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 a	II that apply):	
<u>x</u> Area I Communications		Contact Person Valerie Benedix/Paul Nagy
x Area II Math-Algebra		Contact Person Valerie Benedix/Mary Caffey
<u>x</u> Area II Math-Other Math		Contact Person Valerie Benedix/ V. K. Bussen
<u>x</u> Area III Laboratory Science		Contact Person Valerie Benedix/Larry Powell
<u>x</u> Area IV Social/Behavioral S	ciences	Contact Person Valerie Benedix/Ruthie Hefner
<u>x</u> Area V Humanities/Fine Ar	ts	Contact Person Valerie Benedix/Paul Nagy
This report fulfills reporting	requirements f	or the New Mexico Higher Education Dept.
Attested:		
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Institutional URL for HED Core Competencies Assessment Reports: www.clovis.edu/assessment

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Abstract

This report contains the general education assessment reports for the 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:

<u>Area I: Communication</u> – 80% of CCC's general education courses in this area were assed and reported. This rate of assessment remained constant when compared with the assessment from the 2009-2010 academic year.

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

<u>Area III: Laboratory Sciences</u> – 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.

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

<u>Area V: Humanities and Fine Arts</u> -- 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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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 (MNCCN 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.

Core Competencies Assessment 2010-2011—Area I: Communications

Faculty: Ronald L. Biddle

Class: COMM 101 Interpersonal Communication

Common Core No.:

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	I use a 30 question pre-post-test which present five questions for each of the competency areas (Course catalog).	 In the section of the test regarding "Communication Process," the post-test student's results indicated a 15.9% increase in subject understanding. In the section of the test regarding "Self-Concept," the post-test student's results indicated a 21.6% increase in subject understanding. In the section of the test regarding "Perception," the post-test student's results indicated a 14.2% increase in subject understanding. In the section of the test regarding "Listening," the post-test student's results indicated a 19.3% increase in subject understanding. In the section of the test regarding "Listening," the post-test student's results indicated a 19.3% increase in subject understanding. In the section of the test reagarding "Language," 	At the end of each semester, I close the loop through self-analysis of lecture and presentation methodology and materials. I believe in personal accountability as an instructor, and make changes where students have difficulty.	My course has a traditional format for teaching Interpersonal Communication (i.e., weekly lectures, hands-on exercises, three essays, three tests.)

Revised: 08/23/11

Core Competencies Assessment 2010-2011—Area I: Communication

Page 2 of 4 Course: COMM 101 Interpersonal Communication

Common Core No.: _____

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		the post-test student's		
		results indicated a 7.1%		
		increase in subject		
		understanding.		
		• In the section of the test		
		"Relationship		
		Development," the post-		
		test student's results		
		indicated a		
		3.4% increase in subject		
		understanding.		
2. Students will express a				
primary purpose in a	N/A	N/A	N/A	
compelling statement and				
order supporting points				
logically and convincingly.				
Students should:				
Organize their thinking to				
express their viewpoints clearly,				
concisely, and effectively.				
3. Students will use effective				
rhetorical strategies to	N/A	N/A	N/A	
persuade, inform, and engage.	17/1	17/21	17/1	
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				

Core Competencies Assessment 2010-2011—Area I: Communication

Page 3 of 4 Course: COMM 101 Interpersonal Communication

Common Core No.: _____

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
persuasion), genres (essays, web				
pages, reports, proposals),				
media and technology				
(PowerPointTM, electronic				
writing), and graphics (charts,				
diagrams, formats).				
4. Students will employ				
writing and/or speaking	N/A	N/A	N/A	
processes such as planning,				
collaborating, organizing,				
composing, revising, and				
editing to create presentations using correct diction, syntax,				
grammar, and mechanics.				
grammar, and mechanics.				
Students should:				
Use standard processes for				
generating documents or oral				
presentations independently and				
in groups.				
5. Students will integrate				
research correctly and	Students are required to use	*See Competency #1	N/A	
ethically from credible sources	research and theory from			
to support the primary purpose of a communication.	lecture, text, and outside			
pur pose of a communication.	research. They are required to "cite" their research in either			
Students should:	MLA or APA format.			
Gather legitimate information to	IVILA OF AFA TOTILIAL.			
support ideas without				

Core Competencies Assessment 2010-2011—Area I: Communication

Page 4 of 4 Course: COMM 101 Interpersonal Communication

Common Core No.: _____

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
plagiarizing, misinforming or distorting.				
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	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	
Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End Area I				

Faculty Member Completing Assessment:

Ronald L. Biddle

April 1, 2011

Date

769-4928
Phone Number

Core Competencies Assessment 2010-2011—Area I: Communication

Spring 2011____ CRN: 10195...online class

Class: English 102/NMCCN: ENG 1113

Faculty: Janett Johnson

State Competencies	Assessment	Assessment Results How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	Procedures Course Name and	A total of _13 students were assessed in English 102 The Grading Rubrics includes the following categories: To Make Improvements	Recommendations/ Goals/
	NMCCN	1 = 2.6 (65% D) $2 = 3 (75% C)$ $3 = 3.4 (85% B) 4 = 4 (100% A+)$	Priorities
	(Process/Instrument		
	named or described		
	– rubric attached)		
1. Students will analyze	Students completed	1a. Addresses the Prompt/Format	
and evaluate oral and	an essay for their	(1) (2) (3) (4) Percent of 1.a. I will continue to Number of Number of Number of "Good and assign many in class	
written communication in	assessment activity.	Reginning Developing Good Evernolary "Evernolary" ds5igii ffidity ffi-Cld55	
terms of situation,	This was completed during the last	Students Students Students Students Writings in response to readings. I will keep up the	
audience, purpose, aesthetics, and diverse	quarter of class.		
points of view.	quarter or class.	The benefithank was met with 5175 of the stadents receiving good of	
Students should:	Benchmark: 75% of	"exemplary". the peer-evaluations.	
Understand, appreciate, and	students are required	1b.Content/Development/Support	
critically evaluate a variety of	to receive a score of	(1) (2) (3) (4) Percent of 1.b. I will continue to make	
written and spoken messages	3(good) or better on	Number of Number of Number of "Good and students aware of the	
in order to make informed decisions.	the attached rubrics.	Beginning Developing Good Exemplary "Exemplary" structure in readings and Students	
decisions.		4 3 7 4 82.2% writings by having	
		The benchmark was met with 82% of the students receiving "good" or students log on to	
		'exemplary". websites that deal with	
		writing papers.	
2. Students will express a		2a.Focus/Thesis Organization	
primary purpose in a		(1) (2) (3) (4) Percent of 2.a. Please read 1.b. Number of Number of Wumber of "Good and"	
compelling statement and		Beginning Developing Good Exemplary "Exemplary"	
order supporting points		Students Students Students	
logically and convincingly. Students should:		4 3 7 4 82.2%	
Organize their thinking to		The benchmark was met with 82% of the students receiving "good" or	
express their viewpoints		"exemplary".	
clearly, concisely, and			
effectively.			

Core Competencies Assessment 2010-2011—Area I: Communication

Spring 2011____ CRN: 10195...online class

Class: English 102/NMCCN: ENG 1113

Faculty: Janett Johnson

3. Students will use effective	3a. Unity/Development/Coherence			
rhetorical strategies to	(1) (2) (3) (4) Percent of 3.a. I will continue with			
persuade, inform, and engage.	Number of Number of Number of "Good and peer-evaluations and the			
	Beginning Developing Good Exemplary "Exemplary" structural analysis of literary			
Students should:	Students Students Students Students texts so that students will			
Select and use the best means to	3 4 7 4 83% have an awareness of this			
deliver a particular message to a	The benchmark was met with 83% of the students receiving "good" competency.			
particular audience. Rhetorical	or "exemplary".			
strategies include but are not				
limited to modes (such as narration,				
description, and persuasion), genres				
(essays, web pages, reports,				
proposals), media and technology	3b. Concession/Counterargument (a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d			
(PowerPointTM, electronic writing),	(1) (2) (3) (4) Percent or (1)			
and graphics (charts, diagrams,	Number of Number of Number of Number of South and South			
formats).	Beginning Developing Good Exemplary "Exemplary" variety of view points that			
	Students Students Students exist during their responses			
	5 5 5 3 79.16% on discussion board and			
	The benchmark was met with 79% of the students receiving "good" remind them to re-read the			
	or "exemplary".			
	3c. Rhetorical Techniques (1) (2) (3) (4) Percent of Number of Beginning Developing Students			
4. Students will employ writing	4a. Expression (Wording and Phrasing): 4.a. I will continue to			
and/or speaking processes such	(1) (2) (3) (4) Percent of encourage the use of the			
as planning, collaborating,	Number of Number of Number of Good and discussion board as well			
organizing, composing, revising,	Beginning Developing Good Exemplary "Exemplary" as readings to expand the			
and editing to create	Students Students Students			
presentations using correct	The benchmark was met with 91% of the students receiving "good" abilities. With peer-			
diction, syntax, grammar, and	or "exemplary". evaluations students also			

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113 Spring 2011____ CRN: 10195...online class

Faculty: Janett Johnson

mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		experience their peers' capabilities and become inspired to improve and increase their capabilities.
	4b. Sentence Skills (1) (2) (3) (4) Percent of Number of Number of Beginning Developing Good Exemplary "Exemplary" Students Students Students 0 4 8 6 87.7% The benchmark was met with 88% of the students receiving "good" or "exemplary".	4.b. Please read 4.a.
		A. Durte the farmer
	4c. Grammar/Punctuation/Spelling. (1) (2) (3) (4) Percent of "Good and Beginning Developing Good Exemplary Students Students Students Students Students Students 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.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113 Spring 2011____ CRN: 10195...online class

Faculty: Janett Johnson

	5a. In-text citations and Integrating Research	
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing,	Sa. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students Students 5 5 5 5 7 79.16% The benchmark was met with 80% of the students receiving "good" or "exemplary".	
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should:	6a. Argumentation (1) (2) (3) (4) Percent of Number of Number of Number of Beginning Developing Good Exemplary Students Students Students Students Students 2 8 5 3 80.83% The benchmark was met with 81% of the students receiving "good" or "exemplary".	
Negotiate civilly with others to accomplish goals and to function as responsible citizens.	6b. Integrating quotations and Paraphrases (1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students 2 8 3 5 82.5% 6.b. Please read 6.a.	
	The benchmark was met with 83% of the students receiving "good" or "exemplary".	

