH 123 Calculus I			**NMCC No: 1614**	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
4. Students will be able to apply differential and integral calculus to problems in geometry, physics, and other fields. Students should: Understand that calculus has many uses in science, business, and other fields. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity. End of Calculus I	Two objectives were measured for Competency 4 using a comprehensive final exam that contained free response questions.	Competency 4 was the only competency of the four that had a mastery level below 70% (50% over 2 objectives). The averages on the two objectives for this competency were 25% and 75%.	Students should better understand that calculus has many uses in many fields. Must stress the importance of calculus more frequently. More time will be spent on using related rates to solve applied problems.	

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Name   *Date*

Core Competencies Assessment 2009-2010: Area II Courses				
Clovis Community College			**Other Mathematics College-Level Competencies**	
Math 213 Statistical Methods I			**NMCCN MATH 2314**	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will display, analyze, and interpret data. Students should: a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations.	Results of the assessment are from the fall 2009 semester. The course objectives are included in the syllabus and distributed to students at the beginning of each semester. Eleven objectives were measured on Competency 1 using various unit tests and a comprehensive final exam that contained free response and multiple-choice questions	Competency 1, which measured the concrete values and basis of statistics, had the highest level of mastery (81% average over 11 objectives). The averages on the objectives ranged from 56% to 100%.	Objective 1-3 "Construct a stem-and-leaf display from a given set of data" was the lowest (56%) and must be a focus of more intensive instruction.	
2. Students will demonstrate knowledge of problem-solving strategies. Students should: 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.	Fifteen objectives were measured on Competency 2 using various unit tests and a comprehensive final exam that contained free response and multiple choice questions.	Objective 2-10, "Calculate the standard deviation of a discrete random variable", was extremely low (29%). The average of the 15 objectives for Competency 2, was 69%, ranging from 29% to 94% mastery	Objective 2-10 must be a focus of more intensive instruction.	

Core Competencies Assessment 2009-2010: Area II Courses				
Clovis Community College **Other Mathematics College-Level Competencies**				
Math 213 Statistical Methods I **NMCCN MATH 2314**				
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will construct valid statistical explanations. Students should: Use statistics to model and explain real life problems.	Eight objectives were measured on Competency 3 using various unit tests and a comprehensive final exam that contained free response and multiple choice questions.	Objective 2-8, "Find the derivative of a function using implicit differentiation", was extremely low (25%). The average of the 11 objectives for Competency 2 was 77%, ranging from 25% to 100% mastery	Objective 2-8 must be a focus of more intensive instruction.	
3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should: a. Find extreme points b. Understand the graphs of a function and its 1st and 2nd derivatives and how they relate. c. Apply Newton's Method d. Use differentials to approximate functions	Six objectives were measured on Competency 3 using a comprehensive final exam that contained free response questions	Competency 3 had the highest average of 65% over 89 objectives. The averages ranged from 50% to 86%.	Competency 3 contains some of the more difficult concepts taught in beginning statistics and overall the results were "good". However, more time and explanation will be spent on the application of statistical calculations. Focus must be emphasized on the meaning of calculations and stress that statistics are more useful when the knowledge can be applied to real-life problems. More time will be spent on determining the critical z-value(s) used to conduct a z-test (Objective 3-13, 50%).	

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Core Competencies Assessment 2009-2010: Area II Courses				
Clovis Community College			Other Mathematics College-Level Competencies	
Math 213 Statistical Methods I			NMCCN MATH 2314	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
4. Students will be able to display an understanding of the development of statistics. Students should: Recognize that statistics has evolved over centuries and that our current body of knowledge has been built upon many contributions.	Three objectives were measured for Competency 4 using various unit tests and a comprehensive final exam that contained free response and multiple choice questions.	Competency 4 had an average of 62%. The averages on each of the three objectives for this competency ranged from 43% to 71% (with Objective 4-2 being the only one below 70%).	Students should better understand that mean and standard deviation are the primary measures of statistics. Must stress the importance of these measures more frequently. More time will be spent on understanding the relationship that the level of significance and p-value have to probability when conducting a hypothesis test (Objective 4-2, 43%).	
5. Students will demonstrate an appreciation for the extent, application, and beauty of statistics. Students should: Recognize the inherent value of statistical concepts and their implications for everyday life. End of Statistical Methods I	Three of four objectives were measured for Competency 5 using various unit tests and a comprehensive final exam that contained free response and multiple choice questions.	The mastery level for Competency 5 was 75%. The averages on each of the three objectives for this competency ranged from 57% to 89% (with Objective 5-4 being the only one below 70%).	Will continually emphasize and give examples of how our lives are impacted by statistical methods. Plan to add test question to address the objective that was overlooked. More time will be spent on expressing how our everyday lives relate to the collection display, analysis, and interpretation of data acquired through statistical methods (Objective 5-4, 57%).	

Area II-Calculus I Assessment Contact Person   D'Layna Moore   June 30, 2010   Phone number   575-769-4967

Core Competencies Assessment 2009-2010—Area III: Laboratory Science

Clovis Community College

Class: Biology 113 – Biology for General Education

Laboratory Science Competencies

NMCCN BIOL 1114

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	Students work through problems via the Scientific Method and correlate historical scientific investigations to important concepts in Biology– In-class exercises, quizzes, lecture exams	In-class student work showed improvement during the course in their in-class exercises, problem sets, lab activities, and current biology topics. On the exit assessment test, student results were as follows: Comp. 1 = 88% correct (up from 73% last year)	We used a minimum of 70% for each competency as the standard that we aspired to reach and we exceeded that goal in each of the five competencies. All of our competencies were down last year – which was a concern. Competencies 1 and 2 had the largest drops. To address those drops, we emphasized scientific inquiry and scientific problem solving this year. As a result, competencies 1 and 2 did see an increase over last year. Competency 5 also had an increase. Competencies 3 and 4 were down from last year. To turn that around, we will emphasize scientific communication and quantitative analysis next year, while maintaining emphasis on 1, 2, and 5.	Focus especially on scientific communication and quantitative analysis as well as maintaining emphasis on scientific inquiry, problem solving, and scientific thinking.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities

