

**Clovis Community College**

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**417 Schepps Boulevard**

**Clovis, NM 88101**

# **General Education Assessment Report Academic Year 2010-2011**

**Submitted to: New Mexico Higher Education Department**

**September 30, 2011**

**Contact Person: Valerie Benedix**

Institution Name **Clovis Community College**

## **Core Competencies Report**

Date Submitted 9/30/2011

Attachments (please check all that apply):

<input checked="" type="checkbox"/> Area I Communications	Contact Person <u>Valerie Benedix/Paul Nagy</u>
<input checked="" type="checkbox"/> Area II Math-Algebra	Contact Person <u>Valerie Benedix/Mary Caffey</u>
<input checked="" type="checkbox"/> Area II Math-Other Math	Contact Person <u>Valerie Benedix/ V. K. Bussen</u>
<input checked="" type="checkbox"/> Area III Laboratory Science	Contact Person <u>Valerie Benedix/Larry Powell</u>
<input checked="" type="checkbox"/> Area IV Social/Behavioral Sciences	Contact Person <u>Valerie Benedix/Ruthie Hefner</u>
<input checked="" type="checkbox"/> Area V Humanities/Fine Arts	Contact Person <u>Valerie Benedix/Paul Nagy</u>

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

Attested:

\_\_\_\_\_  
*Chief Academic Officer Signature*

Robin Jones  
*Chief Academic Officer Printed Name*

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Institutional URL for HED Core Competencies Assessment Reports: [www.clovis.edu/assessment](http://www.clovis.edu/assessment)

# Table of Contents

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Abstract .....	
Contact Information .....	
List of CCC General Education Courses by Area .....	

## General Education Assessment Reports

Area I: Communications .....	
English Composition (ENG 102/NMCCN ENGL 113)	
English Composition & Research (ENG 104/NMCCN ENGL 2113)	
Interpersonal Communication (COMM 101/NMCCN COMM 1213)	
Public Speaking (COMM102/NMCCN COMM 1113)	
Area II: Mathematics .....	
College Algebra (MATH 110/NMCCN MATH 113)	
Area II: Other College Level Mathematics .....	
Math for General Education (MATH 113/ <i>Recommended for liberal arts majors, but not acceptable for business and science majors</i> )	
Statistical Methods I (MATH 213/NMCCN MATH 2314)	
Area III: Laboratory Science .....	
Biology for General Education and Lab (BIOL 113/NMCCN BIOL 1114)	
Human Biology & Lab (BIOL 115/NMCCN BIOL 1124)	
Chemistry for General Education and Lab (CHEM 113/NMCCN CHEM 1114)	

Physical Geology and Lab (GEOL 113/NMCCN GEOL 1114)

Physics for General Education (PHYS 113/NMCCN PHYS 1114)

General Physics I and II (PHYS 151/NMCCN PHYS 1114 and PHYS 152/NMCCN  
PHYS 1114 and PHYS 152 NMCCN PHYS 1124)

Area IV: Social/Behavior Sciences .....

Criminal Justice (CRJU 102/NMCCN CRJI 1113)

Principles of Macroeconomics (ECON 221/NMCCN ECON 2113)

Principles of Microeconomics (ECON 222/NMCCN ECON 2123)

American National Government (PSCI 102/NMCCN POLS 1123)

Introductory Psychology (PSY 101/NMCCN PSYC 1113)

Human Growth and Development (PSY 106/NMCCN PSYC 1113)

Child Psychology (PSY 201/NMCCN PSYC 1113)

Introductory Sociology (SOC 101/NMCCN SOCI 1113)

Contemporary Social Issues (SOC 212/NMCCN SOCI 2113)

Area V: Humanities and Fine Arts .....

Survey of History to 1865 (HIST 101/NMCCN HIST 1113)

Survey of History Since 1865 (HIST 102/NMCCN HIST 1123)

World Civilization I (HIST 121/NMCCN HIST 1053)

Beginning Spanish I (SPAN 101/NMCCN SPAN 1114)

Beginning Spanish II (SPAN 102/SPAN 1124)

# Abstract

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This report contains the general education assessment reports for the 2010-2011 academic year for Clovis Community College. Courses in this assessment were defined in three different ways:

- Courses assessed for 2010-2011
- Courses offered but not assessed for 2010-2011
- 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 2010, Spring 2011 and summer 2011 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 2009-2010 academic year.

Area II: Mathematics/Other Mathematics -- 100% of CCC's general education courses in this area were assessed and reported. Calculus class was not offered this academic year.

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 not offered this academic year.

Area IV: Social/Behavioral Sciences -- 91% of CCC's general education courses in this area were assessed and reported. This was at 90% for the 2009-2010 assessment.

Area V: Humanities and Fine Arts -- 25% of CCC's general education courses in this area were assessed and reported. This is a slight increase from the 22% reported in the 2009-2010 report. The challenge in this area is 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:

- PHYS 202: Adolescent Psychology
- PHIL 211: Ethics (NMCCN ENGL 2213)
- ART 131: Art Appreciation (NMCCN ART 1113)
- MUS 113: Music Appreciation (NMCCN MUS 1113)

- THTR 111: Introduction to Theater Arts (NMCCN THTR 1013)
- THTR 275: The Motion Picture (NMCCN THTR 1113)

In conclusion, Clovis Community College maintained the previous level of assessment in four areas with a slight increase in the area of Humanities and Fine Arts. While we looked to make better improvements in the 2010-2011 report, these did not happen and we will continue to work on these areas.

## Contact Information

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Valerie Benedix, Assessment Chair

Clovis Community College

417 Schepps Boulevard

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 GEN ED)  
*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 & 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**

CRJU 102 (102 (NMCCN CRJI 1113)  
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 & DEV)  
PSY 201 (CHILD PSYCHOLOGY)  
\*PSY 202 (ADOLESCENT PSYCHOLOGY)  
SOC 101 (NMCCN SOCI 1113)  
SOC 212 (NMCCN SOCI 2113)  
SOC 215 (NMCCN SOCI 2213)

**Area V: Humanities and Fine Arts**

HIST 101 (NMCCN HIST 1113)  
HIST 102 (NMCCN HIST 1023)  
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 1113)*  
\*HUM 221 (INTRO TO HUMANITIES I)  
\*HUM 222 (INTRO 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 (NMCCN GERM 1124)  
SPAN 101 (NMCCN SPAN 1114)  
SPAN 102 (NMCCN SPAN 1124)



*ANTH 111 (NMCCN ANTH 1113)*  
*ANTH 123 (NMCCN ANTH 2313)*  
*ANTH 233 (People and Cultures of the World)*  
*ANTH 243 (NMCCN ANTH 2113)*

Courses assessed for 2010-2011

\*Courses offered, but not assessed during the 2010-2011 academic year.

Italicized courses either were not offered or did not make during the Fall 10, Spring 10, or Summer 10 semesters.

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communications

Class: COMM 101 Interpersonal Communication

Faculty: Ronald L. Biddle

Common Core No.:

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b></p> <p>Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>I use a 30 question pre-post-test which present five questions for each of the competency areas (Course catalog).</p>	<ul style="list-style-type: none"> <li>• In the section of the test regarding “Communication Process,” the post-test student’s results indicated a 15.9% increase in subject understanding.</li> <li>• In the section of the test regarding “Self-Concept,” the post-test student’s results indicated a 21.6% increase in subject understanding.</li> <li>• In the section of the test regarding “Perception,” the post-test student’s results indicated a 14.2% increase in subject understanding.</li> <li>• In the section of the test regarding “Listening,” the post-test student’s results indicated a 19.3% increase in subject understanding.</li> <li>• In the section of the test regarding “Language,”</li> </ul>	<p>At the end of each semester, I close the loop through self-analysis of lecture and presentation methodology and materials.</p> <p>I believe in personal accountability as an instructor, and make changes where students have difficulty.</p>	<p>My course has a traditional format for teaching Interpersonal Communication (i.e., weekly lectures, hands-on exercises, three essays, three tests.)</p>

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
		<p>the post-test student's results indicated a 7.1% increase in subject understanding.</p> <ul style="list-style-type: none"> <li>In the section of the test "Relationship Development," the post-test student's results indicated a 3.4% increase in subject understanding.</li> </ul>		
<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b></p> <p>Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	N/A	N/A	N/A	
<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b></p> <p>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</p>	N/A	N/A	N/A	

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

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).				
<b>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.</b>  Students should: Use standard processes for generating documents or oral presentations independently and in groups.	N/A	N/A	N/A	
<b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b>  Students should: Gather legitimate information to support ideas without	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	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
plagiarizing, misinforming or distorting.				
<b>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b>  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*  
Name

April 1, 2011  
Date

769-4928  
Phone Number

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

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113

Spring 2011\_\_\_\_ CRN: 10195...online class

Faculty: Janett Johnson

Number of Students Assessed in this class: 18

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u>  Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>  A total of _13_ students were assessed in English 102____. The Grading Rubrics includes the following categories: <b>1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)</b>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/ Goals/ Priorities																				
<b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed an essay for their assessment activity. This was completed during the last quarter of class.  Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	<b>1a. Addresses the Prompt/Format</b> <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>2</td><td>3</td><td>10</td><td>3</td><td>83.6%</td></tr></table> The benchmark was met with 84% of the students receiving “good” or “exemplary”.  <b>1b.Content/Development/Support</b> <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>4</td><td>3</td><td>7</td><td>4</td><td>82.2%</td></tr></table> The benchmark was met with 82% of the students receiving “good” or ‘exemplary’.	(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”	2	3	10	3	83.6%	(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”	4	3	7	4	82.2%	1.a. I will continue to assign many in-class writings in response to readings. I will keep up the discussion board as well as the peer-evaluations.  1.b. I will continue to make students aware of the structure in readings and writings by having students log on to websites that deal with writing papers.	
(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”																				
2	3	10	3	83.6%																				
(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”																				
4	3	7	4	82.2%																				
<b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		<b>2a.Focus/Thesis Organization</b> <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>4</td><td>3</td><td>7</td><td>4</td><td>82.2%</td></tr></table> The benchmark was met with 82% of the students receiving “good” or “exemplary”.	(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”	4	3	7	4	82.2%	2.a. Please read 1.b.											
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# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113