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	

Faculty Member Completing Asse	essment <u>Janett Johnson</u> Name	06/01/2011 Date (due by July 1)	Phone number _	575-693-6865	

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

State Competencies	Assessment		<u> </u>	Assessment F	<u>Results</u>		How Results Will Be Used	(Optional)
(Learning Outcomes Being	<u>Procedures</u>	A total of _21	students	were assess	ed in English 10	4 The	To Make Improvements	Recommendations/
Measured)	Course Name and	Grading Rubrics			-			Goals/
	NMCCN	1 = 2.6 (65%)	D) $2 = 3$ (75% C) 3	= 3.4 (85% B) 4	4 = 4 (100% A+)		Priorities
	(Process/Instrument							
	named or described							
	rubric attached)							
1. Students will analyze	Students completed	1a. Addresses	the Prompt/	Format				
and evaluate oral and	a 8-10 page research	(1)	(2)	(3)	(4)	Percent of	1.a. Due to ENG 102,	
written communication in	paper for their	Number of	Number of	Number of	Number of	"Good and	students were well	
terms of situation,	assessment activity.	Beginning Students	Developing Students	Good Students	Exemplary Students	"Exemplary"	prepared for this	
audience, purpose,	This was completed	0	3	10	7	88.75%	competency.	
aesthetics, and diverse	during the last weeks	The benchmar	k was met w	ith 100% of	he students rec	eiving "good"		
points of view.	of class.	and "exemplai				5 5		
Students should:			•					
Understand, appreciate, and	Benchmark: 75% of	1b.Content/De	evelopment/	Support				
critically evaluate a variety of	students are required	(1)	(2)	(3)	(4)	Percent of	1.b. By analysis of readings	
written and spoken messages	to receive a score of	Number of	Number of	Number of	Number of	"Good and	by different authors	
in order to make informed decisions.	3(good) or better on	Beginning Students	Developing Students	Good Students	Exemplary Students	"Exemplary"	students will be exposed	
decisions.	the attached rubrics.	0	3	8	9	90.25%	to different techniques for	
		The benchma	rk was met v	vith 90% of t	ne students rece		support of their writings.	
		and "exempla				0 0	Students used the support	
			,				of our newly established	
							Writing Center even more	
							than in the previous	
							semester, and this really	
							showed in their papers!	

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

2. Students will express a
primary purpose in a
compelling statement and
order supporting points
logically and convincingly.
Students should:
Organize their thinking to
express their viewpoints
clearly, concisely, and
effectively.

2a.Focus/Thesis Organization

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	4	10	6	87.5%

The benchmark was met with 87.5 % of the students receiving 'good" or "exemplary".

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.

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			

ı	3a. Unity/De	3a. Unity/Development/Coherence							
	(1)	(2)	(3)	(4)	Percent of				
	Number of	Number of	Number of	Number of	"Good and				
	Beginning	Developing	Good	Exemplary	"Exemplary"				
	Students	Students	Students	Students					
۱	0	1	10	6	87.5%				

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

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

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).	3b. Concession/Counterargument (1) (2) (3) (4) Percent of "Good and Peginning Developing Students Stu	
	or "exemplary".	
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and	4a. Expression (Wording and Phrasing): (1) (2) (3) (4) Percent of Number of Number of Beginning Students Students Students Students Students Students (2) (3) (4) Percent of "Good and Exemplary "Exemplary" (3) Students Students Students Students Students Students Students Students Students (4) Percent of "Good and Exemplary" (5) Exemplary" (6) The benchmark was met with 90% of the students receiving "good" assignments.	

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

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

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Beginning Developing Good Exemplary Students Students Students Students 3 3 10 4 83.5% The benchmark was met with 84% of the students receiving 'good" or "exemplary".	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.
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals	6a. Argumentation (1) (2) (3) (4) Percent of Number of Number of Number of Students	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.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

and to function as responsible citizens.							
responsible citizens.		6b. Integratir (1) Number of Beginning Students 1 The benchmae or "exemplar	(2) Number of Developing Students 4 urk was met w	(3) Number of Good Students	Number of Exemplary Students 8	Percent of "Good and "Exemplary" 88% eiving "good"	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 Bedford Researcher/ advise the students to use the resources offered!
Faculty Member Completing Ass	sessment <u>Janett Johnson</u> Name			6/08/2011 Date (due by J	 uly 1)	Phone numbe	r <u>575-693-6865</u>

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

State Competencies	Assessment	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	Procedures Course Name and NMCCN (Process/Instrument	A total of 21 students were assessed in English 104 . The Grading Rubrics includes the following categories: $1 = 2.6 (65\% D)$ $2 = 3 (75\% C)$ $3 = 3.4 (85\% B)$ $4 = 4 (100\% A+)$	To Make Improvements	Recommendations/ Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should:	named or described – rubric attached) Students completed a research paper (8- 10 pages) for their assessment activity. This was completed during the last quarter of the semester of class.	1a. Addresses the Prompt/Format (1) (2) (3) (4) Percent of Number of Number of Beginning Developing Good Exemplary Students Students Students Students Students Students 0 0 6 5 91.8% The benchmark was met with 92% of the students receiving "good" and "exemplary".	1.a. Due to ENG 102, students were well prepared for this competency.	
Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1b.Content/Development/Support (1) (2) (3) (4) Percent of Number of Number of Number of Students Stud	1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		2a.Focus/Thesis Organization (1) (2) (3) (4) Percent of "Good and "Exemplary" Students Students Students Students Students 0 0 7 4 90.45% The benchmark was met with 90% of the students receiving 'good" or "exemplary".	2.a. Students will be assigned exercises to practice structural sequencing as well as readings to observe this method in other author's writings.	

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 (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).

3a. Unity/Development/Coherence

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	6	5	91.8%

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

3b. Concession/Counterargument

and de messeren, de annem Barrierre									
(1)	(2)	(3)	(4)	Percent of					
Number of	Number of	Number of	Number of	"Good and					
Beginning	Developing	Good	Exemplary	"Exemplary"					
Students	Students	Students	Students						
1	4	3	3	83.6%					

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

3c. Rhetorical Techniques

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
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.

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

4. Students will employ writing
and/or speaking processes such
as planning, collaborating,
organizing, composing, revising,
and editing to create
presentations using correct
diction, syntax, grammar, and
mechanics.

Students should:

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

4a. Expression (Wording and Phrasing):

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	4	7	94.5%

The benchmark was met with 95% of the students receiving "good" or 'exemplary".

4b. Sentence Skills

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	eginning Developing		Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	4	7	94.5%

The benchmark was met with 95% of the students receiving "good" or "exemplary".

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.

4.b. Same as 4.a.

4	4c. Grammar/Punctuation/Spelling.								
	(1)	Percent of							
	Number of	Number of	Number of	Number of	"Good and				
	Beginning	Developing	Good	Exemplary	"Exemplary"				
	Students	Students	Students	Students					
	0	n	3	8	95.9%				

The benchmark was met with 96% of the students receiving "good" or "exemplary".

4.c. Same as 4.a.

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

	5a. In-text citations and Integrating Research	5.a. Students were advanced
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Seginning Developing Good Exemplary Exemplary Students Students Students Students 0 0 6 5 91.8% The benchmark was met with 92% of the students receiving 'good' or "exemplary".	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.
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.	6a. Argumentation (1) (2) (3) (4) Percent of Number of Number of Good and Exemplary Exemplary Students Students Students Students Students Students Students Students The benchmark was met with 87% of the students receiving "good" or "exemplary".	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.

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

	6b. Integration	ng quotations	and Paraphr	ases		6.b. I will continue to place
	(1)	(2)	(3)	(4)	Percent of	emphasis on in-text citation,
	Number of	Number of	Number of	Number of	"Good and	quotations and paraphrases
	Beginning	Developing	Good	Exemplary	"Exemplary"	by addressing real life
	Students	Students	Students	Students		situations/speeches of
	1	3	4	3	84.5%	politicians as prime
	The benchma	ark was met w	vith 85% of the	he students rec	eiving "good"	examples for their examples.
	or "exemplar	ν".			5 5	examples for their examples.
		,				
Faculty Member Completing Assessment Janett Johns	on	0	6/05/2011		Phone numbe	r 575-693-6865
Name			Date (due by J	ulu 1)	i none numbe	373-033-0003
Nume	•	-	oute lane by s	ury 1		

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

State Competencies	Assessment	Assessment Results				How Results Will Be Used	(Optional)	
(Learning Outcomes Being	<u>Procedures</u>	A total of _21	students	were assess	ed in English 10	4 The	To Make Improvements	Recommendations/
Measured)	Course Name and	Grading Rubric						Goals/
	NMCCN	1 = 2.6 (65%)	(D) $2 = 3$ (75% C) 3	= 3.4 (85% B) 4	4 = 4 (100% A+)		Priorities
	(Process/Instrument							
	named or described							
	rubric attached)							
1. Students will analyze	Students completed	1a. Addresses	the Prompt/	Format		_		
and evaluate oral and	an 8-10 page	(1)	(2)	(3)	(4)	Percent of	1.a. Due to ENG 102,	
written communication in	research paper for	Number of Beginning	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	students were well	
terms of situation,	their assessment	Students	Students	Students	Students	Exemplary	prepared for this	
audience, purpose,	activity. This was	0	0	15	10	91%	competency.	
aesthetics, and diverse	completed in the last	The benchman	k was met w	ith 91% of th	e students rece	iving "good"		
points of view.	quarter of this	and "exempla	ry".					
Students should:	semester.							
Understand, appreciate, and		1b.Content/De	evelopment/	Support				
critically evaluate a variety of	Benchmark: 75% of	(1)	(2)	(3)	(4)	Percent of	1.b. By analysis of readings	
written and spoken messages in order to make informed	students are required	Number of Beginning	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	by different authors	
decisions.	to receive a score of	Students	Students	Students	Students	Exemplary	students will be exposed	
	3(good) or better on	0	3	10	12	91%	to different techniques for	
	the attached rubrics.	The benchma	rk was met w	vith 91% of t	ne students rece	eiving "good"	support of their writings.	
		and "exempla	ıry".					
2. Students will express a		2a.Focus/The	sis Organizat	ion			2.a. Students will be	
primary purpose in a		(1)	(2)	(3)	(4)	Percent of	assigned exercises to	
compelling statement and		Number of	Number of	Number of Good	Number of	"Good and	practice structural	
order supporting points		Beginning Students	Developing Students	Students	Exemplary Students	"Exemplary"	sequencing as well as	
logically and convincingly.		0	6	7	12	89.8%	readings to observe this	
Students should:		The benchma	rk was met w	vith 90% of t	ne students		method in other author's	
Organize their thinking to		receiving 'good" or "exemplary".				writings.		
express their viewpoints								
clearly, concisely, and								
effectively.								