2. Students will solve problems scientifically.
 Students should:
   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 is used by students to solve problems and make observations using tools such as microscopes, electronic scales, Punnett Squares, hypotheses are constructed and tested – Lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 74% correct (up from 71% last year)		

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.)	Students communicate effectively about science – Lab reports, Biology in the News (current events reports), in-class presentations	Comp. 3 = 81% correct (down from 82% last year)		

	Core Competencies Assessment 2009-2010—Area III: Laboratory Science			
Clovis Community College **BIOL 113 – Biology for General Education**		**Laboratory Science Competencies** **NMCCN 1114**		
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. End – Biology 113 – Biology for General Education.	Students perform calculations involving metrics, plant growth, energy, populations, and genetics – Charts, graphs, lab reports, problem sets, lecture exams	Comp. 4 = 79 % correct (down from 88% last year)		

Clovis Community College BIOL 113 – Biology for General Education		Laboratory Science Competencies NMCCN 1114		**Biol**
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. End – Biology for General Education	Students critically evaluate current developments in Biology, incorporating basic scientific fats to make their evaluation – Biology in the News, in-class presentations, class discussions A final assessment quiz that has questions that specifically ties to each of the five competencies is given at the end of the semester	Comp. 5 = 89% correct (up from 86% last year)		

Faculty Member Completing Assessment: <u>**Larry Powell** _____</u>   <u>**June 30, 2010** _____</u>   <u>**575-769-4919**</u>
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Core Competencies Assessment 2009-2010—Area III: Laboratory Science

Clovis Community College **Laboratory Science Competencies**

Biology 115 – Human Biology **NMCCC No: NMCCN BIOL 1124**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	Students will investigate many examples in which scientists have developed reliable knowledge about the human body– In-class exercises, quizzes, lecture exams, labs	Student work showed satisfactory results for in-class exercises, problem sets, lab activities, and discussions of current events in human anatomy and physiology as indicated by all competencies meeting our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 85% correct (up from 83% last year)	A minimum of 70% correct for each competency was used as the standard that we aspired to reach. This year, all five competencies exceeded that mark. There was one competency that fell slightly from last year (4). Because of these results, scientific problem solving and quantitative analysis will be emphasized next year. All of the other competencies saw a rise in their scores.	All competencies were in the 80 – 100 percent range – well above our 70% minimum. Because of that success, we will continue our strategies in all competency areas and especially provide more examples and learning opportunities in competency 4 – quantitative analysis.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate	Students will use current information to evaluate theories of anatomy and physiology in humans – Lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 92% correct (up from 84% last year)		

| Clovis Community College | | | | Laboratory Science Competencies |
| Biology 115 – Human Biology | | | | NMCCN 1124 |

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).				
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.)	Students will submit lab reports and discuss topics in current anatomy and physiology information and news– Lab reports, threaded discussions	Comp. 3 = 95% correct (up from 89% last year)		
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.	Students will perform calculations involving heart rate, nerve receptors, and reflexes – Charts, graphs, lab reports, problem sets, lecture exams	Comp. 4 = 88% correct (down from 91% last year)		

Clovis Community College				**Laboratory Science Competencies**
Biology 115 – Human Biology				**NMCCN 1124**

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. End – Biology 115 – Human Biology	Threaded discussion topics make students apply what they have learned to actual case studies of human anatomy and physiology – Threaded discussions A final assessment quiz that has questions that specifically ties to each of the five competencies is given at the end of the semester	Comp. 5 = 100% correct (up from 90% last year)		

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Name   *Date*   *Phone Number*

Core Competencies Assessment 2009-2010—Area III: Laboratory Science, cont.				
Clovis Community College **Chemistry 113 – Chemistry for General Education**			**Laboratory Science Competencies** **NMCCN CHEM 1114**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	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) – In-class exercises, quizzes, lecture exams, labs	Chemistry 113 classes did meet the 70% minimum success rate we want our students to reach. On the exit assessment test, student results were as follows: Comp. 1 = 82% correct (up from 73% last year)	We used a minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies did reach that mark, although competencies 3 and 5 were down from last year. Competency 2 was down last year and it was the subject of more emphasis this year – which resulted in a small increase. To address the drops in 3 and 5, we will stress scientific communication and real world applications more in Chem. 113 next year. Additionally, we will continue to devote significant time to the mathematical aspects of chemistry throughout the semester.	We will reemphasize the importance of the process of scientific communication and real world applications (competencies 3 and 5) in our Chem. 113 classes next year. Our overall score for competencies 1, 2, and 4 showed improvement this year over last year so we will continue our successful teaching methods in those areas.

	Core Competencies Assessment 2009-2010—Area III: Laboratory Science			
Clovis Community College			**Laboratory Science Competencies**	
Chemistry 113 – Chemistry for General Education			**NMCCN CHEM 1114**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities

2. Students will solve problems scientifically.
Students should:
  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	Comp. 2 = 90% (up from 88% last year)		

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.)	Students will submit lab reports and discuss current topics in Chemistry – Lab reports, Chemistry in the News reports and presentations	Comp. 3 = 70% (down from 73% last year)		

Core Competencies Assessment 2009-2010—Area III: Laboratory Science

Clovis Community College   **Laboratory Science Competencies**
Chemistry 113 – Chemistry for General Education   **NMCCN CHEM 1114**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.	Students will perform Calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams	Comp. 4 = 84% (up from 71% last year)		
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. End – Chemistry 113 – Chemistry for General Education	Chemistry in the News reports and presentations A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 76% (down from 89% last year)		