Spring 2011\_\_\_\_ CRN: 10195...online class

Faculty: Janett Johnson

Number of Students Assessed in this class: 18

<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b> Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p>		<p><b>3a. Unity/Development/Coherence</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>3</td><td>4</td><td>7</td><td>4</td><td>83%</td></tr> </tbody> </table> <p>The benchmark was met with 83% of the students receiving "good" or "exemplary".</p> <p><b>3b. Concession/Counterargument</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>5</td><td>5</td><td>5</td><td>3</td><td>79.16%</td></tr> </tbody> </table> <p>The benchmark was met with 79% of the students receiving "good" or "exemplary".</p> <p><b>3c. Rhetorical Techniques</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>1</td><td>4</td><td>9</td><td>4</td><td>85%</td></tr> </tbody> </table> <p>The benchmark was met with 85% of the students receiving "good" or "exemplary".</p>	(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	4	7	4	83%	(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	5	5	3	79.16%	(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"	1	4	9	4	85%	<p>3.a. I will continue with peer-evaluations and the structural analysis of literary texts so that students will have an awareness of this competency.</p> <p>3.b. I will continue to make students aware of the variety of view points that exist during their responses on discussion board and remind them to re-read the lectures posted.</p> <p>3.c. I will continue to introduce students to many techniques for rhetoric through assigned class writings.</p>	
(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"																														
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<p><b>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</b></p>		<p><b>4a. Expression (Wording and Phrasing):</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>2</td><td>8</td><td>8</td><td>90.5%</td></tr> </tbody> </table> <p>The benchmark was met with 91% of the students receiving "good" or "exemplary".</p>	(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"	0	2	8	8	90.5%	<p>4.a. I will continue to encourage the use of the discussion board as well as readings to expand the students' language abilities. With peer-evaluations students also</p>																					
(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"																														
0	2	8	8	90.5%																														

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113

Spring 2011\_\_\_\_ CRN: 10195...online class

Faculty: Janett Johnson

Number of Students Assessed in this class: 18

### 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"
0	4	8	6	87.7%

The benchmark was met with 88% of the students receiving "good" or "exemplary".

experience their peers' capabilities and become inspired to improve and increase their capabilities.

4.b. Please read 4.a.

### 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"
0	2	6	10	92%

The benchmark was met with 90% of the students receiving "good" or "exemplary".

4.c. Due to the focus on spelling and punctuation during the postings on the discussion board, students are aware of the importance of mechanics in language and pay attention to it. Additionally, thanks to technology (spell-checker), the writings have less errors.



# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113

Spring 2011\_\_\_\_ CRN: 10195...online class

Faculty: Janett Johnson

Number of Students Assessed in this class: 18

<p><b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b></p> <p>Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>		<p><b>5a. In-text citations and Integrating Research</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>5</td><td>5</td><td>5</td><td>3</td><td>79.16%</td></tr> </tbody> </table> <p>The benchmark was met with 80% of the students receiving "good" or "exemplary".</p>	(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	5	5	3	79.16%	<p>5.a. I will continue to have students peer-evaluate their papers and assign more exercises to make students aware of the importance of in-text citations.</p>											
(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	5	5	3	79.16%																				
<p><b>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b></p> <p>Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.</p>		<p><b>6a. Argumentation</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>2</td><td>8</td><td>5</td><td>3</td><td>80.83%</td></tr> </tbody> </table> <p>The benchmark was met with 81% of the students receiving "good" or "exemplary".</p> <p><b>6b. Integrating quotations and Paraphrases</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>2</td><td>8</td><td>3</td><td>5</td><td>82.5%</td></tr> </tbody> </table> <p>The benchmark was met with 83% of the students receiving "good" or "exemplary".</p>	(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"	2	8	5	3	80.83%	(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"	2	8	3	5	82.5%	<p>6.a. I will continue to assign discussion prompts where students have to argue their point of view and support it.</p> <p>6.b. Please read 6.a.</p>	
(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"																				
2	8	5	3	80.83%																				
(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"																				
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## Clovis Community College

### Core Competencies Assessment 2010-2011—Area I: Communication

**Class:** English 102/NMCCN: ENG 1113

**Spring 2011**\_\_\_\_ **CRN:** 10195...online class

**Faculty:** Janett Johnson

Number of Students Assessed in this class: 18

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Faculty Member Completing Assessment Janett Johnson  
*Name*

06/01/2011  
*Date (due by July 1)*

Phone number 575-693-6865

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

Spring 2011 Tuesdays

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> <b>Course Name and NMCCN</b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b> A total of _21_ students were assessed in English 104 _____. The Grading Rubrics includes the following categories: <b>1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)</b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/ Goals/ Priorities																				
<b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed a 8-10 page research paper for their assessment activity. This was completed during the last weeks of class.  Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	<b>1a. Addresses the Prompt/Format</b> <table border="1" data-bbox="701 621 1438 755"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3</td> <td>10</td> <td>7</td> <td>88.75%</td> </tr> </tbody> </table> The benchmark was met with 100% of the students receiving "good" and "exemplary".  <b>1b.Content/Development/Support</b> <table border="1" data-bbox="701 885 1438 1018"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3</td> <td>8</td> <td>9</td> <td>90.25%</td> </tr> </tbody> </table> The benchmark was met with 90% of the students receiving "good" and "exemplary".	(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"	0	3	10	7	88.75%	(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"	0	3	8	9	90.25%	1.a. Due to ENG 102, students were well prepared for this competency.  1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings. Students used the support of our newly established Writing Center even more than in the previous semester, and this really showed in their papers!	
(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"																				
0	3	10	7	88.75%																				
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# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

Spring 2011 Tuesdays

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b></p> <p>Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>		<p><b>2a.Focus/Thesis Organization</b></p> <table> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>0</td><td>4</td><td>10</td><td>6</td><td>87.5%</td></tr> </table> <p>The benchmark was met with 87.5 % of the students receiving 'good" or "exemplary".</p>	(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"	0	4	10	6	87.5%	<p>2.a. Because I am part of the Title V grant, and one of the stipulations was to work in partnership with another university, we adopted a more detailed sheet for rubrics. During peer-evaluations throughout this semester I used those rubrics, so the students became more focused on details. This benefitted them for their final paper.</p>	
(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"										
0	4	10	6	87.5%										

<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b></p> <p>Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical</p>		<p><b>3a. Unity/Development/Coherence</b></p> <table> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>0</td><td>4</td><td>10</td><td>6</td><td>87.5%</td></tr> </table> <p>The benchmark was met with 88% of the students receiving "good" or "exemplary".</p>	(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"	0	4	10	6	87.5%	<p>3.a. I will continue my approach to strategies to ensure success in other classes.</p>	
(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"										
0	4	10	6	87.5%										

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

Spring 2011 Tuesdays

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

<p>strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p>		<p><b>3b. Concession/Counterargument</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>7</td><td>7</td><td>6</td><td>86%</td></tr> </tbody> </table> <p>The benchmark was met with 86% of the students receiving "good" or "exemplary."</p> <p><b>3c. Rhetorical Techniques</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>7</td><td>8</td><td>5</td><td>85.25%</td></tr> </tbody> </table> <p>The benchmark was met with 85% of the students receiving 'good' or "exemplary".</p>	(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"	0	7	7	6	86%	(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"	0	7	8	5	85.25%	<p>3.b. I engaged students in oral debates to have them practice counter arguing. Additionally, we watched the movie, <u>The Great Debaters</u> that show debate in context and made students aware of the importance of 'thinking' the 'opposite' way. The writing Center, again, was very instrumental in assisting the students in their writing process.</p> <p>3.c. Students were well prepared for rhetorical techniques due to in-class exercises on an oral and written basis.</p>	
(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"																				
0	7	7	6	86%																				
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0	7	8	5	85.25%																				
<p><b>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</b></p>		<p><b>4a. Expression (Wording and Phrasing):</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>2</td><td>10</td><td>8</td><td>90%</td></tr> </tbody> </table> <p>The benchmark was met with 90% of the students receiving "good" or 'exemplary'.</p>	(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"	0	2	10	8	90%	<p>4.a. Students had a wonderful knowledge of the English language due to past experiences as well as in and out of class assignments.</p>											
(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"																				
0	2	10	8	90%																				

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

**Class: English 104/NMCCN: ENG 2113**

**Spring 2011 Tuesdays**

**Faculty: Janett Johnson**

Number of Students Assessed in this class: 20

<p><b>mechanics.</b> Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>		<p><b>4b. Sentence Skills</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>10</td><td>10</td><td>92.5%</td></tr> </tbody> </table> <p>The benchmark was met with 93% of the students receiving "good" or "exemplary".</p>	(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"	0	0	10	10	92.5%	<p>4.b. The Writing Center was vital in supporting students' writing process. Also, the in-class peer-evaluations contributed to such high performance.</p>	
(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"										
0	0	10	10	92.5%										
		<p><b>4c. Grammar/Punctuation/Spelling.</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>10</td><td>10</td><td>92.5%</td></tr> </tbody> </table> <p>The benchmark was met with 93% of the students receiving "good" or "exemplary".</p>	(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"	0	0	10	10	92.5%	<p>4.c. Same as 4.a and b.</p>	
(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"										
0	0	10	10	92.5%										

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

Spring 2011 Tuesdays

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

<p><b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b> Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>		<p><b>5a. In-text citations and Integrating Research</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>3</td><td>3</td><td>10</td><td>4</td><td>83.5%</td></tr> </tbody> </table> <p>The benchmark was met with 84% of the students receiving 'good' or "exemplary".</p>	(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	3	10	4	83.5%	<p>5.a. Due to many in-class performed mini sessions, students had a pretty good grasp on this rubric. Students also used the Writing Center a lot for support, and it showed. Also, I will continue putting emphasis on this competency during ENG 102 and during ENG 104.</p>	
(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	3	10	4	83.5%										
<p><b>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b> Students should: Negotiate civilly with others to accomplish goals</p>		<p><b>6a. Argumentation</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>1</td><td>3</td><td>8</td><td>8</td><td>88.5%</td></tr> </tbody> </table> <p>The benchmark was met with 89% of the students receiving "good" or "exemplary".</p>	(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"	1	3	8	8	88.5%	<p>6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies, readings, and the attendance of cultural events.</p>	
(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"										
1	3	8	8	88.5%										