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 (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).

3a. Unity/Development/Coherence

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of Number of		"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	2	11	12	91.4%

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

3b. Concession/Counterargument

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	5	11	9	88.4%

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

3c. Rhetorical Techniques

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of Number of		"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
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.

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

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	4b. Sentence (1) Number of Beginning Students 0	(2) Number of Developing Students 2 rk was met w plary." Skills (2) Number of Developing Students 2 rk was met w	(3) Number of Good Students 13 vith 90% of the (3) Number of Good Students 13	(4) Number of Exemplary Students 10 e students rece (4) Number of Exemplary Students 10 ne students rece	Percent of "Good and "Exemplary"	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. 4.b. Same as 4.a.	
			VIIII 90% OI II	ie students rece	erving good		

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

	4c. Grammar/Punctuation/Spelling. 4.c. Same as 4.a.
	(1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students
	The benchmark was met with 90% of the students receiving "good" or "exemplary".
5. Students will integrate research correctly and	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Number of Beginning Developing Good Exemplary "Exemplary" 5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian
ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing,	Students Students Students 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
misinforming or distorting.	competency during ENG 102 and during ENG 104.

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

Name

	6a. Argumentation			6.a. Because of many class	
6. Students will engage in	(1) (2)	(3) (4)	Percent of	discussions students are	
reasoned civic discourse	Number of Number of	Number of Number of		able to accept differences as	
while recognizing the	Beginning Developing	Good Exemplar	, , , , ,	well as a diversity of	
distinctions among	Students Students	Students Students		opinions. I will continue to	
_	0 5	8	12 90.2%	have many in-class	
opinions, facts, and	The benchmark was met	with 90% of the students	discussions regarding movies		
nferences.	or "exemplary".			and readings, and have a	
tudents should:				look at political events.	
legotiate civilly with					
others to accomplish goals					
and to function as					
esponsible citizens.					
esponsible ditizens.					
			6.b. I will continue to place		
	6b. Integrating quotation		emphasis on in-text citation,		
	(1) (2)	(3) (4)	Percent of	quotations and paraphrases	
	Number of Number of	Number of Number of		by addressing real life	
	Beginning Developing Students Students	Good Exemplar		situations/speeches of	
	Students Students 0 7	Students Students	11 88.8%	politicians as prime	
		with 200/ of the student		examples for their examples.	
	The benchmark was met with 89% of the students receiving "good"				
	or "exemplary".				
-				-	
		0.000			
aculty Member Completing Assessment <u>Ja</u>	nett Johnson	06/04/2011	Phone numb	er <u>575-693-6865</u>	

Date (due by July 1)

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

Class: MATH 110 College Algebra Faculty: Mary Caffey

Common Core No.: NMCCN MATH 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
	1 *	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: 1. Use out-of-class testing as a means to utilize class time more effectively. 2. Encourage students to utilize the services provided by the Math Learning Center in an effort to not only improve student performance but to also help improve retention. 3. Give instructors the option to use MyMathLab for homework and/or supplemental instruction/tutorial usage. 4. Supplemental review material covering low scoring objectives will be encouraged. Individual class assessment results will be given to and reviewed with each instructor prior to the next	1
			semester so that the instructor (and their students) knows what	

Revised: 03/02/09

Common Core No.: Math 1113

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

Page 2 of 4 Course: MATH 110 College Algebra

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
	·		concepts cause the most difficulty	
			and so that the instructor can plan	
			their course accordingly.	
			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.	
			specific sixing curract assessed.	
			Fundamental characteristics of	
			exponential and logarithmic	
			functions will be emphasized so	
			that students can improve	
			sketching of these functions,	
			including transfomations.	
2. Students will solve various	Seven objectives were measured	The course-wide average on the	If possible, more time will be	
-	for this competency.	final exam for Competency 2 was	devoted to solving equations	
Students should:		71%.	containing logarithmic	
a. Solve quadratic equations using			expressions.	
factoring, completing the squares,		The average for Competency 2a		
the square root method, and		was 80%, Competency 2b was	Two other areas needing	
quadratic formula.		75%, and Competency 2c, 71%.	improvement that are part of our	
b. Solve exponential and			objectives but not of the Area II	
logarithmic equations.		Four of the seven objectives used	Core Competencies for Algebra	
c. Solve systems of two or three		to measure Objective 2 were met.	are: Solving equations containing	
linear equations.			rational exponents and solving	
			third-degree or higher equations. More practice problems will be	
			given to students in these two	
			areas.	

Common Core No.: Math 1113

Page 3 of 4 Course: MATH 110 College Algebra

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will demonstrate the	Nine objectives were measured	The course-wide average on the	The campus sections need to	
use of function notation and	for this competency.	final exam for Competency 3 was	spend more time on what an	
perform operations on functions. Students should: a. Find the value of a function for a given domain value b. Add, subtract, multiply, divide and compose functions. c. Determine the inverse of a function. d. Compute the difference quotient for a function. e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, odd, even symmetry, etc.	Tot tills competency.	77%. The average for Competency 3a was 84%, Competency 3c was 62%, Competency 3d was 73%, and Competency 3e, 73%. Seven of the nine objectives used to measure Competency 3 were met. Of the nine objectives for this competency, all showed improvement.	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.	
4. Students will model/solve real-	Eight objectives were measured	The course-wide average on the	Students still do not understand	
world problems. Students should: a. Use and understand slope as a rate of change. b. Use equations and systems of equations to solve application problems. c. Apply knowledge of functions to solve specific application problems. d. Solve compound interest	for this competency.	final exam for Competency 4 was 64%. 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.	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. The exam question for Competency 4c will be reviewed to determine if the problem needs	
problems.		Three of the eight objectives used to measure Competency 4 were	to be replaced.	

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

Page 4 of 4 Course: MATH 110 College Algebra

Common Core No.: Math 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
e. Solve application problems involving maximization or minimization of a quadratic function. f. Solve exponential growth and decay problems.	described Tubric detached)	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 Caffer	<u>/</u>	June 20, 2011	<u>575-769-4967</u>
	Name	Date	Phone Number

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)

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
1. Students will display, analyze, and interpret data. Students should: a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations.	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.	
2. Students will demonstrate knowledge of problem-solving strategies. Students should: a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem.	Students were assessed from questions on 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.	

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

Page 2 of 3 Course: Math 113

Common Core No.:

Competencies (Learning Outcomes Being Measured) 3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.	Assessment Procedures (Process/Instrument named or described – rubric attached) Students were assessed from questions on an objective based test.	Assessment Results The class average for this competency on the exam over mathematical modeling was 74.5% with a median of 73.	How Results Will Be Used To Make Improvements Revised textbook assignments along with revised video and animated instruction will be used.	(Optional) Recommendations/Goals/ Priorities
4. Students will display an understanding of the development of mathematics. Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.	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.	
5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics. Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life. End – Area II Other Math	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.	

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

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

Page 3 of 3 Course: Math 113

Common Core No.:

Written Assignment Rubric for Math 113 (Bussen) Student Name:			
Criteria (points possible)	Earned Points		
Topic approved Date:		TOTAL:	50 to 45 A 40 B
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			40 B 35 C 30 D 29 & Below F
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)		NOTES:	

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>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will display, analyze,	Results of the assessment			
and interpret data.	are from spring 2011			
Students should:	semester.			
a. Discriminate among different types of data displays for the				
most effective presentation.	The course objectives are	Competency 1, which	Objectives 1-5 (Estimate the	
b. Draw conclusions from the	included in the syllabus and	measured the concrete	standard deviation of a given	
data presented.	distributed to students at the	values and basis of statistics,	frequency distribution" was	
c. Analyze the implication of the		,	1 -	
conclusion to real life	beginning of each semester.	had the highest level of	the lowest (39%) and must	
situations.		mastery (78% average over	be a focus of more intensive	
	Twenty objectives were	20 objectives). The averages	instruction.	
	measured on Competency 1	on the objectives ranged		
	using various unit tests and a	from 39% to 92%.		
	comprehensive final exam			
	that contained free response			
	and multiple-choice			
	questions.			
2. Students will demonstrate	Twenty-four objectives were	Objective 2-7 and 2-22,	Objectives 2-7 and 2-22 must	
knowledge of problem-solving	measured on Competency 2	"Calculate binomial	be a focus of more intensive	
strategies.	using various unit tests and a	probabilities" and	instruction.	
Students should:	comprehensive final exam	"Determine the 5-number	str detro	
a. For a given problem, gather	that contained free response	summary for a data set", was		
and organize relevant information.	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	•		
b. Choose an effective strategy	and multiple choice	low (50%). The average of		
to solve the problem	questions.	the 24 objectives for		
c. Express and reflect on the		Competency 2 was 65%,		
reasonableness of the solution		ranging from 50% to 85%		
to the problem.		mastery.		

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

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

Common Core No.: "[Double click to insert]"

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will construct valid mathematical explanations. 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	
			for a claim when the standard deviation is	

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

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

Common Core No.: "[Double click to insert]"

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
			unknown (Objective 3-9, 38%)	
4. Students will display an understanding of the development of mathematics. Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.	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%).	