Faculty Member Completing Assessment: **Larry Powell** _____   **June 30, 2010** _____   **575-769-4919**

Core Competencies Assessment 2009-2010—Area III: Laboratory Science	
Clovis Community College	**Laboratory Science Competencies**
CHEM 151 and 152 General Chemistry I & Lab, General Chemistry II & Lab	**NMCCN CHEM 1214 &NMCCN CHEM 1224**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Chemistry (ex.: precision and accuracy, units of measurement, atomic theory, periodicity of elements, compounds, equations, limiting reactions, gas laws, oxidation/reduction, solutions, acids and bases, titrations, organic an biochemistry) – In-class exercises, quizzes, lecture exams, labs	In-class student work showed improvement in competencies 3 and 5 – with competency 3 having a very healthy (28%) improvement. All competencies met our desired minimum score of 70%, although all were down from last year. Comp. 1 = 87% (down from 92%)	We used at minimum of 70% correct for each competency as the standard that we aspired to reach. Although all of the competencies exceeded that mark, all were down from last year. Competency 4, dealing with quantitative analysis was the lowest – it dropped only one percentage point from last year though. Communication (3) and real world application (5) saw the largest drops from last year – however, they were at 100% then which may have been a aberration with that particular group of students. Overall, all scores except 4 were in the 80 + percentage range - which is very positive. More emphasis will again be placed on quantitative analysis – seems to be a recurring theme – next year.	All areas met the minimum cut-off of 70%, but competency 4 will require even more attention that it is currently receiving (and that is already significant). Quantitative analysis, because it so heavily depends on existing math skills, is one area that poses the largest problem and will be the area of focus next year. The other areas will receive their already substantial attention – while they have dropped they are still in the 80% and above range.

Core Competencies Assessment 2009-2010—Area III: Laboratory Science				
Clovis Community College **CHEM 151 and 152 General Chemistry I & Lab, General Chemistry II & Lab**			**Laboratory Science Competencies** **NMCCN CHEM 1214 &NMCCN CHEM 1224**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities

2. Students will solve problems scientifically.
Students should:
  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 areas used as examples above – Lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 80% (down from 81%)		

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.)	Students will submit lab reports and discuss current topics in Chemistry – Lab reports, current events in Chemistry reports and presentations	Comp. 3 = 87% (down from 100%)		

| Clovis Community College | | | | Laboratory Science Competencies |
| CHEM 151 and 152 General Chemistry I & Lab, General Chemistry II & Lab | | | | NMCCN CHEM 1214 &NMCCN CHEM 1224 |

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.	Students will perform calculations throughout the course in areas used as examples above – Lab reports, problem sets, lecture exams	Comp. 4 = 73% (down from 74%)		
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. End – Chemistry 151 and 152	Current events in Chemistry reports and presentations A final assessment quiz that has questions that correlate to each of the five competencies is given	Comp. 5 = 80% (down from 100%)		

Faculty Member Completing Assessment: **Larry Powell** _____ **June 30, 2010** _____ **575-769-4919**_____
               Name   *Date*   *Phone Number*

Clovis Community College **Laboratory Science Competencies**

Physics 113 – Physics for General Education **NMCC No: General Education Elective Area III**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Physics (ex.: velocity, acceleration, mass, force, momentum, temperature, frequency, light, electricity) – In-class exercises, quizzes, lecture exams, labs	In-class student work (in-class exercises, problem sets, lab activities, and discussions of current events in Physics) indicated that all but two of the competencies met our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 75% correct, down from 83% correct last year	We used at minimum of 70% correct for each competency as the standard that we aspired to reach. All of the competencies met that minimum. The results will be used to address these problem areas: - Some difficulty using equations - Unit conversions - Math operations involving reciprocals and dealing with the sine of two different angles - Light and optics More time will be spent emphasizing how to perform the calculations	One of the most significant problems faced by students in Physics 113 is that they are not comfortable using math. More emphasis will be placed on calculations (especially in the lab setting) next year.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.	The Scientific Method will be used to solve problems and problems will be solved in the following areas: masses, temperature, specific heat in lab reports, problem sets, quizzes,	Comp. 2 = 70% correct, up from 63% correct last year		

Core Competencies Assessment 2009-2010—Area III: Laboratory Science, cont.				
Clovis Community College **Physics 113 – Physics for General Education**			**Laboratory Science Competencies** **NMCC No: General Education Elective Area III**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	lecture exams			
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.)	Students will submit lab reports and discuss current topics in Physics – reports and presentations on topics such as ohms, resistors, series circuits, voltage, DC power	Comp. 3 = 88% correct, down from 92% correct last year		
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.	Students will perform calculations throughout course in areas dealing with light and index of refraction and Snell's Law	Comp. 4 = 70% correct, up from 67% correct last year		

Clovis Community College Physics 113 – Physics for General Education		Laboratory Science Competencies NMCC No: General Education Elective Area III		
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. End – Physics 113 – Physics for General Ed	Current topics in Physics – through lecture and student discussions A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 88% correct, down from 93% correct last year		

Faculty Member Completing Assessment: **Larry Powell** _____   **June 30, 2010** _____   **575-769-4919**_____
                                                      Name   *Date*   *Phone Number*