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

Spring 2011 Tuesdays

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

and to function as responsible citizens.		<p>6b. Integrating quotations and Paraphrases</p> <table> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>1</td><td>4</td><td>7</td><td>8</td><td>88%</td></tr> </table> <p>The benchmark was met with 88% of the students receiving "good" or "exemplary".</p>	(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"	1	4	7	8	88%	<p>6.b. I will continue to place emphasis on in-text citation, quotations and paraphrases by addressing real life situations/speeches of politicians as prime examples . I will also continue to encourage visits to the Writing Center, and pay close attention to the <u>Bedford Researcher/</u> advise the students to use the resources offered!</p>	
(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"										
1	4	7	8	88%										

Faculty Member Completing Assessment Janett Johnson  
Name

06/08/2011  
Date (due by July 1)

Phone number 575-693-6865



# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> <b>Course Name and NMCCN</b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b> A total of _21_ students were assessed in English 104 _____. The Grading Rubrics includes the following categories: <b>1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)</b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/ Goals/ Priorities																				
<b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed a research paper (8-10 pages) for their assessment activity. This was completed during the last quarter of the semester of class.  Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	<b>1a. Addresses the Prompt/Format</b> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>6</td><td>5</td><td>91.8%</td></tr> </tbody> </table> The benchmark was met with 92% of the students receiving "good" and "exemplary".  <b>1b.Content/Development/Support</b> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>6</td><td>5</td><td>91.8%</td></tr> </tbody> </table> The benchmark was met with 92% of the students receiving "good" and "exemplary".	(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"	0	0	6	5	91.8%	(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"	0	0	6	5	91.8%	1.a. Due to ENG 102, students were well prepared for this competency.  1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings.	
(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"																				
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<b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		<b>2a.Focus/Thesis Organization</b> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>7</td><td>4</td><td>90.45%</td></tr> </tbody> </table> The benchmark was met with 90% of the students receiving 'good' or "exemplary".	(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"	0	0	7	4	90.45%	2.a. Students will be assigned exercises to practice structural sequencing as well as readings to observe this method in other author's writings.											
(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"																				
0	0	7	4	90.45%																				

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

### 3. Students will use effective rhetorical strategies to persuade, inform, and engage.

Students should:

Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

#### 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"
0	0	6	5	91.8%

The benchmark was met with 92% of the students receiving "good" or "exemplary".

#### 3b. Concession/Counterargument

(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"
1	4	3	3	83.6%

The benchmark was met with 84% of the students Receiving "good" or "exemplary".

#### 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"
0	5	3	3	84.5%

The benchmark was met with 85% of the students receiving 'good' or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

3.b. I will continue to engage students in oral debates and group discussions to have them practice counter arguing. Additionally, we will watch the movie, The Great Debaters to show debate in context and to make students aware of the importance of 'thinking' the 'opposite' way.

3.c. Students were well prepared for rhetorical techniques due to their ENG 102 class when I taught the same students.

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

<p><b>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.</b></p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>		<p><b>4a. Expression (Wording and Phrasing):</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>4</td><td>7</td><td>94.5%</td></tr> </tbody> </table> <p>The benchmark was met with 95% of the students receiving "good" or 'exemplary".</p> <p><b>4b. Sentence Skills</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>4</td><td>7</td><td>94.5%</td></tr> </tbody> </table> <p>The benchmark was met with 95% of the students receiving "good" or "exemplary".</p>	(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"	0	0	4	7	94.5%	(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"	0	0	4	7	94.5%	<p>4.a. Students had a wonderful knowledge of the English language due to past experiences and again, because I taught them during the previous semester in ENG 102.</p> <p>4.b. Same as 4.a.</p>	
(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"																				
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(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"																				
0	0	3	8	95.9%																				

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area I: Communication

**Class: English 104/NMCCN: ENG 2113**

**CRN: 10571 and 10572, ITV, 10:08-11:08 AM**

**Faculty: Janett Johnson**

Number of Students Assessed in this class: 11

<p><b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b></p> <p>Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>		<p><b>5a. In-text citations and Integrating Research</b></p> <table border="1" data-bbox="724 394 1461 527"> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>0</td><td>0</td><td>6</td><td>5</td><td>91.8%</td></tr> </table> <p>The benchmark was met with 92% of the students receiving 'good' or "exemplary".</p>	(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"	0	0	6	5	91.8%	<p>5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian coming to class as well as the Writing Center director, who taught mini-sessions additionally to my lectures on research format and documentation as well as implementation of sources. I will continue putting emphasis on this competency during ENG 102 and during ENG 104.</p>	
(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"										
0	0	6	5	91.8%										
<p><b>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b></p> <p>Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.</p>		<p><b>6a. Argumentation</b></p> <table border="1" data-bbox="724 1123 1461 1256"> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>0</td><td>2</td><td>5</td><td>4</td><td>88.6%</td></tr> </table> <p>The benchmark was met with 87% of the students receiving "good" or "exemplary".</p>	(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"	0	2	5	4	88.6%	<p>6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies and readings, and have a look at political events.</p>	
(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"										
0	2	5	4	88.6%										

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113

CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

		6b. Integrating quotations and Paraphrases					6.b. I will continue to place emphasis on in-text citation, quotations and paraphrases by addressing real life situations/speeches of politicians as prime examples for their examples.	
		(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”		
		1	3	4	3	84.5%		
The benchmark was met with 85% of the students receiving “good” or “exemplary”.								

Faculty Member Completing Assessment Janett Johnson  
Name

06/05/2011  
Date (due by July 1)

Phone number 575-693-6865

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113

CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 25

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> <b>Course Name and NMCCN</b> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> A total of _21_ students were assessed in English 104 _____. The Grading Rubrics includes the following categories: <b>1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)</b>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/ Goals/ Priorities																				
<b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed an 8-10 page research paper for their assessment activity. This was completed in the last quarter of this semester.  Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	<b>1a. Addresses the Prompt/Format</b> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>15</td><td>10</td><td>91%</td></tr> </tbody> </table> The benchmark was met with 91% of the students receiving "good" and "exemplary".  <b>1b.Content/Development/Support</b> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>3</td><td>10</td><td>12</td><td>91%</td></tr> </tbody> </table> The benchmark was met with 91% of the students receiving "good" and "exemplary".	(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"	0	0	15	10	91%	(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"	0	3	10	12	91%	1.a. Due to ENG 102, students were well prepared for this competency.  1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings.	
(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"																				
0	0	15	10	91%																				
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0	3	10	12	91%																				
<b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		<b>2a.Focus/Thesis Organization</b> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>6</td><td>7</td><td>12</td><td>89.8%</td></tr> </tbody> </table> The benchmark was met with 90% of the students receiving 'good' or "exemplary".	(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"	0	6	7	12	89.8%	2.a. Students will be assigned exercises to practice structural sequencing as well as readings to observe this method in other author's writings.											
(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"																				
0	6	7	12	89.8%																				

# Clovis Community College

## Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113

CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 25

### 3. Students will use effective rhetorical strategies to persuade, inform, and engage.

Students should:

Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

#### 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"
0	2	11	12	91.4%

The benchmark was met with 91.4% of the students receiving "good" or "exemplary".

#### 3b. Concession/Counterargument

(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"
0	5	11	9	88.4%

The benchmark was met with 88% of the students Receiving "good" or "exemplary".

#### 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"
0	4	12	9	88.8%

The benchmark was met with 89% of the students receiving 'good' or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

3.b. I will continue to engage students in oral debates and group discussions to have them practice counter arguing. Additionally, we will watch the movie, The Great Debaters to show debate in context and to make students aware of the importance of 'thinking' the 'opposite' way.

3.c. Students were well prepared for rhetorical techniques due to their ENG 102 class when I taught the same students.

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area I: Communication

**Class: English 104/NMCCN ENG 2113**

**CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM**

**Faculty: Janett Johnson**

Number of Students Assessed in this class: 25

<p><b>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.</b></p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>		<p><b>4a. Expression (Wording and Phrasing):</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>2</td><td>13</td><td>10</td><td>90.2%</td></tr> </tbody> </table> <p>The benchmark was met with 90% of the students receiving "good" or 'exemplary."</p> <p><b>4b. Sentence Skills</b></p> <table border="1"> <thead> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> </thead> <tbody> <tr> <td>0</td><td>2</td><td>13</td><td>10</td><td>90.2%</td></tr> </tbody> </table> <p>The benchmark was met with 90% of the students receiving "good" or "exemplary".</p>	(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"	0	2	13	10	90.2%	(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"	0	2	13	10	90.2%	<p>4.a. Students had a wonderful knowledge of the English language due to past experiences and again, because I taught them during the previous semester in ENG 102.</p> <p>4.b. Same as 4.a.</p>	
(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"																				
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## Clovis Community College

### Core Competencies Assessment 2010-2011—Area I: Communication

**Class: English 104/NMCCN ENG 2113**

**CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM**

**Faculty: Janett Johnson**

Number of Students Assessed in this class: 25

		<b>4c. Grammar/Punctuation/Spelling.</b> <table border="1"> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>0</td><td>2</td><td>13</td><td>10</td><td>90.2%</td></tr> </table> <p>The benchmark was met with 90% of the students receiving "good" or "exemplary".</p>	(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"	0	2	13	10	90.2%	4.c. Same as 4.a.	
(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"										
0	2	13	10	90.2%										
<b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b> Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		<b>5a. In-text citations and Integrating Research</b> <table border="1"> <tr> <th>(1) Number of Beginning Students</th><th>(2) Number of Developing Students</th><th>(3) Number of Good Students</th><th>(4) Number of Exemplary Students</th><th>Percent of "Good and "Exemplary"</th></tr> <tr> <td>0</td><td>8</td><td>5</td><td>12</td><td>89%</td></tr> </table> <p>The benchmark was met with 89% of the students receiving 'good' or "exemplary".</p>	(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"	0	8	5	12	89%	5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian coming to class as well as the Writing Center director, who taught mini-sessions additionally to my lectures on research format and documentation as well as implementation of sources. I will continue putting emphasis on this competency during ENG 102 and during ENG 104.	
(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"										
0	8	5	12	89%										