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

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

Common Core No.: "[Double click to insert]"

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

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

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

Measured) dents will describe the cess of scientific inquiry. onts should:	rocess/Instrument named or described – rubric attached)		To Make Improvements	Recommendations/Goals/ Priorities
dents will describe the cess of scientific inquiry. onts should:	·			Priorities
cess of scientific inquiry. onts should:	udents work through			
n evidence obtained from bservations rather than uthority, tradition, doctrine, ir intuition. Students should value science s a way to develop reliable	roblems via the Scientific lethod and correlate istorical scientific lethod scientific lethod and correlate istorical scientific lethod and correlate istorical scientific lethod and correlate lethod	In-class student work showed improvement during the course in their in-class exercises, problem sets, lab activities, and current biology topics. On the exit assessment test, student results were as follows: Comp. 1 = 95% correct (up from 88% last year)	We used a minimum of 70% for each competency as the standard that we aspired to reach and we exceeded that goal in each of the five competencies. All of our competencies were down 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 expecially emphasize	Focus especially on scientific communication as well as maintaining emphasis on scientific inquiry, problem solving, quantitative analysis and scientific thinking.
students should value science s a way to develop reliable	xercises, quizzes, lecture	On the exit assessment test, student results were as follows: Comp. 1 = 95% correct (up	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	and so

Core Competencies Assessment 2010 – 2011 — Area III: Laboratory Science

Page 2 of 4 Course: Biol 113

Common Core No.: NMCCN BIOL 1114

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
			next year, while maintaining	
			emphasis on 1, 2, 4, and 5.	
2. Students will solve problems				
scientifically. Students should:	The Scientific Method is	Comp. 2 = 93% correct (up		
a. Be able to construct and test	used by students to solve	from 74% last year)		
hypotheses using modern lab	problems and make			
equipment (such as	observations using tools			
microscopes, scales, computer	such as microscopes,			
technology) and appropriate	electronic scales, Punnett			
quantitative methods.	Squares, hypotheses are			
b. Be able to evaluate isolated	constructed and tested –			
observations about the				
physical universe and relate them to hierarchically	Lab reports, problem sets,			
organized explanatory	quizzes, lecture exams			
frameworks (theories).				
(4.125.125).				

Common Core No.: NMCCN BIOL 1114

Core Competencies Assessment 2010 – 2011 — Area III: Laboratory Science

Page 3 of 4 Course: Biol 113

tables and graphs.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)	Students communicate effectively about science — Lab reports, Biology in the News (current events reports), in-class presentations	Comp. 3 = 74% correct (down from 81% last year)		
 4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in 	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)		

Clovis Community Coll Core Competencies Assessment 2010 – 2011 — Area III: Laboratory Scie Page 4 of 4 Course: Biol 113 Common Core No.: NMCCN BIOL 12				
is. Students will apply scientific hinking to real world problems. Students should: a. Critically evaluate scientific eports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global evarming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	Students critically evaluate current developments in Biology, incorporating basic scientific fats to make their evaluation – Biology in the News, in-class presentations, class discussions A final assessment quiz that has questions that specifically ties to each of the five competencies is given at the end of the semester	Comp. 5 = 95% correct (up from 89% last year)		
		I .		1

June 7, 2011

Date

575-769-4919

Phone Number

Larry Powell

Name

Faculty Member Completing Assessment:

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

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Students will investigate many examples in which scientists have developed reliable knowledge about the human body— In-class exercises, quizzes, lecture exams, labs	Student work showed satisfactory results for inclass exercises, problem sets, lab activities, and discussions of current events in human anatomy and physiology as indicated by all competencies meeting our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 72% correct (down from 85% last year)	A minimum of 70% correct for each competency was used as the standard that we aspired to reach. This year, all five competencies exceeded that mark. 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.	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.

Common Core No.: NMCCN 1124

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

Page 2 of 4 Course: Biol 115 – Human Biology

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the	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)		
physical universe and relate them to hierarchically organized explanatory frameworks (theories).				
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)	Students will submit lab reports and discuss topics in current anatomy and physiology information and news— Lab reports, threaded discussions	Comp. 3 = 88% correct (down from 95% last year)		

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

Page 3 of 4 Course: Biol 115 – Human Biology

Common Core No.: NMCCN 1124

<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
 4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs. 	Students will perform calculations involving heart rate, nerve receptors, and reflexes – Charts, graphs, lab reports, problem sets, lecture exams	Comp. 4 = 89% correct (up from 88% last year)		

Page 4 of 4 Cours	se: Biol 115 – Human Biolo	·	tencies Assessment 2010 - 2013 Common	Clovis Community College L—Area III: Laboratory Science Core No.: NMCCN 1124
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	Threaded discussion topics make students apply what they have learned to actual case studies of human anatomy and physiology – Threaded discussions A final assessment quiz that has questions that specifically ties to each of the five competencies is given at the end of the semester	Comp. 5 = 73% correct (down from 100% last year)		
Faculty Member Completing Ass		Name	Date -	Phone Number

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Chemistry (ex.: atomic models, stoichiometry, metrics) – In-class exercises, quizzes, lecture exams, labs	Chemistry 113 classes did meet the 70% minimum success rate we want our students to reach. On the exit assessment test, student results were as follows: Comp. 1 = 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.

Common Core No.: Chem 1114

Core Competencies Assessment 2010 – 2011 — Area III: Laboratory Science

Page 2 of 4 Course: Chemistry 113

Assessment Procedures How Results Will Be Used (Optional) Competencies **Assessment Results** (Learning Outcomes Being (Process/Instrument named or **To Make Improvements** Recommendations/Goals/ described – rubric attached) Measured) **Priorities** 2. Students will solve problems scientifically. The Scientific Method will Comp. 2 = 97% (up from 90% Students should: be used to solve problems last year) a. Be able to construct and test and problems will be solved hypotheses using modern lab in the following areas: equipment (such as microscopes, scales, computer density, metrics, formula technology) and appropriate mass, per cent composition, quantitative methods. balancing equations, b. Be able to evaluate isolated stoichiometry – Lab reports, observations about the problem sets, quizzes, physical universe and relate them to hierarchically lecture exams organized explanatory frameworks (theories). 3. Students will communicate scientific information. Comp. 3 = 92% (up from 70% Students will submit lab Students should: reports and discuss current last year) Communicate effectively about topics in Chemistry – Lab science (e.g., write lab reports in reports, Chemistry in the standard format and explain basic scientific concepts, News reports and procedures, and results using presentations written, oral, and graphic presentation techniques.)

Common Core No.: Chem 1114

Core Competencies Assessment 2010 – 2011 — Area III: Laboratory Science

Page 3 of 4 Course: Chemistry 113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or	71000000 Mente Medanto	To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform Calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams	Comp. 4 = 93% (up from 84% last year)		

Clovis Community College Core Competencies Assessment 2010 – 2011 —Area III: Laboratory Science Page 4 of 4 Course: Chemistry 113 Common Core No.: Chem 1114				
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.	Chemistry in the News reports and presentations A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 95% (up from 76% last year)		
End – Laboratory Science				
Faculty Member Completing Ass		Jun Name	e 7, 2011 55 Date	75-769-4919 Phone Number

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

Competencies (Learning Outcomes Being Measured) 1. Students will describe the	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Geology (ex.: theories of geologic phenomenon, origin of the Earth) – In-class exercises, quizzes, lecture exams, labs	In-class student work showed improvement during the course in their in-class exercises, problem sets, lab activities, and discussions of current events in Geology as indicated by every one of the competencies meeting our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 82% correct (down from 93% last year)	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.	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.

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

Page 2 of 4 Course: Geol 113 – Physical Geology

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	The Scientific Method will be used to solve problems and problems will be solved in the following areas: "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)		
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)	Students will submit lab reports and discuss current topics in Geology – reports and presentations on geological topics such as local topography, hydrology, volcano formation, tsunamis	Comp. 3 = 89% correct (down from 90% last year)		

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

Page 3 of 4 Course: Geol 113 – Physical Geology

Common Core No.: NMCCN GEOL 1114	4
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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
 4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs. 	Students will perform calculations throughout the course in areas including earthquake intensity, isotope half-life, radiocarbon dating	Comp. 4 = 76% correct (down from 80% last year)		

Clovis Community Colle Core Competencies Assessment 2010 - 2011—Area III: Laboratory Scien Page 4 of 4 Course: Geol 113 – Physical Geology Common Core No.: NMCCN GEOL 113					
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.	Current topics in Geology – through lecture and student discussions A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 70% correct (down from 80% last year)			
End – Laboratory Science					
Faculty Member Completing Ass		Jun Name	e 7, 2011	575-769-4919	

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

Faculty: Larry Powell for Carl Armstrong

Class: Physics 113 – Physics for General Education

Common Core No.: NMCCN General Education Elective Area III

				10 11
<u>Competencies</u>	<u>Assessment Procedures</u>	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Physics (ex.: velocity, acceleration, mass, force, momentum, temperature, frequency, light, electricity) — In-class exercises, quizzes, lecture exams, labs	In-class student work (inclass 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: - Some difficulty using equations 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.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated	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		

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

Page 2 of 3 Course: Physics 113 – Physics for General Ed

Common Core No.: NMCCN Gen Ed Elective Area III

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured) observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	described – rubric attached) lecture exams			Priorities
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)	Students will submit lab reports and discuss current topics in Physics – reports and presentations on topics such as ohms, resistors, series circuits, voltage, DC power	Comp. 3 = 77% correct, down from 88% correct last year		
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform calculations throughout course in areas dealing with light and index of refraction and Snell's Law	Comp. 4 = 64% correct, down from 70% correct last year		

Clovis Community College Core Competencies Assessment 2010-2011—Area III: Laboratory Science Page 3 of 3 Course: Physics 113 – Physics for General Ed Common Core No.: NMCCN Gen Ed Elective Area II						
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media.	Current topics in Physics – through lecture and student discussions	Comp. 5 = 80% correct, down from 88% correct last year				
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.	A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester					
End – Laboratory Science						
Faculty Member Completing Ass	essment: <u>Larry Powell</u>	Jun	e 7, 2011 57	75-769-491 <u>9</u>		
		 Name	Date	Phone Number		

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

Faculty: Larry Powell for Carl Armstrong

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

Common Core No.: NMCCN Phys 1114 and Phys 1124

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Students will work through problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Physics (ex.: electrical circuits, moles, magnetic fields, lenses) – In-class exercises, quizzes, lecture exams, labs	In-class student work (in-class exercises, problem sets, lab activities, and discussions of current events in Physics) indicated that all of the competencies met our desired minimum score of 70%. On the exit assessment test, student results were as follows: Comp. 1 = 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: - Dealing with thermodynamics - Charged particles being accelerated by a potential difference and then moving in a magnetic field.	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.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the	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		