Core Competencies Assessment 2009-2010—Area III: Laboratory Science

Clovis Community College   **Laboratory Science Competencies**
Physics 151 and 152 General Physics I and II and Lab   **Common Core No.: NMCCN Phys 1114 and Phys 1124**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Physics (ex.: electrical circuits, moles, magnetic fields, lenses) – In-class exercises, quizzes, lecture exams, labs	In-class student work (in-class exercises, problem sets, lab activities, and discussions of current events in Physics) indicated that all of the competencies met our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 92% correct, down from 97% correct last year	We used at minimum of 70% correct for each competency as the standard that we aspired to reach. All results were above that minimum, although all were down from last year's results. The results will be used to address these problem areas: - Dealing with electrostatics - Relating electrical potential energy to mechanical energy	A new textbook was used in these courses and modifications in the approaches to problem solving were implemented. While the students did well on thermodynamics and light and optics, more emphasis on electrostatics and potential and mechanical energy will be addressed next year.
2. Students will solve problems scientifically. Students should: 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	The Scientific Method will be used to solve problems and problems will be solved in the following areas: DC circuit, resistance, ohms in lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 81% correct, down from 96% correct last year		

	Core Competencies Assessment 2009-2010—Area III: Laboratory Science			
Clovis Community College			**Laboratory Science Competencies**	
Physics 151 and 152 General Physics I and II and Lab			**Common Core No.: NMCCN Phys 1114 and Phys 1124**	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
them to hierarchically organized explanatory frameworks (theories).				
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.)	Students will submit lab reports and discuss current topics in Physics – reports and presentations on topics such as ions, charges, potential differences, velocity vectors, and magnetic fields	Comp. 3 = 87% correct, down from 99% correct last year		
	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.	Comp. 4 = 78% correct, down from 98% correct last year		

Core Competencies Assessment 2009-2010—Area III: Laboratory Science				
Clovis Community College **Physics 151 and 152 General Physics I and II and Lab**			**Laboratory Science Competencies** **Common Core No.: NMCCN Phys 1114 and Phys 1124**	
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. End – Laboratory Science	Current topics in Physics – through lecture and student discussions A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 91% correct, down from 98% correct last year		

Faculty Member Completing Assessment: **Carl Armstrong by Larry Powell**   **June 30, 2010**
                                                                        Name   *Date*

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Clovis Community College **Geology 113 – Physical Geology**			**Laboratory Science Competencies** **NMCCN GEOL 1114**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: 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.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Geology (ex.: theories of geologic phenomenon, origin of the Earth) – In-class exercises, quizzes, lecture exams, labs	In-class student work showed improvement during the course in their in-class exercises, problem sets, lab activities, and discussions of current events in Geology as indicated by every one of the competencies meeting our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 93% correct (up from 84% last year)	We used at minimum of 70% correct for each competency as the standard that we aspired to reach. Two years ago, we were made aware of one competency that required more attention: competency 5. To address that result, Harry Pomeroy emphasized more instruction and class discussion of "real world" problems and current events in Geology – and there was an increase of from 63% correct three years ago to 88% correct two years ago and then a drop to 70% last year. This year, using the same strategies, the result rose to 80%. More attention will be given to this topic again next year, but we are encouraged by the improvement this year. All but one competency (4) rose from last year.	All competencies were at or above the 70% standard that we sought this year. There was a decline in one (#4) from last year. In looking at the trends over the past four years, this year is, in general, a happy medium. Although Harry Pomeroy incorporated more quantitative exercises (competency #4) it saw a decline – something we have seen almost across the board in most science classes. To address that, we will need to stress quantitative exercises more in our classes. Basic math skills seem to be at the root of the problem with this aspect of our assessments.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate	The Scientific Method will be used to solve problems and problems will be solved in the following areas: "present is the key to the	Comp. 2 = 87% correct (up from 71% last year)		

Core Competencies Assessment 2009-2010—Area III: Laboratory Science, cont.				
Clovis Community College **Geology 113 – Physical Geology**			**Laboratory Science Competencies** **NMCCN GEOL 1114**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	past exercises, geologic structure formation – Lab reports, problem sets, quizzes, lecture exams			
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.)	Students will submit lab reports and discuss current topics in Geology – reports and presentations on geological topics such as local topography, hydrology, volcano formation, tsunamis	Comp. 3 = 90% correct (up from 77% last year)		
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.	Students will perform calculations throughout the course in areas including earthquake intensity, isotope half-life, radiocarbon dating	Comp. 4 = 80% correct (down from 88% last year)		

Core Competencies Assessment 2009-2010—Area III: Laboratory Science, cont.				
Clovis Community College **Geology 113 – Physical Geology**			**Laboratory Science Competencies** **NMCCN GEOL 1114**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. End – Geology 113 – Physical Geology	Current topics in Geology – through lecture and student discussions A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 80% correct (up from 70% last year)		

Faculty Member Completing Assessment: **Larry Powell** _____   **June 30, 2010** _____   **575-769-4919**_____
<div align="center">Name   Date   Phone Number</div>

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Core Competencies Assessment 2009-2010—Area IV Courses

Clovis Community College			Social and Behavioral Sciences Competencies	
ECON 221 Principles of Macroeconomics			**NMCCN ECON 2113**	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.** Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) 1a—opportuntiy cost, comparative advantage, and exchange (state competency No. 1*) 1b—supply and demand and equilibrium (state competency No. 2*) 1c—fiscal and monetary policies (state competency No. 5*) * meets NM business articulation competencies	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: 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	**1a** = 2.86 62% of the students scored a 3 or higher on this assignment **1b** = 3.38 81% of the students scored a 3 or higher on this assignment **1c** = 3.29 71% of the students scored a 3 or higher on this assignment	Overall students seemed to do well on this objective. 1a was lower than the benchmark of 3 points with only 62% of the students scoring a 3 or higher; however, I think part of this may have to do with it being the first assignment. Once students received feedback, they seemed to understand more what I was looking for in terms of critical thinking and being able to apply the economic concepts.	In the future I will consider providing a pre-assignment so students can get feedback before these 3 assignments are completed.