# Clovis Community College

## Core Competencies Assessment 2010-2011—Area II: Mathematics—Algebra

Class: MATH 110 College Algebra

Faculty: Mary Caffey

Common Core No.: NMCCN MATH 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<b>1. Students will graph functions</b> 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 2011 semester.  Ten objectives were measured for this competency.	The course-wide average on the final exam for Competency 1 was 72%.  The average for Competency 1a and 1b was 75% and Competency 1c, 41%.  Seven of the ten objectives used to measure Competency 1 were met.	We will continue to provide the following services in an effort to improve student performance on all competencies: <ol style="list-style-type: none"> <li>1. Use out-of-class testing as a means to utilize class time more effectively.</li> <li>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.</li> <li>3. Give instructors the option to use MyMathLab for homework and/or supplemental instruction/tutorial usage.</li> <li>4. Supplemental review material covering low scoring objectives will be encouraged.</li> </ol> Individual class assessment results will be given to and reviewed with each instructor prior to the next semester so that the instructor (and their students) knows what	We continue to make improvements in College Algebra over the last three assessment cycles. We are above our 70% benchmark on three of the four main competencies which is up from reaching our benchmark on two competencies in 2010. Our overall goal is to improve Competency 4.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
			<p>concepts cause the most difficulty and so that the instructor can plan their course accordingly.</p> <p>Competency 1c is assessed using a question that contains multiple parts. The student must answer all parts correctly in order to receive credit. This question will be re-evaluated so that more specific skills can be assessed.</p> <p>Fundamental characteristics of exponential and logarithmic functions will be emphasized so that students can improve sketching of these functions, including transformations.</p>	
<p><b>2. Students will solve various kinds of equations.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</li> <li>b. Solve exponential and logarithmic equations.</li> <li>c. Solve systems of two or three linear equations.</li> </ul>	Seven objectives were measured for this competency.	<p>The course-wide average on the final exam for Competency 2 was 71%.</p> <p>The average for Competency 2a was 80%, Competency 2b was 75%, and Competency 2c, 71%.</p> <p>Four of the seven objectives used to measure Objective 2 were met.</p>	<p>If possible, more time will be devoted to solving equations containing logarithmic expressions.</p> <p>Two other areas needing improvement that are part of our objectives but not of the Area II Core Competencies for Algebra are: Solving equations containing rational exponents and solving third-degree or higher equations. More practice problems will be given to students in these two areas.</p>	

<b>Competencies</b> (Learning Outcomes Being Measured)	<b>Assessment Procedures</b> (Process/Instrument named or described – rubric attached)	<b>Assessment Results</b>	<b>How Results Will Be Used To Make Improvements</b>	<b>(Optional)</b> Recommendations/Goals/Priorities
<b>3. Students will demonstrate the use of function notation and perform operations on functions.</b> Students should: <ul style="list-style-type: none"> <li>a. Find the value of a function for a given domain value</li> <li>b. Add, subtract, multiply, divide and compose functions.</li> <li>c. Determine the inverse of a function.</li> <li>d. Compute the difference quotient for a function.</li> <li>e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, odd, even symmetry, etc.</li> </ul>	Nine objectives were measured for this competency.	<p>The course-wide average on the final exam for Competency 3 was 77%.</p> <p>The average for Competency 3a was 84%, Competency 3b was 85%, Competency 3c was 62%, Competency 3d was 73%, and Competency 3e, 73%.</p> <p>Seven of the nine objectives used to measure Competency 3 were met.</p> <p>Of the nine objectives for this competency, all showed improvement.</p>	<p>The campus sections need to spend more time on what an inverse function is and what the graph looks like. Campus sections also need more practice finding the inverse of a function and determining whether a function is odd or even. These concepts will be reviewed several times during the semester as the concept of “function” is developed. Additional problems will be assigned as part of the review.</p>	.
<b>4. Students will model/solve real-world problems.</b> Students should: <ul style="list-style-type: none"> <li>a. Use and understand slope as a rate of change.</li> <li>b. Use equations and systems of equations to solve application problems.</li> <li>c. Apply knowledge of functions to solve specific application problems.</li> <li>d. Solve compound interest problems.</li> </ul>	Eight objectives were measured for this competency.	<p>The course-wide average on the final exam for Competency 4 was 64%.</p> <p>The average for Competency 4a was 35%, Competency 4b was 81%, Competency 4c was 41%, Competency 4d was 53%, Competency 4e was 84% and 72% for Competency 4f.</p> <p>Three of the eight objectives used to measure Competency 4 were</p>	<p>Students still do not understand the concept of slope as a rate of change and first introducing this concept in Math 107 might help. More material will continue to be developed to help students better understand this concept.</p> <p>The exam question for Competency 4c will be reviewed to determine if the problem needs to be replaced.</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
e. Solve application problems involving maximization or minimization of a quadratic function. f. Solve exponential growth and decay problems.		met.  The assessment results for Competency 4 showed a slight improvement from the last assessment cycle.  Competency 4a showed a marked decrease in performance in both the campus and online sections, but especially in the campus sections.  Competency 4c also showed a sharp decrease in performance.		

Faculty Member Completing Assessment: Mary Caffey \_\_\_\_\_

*Name*

June 20, 2011 \_\_\_\_\_

*Date*

575-769-4967 \_\_\_\_\_

*Phone Number*

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area II: Mathematics—Other College-Level Mathematics

**Class: Math 113 Math for General Education**

**Faculty: Mrs. VK Bussen**

**Common Core No.: NMCCN (Math for General Education)**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>1. Students will display, analyze, and interpret data.</b> Students should: <ol style="list-style-type: none"> <li>Discriminate among different types of data displays for the most effective presentation.</li> <li>Draw conclusions from the data presented.</li> <li>Analyze the implication of the conclusion to real life situations.</li> </ol>	Students were assessed from questions on an objective based test.	The class average for this competency on the exam was 80.5% with a median of 81.5. Scores revealed that application and basic procedures in statistics were the highest along with reading all types of graphs. The lowest scores were from the economics questions especially figuring CPI and rate of inflation.	Revised textbook assignments along with revised video and animated instruction will be used.	
<b>2. Students will demonstrate knowledge of problem-solving strategies.</b> Students should: <ol style="list-style-type: none"> <li>For a given problem, gather and organize relevant information.</li> <li>Choose an effective strategy to solve the problem</li> <li>Express and reflect on the reasonableness of the solution to the problem.</li> </ol>	Students were assessed from questions on two objective based tests.	The class average on the exam over logic was 76% with a median of 75.5. The class average on the exam over conversions was 66.5% with a median of 61. Together this competency had a class average of 71% with a median of 68.5.	Revised textbook assignments along with revised video and animated instruction will be used.	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>3. Students will construct valid mathematical explanations.</b> Students should: Use mathematics to model and explain real life problems.	Students were assessed from questions on an objective based test.	The class average for this competency on the exam over mathematical modeling was 74.5% with a median of 73.	Revised textbook assignments along with revised video and animated instruction will be used.	
<b>4. Students will display an understanding of the development of mathematics.</b> 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 a rubric based written assignment. (attached)	The class average on the written assignment was 61% with a median of 70.	More timely reminders will be implemented and more detailed instructions provided because the reason for low scores is two-fold: students who did not follow directions and those who did not turn in the written assignment.	
<b>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.</b> 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 questions on an objective based test and from a rubric based written assignment.	The class average for this competency on the exam over fractals & geometry was 67% with a median of 61. The class average on the written assignment 68% with a median of 70.	Revised textbook assignments along with revised video and animated instruction will be used.	
End – Area II Other Math				

Faculty Member Completing Assessment: VK Bussen June 29, 2011 575-769-4963  
Name Date Phone Number

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



<b>Written Assignment Rubric for Math 113 (Bussen)</b> <b>Student Name:</b>		
<b>Criteria (points possible)</b>	<b>Earned Points</b>	
<b>Topic approved Date:</b> _____		<b>TOTAL:</b> 50 to <u>45</u> <b>A</b> <u>40</u> <b>B</b> <u>35</u> <b>C</b> <u>30</u> <b>D</b> 29 & <u>Below F</u>
Format & Layout (10) 1” margins Indent paragraphs 5 spaces Double Space 12-size font Header Title Page (as shown on sample handout) (2) First Page Layout (3) No plastic covers Staple paper, left top corner		
Body (35) 3.5 pages minimum (-2 per missing page up to -6) No excessive spelling & grammar errors (5) Math topic (15) (specifics attached on sample handout) Personal reflections included (10)		
Reference pages (5) As shown on handout (3) Cite references in paper (2)		
		<b>NOTES:</b>

## Clovis Community College

### Core Competencies Assessment 2009-2010—Area II: Mathematics—Other College-Level Mathematics

**Class: STAT 213**

**Faculty: Pamela Nelson-Ray**

**Common Core No.: NMCCN MATH 2314**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<b>1. Students will display, analyze, and interpret data.</b> Students should: <ul style="list-style-type: none"> <li>a. Discriminate among different types of data displays for the most effective presentation.</li> <li>b. Draw conclusions from the data presented.</li> <li>c. Analyze the implication of the conclusion to real life situations.</li> </ul>	Results of the assessment are from spring 2011 semester.  The course objectives are included in the syllabus and distributed to students at the beginning of each semester.  Twenty 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 (78% average over 20 objectives). The averages on the objectives ranged from 39% to 92%.	Objectives 1-5 (Estimate the standard deviation of a given frequency distribution” was the lowest (39%) and must be a focus of more intensive instruction.	
<b>2. Students will demonstrate knowledge of problem-solving strategies.</b> Students should: <ul style="list-style-type: none"> <li>a. For a given problem, gather and organize relevant information.</li> <li>b. Choose an effective strategy to solve the problem</li> <li>c. Express and reflect on the reasonableness of the solution to the problem.</li> </ul>	Twenty-four objectives were measured on Competency 2 using various unit tests and a comprehensive final exam that contained free response and multiple choice questions.	Objective 2-7 and 2-22, “Calculate binomial probabilities” and “Determine the 5-number summary for a data set”, was low (50%). The average of the 24 objectives for Competency 2 was 65%, ranging from 50% to 85% mastery.	Objectives 2-7 and 2-22 must be a focus of more intensive instruction.	

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will construct valid mathematical explanations.</b> Students should: Use mathematics to model and explain real life problems.	Fifteen objectives were measured on Competency 3 using various unit tests and a comprehensive final exam that contained free response and multiple choice questions.	Competency 3 had an average of 65% over 15 objectives. The averages ranged from 38% to 85%.	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 conducting a hypothesis test for a claim when the standard deviation is	

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
			unknown (Objective 3-9, 38%)	
<b>4. Students will display an understanding of the development of mathematics.</b> 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.	Four 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 68%. The averages on each of the four objectives for this competency ranged from 50% to 87% (with Objective 4-1 and 4-2 being 50%).	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, 50%).	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.</b> Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.  End – Area II Other Math	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 90%. The averages on each of the four objectives for this competency ranged from 88% to 93% (with Objective 5-2 being 80%.	Will continually emphasize and give examples of how our lives are impacted by statistical methods.  More time will be spent on criticizing conclusions from a study by noting why conclusions may not be trustworthy (Objective 5-1, 88%).	