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

Common Core No.: NMCCN Phys 1114 and 1124

Page 2 of 4 Course: Physics 151 and 152

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
physical universe and relate				
them to hierarchically				
organized explanatory				
frameworks (theories).				
3. Students will communicate				
scientific information. Students should:	Students will submit lab	Comp. 3 = 91% correct, up		
Communicate effectively about	reports and discuss current	from 87% correct last year		
science (e.g., write lab reports in	topics in Physics – reports			
standard format and explain	and presentations on topics			
basic scientific concepts,	such as ions, charges,			
procedures, and results using	potential differences,			
written, oral, and graphic	velocity vectors, and			
presentation techniques.)	magnetic fields			
4. Students will apply				
quantitative analysis to scientific	Students will perform	Comp. 4 = 71% correct, down		
problems.	calculations throughout	from 78% correct last year		
Students should:	course in areas dealing with	,,,,,,,		
a. Select and perform appropriate quantitative analyses of scientific	converging lenses,			
observations.	inverted and upright			
b. Show familiarity with the metric	images, virtual and			
system, use a calculator to perform	real images, overall			
appropriate mathematical	<u> </u>			
operations, and present results in	magnification, images			
tables and graphs.	created by mirrors,			

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

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

Page 3 of 4 Course: Physics 151 and 152

Common Core No.: NMCCN Phys 1114 and 1124

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

Clovis Community Colleg Core Competencies Assessment 2010-2011—Area III: Laboratory Science Page 4 of 4 Course: Physics 151 and 152 Common Core No.: NMCCN Phys 1114 and 112					
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media.	Current topics in Physics – through lecture and student discussions	Comp. 5 = 98% correct, up from 91% correct last year			
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.	A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester				
End – Laboratory Science					
Faculty Member Completing Ass		<u>J</u> Name	June 7, 2011 57	75-769-4919 Phone Number	

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

by Ruthie Hefner

Class: CRJU 102 (Online only) Faculty: Freddie Salazar

Common Core No.: NMCCN CRJI 1113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Essay questions and compositions	Average grades on the midterm	The Project-Based activities and	
and explain human behaviors	required for each unit are	(81%), final (83%) Journals (90%),	required essays proved to be the	
and how they are influenced by	correlated to a specific	and Project-Based activities (87%)	most successful strategy (87%) for	
social structures, institutions,	competency.	exceeded the benchmark (80%).	the integration of the four	
and processes within the			competencies. Asking students to	
contexts of complex and diverse			select from only specific issues	
communities.			designed to match the	
Students should:			competencies seemed to	
Develop an understanding of self			encourage recognition, recall,	
and the world by examining			mastery, and engagement. Results	
content and processes used by			from essays indicated that	
social and behavioral sciences to			requiring more internet research	
discover, describe, explain, and			and personal autonomy of topics	
predict human behaviors and			and activities should help improve	
social systems.			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.	

Common Core No.: NMCCN CRJI 1113

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

Page 2 of 3 Course: CRJU 102

Assessment Procedures Competencies **Assessment Results** How Results Will Be Used (Optional) (Learning Outcomes Being (Process/Instrument named or Recommendations/Goals/ **To Make Improvements** Measured) described – rubric attached) **Priorities** 2. Students will articulate how Prior to required CRJU research-Average scores on the projects beliefs, assumptions, and values based essays, discussion questions, indicated the following: are influenced by factors such as and critical thinking activities politics, geography, economics, students are provided with a Competency #1 -82% 81% culture, biology, history, and grading rubric that matches the Competency #2 social institutions. expectation implied in all four Competency #3 -84% Students should: competencies. All units have Competency #4 -82% Enhance knowledge of social and addressed each competency cultural institutions and the values before assigning the presentation. of their society and other societies and cultures in the world. 3. Students will describe ongoing An analysis of exam scores (two reciprocal interactions among self, Students are required to complete questions correlated to each society, and the environment. critical thinking activity, projects, competency revealed mastery at and exams on supplemental CRJU Students should: 81% on the midterm, 83% on the Understand the interdependent readings (journal articles) to projects, and 87% on the final). encourage the sociological Each competency revealed nature of the individual, imagination and provide a social mastery as the benchmark but family/social group, and society in consciousness regarding the shaping human behavior and further assessment indicated that determining quality of life. affects of crime on society and the the students utilized information individual. from their own research more than the textbook information. 4. Students will apply the Two required projects are knowledge base of the social and dedicated to emerging criminal behavioral sciences to identify, controversies confronting the describe, explain, and critically global community. Students use evaluate relevant issues, ethical the sociological imagination to dilemmas, and arguments. confront all four competencies Students should: among the two projects. Articulate their role in a global

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

context and develop an awareness

Phone Number

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

Date

Page 3 of 3 Course: CRJU 102

Common Core No.: NMCCN CRJI 1113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			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.				
Ford Carial/Dahavianal Caianaa				
End – Social/Behavioral Sciences				
Faculty Manch on Consulation Ass	seement. Death's Heferen	D. 4	.10.2011	
Faculty Member Completing Ass	essment: Ruthie Hefner	May	y 10, 2011 49	062

Name

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

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

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

Page 2 of 6 Course: Principles of Macroeconomics (ECON 221)

Common	Core	No.:	NMCCN	ECON	2113
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Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will articulate how	Assignment—Students identify how			This objective was covered in the
beliefs, assumptions, and values	beliefs, assumptions, and values are			course; however, it was not
are influenced by factors such as	affected by Classical economic theory			assessed this year. The assignment
politics, geography, economics,	and Keynesian theory. Must cite			(assessment procedure) listed will
culture, biology, history, and	specifics from these 2 theories and			be incorporated next semester in
social institutions.	articulate how they would influence			order to incorporate the
	beliefs, assumptions, and values as it			assessment of this objective into
	relates to the economy.			the courses.

Common Core No.: NMCCN ECON 2113

Page 3 of 6 Course: Principles of Macroeconomics (ECON 221)

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing	Assignment—students complete a	Average= 3.12	Each student was required to	
reciprocal interactions among self,	brief paragraph identifying how each	88% of the students (14 out of	complete 8 paragraphs on the	
society, and the environment.	course topic relates to their self and	16) averaged a 3 or higher on	topics listed. Only 88% of the	
As it applies to the following topics	their environment. They must relate	all topics	students averaged a 3 or higher on	
showing an understanding with a	each topic to a real-world example		all topics. However, I found that	
70% proficiency or higher (average	they have encountered, their role, and		many of the students were not	
of 3 or higher):	how it affects their environment and		turning them in. I found that the	
Opportunity cost, comparative	the overall economy.		work load was overwhelming as	
advantage, exchange, law of	Assignments were scored on the		students tried to complete all	
supply, law of demand,	following rubric:		these assignments as well as Aplia	
equilibrium, aggregate demand	5= Outstanding (strong critical thinking		assignments and quizzes each	
and aggregate supply, supply of	skills displayed and strong ability to		week, and it greatly affected	
money, interest rates, fiscal and	incorporate economics concepts with		retention. I will need to evaluate	
monetary policies, and trade	self and environment)—A level work		the work load and determine a	
restrictions (state competencies	4=Good (good critical thinking skills		way to evaluate this objective in a	
Nos. 1-5 and 7*)	and good ability to incorporate		simplified assignment.	
* meets NM business articulation	economics concepts with self and			
competencies	environment)—B level work			
	3=Adequate (some critical thinking			
	skills displayed and adequate ability to			
	incorporate economics concepts with			
	self and environment)—C level work			
	2 = Needs improvement (little to no			
	critical thinking skills and marginal			
	ability to incorporate economics			
	concepts with self and environment)—			
	D level work			
	1=Poor (no critical thinking skills			
	and/or ability to incorporate			
	economics concepts with self and			
	environment)—F level work			

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

Page 4 of 6 Course: Principles of Macroeconomics (ECON 221)

Common Core No.: NMCCN ECON 2113

<u>Competencies</u>	Assessment	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	<u>Procedures</u>		To Make Improvements	Recommendations/Goals/
	(Process/Instrument			Priorities
	named or described –			
	rubric attached)			
4. Students will apply the knowledge base of the	Quizzes and Assignments	Overall Objective Averages	Last year, I used the final exam	I will continue this assessment
social and behavioral sciences to identify, describe,	including graphical	4a = 76.5%	for assessment purposes. It	next year in order to compare
explain, and critically evaluate relevant issues, ethical	analysis.	4b = 74.5%	made it difficult to gauge along	data.
dilemmas, and arguments. –		4c = 74.2%	the way how students were	
4a—concepts of opportunity cost, comparative		4d = 80.8%	doing; therefore, this year I used	
advantage and exchange(state competency No.		4e = 77.0%	quizzes and assignments for	
1*)			each chapter. With this I was	
4b—laws of supply and demand and equilibrium and		% of Students Scoring 70% or	able to assess each section to	
the use of supply and demand curves to analyze		higher	determine how students did.	
responses of markets to external events (state			Overall students scored well in	
competency No. 2*)		4a = 74.5%	all 5 objectives. (individual	
4c—circular flow model and the concepts of		4b = 66.5%	course data is attached).	
aggregate demand and aggregate supply for use in		4c = 72.4%		
analyzing the responses of the economy to		4d = 85.4%	Overall, the quiz scores for	
disturbances (state competency No. 3*)		4e = 75.9%	Objective 4b seemed to be a lot	
4d—determinants of the demand of money, the			lower than the scores for the	
supply of money and interest rates; and the role			assignments. I will consider	
of financial institutions on the economy (state			spending a little more time in	
competency No. 4*)			the area of supply and demand.	
4e—fiscal policies, monetary policies; how these			I did, however, notice that by	
affect the economy (state competency No. 5*)			the time we got to aggregate	
4f—foreign exchange rates, markets, and the			supply and demand, it seems	
balance of payments (state competency No. 6*)			the students grasped the overall	
4g—trade restrictions and how they affect the			concept of supply and demand	
economy (state competency No. 7*)			better.	
*Meets NM business articulation competencies				
End – Social/Behavioral Sciences				

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

Page 5 of 6 Course: Principles of Macroeconomics (ECON 221)

Common Core No.: NMCCN ECON 2113

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

Faculty Member Completing Assessment:	Robin Kuykendall	May 16, 2011	575.769.4916
	Name	Date	Phone Numbe