Core Competencies Assessment 2009-2010—Area IV Courses

Clovis Community College　　　　　　　　　　　　　**Social and Behavioral Sciences Competencies**
ECON 221 Principles of Macroeconomics　　　　　　　　　　　　**NMCCN ECON 2113**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Assignment—Students identify how beliefs, assumptions, and values are affected by Classical economic theory and Keynesian theory. Must cite specifics from these 2 theories and articulate how they would influence beliefs, assumptions, and values as it relates to the economy.			This objective was covered in the course; however, it was not assessed this year. The assignment (assessment procedure) listed will be incorporated next semester in order to incorporate the assessment of this objective into the courses.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. As it applies to the following topics showing an understanding with a 70% proficiency or higher (average of 3 or higher): Opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate demand and aggregate supply, supply of money, interest rates, fiscal and monetary policies, and trade restrictions (state competencies Nos. 1-5 and 7*)　* meets NM business articulation competencies	Assignment—students complete a brief paragraph identifying how each course topic relates to their self and their environment. They must relate each topic to a real-world example they have encountered, their role, and how it affects their environment and the overall economy. Assignments were scored on the following rubric: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with self and environment)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with self and environment)—B level work	Average= 3.12 67% of the students averaged a 3 or higher on all topics	Each student was required to complete 8 paragraphs on the topics listed. Only 67% of the students averaged a 3 or higher on all topics. After evaluating this assessment, I determined that is a little difficult to see where students may have struggled. Next semester I will break these down in terms of reporting so that I am able to see any gaps in topics. This may give me a better picture as to how students did on individual economic topics for the state-level competencies.	

Clovis Community College

ECON 221 Principles of Macroeconomics

Social and Behavioral Sciences Competencies

NMCCN ECON 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
	3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with self and environment)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with self and environment)— D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts with self and environment)—F level work		Overall, students did an adequate job of meeting the general education competency.	

Core Competencies Assessment 2009-2010—Area IV Courses				
Clovis Community College **ECON 221 Principles of Macroeconomics**			**Social and Behavioral Sciences Competencies** **NMCCN ECON 2113**	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. – 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*) 4f—foreign exchange rates, markets, and the balance of payments (state competency No. 6*) 4g—trade restrictions and how they affect the economy (state competency No. 7*) *Meets NM business articulation competencies End – Social/Behavioral Sciences	Final Exam and Assignments including graphical analysis.	**4a** = 71.2% **4b** = 68.4% **4c** = 63.1% **4d** = 72.8% **4e** = 70.9% **4f** = 78.3% **4g** = 69.5%	I will continue the same thing in terms of course material and instruction next year. I feel comfortable with the assessment results thus far (as this is my first semester teaching this course) and would like to see some trends before I make any changes. Adjustments in the reporting and assessment methods will be made as shown.	With this being my first year teaching these courses and since there were so many assessment tools for this objective, my assessment reporting methods were not set up to easily determine the percentage of students who met each of these objectives. Next semester, I will finalize my reporting methods to be able to easily calculate the percentage of students who met each objective with a 70% proficiency or higher.

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
6. foreign exchange rates, markets, and the balance of payments

7. trade restrictions and how they affect the economy

Faculty Member Completing Assessment: <u>Robin Kuykendall</u>   <u>June 2010</u>   <u>575.769.4916</u>

                                        Name   *Date*   *Phone Number*

Core Competencies Assessment 2009-2010—Area IV Courses

Clovis Community College   **Social and Behavioral Sciences Competencies**
ECON 222 Principles of Microeconomics   **NMCCN ECON 2123**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. 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	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: 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	Average = 2.91 58% of the students averaged a 3 or higher on this objective	Students did not perform as well on this as I would have liked. This was my first semester to teach this course, and this course was online. In addition, a new textbook was incorporated. I had a very high drop rate in the class as well. Overall, I was not pleased with the assessment results. I will look at making the changes indicated in the next column to see if that helps make a difference in the overall objectives for this course.	The overall concepts of this course seemed to be difficult for students, especially in an online format. Graphical analysis proved to be the area students struggled with the most. This course will be offered both face-to-face and online next year. I plan to record audio lectures for the online classes with an emphasis in graphical analysis. My goal is to help give them an additional learning tool that may help their overall understanding of the concepts and of graphical analysis as it relates to each of the concepts.

	Core Competencies Assessment 2009-2010—Area IV Courses			
Clovis Community College			**Social and Behavioral Sciences Competencies**	
ECON 222 Principles of Microeconomics			**NMCCN ECON 2123**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.				This objective was not assessed in this course this year. I will look at adding an assignment next year that will evaluate this objective.
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. 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)	Assignment—students complete a brief paragraph identifying how each course topic relates to their self and their environment. They must relate each topic to a real-world example they have encountered, their role, and how it affects their environment and the overall economy.	Average = 3.42	Each student was required to complete a paragraph on the topics listed. 75% of the students averaged a 3 or higher on all topics. After evaluating this assessment, I determined that is a little difficult to see where students may have struggled. Next semester I will break these down in terms of reporting so that I am able to see any gaps in topics. This may give me a better picture as to how students did on individual economic topics for the state-level competencies. Overall, students did an adequate job of meeting the general education competency and I was pleased to see that over more students seemed to have a better	

Clovis Community College				**Social and Behavioral Sciences Competencies**
ECON 222 Principles of Microeconomics				**NMCCN ECON 2123**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
			grasp of this objective than objective 1.	