Faculty Member Completing Assessment: Pamela Nelson-Ray June 21, 2011 806-781-5427  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010 - 2011—Area III: Laboratory Science

**Class: Biology 113 – Biology for General Education**

**Faculty: Larry Powell for Anne Luna and Lana Powell**

**Common Core No.: NMCCN BIOL 1114**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	<p>Students work through problems via the Scientific Method and correlate historical scientific investigations to important concepts in Biology– In-class exercises, quizzes, lecture exams</p>	<p>In-class student work showed improvement during the course in their in-class exercises, problem sets, lab activities, and current biology topics.</p> <p>On the exit assessment test, student results were as follows:</p> <p>Comp. 1 = 95% correct (up from 88% last year)</p>	<p>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 the year before last – 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 two years. Competencies 4 and 5 also had an increase this year. Competency 3 was down from last year and has been down the last two years. To turn that around, we will especially emphasize scientific communication</p>	<p>Focus especially on scientific communication as well as maintaining emphasis on scientific inquiry, problem solving, quantitative analysis and scientific thinking.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
			next year, while maintaining emphasis on 1, 2, 4, and 5.	
<b>2. Students will solve problems scientifically.</b> Students should: <ol style="list-style-type: none"> <li>Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ol>	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 = 93% correct (up from 74% last year)		

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will communicate scientific information.</b> 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 = 74% correct (down from 81% last year)		
<b>4. Students will apply quantitative analysis to scientific problems.</b> 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 perform calculations involving metrics, plant growth, energy, populations, and genetics – Charts, graphs, lab reports, problem sets, lecture exams	Comp. 4 = 95 % correct (up from 79% last year)		

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



<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</p> <p style="text-align: center;">End – Laboratory Science</p>	<p>Students critically evaluate current developments in Biology, incorporating basic scientific facts to make their evaluation – Biology in the News, in-class presentations, class discussions</p> <p>A final assessment quiz that has questions that specifically ties to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 95% correct (up from 89% last year)</p>		
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Faculty Member Completing Assessment: Larry Powell June 7, 2011 575-769-4919  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010 - 2011—Area III: Laboratory Science

**Class: Biology 115 – Human Biology**

**Faculty: Larry Powell and Lana Powell**

**Common Core No.: NMCCN BIOL 1124**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>1. Students will describe the process of scientific inquiry.</b> Students should: <ol style="list-style-type: none"> <li>Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>Students should value science as a way to develop reliable knowledge about the world.</li> </ol>	Students will investigate many examples in which scientists have developed reliable knowledge about the human body— In-class exercises, quizzes, lecture exams, labs	<p>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%.</p> <p>On the exit assessment test, student results were as follows:</p> <p>Comp. 1 = 72% correct (down from 85% last year)</p>	<p>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. However, all competencies were down from last year except one (4, dealing with quantitative analysis) that was down last year – it was up slightly this year. Because of these results, all competencies will be stressed an extra amount in the coming year.</p>	<p>All competencies were in the 72 – 89 percent range – above our 70% minimum. That’s good, but we saw a fall in four out of five competencies this year from last year – which is discouraging, but will spur us to more efforts in those four areas as well as competency 4.</p>

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>2. Students will solve problems scientifically.</b> 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).	Students will use current information to evaluate theories of anatomy and physiology in humans – Lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 77% correct (down from 92% last year)		
<b>3. Students will communicate scientific information.</b> 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 = 88% correct (down from 95% last year)		

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

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>4. Students will apply quantitative analysis to scientific problems.</b> 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 = 89% correct (up from 88% last year)		

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

<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Critically evaluate scientific reports or accounts presented in the popular media.</li> <li>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.</li> </ul> <p style="text-align: center;">End – Laboratory Science</p>	<p>Threaded discussion topics make students apply what they have learned to actual case studies of human anatomy and physiology – Threaded discussions</p> <p>A final assessment quiz that has questions that specifically ties to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 73% correct (down from 100% last year)</p>		
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**Faculty Member Completing Assessment:** \_\_\_\_\_

*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010 - 2011—Area III: Laboratory Science

**Class: Chemistry 113 – Chemistry for General Education**

**Faculty: Larry Powell for Don Clark, Carrie Phipps, Larry Powell**

**Common Core No.: NMCCN CHEM 1114**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>1. Students will describe the process of scientific inquiry.</b> Students should: <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	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 = 81% correct (down from 82% 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, and only competency 1 (process of scientific inquiry) was down from last year and that was by just one point. To address that drop, we will stress scientific inquiry more in Chem. 113 next year. Additionally, we will continue to devote significant time to the mathematical aspects of chemistry throughout the semester – although there were good increases in those competencies, they are always areas of concern.	We will reemphasize the importance of the process of scientific inquiry (competency 1) in our Chem. 113 classes next year. Our overall scores for competencies 2,3,4, and 5 showed improvement this year over last year so we will continue our successful teaching methods in those areas.

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>2. Students will solve problems scientifically.</b> 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 = 97% (up from 90% last year)		
<b>3. Students will communicate scientific information.</b> 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 = 92% (up from 70% last year)		

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>4. Students will apply quantitative analysis to scientific problems.</b> 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 = 93% (up from 84% last year)		



<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Critically evaluate scientific reports or accounts presented in the popular media.</li> <li>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.</li> </ul> <p>End – Laboratory Science</p>	<p>Chemistry in the News reports and presentations</p> <p>A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 95% (up from 76% last year)</p>		
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Faculty Member Completing Assessment: Larry Powell June 7, 2011 575-769-4919  
*Name*
*Date*
*Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010 - 2011—Area III: Laboratory Science

**Class: Geol 113 – Physical Geology**

**Faculty: Larry Powell for Harry Pomeroy**

**Common Core No.: NMCCN GEOL 1114**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<b>1. Students will describe the process of scientific inquiry.</b> Students should: <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	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	<p>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%.</p> <p>On the exit assessment test, student results were as follows:</p> <p>Comp. 1 = 82% correct (down from 93% last year)</p>	<p>We used at minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies reached at least the 70% mark – one just so – and all of the competencies were down from last year. To address this, all competencies will be stressed more next year. Only one competency (3) was almost the same as last year – just one point lower. Students seem to have problems (not just in this course, but across the board in science classes) with quantitative operations – and that is a handicap in our courses. More time an effort will need to be taken to make up for skills that frankly should have been learned in 12 years of public school.</p>	<p>All competencies were at or above the 70% standard that we sought this year. However, there were declines in all competencies this year from last.</p>

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>2. Students will solve problems scientifically.</b> Students should: <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	The Scientific Method will be used to solve problems and problems will be solved in the following areas: “present is the key to the past exercises, geologic structure formation – Lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 79% correct (down from 87% last year)		
<b>3. Students will communicate scientific information.</b> 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 = 89% correct (down from 90% last year)		

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>4. Students will apply quantitative analysis to scientific problems.</b> 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 = 76% correct (down from 80% last year)		

<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Critically evaluate scientific reports or accounts presented in the popular media.</li> <li>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.</li> </ul> <p style="text-align: right;">End – Laboratory Science</p>	<p>Current topics in Geology – through lecture and student discussions</p> <p>A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 70% correct (down from 80% last year)</p>		
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Faculty Member Completing Assessment: Larry Powell June 7, 2011 575-769-4919  
*Name*
*Date*
*Phone Number*

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

# Clovis Community College

## Core Competencies Assessment 2020-2011 —Area III: Laboratory Science

Class: Physics 113 – Physics for General Education

Faculty: Larry Powell for Carl Armstrong

Common Core No.: NMCCN General Education Elective Area III

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>1. Students will describe the process of scientific inquiry.</b> Students should: <ol style="list-style-type: none"> <li>Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>Students should value science as a way to develop reliable knowledge about the world.</li> </ol>	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 = 50% correct, down from 75% correct last year	We used at minimum of 70% correct for each competency as the standard that we aspired to reach. All but two of the competencies met that minimum. The results will be used to address these problem areas: <ul style="list-style-type: none"> <li>Some difficulty using equations</li> </ul> More time will be spent emphasizing how to perform the calculations. Students made mistakes based on “common sense”. They failed to appreciate the subtle differences between what one would expect to be the case versus what actually happens in the physical world,	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. In addition, Mr. Armstrong will continue to point out and emphasize the reality of when, where, and how one would expect to occur conflicts with what actually occurs in the physical world.
<b>2. Students will solve problems scientifically.</b> Students should: <ol style="list-style-type: none"> <li>Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>Be able to evaluate isolated </li> </ol>	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 = 80% correct, up from 70% correct last year		

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	lecture exams			
<b>3. Students will communicate scientific information.</b> 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 = 77% correct, down from 88% correct last year		
<b>4. Students will apply quantitative analysis to scientific problems.</b> 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 = 64% correct, down from 70% correct last year		

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

<b>5. Students will apply scientific thinking to real world problems.</b> 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 = 80% correct, down from 88% correct last year		
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Faculty Member Completing Assessment: Larry Powell  

*Name*

June 7, 2011  

*Date*

575-769-4919  

*Phone Number*



## Clovis Community College

### Core Competencies Assessment 2010-2011—Area III: Laboratory Science

**Class: Physics 151 and 152 General Physics I and II and Lab**

**Faculty: Larry Powell for Carl Armstrong**

**Common Core No.: NMCCN Phys 1114 and Phys 1124**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>1. Students will describe the process of scientific inquiry.</b> Students should: <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	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 = 75% correct, down from 92% 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 areas: <ul style="list-style-type: none"> <li>- Dealing with thermodynamics</li> <li>- Charged particles being accelerated by a potential difference and then moving in a magnetic field.</li> </ul>	All outcomes were positive and above the 70% mark we were shooting for – there were some lower scores than last year and some higher. Emphasis will continue on quantitative problems next year.
<b>2. Students will solve problems scientifically.</b> Students should: <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the</li> </ul>	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 = 80% correct, down from 81% correct last year		

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
physical universe and relate them to hierarchically organized explanatory frameworks (theories).				
<b>3. Students will communicate scientific information.</b> 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 = 91% correct, up from 87% correct last year		
<b>4. Students will apply quantitative analysis to scientific problems.</b> 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 converging lenses, inverted and upright images, virtual and real images, overall magnification, images created by mirrors,	Comp. 4 = 71% correct, down from 78% correct last year		