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

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

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

Page 2 of 4 Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

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

Page 3 of 4 Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument		To Make Improvements	Recommendations/Goals/
	named or described –			Priorities
	rubric attached)			
4. Students will apply the knowledge base of the	Quizzes and Assignments	Overall Objective Average	Overall I am very pleased with	
social and behavioral sciences to identify, describe,	completed via Aplia including	4a = 79.1%	the results. Students met each	The first semester this course was
explain, and critically evaluate relevant issues,	graphical analysis	4b = 81.4%	of the objectives. As I was	taught, I used the final exam and
ethical dilemmas, and arguments. –	6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4c = 80.6%	working through assessment	assignments to assess data;
Demonstrate an understanding of the following		4d = 78.6%	data, I did determine one	however, I determined that when
competencies at a rate of 70% or higher		4e = 82.8%	concern and that is the	using the final exam it made it
4a—opportunity cost (state competency No. 1*)		4f = 78.3%	retention rate especially in my	more difficult to assess how well
4b—laws of supply and demand and equilibrium		4g = 83.6%	online courses. I would like to	students were doing along the
and the use of supply and demand curves to		4h = 79.9%	start tracking as I would like to	way; therefore, this year I decided
analyze responses of markets to external events			work towards at least a 70%	to assess the quizzes and
(state competency No. 2*)		Students scoring 70% or	retention rate.	assignments. I will continue this
4c—concepts and calculation of price elasticity of		higher on each objective		assessment measure next year.
demand and supply and income elasticity (state		4a = 79.8%		
competency No. 3*)		4b = 74.4%		
4d—consumer choice including utility analysis		4c = 76.3%		
(state competency No. 4*)		4d = 71.7%		
4e—producer choice including cost analysis and		4e = 81.0%		
break-even point (state competency No. 5*)		4f = 75.1%		
4f—comparison and contrast of perfect		4g = 84.7%		
competition, monopoly, monopolistic		4h = 75.4%		
competition, and oligopoly (state competency				
No. 6*)				
4g—impact of government intervention in				
markets including price ceilings and price floors				
(state competency No. 7*)				
4h—role of labor and capital markets (state				
competency No. 8*)				
*Meets NM business articulation competencies				
End – Social/Behavioral Sciences				

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

Page 4 of 4 Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

NM Business Articulation Competencies for Principles of Microeconomics

Students should demonstrate an understanding of:

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

Faculty Member Completing Assessment:	Robin Kuykendall	May 17, 2011	575.769.4916
	Name	Date	Phone Number

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

(Learning Outcomes Being Measured) 1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. Project-Based activities were required to match the intention of each competency, Rubrics were provided for students	<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behaviors and social systems. Students swill articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics,	(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
and explain human behaviors and how they are influenced by social structures, institutions, and a processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics,	Measured)	described – rubric attached)			Priorities
and how they are influenced by social structures, institutions, and processes within the composition. The required activities are matched to the state competencies and are identified as such within each unit. Develop an understanding of self and the world by examining content and processes to discover, describe, explain, and predict human behaviors and social systems. 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. 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. Project-Based activities were beliefs, assumptions, and values are influenced by factors such as politics, geography, economics,	1. Students will identify, describe	Students complete a	The average final exam score was	Continuation with present	
discussion questions, and a final composition was 80%. Online students tend to either complete contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics,	and explain human behaviors	comprehensive final exam and	82%, the average score on the unit	practices and learning strategies as	
and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. Composition. The required activities are matched to the state competencies and are identified as such within each unit. 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. Composition. The required activities are matched to the state to either complete the activities successfully or poorly. 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. Project-Based activities were required to match the intention of each competency. Rubrics were provided for students prior to the Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is	and how they are influenced by	accompanying units requiring	activities was 81%, and the final	, ,	
contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. The activities successfully or poorly. 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. The activities are activities were activities were superior. Requesting that 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 globa	•	discussion questions, and a final	•	met and exceeded. The online	
communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies and are identified as such within each unit. Competencies 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.	and processes within the	composition. The required	students tend to either complete	format is a challenging	
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. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, Such within each unit. Such within each unit. Such within each unit. Such within each unit. 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. Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is	contexts of complex and diverse		the activities successfully or poorly.	environment for both the students	
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. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics,		•			
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. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, existing course management strategies. Student evaluations indicate much satisfaction with learning strategies and the acquisition of a social consciousness and global perspective. Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is		such within each unit.			
content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, social and behavioral sciences to indicate much satisfaction with learning strategies and the acquisition of a social consciousness and global perspective. Unit activities are consistently well-received and scores are superior. Requesting that students provided for students prior to the				<u> </u>	
social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, Indicate much satisfaction with learning strategies and the acquisition of a social consciousness and global perspective. Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is	, ,				
discover, describe, explain, and predict human behaviors and social systems. Described and predict human behaviors and social systems. Learning strategies and the acquisition of a social consciousness and global perspective.	•				
predict human behaviors and social systems. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as provided for students prior to the					
social systems. 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, Consciousness and global perspective. Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is	• • •				
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beliefs, assumptions, and values are influenced by factors such as politics, geography, economics,				perspective.	
are influenced by factors such as politics, geography, economics, provided for students prior to the prior to the provided for students prior to the		-	•		
politics, geography, economics, provided for students prior to the actively engage in a global issue is	· •	-			
	-				
Laways successful and can provide I		-			
		assignments.			
social institutions. a basis for future projects; each					
Students should: building on the next.			building on the next.		
Enhance knowledge of social and cultural institutions and the values					
of their society and other societies					
and cultures in the world.	•				
and cultures in the world.	and cultures in the world.				

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

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)		<u></u>	Priorities
3. Students will describe ongoing		Unit activities/critical thinking		
reciprocal interactions among self,	Discussion questions and unit	activities averaged 83%. This		
society, and the environment.	activities integrate critical thinking	average indicates the acquisition of		
Students should:	strategies into each assignment.	critical thinking strategies practical		
Understand the interdependent	By using the techniques of the	knowledge of the competencies,		
nature of the individual,	sociological imagination, students	and a global perspective.		
family/social group, and society in	are required to address each			
shaping human behavior and	competency within the			
determining quality of life.	assignment.			
4. Students will apply the	One global social issue (final	The final research composition was		
knowledge base of the social and	composition) is explored	the most successful learning		
behavioral sciences to identify,	individually as a group throughout	strategy and allowed the instructor		
describe, explain, and critically	the semester. Extensive research	to measure the competencies		
evaluate relevant issues, ethical	explores the scientific method and	through process writing. (85%).		
dilemmas, and arguments. –	ethical dilemmas imposed by each	tinough process writing, (6379).		
Students should:	competency.			
Articulate their role in a global	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
context and develop an awareness				
and appreciation for diverse value				
systems in order to understand				
how to be good citizens who can				
critically examine and work toward				
quality of life within a framework				
of understanding and justice.				
				,
End – Social/Behavioral Sciences				

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

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

Class: PSY 101 Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

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

PSY 101

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing	Students are required to complete	A summary analysis of final scores		
reciprocal interactions among self,	a paper or presentation to	indicated that competencies were		
society, and the environment.	encourage a better understanding	met at a higher rate in project		
Students should:	of themselves and others. They	based activities (84%) as opposed		
Understand the interdependent	are also required to complete four	to exams and discussions		
nature of the individual,	exams covering all the chapters in	questions. The course is also		
family/social group, and society in	the text except one. A project is	offered online, where scores are		
shaping human behavior and	required that gives them a better	within a normal standard deviation		
determining quality of life.	understanding of themselves and	from the traditional course.		
	their society.			
4. Students will apply the	Students are required to debate	The debates were a successful		
knowledge base of the social and	topics that integrate and measure	learning activity and thoroughly		
behavioral sciences to identify,	all four competencies noted in the	integrated all four competencies		
describe, explain, and critically	grading rubric. The debates are	with a significant outcomes of		
evaluate relevant issues, ethical	dedicated to an issue/concern	90%. Students were more		
dilemmas, and arguments. –	related to each student's	interested in local and state issues		
Students should:	community. They complete a	as opposed to national		
Articulate their role in a global	portfolio assignment encouraging	controversies.		
context and develop an awareness	in the topics and global social			
and appreciation for diverse value	issues.			
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:	Dana Albright	June 7, 2011	4944 _	
	Name	Date		Phone Number

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

Class: PSY 106 Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

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

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

Page 2 of 2 Course: PSY 106

Common Core No.:

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete a paper or presentation and one activity to encourage understanding of how society shapes human behavior. They complete four exams on textbook readings as they gain experience in academic readings.	Papers and presentation averaged 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.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	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

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

Class: PSY 201 Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.	Four (4) exams, essay questions and pre-test/post-test for each unit are correlated to a specific competency. This is required for the online class also. A paper 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	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.	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	Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.	Average scores on the individual presentation indicated the following: Competency 1: 85% Competency 2: 83% Competency 3: 85% Competency 4: 84% (Each higher than the 75% benchmark)	Behavioral Sciences. 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.	