Core Competencies Assessment 2009-2010—Area IV Courses

Clovis Community College	**Social and Behavioral Sciences Competencies**
ECON 222 Principles of Microeconomics	**NMCCN ECON 2123**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities

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 (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, monopoly, monopolistic competition, and oligopoly (state competency No. 6*)
  4g—impact of government intervention in markets including price ceilings and price floors (state competency No. 7*)
  4h—role of labor and capital markets (state competency No. 8*)
*Meets NM business articulation competencies
      End – Social/Behavioral Sciences
	Final Exam and Assignments completed via Aplia including graphical analysis	**4a** = 73.4%
		4b = 71.6%
		4c = 58.1%
		4d = 68.6%
		4e = 66.8%
		4f = 66.3%
		4g = 72.7%
		4h = 73.7%
			Overall, I am not pleased with the assessment results for this course. I feel that most of the students struggled with the course content. I believe the textbook and the assignments are right in line with the state competency requirements. I would like to evaluate the assessment results once the course has been offered face-to-face (which will be Fall 2010). In addition, I plan to look into recording audio lectures for the online format in order to provide another learning tool for students. I believe this will help tremendously, especially in terms of graphical analysis. I will reevaluate these assessment results for course changes next year.	With this being my first year teaching this course and since there were so many assessment tools for this objective, my assessment reporting methods were not set up to easily determine the percentage of students who met each of these objectives. Next semester, I will finalize my reporting methods to be able to easily calculate the percentage of students who met each objective with a 70% proficiency or higher.

Core Competencies Assessment 2009-2010—Area IV Courses

Clovis Community College   **Social and Behavioral Sciences Competencies**
ECON 222 Principles of Microeconomics   **NMCCN ECON 2123**

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
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 takes and antitrust
8. the role of labor and capital markets

Faculty Member Completing Assessment: _____Robin Kuykendall_____   _____June 2010_____   _____575.769.4916_____
                                                                           Name   *Date*   *Phone Number*

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.	Students complete a comprehensive final exam and accompanying units requiring discussion questions, and a final composition. The required activities are matched to the state competencies and are identified as such within each unit.	The average final exam score was 80%, the average score on the unit activities was 82%, and the final composition was 85%. Online students tend to either complete the activities successfully or poorly – average scores (70's range) are rare on activity.	Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. The online format is a challenging environment for both the students and the instructors. The opportunity for academic dishonesty is minimized with the existing course management strategies. Student evaluations indicate much satisfaction with learning strategies and the acquisition of a social consciousness and global perspective.	
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.	Discussion questions and unit activities integrate critical thinking strategies into each assignment. By using the techniques of the sociological imagination, students are required to address each competency within the assignment.	Unit activities/critical thinking activities averaged 84%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.		

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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.

End of PSCI 102 | One global social issue (final composition) is explored individually as a group throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency. | The final research composition was the most successful learning strategy and allowed the instructor to measure the competencies through process writing (86%). | | |

Area IV Assessment Contact Person _____**Ruthie Hefner**_____   ____**6/15/10**_____   **Phone number** ____**575-769-4962**____
                                          Name   *Dat*

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Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science				
Clovis Community College **PSY 101 Introductory Psychology**			**Social and Behavioral Sciences Competencies** **NMCCN PSYC 1113**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	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.	Average grades on the exams, project based activities and pre/post test indicate a pass rate of 79% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	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 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.	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.
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.	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.	Average scores on the individual presentation indicated the following: Competency 1: 80% Competency 2: 78% Competency 3: 81% Competency 4: 83% (Each higher than the 75% benchmark)		

Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science				
Clovis Community College **PSY 101 Introductory Psychology**				**Social and Behavioral Sciences Competencies** **NMCCN PSYC 1113**
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Students are required to complete a paper or presentation to encourage a better understanding of themselves and others. They are also required to complete four exams covering all the chapters in the text except one.	A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (82%) 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.		
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. End – Social/Behavioral Sciences	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.	The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 90%. Students were more interested in local and state issues as opposed to national controversies.		

Faculty Member Completing Assessment: **Dana Albright**   **June 30, 2010**
                                                                                          Name   *Date*

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Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science				
Clovis Community College			**Social and Behavioral Sciences Competencies**	
PSY 106 Human Growth and Development			**NMCCN PSYC 1113**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	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.	Average grades on the exams (84%), post-test (81%) and paper (83%) exceeded the benchmark of (75%).	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 bench mark was exceeded, revisions should be made to reflect a global perspective of current events.	
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.	Prior to required group activities and individual presentations students are provided with a grading rubric that matches the expectations implied in all four competencies. Previous units have addressed each competency before the assignment.	Average scores on the projects indicated the following: Competency 1: 85% Competency 2: 86% Competency 3: 84% Competency 4: 87%		

Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science				
Clovis Community College **PSY 106 Human Growth and Development**			**Social and Behavioral Sciences Competencies** **NMCCN PSYC 1113**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	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.	Papers and presentation averaged 83%. Activities averaged 85%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.	Will improve their focus on how society and the social groups effect human behavior.	
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. End – Social/Behavioral Sciences	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 issues.	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 (86%).	Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in.	

Faculty Member Completing Assessment: _____ **Dana Albright** _____ **June 30, 2010**

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	Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science			
Clovis Community College PSY 201 Child Psychology			Social and Behavioral Sciences Competencies NMCCN PSYC 1113	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	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 requires research on topics related to course content.	Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 82% (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.	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.	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.
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.	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.	Average scores on the individual presentation indicated the following: Competency 1: 84% Competency 2: 82% Competency 3: 85% Competency 4: 86% (Each higher than the 75% benchmark)	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.	

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Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science				
Clovis Community College **PSY 201 Child Psychology**			**Social and Behavioral Sciences Competencies** **NMCCN PSYC 1113**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Students are required to write a paper or give a presentation that gives them 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 summary analysis of final scores was higher for this activity (85%) than for exams and discussions questions (82%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	Will have the paper and presentation give more focus on the influence of society on their behavior.	
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. End – Social/Behavioral Sciences	A required project designed to understand Piaget's Theory and integrate all four competencies is required of each student. They are also required to complete a paper or presentation that serves them a more in depth analysis of a topic in the text book.	The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 87%.		