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

<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Critically evaluate scientific reports or accounts presented in the popular media.</li> <li>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.</li> </ul> <p style="text-align: right;">End – Laboratory Science</p>	<p>Current topics in Physics – through lecture and student discussions</p> <p>A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 98% correct, up from 91% correct last year</p>		
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Faculty Member Completing Assessment: Larry Powell June 7, 2011 575-769-4919  
*Name*
*Date*
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*All class assessment forms are due to your division chair by July 1.*

## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010) —Area IV: Social and Behavioral Science

**Class: CRJU 102 (Online only)**

**Faculty: Freddie Salazar**

**Common Core No.: NMCCN CRJI 1113**

**by Ruthie Hefner**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Essay questions and compositions required for each unit are correlated to a specific competency.</p>	<p>Average grades on the midterm (81%), final (83%) Journals (90%), and Project-Based activities (87%) exceeded the benchmark (80%).</p>	<p>The Project-Based activities and required essays proved to be the most successful strategy (87%) for the integration of the four competencies. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, mastery, and engagement. Results from essays indicated that requiring more internet research and personal autonomy of topics and activities should help improve the scores on each assessment activity. The textbook should be reconsidered after another year. Students' questions revealed that the textbook may be too advanced for the reading level of students in online formats. Without being able to answer and discuss the facets of the questions answers are difficult to formulate and fully ascertain total mastery.</p>	

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b> 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 CRJU research-based essays, discussion questions, and critical thinking activities students are provided with a grading rubric that matches the expectation implied in all four competencies. All units have addressed each competency before assigning the presentation.	Average scores on the projects indicated the following:  Competency #1 - 82% Competency #2 - 81% Competency #3 - 84% Competency #4 - 82%		
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 on supplemental CRJU readings (journal articles) to encourage the sociological imagination and provide a social consciousness regarding the affects of crime on society and the individual.	An analysis of exam scores (two questions correlated to each competency revealed mastery at 81% on the midterm, 83% on the projects, and 87% on the final). Each competency revealed mastery as the benchmark but further assessment indicated that the students utilized information from their own research more than the textbook information.		
<b>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. –</b> Students should: Articulate their role in a global context and develop an awareness	Two required projects are dedicated to emerging criminal controversies confronting the global community. Students use the sociological imagination to confront all four competencies among the two projects.			

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

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

Faculty Member Completing Assessment: Ruthie Hefner \_\_\_\_\_ May 10, 2011 \_\_\_\_\_ 4962 \_\_\_\_\_  
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*All class assessment forms are due to your division chair by July 1.*

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

**Class: Principles of Macroeconomics (ECON 221)**

**Faculty: Robin Kuykendall**

**Common Core No.: NMCCN ECON 2113**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher)</p> <p>1a—opportunity cost, comparative advantage, and exchange (state competency No. 1*)</p> <p>1b—supply and demand and equilibrium (state competency No. 2*)</p> <p>1c—fiscal and monetary policies (state competency No. 5*)</p> <p>* meets NM business articulation competencies</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures.</p> <p>Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work</p> <p>4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work</p> <p>3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work</p> <p>2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work</p> <p>1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p>	<p><b>1a</b> = 4.1 80% of the students (28 out of 35) scored a 3 or higher on this assignment</p> <p><b>1b</b> = 4.08 84% of the students (21 out of 25) scored a 3 or higher on this assignment</p> <p><b>1c</b> = 4.27 92% of the students (24 out of 26) scored a 3 or higher on this assignment</p>	<p>Based on last year's assessment I determined I would add a pre-assignment so students could get feedback before these 3 assignments were completed. That seemed to really make a difference as students scored really well on these this year.</p> <p>I will continue this next year and evaluate the data.</p>	



<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b>	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.

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

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
<p><b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b></p> <p>As it applies to the following topics showing an understanding with a 70% proficiency or higher (average of 3 or higher):</p> <p>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*)</p> <p>* meets NM business articulation competencies</p>	<p>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.</p> <p>Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with self and environment)—A level work</p> <p>4=Good (good critical thinking skills and good ability to incorporate economics concepts with self and environment)—B level work</p> <p>3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with self and environment)—C level work</p> <p>2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with self and environment)—D level work</p> <p>1=Poor (no critical thinking skills and/or ability to incorporate economics concepts with self and environment)—F level work</p>	<p>Average= 3.12</p> <p>88% of the students (14 out of 16) averaged a 3 or higher on all topics</p>	<p>Each student was required to complete 8 paragraphs on the topics listed. Only 88% of the students averaged a 3 or higher on all topics. However, I found that many of the students were not turning them in. I found that the work load was overwhelming as students tried to complete all these assignments as well as Aplia assignments and quizzes each week, and it greatly affected retention. I will need to evaluate the work load and determine a way to evaluate this objective in a simplified assignment.</p>	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>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. –</b></p> <p>4a—concepts of opportunity cost, comparative advantage and exchange(state competency No. 1*)</p> <p>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*)</p> <p>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*)</p> <p>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*)</p> <p>4e—fiscal policies, monetary policies; how these affect the economy (state competency No. 5*)</p> <p>4f—foreign exchange rates, markets, and the balance of payments (state competency No. 6*)</p> <p>4g—trade restrictions and how they affect the economy (state competency No. 7*)</p> <p>*Meets NM business articulation competencies</p> <p style="text-align: center;">End – Social/Behavioral Sciences</p>	<p>Quizzes and Assignments including graphical analysis.</p>	<p>Overall Objective Averages</p> <p><b>4a</b> = 76.5%</p> <p><b>4b</b> = 74.5%</p> <p><b>4c</b> = 74.2%</p> <p><b>4d</b> = 80.8%</p> <p><b>4e</b> = 77.0%</p> <p>% of Students Scoring 70% or higher</p> <p><b>4a</b> = 74.5%</p> <p><b>4b</b> = 66.5%</p> <p><b>4c</b> = 72.4%</p> <p><b>4d</b> = 85.4%</p> <p><b>4e</b> = 75.9%</p>	<p>Last year, I used the final exam for assessment purposes. It made it difficult to gauge along the way how students were doing; therefore, this year I used quizzes and assignments for each chapter. With this I was able to assess each section to determine how students did. Overall students scored well in all 5 objectives. (individual course data is attached).</p> <p>Overall, the quiz scores for Objective 4b seemed to be a lot lower than the scores for the assignments. I will consider spending a little more time in the area of supply and demand. I did, however, notice that by the time we got to aggregate supply and demand, it seems the students grasped the overall concept of supply and demand better.</p>	<p>I will continue this assessment next year in order to compare data.</p>

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

**NM Business Articulation Competencies for Principles of Macroeconomics**

Students should demonstrate an understanding of:

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

<b>Faculty Member Completing Assessment:</b>	<b>Robin Kuykendall</b> <hr style="border: 0; border-top: 1px solid black; margin: 0;"/> <i>Name</i>	<b>May 16, 2011</b> <hr style="border: 0; border-top: 1px solid black; margin: 0;"/> <i>Date</i>	<b>575.769.4916</b> <hr style="border: 0; border-top: 1px solid black; margin: 0;"/> <i>Phone Numbe</i>
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## Clovis Community College

### Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

**Class: Principles of Microeconomics (ECON 222)**

**Faculty: Robin Kuykendall**

**Common Core No.: NMCCN ECON 2123**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>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.</b></p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher)</p> <p>Opportunity cost, supply and demand, price elasticity of demand, supply and income elasticity, cost analysis and break-even analysis, labor and capital markets</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures.</p> <p>Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work</p> <p>4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work</p> <p>3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work</p> <p>2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work</p> <p>1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p>	<p>Average = 3.94</p> <p>85% of the students (40 out of 47) averaged a 3 or higher on this objective</p>	<p>Based on last year's assessment I determined I would add a pre-assignment so students could get feedback before these 3 assignments were completed. That seemed to really make a difference as students scored really well on these this year.</p> <p>I will continue this assessment measure next year.</p>	<p>The overall assessment results from the first semester, were pretty bleak; however, this year the assessment results were much better. I will continue the same thing, but will be adding audio lectures to the online courses during the 2011-2012 academic year.</p>

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher)</p>	<p>Assignment—students were required to complete a brief paragraph identifying how their own beliefs and values can influence microeconomics. Students were required to pick a particular microeconomic topic to specifically relate to. Assignments were scored on the same rubric as the first competency.</p>	<p>Average = 4.08 84% of the students ( 37 out of 44) averaged a 3 or higher on this objective</p>	<p>Students performed well on this competency. I will continue this assessment tool next year.</p>	
<p><b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b></p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher): Opportunity cost, law of supply, law of demand, equilibrium, price elasticity of demand, utility analysis as it relates to consumer choice, cost analysis and break-even point as it relates to producer choice, various market structures, and price ceilings and floors (NM state competencies Nos. 1-7)</p>	<p>Assignment—students were required to pick 3 topics throughout the semester to and 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.</p>	<p>Average = 3.79 82% of the students ( 36 out of 44) averaged a 3 or higher on this objective</p>	<p>Students did well on this objective and seemed to be able to relate the concepts to themselves and their environment very effectively.</p>	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>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. –</b>            Demonstrate an understanding of the following competencies at a rate of 70% or higher</p> <p>4a—opportunity cost (state competency No. 1*)</p> <p>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*)</p> <p>4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*)</p> <p>4d—consumer choice including utility analysis (state competency No. 4*)</p> <p>4e—producer choice including cost analysis and break-even point (state competency No. 5*)</p> <p>4f—comparison and contrast of perfect competition, monopoly, monopolistic competition, and oligopoly (state competency No. 6*)</p> <p>4g—impact of government intervention in markets including price ceilings and price floors (state competency No. 7*)</p> <p>4h—role of labor and capital markets (state competency No. 8*)</p> <p>*Meets NM business articulation competencies End – Social/Behavioral Sciences</p>	<p>Quizzes and Assignments completed via Aplia including graphical analysis</p>	<p><u>Overall Objective Average</u></p> <p>4a = 79.1%</p> <p>4b = 81.4%</p> <p>4c = 80.6%</p> <p>4d = 78.6%</p> <p>4e = 82.8%</p> <p>4f = 78.3%</p> <p>4g = 83.6%</p> <p>4h = 79.9%</p> <p><u>Students scoring 70% or higher on each objective</u></p> <p>4a = 79.8%</p> <p>4b = 74.4%</p> <p>4c = 76.3%</p> <p>4d = 71.7%</p> <p>4e = 81.0%</p> <p>4f = 75.1%</p> <p>4g = 84.7%</p> <p>4h = 75.4%</p>	<p>Overall I am very pleased with the results. Students met each of the objectives. As I was working through assessment data, I did determine one concern and that is the retention rate especially in my online courses. I would like to start tracking as I would like to work towards at least a 70% retention rate.</p>	<p>The first semester this course was taught, I used the final exam and assignments to assess data; however, I determined that when using the final exam it made it more difficult to assess how well students were doing along the way; therefore, this year I decided to assess the quizzes and assignments. I will continue this assessment measure next year.</p>