Page 2 of 2 Course: PSY 201

Common Core No.:

Assessment Procedures (Learning Outcomes Being Measured)					
Measured) 3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family social group, and society in shaping bruman behavior and determining quality of life. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students 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 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 traditional course. The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant autocome of 85%. The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant autocome of 85%.	Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.—Students should: A required project designed to understand heavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.—Students should: A required project designed to understand plaget's Theory and integrate all four competencies is required to complete a paper or give a presentation that seven them a mothation that serves them a mothation of the project designed to understand plaget's Theory and integrate all four competencies is required to complete a paper or presentation from the traditional course. A required project designed to understand Plaget's Theory and integrate all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and throughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and throughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and throughly integrated all four competencies with a significant outcome of 85%.	(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
paper or give a presentation that gives them a better understanding of Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. — Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. paper or give a presentation that gives them a better understanding and justice. 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. defered online where an analysis of final scores were within the standard deviation from the traditional course. The class project was the most successful learning activity and thoroughly integrated 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%.	Measured)	described – rubric attached)			Priorities
society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. — Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. gives them a better understanding of how society shapes human behaviors are also required to complete four exams covering all the chapters in the text except one. The class project was the most successful learning activity and integrated all four competencies is required to complete a paper or presentation that serves then 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%. The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%.	3. Students will describe ongoing	Students are required to write a	A summary analysis of final scores	Will have the paper and	
Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. of how society shapes human behavior. They are also required to complete a pair offered online where an analysis of final scores were within the standard deviation from the traditional course. The class project was the most successful learning activity and intoroughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and intoroughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and intoroughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and intoroughly integrated all four competencies with a significant outcome of 85%.	1 .		, , ,	ļ ·	
Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. — Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. behavior. They are also required to complete four exams covering all the chapters in the text except to complete four exams covering all the chapters in the text except one. A required project designed to understand Plaget's Theory and understand Plaget's Theory and understand size of the social and behavioral sciences to identify, describe, explain, and critically examine and work toward quality of life within a framework of understanding and justice. Students should: Arequired project designed to understand Plaget's Theory and understand Plaget's Theory and understand size of the students should: The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%. The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%.	1	_ =		•	
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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. more in depth analysis of a topic in the text book. the text book.	evaluate relevant issues, ethical	also required to complete a paper	outcome of 85%.		
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.	dilemmas, and arguments	or presentation that serves them a			
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.		more in depth analysis of a topic in			
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.		the text book.			
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.	· · · · · · · · · · · · · · · · · · ·				
how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	1				
critically examine and work toward quality of life within a framework of understanding and justice.					
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End. Social/Rehavioral Sciences	of understanding and justice.				
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Faculty Member Completing Assessment:	Dana Albright	June7, 2011	4944
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science **Faculty: Ruthie Hefner & Glynnis Maes**

by Ruthie Hefner

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

Common Core No.: NMCCN SOCI 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Essay question and projects	Combined average grades on the	The established benchmark for	Although the benchmarks (80%)
and explain human behaviors	required for each unit are	midterm, final, and Project-Based	each competency was 80%.	were met all four competencies,
and how they are influenced by	correlated to a specific	activities indicated pass rate of	Though it was exceeded, revisions	averages could certainly improve
social structures, institutions,	competency.	81%.	should be made to reflect a global	by calculating midterm scores.
and processes within the			perspective and the correlation to	Faculty will continue to integrate
contexts of complex and diverse			each major theoretical paradigm.	the global perspective into each
communities.			A strong emphasis on theory will	exam, Project-Based activity, and
Students should:			be integrated holistically into the	discussion questions. Revisions
Develop an understanding of self			upcoming semesters.	and innovations are essential to
and the world by examining			Competencies #3 and #4 should be	meeting each competency
content and processes used by			enhanced by including a class	addressed by the state.
social and behavioral sciences to			debate to encourage social	
discover, describe, explain, and			responsibility and a social	
predict human behaviors and			consciousness. Critical thinking	
social systems.			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.	
2. Students will articulate how	Prior to required group and	Average scores on the group		
beliefs, assumptions, and values	individual presentations students	presentations indicated the		
are influenced by factors such as	are provided with a grading rubric	following:		
politics, geography, economics,	that matches the expectation	Competency #1 80%		
culture, biology, history, and	implied in all four competencies.	Competency #2 80%		
social institutions.	Grading is consistent with the	Competency #3 85%		
Students should:	rubric and numerically scored.	Competency #4 85% (Each higher than the 80%		
Enhance knowledge of social and cultural institutions and the values		1 '		
of their society and other societies		benchmark)		
and cultures in the world.				

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

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

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing		A summary analysis of final scores		
reciprocal interactions among self,	Students are required to an	indicated that competencies were		
society, and the environment.	individual and group project that	met at a higher rate in Project-		
Students should:	began the first day of class and was	Based activities (85%) as opposed		
Understand the interdependent	presented the final weeks. The	to 80% for exams and discussion		
nature of the individual,	topics were selected individually	questions. This course is also		
family/social group, and society in	and each chapter added a new	offered online where an analysis of		
shaping human behavior and	dimension. The group dimension	final scores were within the		
determining quality of life.	allowed and encouraged	standard deviation from the		
	cooperative learning.	traditional course.		
4. Students will apply the	A single required current events	The class project was the most		
knowledge base of the social and	project (individual and group	successful learning activity and		
behavioral sciences to identify,	based) designed to measure and	more thoroughly integrated all		
describe, explain, and critically	integrate all four competencies	four competencies with a		
evaluate relevant issues, ethical	noted in the grading rubric, is	significant outcome of 90%.		
dilemmas, and arguments. –	required of each student/group.			
Students should:				
Articulate their role in a global				
context and develop an awareness				
and appreciation for diverse value				
systems in order to understand				
how to be good citizens who can				
critically examine and work toward				
quality of life within a framework				
of understanding and justice.				
End – Social/Behavioral Sciences				

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

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

Class: SOC 212 (Online only)

Common Core No.: NMCCN SOCI 2113

by Ruthie Hefner

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Students complete a	The average final exam score was	Continuation with present	
and explain human behaviors	comprehensive final exam and	84%, the average score on the unit	practices and learning strategies as	
and how they are influenced by	accompanying units requiring	activities was 82%, and the final	long as the benchmark (80%) is	
social structures, institutions,	discussion questions, and a final	composition was 90%. Online	met and exceeded. The online	
and processes within the	composition. The required	students tend to either complete	format is a challenging	
contexts of complex and diverse	activities are matched to the state	the activities successfully or poorly	environment for both the students	
communities.	competencies and are identified as	– average scores (70's range) are	and the instructors. The	
Students should:	such within each unit.	rare on any activity.	opportunity for academic	
Develop an understanding of self			dishonesty is minimized with the	
and the world by examining			existing course management	
content and processes used by			strategies. Student evaluations	
social and behavioral sciences to			indicate much satisfaction with	
discover, describe, explain, and			learning strategies and the	
predict human behaviors and			acquisition of a social	
social systems.			consciousness and global	
			perspective.	
2. Students will articulate how	Project-Based activities were	Unit activities are consistently		
beliefs, assumptions, and values	required to match the intention of	well-received and scores are		
are influenced by factors such as	each competency. Rubrics were	superior. Requesting that students		
politics, geography, economics,	provided for students prior to the	actively engage in a global issue is		
culture, biology, history, and	assignments.	always successful and can provide		
social institutions.		a basis for future projects; each		
Students should:		building on the next.		
Enhance knowledge of social and				
cultural institutions and the values				
of their society and other societies				
and cultures in the world.				

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

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

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing		Unit activities/critical thinking		
reciprocal interactions among self,	Discussion questions and unit	activities averaged 86%. This		
society, and the environment.	activities integrate critical thinking	average indicates the acquisition of		
Students should:	strategies into each assignment.	critical thinking strategies practical		
Understand the interdependent	By using the techniques of the	knowledge of the competencies,		
nature of the individual,	sociological imagination, students	and a global perspective.		
family/social group, and society in	are required to address each			
shaping human behavior and	competency within the			
determining quality of life.	assignment.			
4. Students will apply the	One global social issue (final	The final research composition was		
knowledge base of the social and	composition) is explored	the most successful learning		
behavioral sciences to identify,	individually as a group throughout	strategy and allowed the instructor		
describe, explain, and critically	the semester. Extensive research	to measure the competencies		
evaluate relevant issues, ethical	explores the scientific method and	through process writing. (90%).		
dilemmas, and arguments. –	ethical dilemmas imposed by each			
Students should:	competency.			
Articulate their role in a global				
context and develop an awareness				
and appreciation for diverse value				
systems in order to understand				
how to be good citizens who can				
critically examine and work toward				
quality of life within a framework				
of understanding and justice.				
End – Social/Behavioral Sciences				

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

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

Faculty: Rosie Corrie

by Ruthie Hefner

Class: SOC 215 (online only)

Common Core No.: NMCCN SOCI 2213

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to	Essay questions, projects and research based compositions required for each unit are correlated to a specific competency.	Average grades on the midterm (94%), final (93%), and Project-Based (90%) activities indicated pass rates of 85% (higher than 80% benchmark).	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	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.
discover, describe, explain, and predict human behaviors and social systems.			a social consciousness.	
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Previous units have addressed each competency before assigning the presentation and unit evaluations are assessed before discussing the major project.	Average scores on the group presentations indicated the following: Competency #1 86% Competency #2 92% Competency #3 90% Competency #4 93% (Each higher than the 80% benchmark)		

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

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing		A summary analysis of final scores		
reciprocal interactions among self,	Students are required to complete	indicated that competencies were		
society, and the environment.	critical thinking activity, projects,	met at a higher rate in Project-		
Students should:	and exams by utilizing web-based	Based activities (95%) as opposed		
Understand the interdependent	research to encourage the	to 92% for exams and discussions		
nature of the individual,	sociological imagination and gain	questions.		
family/social group, and society in	experience in academic research.			
shaping human behavior and				
determining quality of life.				
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4. Students will apply the	A single required current events	The class project was the most		
knowledge base of the social and behavioral sciences to identify,	project is designed to measure and	successful learning activity and		
describe, explain, and critically	integrate all four competencies noted in the grading rubric. The	more thoroughly integrated all four competencies with a		
evaluate relevant issues, ethical	project is dedicated to an	significant outcomes of 96%.		
dilemmas, and arguments. –	issue/concern dedicated to the	significant outcomes of 90%.		
Students should:	global community.			
Articulate their role in a global	global community.			
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.				
Fod Coriol/Dobovioval Coionaca				
End – Social/Behavioral Sciences				
Faculty Member Completing Ass	essment: Ruthie Hefner	May	y 10, 2011 49	062

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

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)		-	Priorities
1. Students will analyze and critically	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
interpret significant and primary texts	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
and/or works of art (this includes fine art,	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
literature, music, theatre, and film.)	four (4) course objectives. These		seem to be effective. We will	
	include material to help students	HIST 101: 71.125%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 72.450%		
	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.)			
2. Students will compare art forms, modes of	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
thought and expression, and processes across	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
a range of historical periods and/or structures	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
(such as political, geographic, economic,	four (4) course objectives. These		seem to be effective. We will	
social, cultural, religious, and intellectual).	include material to help students	HIST 101: 75.125%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 78.620%		
	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.)			