Faculty Member Completing Assessment   <u>Dana Albright   </u>   <u>   June 30, 2010   </u>
                                                                                                Name   *Date*

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Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Sciences

Clovis Community College	**Social and Behavioral Sciences Competencies**
SOC 101 Introductory Sociology	**NMCCN 1113**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.	Essay question and projects required for each unit are correlated to a specific competency.	Combined average grades on the midterm, final, and Project-Based activities indicated pass rate of 85% (somewhat higher than 75% benchmark).	The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and the correlation to each major theoretical paradigm. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competencies #3 and #4 should be enhanced by including a class debate to encourage social responsibility and a social consciousness. Critical thinking will be emphasized in Competency #1 and #2 by selecting a global research project which matches the social, economic, and ecological climate in the Social and Behavioral Sciences.	Although the benchmarks (75%) were met all four competencies, averages could certainly improve by calculating midterm scores. Faculty will continue to integrate the global perspective into each exam, Project-Based activity, and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.
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.	Prior to required group and individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Grading is consistent with the rubric and numerically scored.	Average scores on the group presentations indicated the following: Competency #1 87% Competency #2 81% Competency #3 88% Competency #4 88% (Each higher than the 75% benchmark)		

Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Sciences				
Clovis Community College **SOC 101 Introductory Sociology**			**Social and Behavioral Sciences Competencies** **NMCCN 1113**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Students are required to an individual and group project that began the first day of class and was presented the final weeks. The topics were selected individually and each chapter added a new dimension. The group dimension allowed and encouraged cooperative learning.	A summary analysis of final scores indicated that competencies were met at a higher rate in Project-Based activities (85%) as opposed to 81% for exams and discussion questions. This course is also offered online where an analysis of final scores were within the standard deviation from the traditional course.		
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. End – Social/Behavioral Sciences	A single required current events project (individual and group based) designed to measure and integrate all four competencies noted in the grading rubric, is required of each student/group.	The class project was the most successful learning activity and more thoroughly integrated all four competencies with a significant outcome of 95%.		

Faculty Member Completing Assessment: <u>**Ruthie Hefner and Glynnis Maes**</u>   <u>**June 30, 2010**</u>   <u>**769-4962**</u>   _
                                              Name   *Date*   *Phone Number*

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.	Students complete a comprehensive final exam and accompanying units requiring discussion questions, and a final composition. The required activities are matched to the state competencies and are identified as such within each unit.	The average final exam score was 82%, the average score on the unit activities was 80%, and the final composition was 83%. Online students tend to either complete the activities successfully or poorly – average scores (70's range) are rate on any activity.	Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. The online format is a challenging environment for both the students and the instructors. The opportunity for academic dishonesty is minimized with the existing course management strategies. Student evaluations indicate much satisfaction with learning strategies and the acquisition of a social consciousness and global perspective.	
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.	Project-Based activities were required to match the intention of each competency. Rubrics were provided for students prior to the assignments.	Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is always successful and can provide a basis for future projects; each building on the next.		

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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.	Discussion questions and unit activities integrate critical thinking strategies into each assignment. By using the techniques of the sociological imagination, students are required to address each competency within the assignment.	Unit activities/critical thinking activities averaged 85%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.		
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. End – Sociology 212	One global issue (final composition) is explored individually as a group throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency.	The final research composition was the most successful learning strategy and allowed the instructor to measure the competencies through process writing. (85%)		

Area IV Assessment Contact Person   **Ruthie Hefner**   **6/15/10**   **Phone number 575-769-4962**
                                                    Name   *Date*

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.	Essay questions, projects and research based compositions required for each unit are correlated to a specific competency.	Average grades on the midterm (90%), final (88%), and Project-Based (90%) activities indicated pass rates of 85% (higher than 75% benchmark).	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 current global family-related challenges will be integrated into the upcoming semesters. Competencies #1 and #4 can be enhanced by including a global research observation to encourage social responsibility and a social consciousness.	Although the benchmarks (75%) were met in all four competencies, averages could certainly improve. Faculty will continue to integrate the major theoretical perspectives into each exam, and discussion question which is essential to each competency addressed by the state.
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.	Prior to individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Previous units have addressed each competency before assigning the presentation and unit evaluations are assessed before discussing the major project.	Average scores on the group presentations indicated the following: Competency #1 87% Competency #2 92% Competency #3 90% Competency #4 95% (Each higher than the 75% benchmark)		

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.	Students are required to complete critical thinking activity, projects, and exams by utilizing web-based research to encourage the sociological imagination and gain experience in academic research.	A summary analysis of final scores indicated that competencies were met at a higher rate in Project-Based activities (90%) as opposed to 85% for exams and discussion questions.		
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. End – Social/Behavioral Sciences	A single required current events project is designed to measure and integrate all four competencies noted in the grading rubric. The project is dedicated to an issue/concern dedicated to the global community.	The class project was the most successful learning activity and more thoroughly integrated all four competencies with a significant outcomes of 95%.		

Area IV Assessment Contact Person   <u>Ruthie Hefner</u>   <u>6/15/10</u>   Phone number <u>575-769-4962</u>
                                          Name   *Date*

Core Competencies Assessment 2009-2010—Area V Courses

Clovis Community College	**Humanities and Fine Arts Competencies**
HIST 101 & HIST 102 History 101 and History 102	**NMCCN HIST 1113 & 1123**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Collected and compiled data on our four (4) course objectives from all the History 101 and History 102 final exam results. These include material to help students recognize and articulate the diversity of human experience across a range of historical periods (in American History) and cultural perspectives (African-American, male and female, various religions etc. in the U.S.A.).	Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark. Objective #1, HIST 101 101, 74.3125% correct. Objective #1, HIST 102 102, 78.6660% correct.	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and plan to use even more one-on-one contact, especially after classes.	
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.	Collected and compiled data on our four (4) course objectives from all the History 101 and History 102 final exam results. These include material to help students recognize and articulate the diversity of human experience across a range of historical periods (in American History) and cultural perspectives (African-American, male and female, various religions etc. in the U.S.A.).	Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark. Objective #2 HIST 101 101, 75.1250% correct. Objective #2 HIST 102 102, 78.6660% correct.	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and plan to use even more one-on-one contact, especially after classes.	