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



**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 taxes and antitrust
8. the role of labor and capital markets

Faculty Member Completing Assessment:	<u>Robin Kuykendall</u>	<u>May 17, 2011</u>	<u>575.769.4916</u>
	<i>Name</i>	<i>Date</i>	<i>Phone Number</i>

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

## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science

**Class: PSCI 102 (Online only)**

**Faculty: Rick Rowley**

**Common Core No.: NMCCN POLS 1123**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>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.</p>	<p>The average final exam score was 82%, the average score on the unit activities was 81%, and the final composition was 80%. Online students tend to either complete the activities successfully or poorly.</p>	<p>Continuation with present practices and learning strategies as long as the benchmark (80%) 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.</p>	
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Project-Based activities were required to match the intention of each competency. Rubrics were provided for students prior to the assignments.</p>	<p>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.</p>		

**Page 2 of 2 . . . . Course: PSCI 102 Common Core No.: NMCCN POLS 1123**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 83%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.		
<b>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. –</b> 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.	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. (85%).		
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: Ruthie Hefner May 10, 2011 4962  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

**Class: PSY 101**

**Faculty: Dana Albright**

**Common Core No.: NMCCN PSYC 1113**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Essay questions, and four exams are required that cover each unit are correlated to a specific competency. Also a pre-test and post-test is completed. A paper and or presentation requires research on topics related to the course content. A project is required that allows them to have a better understanding of themselves and their world.</p>	<p>Average grades on the exams, project based activities and pre/post test indicate a pass rate of 77% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to 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.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.</p>	<p>Average scores on the individual presentation indicated the following:</p> <p>Competency 1: 82% Competency 2: 79% Competency 3: 83% Competency 4: 81%</p> <p>(Each higher than the 75% benchmark)</p>		

**Clovis Community College**  
**Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science**

**PSY 101**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 project is required that gives them a better understanding of themselves and their society.	A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (84%) 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.		
<b>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. –</b> 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.	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.		
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: Dana Albright June 7, 2011 4944  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

**Class: PSY 106**

**Faculty: Dana Albright**

**Common Core No.: NMCCN PSYC 1113**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Students complete four exams and a pre/post-test. They write a paper and short answer questions. The required exams and activities are matched to the state competencies and are identified as such. A paper and/or presentation requires research on topics related to course content. A project is required that allows them to have a better understanding of themselves and their world.</p>	<p>Average grades on the exams (82%), post-test (80%) and paper (84%) exceeded the benchmark of (75%).</p>	<p>Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, and mastery. Though the bench mark was exceeded, revisions should be made to reflect a global perspective of current events.</p>	
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to required 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.</p>	<p>Average scores on the projects indicated the following: Competency 1: 83% Competency 2: 85% Competency 3: 82% Competency 4: 85%</p>	.	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 84%. Activities averaged 82%. 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.	
<b>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. –</b> 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.	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 (82%).	Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in.	
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: Dana Albright \_\_\_\_\_ June7, 2011 \_\_\_\_\_ 4944 \_\_\_\_\_  
Name
Date
Phone Number

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

**Class: PSY 201**

**Faculty: Dana Albright**

**Common Core No.: NMCCN PSYC 1113**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Four (4) exams, essay questions and pre-test/post-test for each unit are correlated to a specific competency. This is required for the online class also. A paper and/or presentation requires research on topics related to course content. A Three Ages project gives them a better understanding of the theory of Jean Piaget</p>	<p>Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 84% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to encourage social consciousness. Critical thinking will be emphasized in Competency 4 with a class project that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.</p>	<p>Average scores on the individual presentation indicated the following: Competency 1: 85% Competency 2: 83% Competency 3: 85% Competency 4: 84%</p> <p>(Each higher than the 75% benchmark)</p>	<p>Will continue to improve their understanding of Piaget's Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interview children of three different age groups and compare their findings to Piaget's Theory.</p>	



<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 (84%) than for exams and discussions questions (80%). 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.	
<b>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. –</b> 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.	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 85%.		
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: Dana Albright \_\_\_\_\_ June 7, 2011 \_\_\_\_\_ 4944 \_\_\_\_\_  
Name Date Phone Number

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

## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science

**Class: SOC 101 (In-class and Online combined Fall Courses Assessed)**

**Faculty: Ruthie Hefner & Glynnis Maes**

**Common Core No.: NMCCN SOCI 1113**

**by Ruthie Hefner**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<b>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.</b> 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 81%.	The established benchmark for each competency was 80%. 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 #3 and #4 by selecting a global research project which matches the social, economic, and ecological climate in the Social and Behavioral Sciences.	Although the benchmarks (80%) 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.
<b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b> 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    80% Competency #2    80% Competency #3    85% Competency #4    85% (Each higher than the 80% benchmark)		

**Page 2 of 2 . . . . Course: SOC 101 Common Core No.: NMCCN SOCI 1113**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 80% 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.		
<b>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. –</b> 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.	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 90%.		
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: Ruthie Hefner May 10, 2011 4962  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science

**Class: SOC 212 (Online only)**

**Faculty: Rosie Corrie**

**Common Core No.: NMCCN SOCI 2113**

**by Ruthie Hefner**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>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.</p>	<p>The average final exam score was 84%, the average score on the unit activities was 82%, and the final composition was 90%. Online students tend to either complete the activities successfully or poorly – average scores (70's range) are rare on any activity.</p>	<p>Continuation with present practices and learning strategies as long as the benchmark (80%) 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.</p>	
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Project-Based activities were required to match the intention of each competency. Rubrics were provided for students prior to the assignments.</p>	<p>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.</p>		

**Page 2 of 2 . . . . Course: SOC 212 Common Core No.: NMCCN SOCI 2113**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 86%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.		
<b>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. –</b> 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.	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. (90%).		
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: **Ruthie Hefner** \_\_\_\_\_ **May 10, 2011** \_\_\_\_\_ **4962** \_\_\_\_\_  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010) —Area IV: Social and Behavioral Science

**Class: SOC 215 (online only)**

**Faculty: Rosie Corrie**

**Common Core No.: NMCCN SOCI 2213**

**by Ruthie Hefner**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p><b>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.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Essay questions, projects and research based compositions required for each unit are correlated to a specific competency.</p>	<p>Average grades on the midterm (94%), final (93%), and Project-Based (90%) activities indicated pass rates of 85% (higher than 80% benchmark).</p>	<p>The established benchmark for each competency was 80%. 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.</p>	<p>Although the benchmarks (80%) 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.</p>
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to 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.</p>	<p>Average scores on the group presentations indicated the following: Competency #1 86% Competency #2 92% Competency #3 90% Competency #4 93% (Each higher than the 80% benchmark)</p>		

**Page 2 of 2 . . . . Course: SOC 215 Common Core No.: NMCCN SOCI 2213**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 (95%) as opposed to 92% for exams and discussions questions.		
<b>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. –</b> 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.	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 96%.		
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: **Ruthie Hefner** \_\_\_\_\_ **May 10, 2011** \_\_\_\_\_ **4962** \_\_\_\_\_  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area V: Humanities and Fine Arts

**Class: HIST 101 and HIST 102**

**Faculty: Nita Howard**

**Common Core No.: NMCCN HIST 1113 AND NMCCN HIST 1123**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>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.)</b>	Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. 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.  HIST 101: 71.125%  HIST 102: 72.450%	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.	
<b>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).</b>	Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. 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.  HIST 101: 75.125%  HIST 102: 78.620%	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.	



<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<b>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</b>	Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. 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.  HIST 101: 72.325% correct  HIST 102: 72.641% correct	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.	
<b>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.</b>  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, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts	Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. 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.  HIST 101: 74.320%  HIST 102: 79.775%	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.	

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

Faculty Member Completing Assessment: Nita S. Howard 5/31/11 Ext. 4964  
*Name Date Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010) – Area V: Humanities and Fine Arts

**Class: Beginning Spanish II—Spanish 102-1NO—10445**

**Common Core Number: NMCCN SPAN 1124**

**Number of Students: 20**

**Faculty: Lorenza Hernández**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Spanish 102 Beginning Spanish second semester.</p> <p>Instrument: Final Exam</p> <p>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.</p>	<p>(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 79% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Double objects pronouns. Knowledge of double object pronouns was good 64% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 78% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 92% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>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.</p>	

**Page 2 of 4 . . . . Class: Beginning Spanish II—Spanish 102-1NO—10445**  
**NMCCN SPAN 1124**  
**Number of Students: 20**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 49% of the students were successful in this grammatical structure.	The percentage of this structure was down from both classes last year. Emphasis on presenting this structure will focus on additional activities focused on the use of imperfect verbs that will improve students' understanding of this grammatical structure. Students continue to struggle with the difference between the preterit and imperfect verbs. I will continue to look for additional online resources to teach this structure.	

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

Page 3 of 4 . . . . Class: Beginning Spanish II—Spanish 102-1NO—10445  
NMCCN SPAN 1124  
Number of Students: 20

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		(OB# 1,3) Spanish 102 Irregular Verbs in the preterit. Knowledge of irregular verbs in preterit was good. 80% of the students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 Present Progressive. Knowledge of present progressive verbs was mastered by 92% of the students. These students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 the use of superlative statements. Knowledge of superlative statements was mastered by 73% of the students. These students were successful in this grammatical structure.		