Core Competencies Assessment 2009-2010—Area V Courses

Clovis Community College　　　　　　　　　　　　　　**Humanities and Fine Arts Competencies**
HIST 101 & HIST 102 History 101 and History 102　　　　　**NMCCN HIST 1113 & 1123**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Collected and compiled data on our four (4) course objectives from all the History 101 and History 102 final exam results. These include material to help students recognize and articulate the diversity of human experience across a range of historical periods (in American History) and cultural perspectives (African-American, male and female, various religions etc. in the U.S.A.).	Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark. Objective #3, HIST 101 101, 76.8125% correct. Objective #2, HIST 102 102, 78.5833% correct.	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and plan to use even more one-on-one contact, especially after classes.	
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. End – History 101 and History 102	Collected and compiled data on our four (4) course objectives from all the History 101 and History 102 final exam results. These include material to help students recognize and articulate the diversity of human experience across a range of historical periods (in American History) and cultural perspectives (African-American, male and female, various religions etc. in the U.S.A.).	Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark. Objective #4, HIST 101 101, 75.9375% correct. Objective #4, HIST 102 102, 77.4166% correct.	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and plan to use even more one-on-one contact, especially after classes.	

Faculty Member Completing Assessment:　**Nita Howard** _____　　**June 30, 2010**_____　　**575-769-**_____
　　　　　　　　　　　　　　　　　　　　　　Name　　　　　　　　　　　　　　　　　　*Date*　　　　　　　　　　*Phone Number*

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State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.)	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.	The History 121 class of twenty-one students exceeded the benchmark of 70%. The mean score for the final exam was 82.53% while the median score was 91.75%	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, and review sessions at the start and end of each class have been effective in creating an 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 (such as political, geographic,	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			

economic, social, cultural, religious, and intellectual).	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.			
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	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.			
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 Fine Arts requirement, courses will come from the areas of History, Philosophy,	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.			

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. /End History 121: World Civilization I			

Faculty Member Completing Assessment: _____Michael Powers____   June 17, 2010   575-769-4934
Name   Date   Phone number

Clovis Community College   **Humanities and Fine Arts Competencies**
SPAN 101: Beginning Spanish I   **NMCCN 1114**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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.) 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). 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. 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.	Instrument: Final Exam The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left. A Final exam was given to students in Spanish 101 and Spanish 102 to assess students learning for Objectives 1 and 3 of the state outcomes. Spanish instruction could only align with these two State outcomes.	(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 91 % of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 80% of the students were successful in this area. (OB# 3) Spanish 101 The verbs *ser* or *estar.* Knowledge of these two verbs, which is a very difficult concept in any language, was lower than 70% at 67% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 88% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 65% of the students were successful in this grammatical	More emphasis will be placed on the grammatical structures of less than 70% mastery. The percentage of this structure was down from both classes last year. Emphasis on presenting this structure will focus on hands on activities that will improve students' understanding. The percentage of this structure was down from both classes last year. The focus on the presentation of this structure includes activities that will improve students' understanding.	

Core Competencies Assessment 2009-2010: Area V Courses				
Clovis Community College **SPAN 101: Beginning Spanish I**			**Humanities and Fine Arts Competencies** **NMCCN 1114**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
		structure. **(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 85% of the students were successful in this grammatical structure.** **(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 71% of the students were successful in this grammatical structure.** **(OB# 3) Spanish 101** **Family Members** **Knowledge of la familia was good. 85% of the students were successful in this grammatical structure.** **(OB# 1, 3) Spanish 101 Stem-changing verbs. Knowledge of stem-changing verbs was good. 85% of the students were successful in this grammatical structure.** **(OB# 1, 3) Spanish 101 Poner,**	**I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency.** **Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.**	

Core Competencies Assessment 2009-2010: Area V Courses				
Clovis Community College **Humanities and Fine Arts Competencies** **SPAN 101: Beginning Spanish I** **NMCCN 1114**				
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
		Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: <u>Lorenza Hernández</u>   <u>30 June 2010</u>   <u>769-4933</u>

                        Name   *Date*   *Phone Number*

Core Competencies Assessment 2009-2010: Area V Courses				
Clovis Community College **SPAN 102 Beginning Spanish II**			**Humanities and Fine Arts Competencies** **NMCCN 1124**	
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used** **To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.) **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).** **3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.** **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.**	**Spanish 102 Beginning Spanish second semester.** **Instrument: Final Exam** **The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives #1 and #3 listed to the left.**	**(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 78% of the students were successful in this grammatical structure.** **(OB# 1,3) Spanish 102 Double objects pronouns. Knowledge of double object pronouns was good 95% of the students were successful in this grammatical structure.** **(OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 92% of the students were successful in this grammatical structure.** **(OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 94% of the students were successful in this grammatical structure.**	**More emphasis will be placed on the grammatical structures of less than 70% mastery.** ****This class did well on every grammatical structure taught. Results on the final exam proved there were no deficiencies in student learning.** **I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency.** **Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.**	

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		(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 80% of the students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 Irregular Verbs in the preterit. Knowledge of irregular verbs in preterit was good. 90% of the students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 Present Progressive. Knowledge of present progressive verbs was mastered by 96% of the students. These students were successful in this grammatical structure.		

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		(OB# 1,3) Spanish 102 the use of superlative statements. Knowledge of superlative statements was mastered by 80% of the students. These students were successful in this grammatical structure.		

Faculty Member Completing Assessment: <u>Lorenza Hernández</u> <u>30 June 2010</u> <u>769-4933</u>
Name *Date* *Phone Number*

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