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

Page 4 of 4 . . . . Class: Beginning Spanish II—Spanish 102-1NO—10445  
NMCCN SPAN 1124  
Number of Students: 20

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

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933  
*Name Date Phone Number*

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

# Clovis Community College

## Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

Class: Beginning Spanish II—Spanish 102-3NO—30382

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Spanish 102 Beginning Spanish second semester.</p> <p>Instrument: Final Exam</p> <p>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.</p>	<p>(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 65% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Double objects pronouns. Knowledge of double object pronouns was good 76% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 88% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 88% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>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.</p>	

**Page 2 of 3 . . . . Class: Beginning Spanish II—Spanish 102-3NO—30382**  
**Core Competency Number: NMCCN SPAN 1124**  
**Number of Students: 10**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
		(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 45% of the students were successful in this grammatical structure.	The percentage of this structure was down from both classes last year. Emphasis on presenting this structure will focus on additional activities focused on the use of imperfect verbs that will improve students' understanding of this grammatical structure. Students continue to struggle with the difference between the preterit verbs and the imperfect verbs. I will continue to look for additional resources online to teach this structure.	
		(OB# 1,3) Spanish 102 Irregular Verbs in the preterit. Knowledge of irregular verbs in preterit was good. 71% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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



**Page 3 of 3 . . . . Class: Beginning Spanish II—Spanish 102-3NO—30382**  
**Core Competency Number: NMCCN SPAN 1124**  
**Number of Students: 10**

<u><b>Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
		(OB# 1,3) Spanish 102 Present Progressive. Knowledge of present progressive verbs was mastered by 93% of the students. These students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 the use of superlative statements. Knowledge of superlative statements was mastered by 93% of the students. These students were successful in this grammatical structure.		

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

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: HIST 101: Survey of American History to 1865

Core Competency Number: NMCCN HIST 1113

Faculty: Michael Powers

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 101 class of nineteen students exceeded the benchmark of 70%. The mean score for the final exam was 79.53 while the median score was 86.00.	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 a incremental sequence of student comprehension of the course objectives and competencies.	

**Page 2 of 4 . . . . Course: History 101: Survey of American History to 1865  
NMCCN HIST 1113**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

**Page 3 of 4 . . . . Course: History 101: Survey of American History to 1865  
NMCCN HIST 1113**

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

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

**Page 4 of 4 . . . . Course: History 101: Survey of American History to 1865  
NMCCN HIST 1113**

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

Faculty Member Completing Assessment: Michael Powers May 16, 2011 769-4934  
*Name* *Date* *Phone Number*

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: Hist 102 Survey of American History Since 1865

Core Competency Number: NMCCN HIST 1123

Faculty: Michael Powers

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 102 class of thirteen students exceeded the benchmark of 70%. One section of fourteen students had a mean score of 79.54 while the median score was 83.00.	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 a incremental sequence of student comprehension of the course objectives and competencies.	

**Page 2 of 4 . . . . Course: Hist 102 Survey of American History Since 1865  
NMCCN HIST 1123**

<b><u>Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

**Page 3 of 4 . . . . Course: Hist 102 Survey of American History Since 1865  
NMCCN HIST 1123**

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

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



**Page 4 of 4 . . . . Course: Hist 102 Survey of American History Since 1865  
NMCCN HIST 1123**

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

Faculty Member Completing Assessment: Michael Powers \_\_\_\_\_ May 16, 2011 \_\_\_\_\_ 769-4934 \_\_\_\_\_  
Name
Date
Phone Number

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: History 121: World Civilization I

Core Competency Number: NMCCN HIST 1053

Faculty: Michael Powers

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 121 class of ten students exceeded the benchmark of 70%. The mean score was 87.50 while the median score was 92.00.	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 a incremental sequence of student comprehension of the course objectives and competencies	

Page 2 of 4 . . . . Course: History 121: World Civilization I  
NMCCN HIST 1053

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 3 of 4 . . . . Course: History 121: World Civilization I  
NMCCN HIST 1053

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

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

Page 4 of 4 . . . . Course: History 121: World Civilization I  
NMCCN HIST 1053

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

Faculty Member Completing Assessment: Michael Powers \_\_\_\_\_  
Name

May 16, 2011 \_\_\_\_\_  
Date

769-4934 \_\_\_\_\_  
Phone Number

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

## Clovis Community College

### Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: Hist 122 World Civilization II

Core Competency Number: NMCCN HIST 1063

Faculty: Michael Powers

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 122 class of ten students exceeded the benchmark of 70%. The mean score was 87.30 while the median score was 90.00.	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 a incremental sequence of student comprehension of the course objectives and competencies	

Page 2 of 4 . . . . Course: Hist 122 World Civilization II  
NMCCN HIST 1063

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 3 of 4 . . . . Course: Hist 122 World Civilization II  
NMCCN HIST 1063

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

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Page 4 of 4 . . . . Course: Hist 122 World Civilization II  
NMCCN HIST 1063

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

Faculty Member Completing Assessment: Michael Powers \_\_\_\_\_  
Name

May 16, 2011 \_\_\_\_\_  
Date

769-4934 \_\_\_\_\_  
Phone Number

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## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

**Class: Spanish 101—Beg. Spanish I—10439 and 10440**

**Core Competency Number: NMCCN SPAN 1114**

**Number of Students: 32**

**Faculty: Lorenza Hernández**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>Possess an understanding of the</p>	<p><b>Instrument: Final Exam</b></p> <p>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.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 92 % of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 87% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language, was good at 77% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 91% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>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.</p>	

**Page 2 of 3 . . . . Class: Spanish 101—Beg. Spanish I—10439 and 10440**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 32**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
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. For all Humanities and Fine Arts Competencies, students should:		<p>Interrogative words. Knowledge of interrogative words was good. 74% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 89% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Possessive adjectives. 73% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 88% of the students were successful in this grammatical structure.</p>	<p>Students continue to improve from the fall term this academic year.</p> <p>Knowledge of possessive adjectives was decreased slightly from last year but 70% or above was still accomplished.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

*Name*

*Date*

*Phone Number*

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

**Page 3 of 3 . . . . Class: Spanish 101—Beg. Spanish I—10439 and 10440**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 32**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Stem-changing verbs. Knowledge of stem-changing verbs was good. 90% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 75% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 74% of the students were successful in this grammatical structure.</p>		

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

*Name*

*Date*

*Phone Number*

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## Clovis Community College

### Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

**Class: Spanish 101—Beg. Spanish I—30376 and 30377**

**Core Competency Number: NMCCN SPAN 1114**

**Number of Students: 35**

**Faculty: Lorenza Hernández**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p><b>Instrument: Final Exam</b></p> <p>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.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 81 % of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 81% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language. 76% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 83% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>Knowledge of vocabulary in academic year 2010-2011 was lower than the previous year. Vocabulary is an essential structure for learning Spanish, therefore more emphasis will be placed next year 2011-2012 with flash cards and other hands on activities that will improve students' knowledge of new vocabulary.</p> <p>The verbs <i>ser /estar</i>, while a difficult structure, improved from last academic year. The hands on activities will continue to improve even more the learning of this most difficult structure.</p>	

**Page 2 of 4 . . . . Class: Spanish 101—Beg. Spanish I—30376 and 30377**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 35**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 71% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 86% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 88% of the students were successful in this grammatical structure.</p>	<p>Students continue to struggle with interrogative words although this year there was a positive improvement in the learning of this structure.</p> <p>The percentage of this structure improved for both classes. The focus on the presentation of this structure included activities that will continue to improve students' understanding.</p> <p>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.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

**Page 3 of 4 . . . . Class: Spanish 101—Beg. Spanish I—30376 and 30377**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 35**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 83% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Stem-changing verbs. Knowledge of stem-changing verbs was good. 73% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 73% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the</p>	<p>There was a slight decrease in the percentage for both classes. More focus on the teaching of this structure will emphasize more practice using these verbs in daily life situations.</p> <p>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.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

**Page 4 of 4 . . . . Class: Spanish 101—Beg. Spanish I—30376 and 30377**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 35**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		verbs. Knowledge of usage of these verbs was good. 71% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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# Clovis Community College

## Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1.Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>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.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 86 % of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 74% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language, was good at 67% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>The percentage of this structure (ser / estar) was down from last semester. Emphasis on presenting this structure will focus on additional activities and more examples for both verbs that will improve students' understanding of this grammatical structure.</p>	

Page 2 of 4 . . . . Class: Spanish 101-1NO—Beg. Spanish I—10442  
Core Competency Number: NMCCN SPAN 1114  
Number of Students: 29

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 74% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was good. 61% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 71% of the students were successful in this grammatical structure.</p>	<p>The percentage of this structure was down from last semester. Emphasis on presenting this structure will focus on additional activities focus on question words that will improve students' understanding of this grammatical structure.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

*Name*

31 May 2011

*Date*

769-4933

*Phone Number*

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

**Page 3 of 4 . . . . Class: Spanish 101-1NO—Beg. Spanish I—10442**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 29**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 68% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 77% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Stem-changing verbs. Knowledge of stem-changing verbs was good. 79% of the students were successful in this grammatical structure.</p>	<p>The percentage of this structure was down from last semester. Emphasis for presenting this structure will focus on additional activities with more examples that will improve students' understanding of this grammatical structure.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

*Name*

31 May 2011

*Date*

769-4933

*Phone Number*

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

Page 4 of 4 . . . . Class: Spanish 101-1NO—Beg. Spanish I—10442  
Core Competency Number: NMCCN SPAN 1114  
Number of Students: 29

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure.</p> <p>(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.</p>		

Faculty Member Completing Assessment: Lorenza Hernández  
Name

31 May 2011  
Date

769-4933  
Phone Number

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

# Clovis Community College

## Core Competencies Assessment 2010-2011 (Fall 1020)—Area V: Fine Arts and Humanities

Class: Spanish 101- 3NO—Beg. Spanish I—30379

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1.Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>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.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 88 % of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 83% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language, was good at 72% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 86% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p>	

**Page 2 of 4 . . . . Class: Spanish 101- 3NO—Beg. Spanish I—30379**  
**Core Competency Number: NMCCN SPAN 1114**  
**Number of Students: 26**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>Interrogative words. Knowledge of interrogative words was good. 69% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 80% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 80% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Family Members</p>		

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

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

Page 3 of 4 . . . . Class: Spanish 101- 3NO—Beg. Spanish I—30379  
Core Competency Number: NMCCN SPAN 1114  
Number of Students: 26

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>Knowledge of la familia was good. 88% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Stem-changing verbs. Knowledge of stem-changing verbs was good. 81% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 71% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 The verbs</p>		

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

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

Page 4 of 4 . . . . Class: Spanish 101- 3NO—Beg. Spanish I—30379  
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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 85% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández \_\_\_\_\_ 30 June 2010 \_\_\_\_\_ 769-4933 \_\_\_\_\_  
Name Date Phone Number

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