Core Competencies Assessment 2010-2011—Area V: Humanities and Fine Arts Common Core No.: "[Double click to insert]"

Page 2 of 3 Course: HIST 101 and HIST 102

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)			Priorities
3. Students will recognize and articulate the	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
diversity of human experience across a range	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
of historical periods and/or cultural	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
perspectives.	four (4) course objectives. These		seem to be effective. We will	
	include material to help students	HIST 101: 72.325% correct	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 72.641% correct		
	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.)			
4. Students will draw on historical and/or	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
cultural perspectives to evaluate any or all of	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
the following: contemporary problems/issues,	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
contemporary modes of expression, and	four (4) course objectives. These		seem to be effective. We will	
contemporary thought.	include material to help students	HIST 101: 74.320%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
For all Humanities and Fine Arts Competencies,	diversity of human experience	HIST 102: 79.775%		
students should:	across a range of historical			
Possess an understanding of the present that is	periods (in American History) and			
informed by an awareness of past heritages in	cultural perspectives (African-			
human history, arts, philosophy, religion, and	American, male and female,			
literature, including the complex and	various religions etc. in the			
interdependent relationships among cultures.	U.S.A.)			
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				

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

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

Page 3 of 3 Course: HIST 101 and HIST 102

Common Core No.: "[Double click to insert]"

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)			Priorities
and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.				
End – Humanities/Fine Arts				

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

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

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

Clovis Community College Class Assessment 2010-2011

Page 2 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445

NMCCN SPAN 1124

Number of Students: 20

	Ι	Ι		
<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)		<u> </u>	Priorities
Wicasarea	described Tubric attachedy			THOTICIS
			The percentage of this structure	
		(OB# 1,3) Spanish 102 Verbs in	was down from both classes last	
		the Imperfect. Knowledge of	year. Emphasis on presenting this	
		imperfect verbs was a good	structure will focus on additional	
		improvement. 49% of the	activities focused on the use of	
		students were successful in this		
			imperfect verbs that will improve	
		grammatical structure.	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.	

Clovis Community College Class Assessment 2010-2011

Page 3 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445

NMCCN SPAN 1124

Number of Students: 20

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
		(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.		

Clo	vis	Com	ımuı	nity	Coll	ege
Class	Ass	essn	nent	20	10-2	011

Page 4 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445

NMCCN SPAN 1124

Number of Students: 20

Competencies (Learning Outcomes Being	Assessment Procedures (Process/Instrument named or	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/
Measured)	described – rubric attached)		10 Wake Improvements	Priorities

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

Name Date Phone Number

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

Faculty: Lorenza Hernández

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

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will analyze and	Spanish 102 Beginning Spanish	(OB# 3) Spanish 102 Vocabulary	More emphasis will be placed on	
critically interpret significant and	second semester.	Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art		good. 65% of the students were	than 70% mastery.	
(this includes fine art, literature,	Instrument: Final Exam	successful in this grammatical		
music, theatre, and film.)		structure.		
 Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. 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. 	The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives #1 and #3 listed to the left.	(OB# 1,3) Spanish 102 Double objects pronouns. Knowledge of double object pronouns was good 76% of the students were successful in this grammatical structure. (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. (OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 88% of the students were successful in this grammatical structure.	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.	

Clovis Community College Class Assessment 2010-2011

Page 2 of 3 Class: Beginning Spanish II—Spanish 102-3NO—30382

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

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

Clovis Community College Class Assessment 2010-2011

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

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

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

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

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

Clovis Community College Class Assessment 2010-2011

Page 2 of 4 Course: History 101: Survey of American History to 1865

NMCCN HIST 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	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.			

Clovis Community College Class Assessment 2010-2011

Page 3 of 4 Course: History 101: Survey of American History to 1865

NMCCN HIST 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	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.			

Page 4 of 4 Course: History 101: Survey of American History to 1865

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	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

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

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

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	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.			

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	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.			

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	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

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

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

Page 2 of 4 Course: History 121: World Civilization I

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	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.			

Page 3 of 4 Course: History 121: World Civilization I

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	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.			

Page 4 of 4 Course: History 121: World Civilization I

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	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

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

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

Page 2 of 4 Course: Hist 122 World Civilization II

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	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.			

Page 3 of 4 Course: Hist 122 World Civilization II

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	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.			

Page 4 of 4 Course: Hist 122 World Civilization II

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	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

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

Faculty: Lorenza Hernández

Class: Spanish 101—Beg. Spanish I—10439 and10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

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

Page 2 of 3 Class: Spanish 101—Beg. Spanish I—10439 and 10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
present that is informed by an		Interrogative words. Knowledge		
awareness of past heritages in		of interrogative words was good.	Students continue to improve	
human history, arts, philosophy,		74% of the students were	from the fall term this academic	
religion, and literature, including		successful in this grammatical	year.	
the complex and interdependent		structure.		
relationships among cultures.				
For all Humanities and Fine Arts		(OB# 3) Spanish 101 Conjugation		
Competencies, students should:		of regular verbs. Knowledge of		
		conjugation of regular verbs was		
		good. 89% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 3) Spanish 101 Possessive		
		adjectives. 73% of the students		
		were successful in this		
		grammatical structure.	Knowledge of possessive	
			adjectives was decreased slightly	
		(OB# 3) Spanish 101	from last year but 70% or above	
		Family Members	was still accomplished.	
		Knowledge of la familia was good.		
		88% of the students were		
		successful in this grammatical		
		structure.		

Page 3 of 3 Class: Spanish 101—Beg. Spanish I—10439 and 10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

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

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

Name Date Phone Number

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

Faculty: Lorenza Hernández

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of	
primary texts and/or works of art	The Final Exam was used to assess	good.	less than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	81 % of the students were		
(this includes fine art, literature, music, theatre, and film.) 2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. 4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary	beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left. A Final exam was given to students in Spanish 101 and Spanish 102 to assess students learning for Objectives 1 and 3 of the state outcomes. Spanish instruction could only align with these two State outcomes.	structure. (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. (OB# 3) Spanish 101 The verbs ser or estar. Knowledge of these two verbs, which is a very difficult concept in any language. 76% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 83% of the students were successful in this	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. The verbs ser /estar, 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.	
problems/issues, contemporary modes of expression, and contemporary thought.		grammatical structure.		

Page 2 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

Competencies (Learning Outcomes Being	Assessment Procedures (Process/Instrument named or	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/
Measured)	described – rubric attached)		<u> </u>	Priorities
		(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 71% of the students were successful in this grammatical structure.	Students continue to struggle with interrogative words although this year there was a positive improvement in the learning of this structure.	
		(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. (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.	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. 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	

Page 3 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

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<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 83% of the students were successful in this grammatical structure. (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.	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.	
		(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. (OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the	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.	

Page 4 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

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

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

Faculty: Lorenza Hernández

Class: Spanish 101-1NO—Beg. Spanish I—10442
Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1.Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	86 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical	I will continue to find best	
	used in the Spanish language.	structure.	methods of instruction to teach	
2. Students will compare art	Each group of questions aligns		weak areas, (61-69% of students'	
forms, modes of thought and	with the state outcome/objectives	(OB# 1, 3) Spanish 101 Gender of	learning,) for improvements in	
expression, and processes across a	listed to the left.	nouns and plural of nouns.	reading, writing and oral	
range of historical periods and/or	A Final average visa siven to	Knowledge of gender of nouns	proficiency.	
structures (such as political,	A Final exam was given to	was good. 74% of the students were successful in this area.	Those areas that were good (70-	
geographic, economic, social, cultural, religious, and	students in Spanish 101 and Spanish 102 to assess students	were successful in this area.	85% of students' successful	
intellectual).	learning for Objectives 1 and 3 of		learning,) I will continue to make	
menecedary.	the state outcomes. Spanish		improvements to accomplish	
3. Students will recognize and	instruction could only align with		Spanish reading, writing and oral	
articulate the diversity of human	these two State outcomes.		proficiency.	
experience across a range of			The percentage of this structure	
historical periods and/or cultural		(OB# 3) Spanish 101	(ser / estar) was down from last	
perspectives.		The verbs ser or estar.	semester. Emphasis on	
		Knowledge of these two verbs,	presenting this structure will focus	
4. Students will draw on historical		which is a very difficult concept in	on additional activities and more	
and/or cultural perspectives to		any language, was good at 67% of	examples for both verbs that will	
evaluate any or all of the		the students were successful in	improve students' understanding	
following: contemporary		this grammatical structure.	of this grammatical structure.	
problems/issues, contemporary modes of expression, and				
contemporary thought.				
contemporary mought.				

Page 2 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 74% of the students were successful in this grammatical structure.		
		(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was good. 61% of the students were successful in this grammatical structure. (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.	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.	

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

Name Date Phone Number

Page 3 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

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

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

Name Date Phone Number

Page 4 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

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

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

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

Faculty: Lorenza Hernández

Class: Spanish 101- 3NO—Beg. Spanish I—30379
Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1.Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	88 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical		
	used in the Spanish language.	structure.		
2. Students will compare art	Each group of questions aligns	(22,1,4,5)		
forms, modes of thought and	with the state outcome/objectives	(OB# 1, 3) Spanish 101 Gender of		
expression, and processes across a	listed to the left.	nouns and plural of nouns.	I will continue to find best methods of instruction to teach	
range of historical periods and/or	A Final exam was given to	Knowledge of gender of nouns	weak areas, (61-69% of students'	
structures (such as political, geographic, economic, social,	students in Spanish 101 and	was good. 83% of the students were successful in this area.	learning,) for improvements in	
cultural, religious, and	Spanish 102 to assess students	were successful in this area.	reading, writing and oral	
intellectual).	learning for Objectives 1 and 3 of	(OB# 3) Spanish 101	proficiency.	
intellectually.	the state outcomes. Spanish	The verbs ser or estar.	Those areas that were good (70-	
3. Students will recognize and	instruction could only align with	Knowledge of these two verbs,	85% of students' successful	
articulate the diversity of human	these two State outcomes.	which is a very difficult concept in	learning,) I will continue to make	
experience across a range of		any language, was good at 72% of	improvements to accomplish	
historical periods and/or cultural		the students were successful in	Spanish reading, writing and oral	
perspectives.		this grammatical structure.	proficiency.	
4. Students will draw on historical		(OB# 1, 3) Spanish 101 Tener		
and/or cultural perspectives to		expressions. Knowledge of tener		
evaluate any or all of the		expressions was good.		
following: contemporary		86% of the students were		
problems/issues, contemporary		successful in this grammatical		
modes of expression, and		structure.		
contemporary thought.				
		(OB# 1, 3) Spanish 101		

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>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		Interrogative words. Knowledge		
		of interrogative words was good.		
		69% of the students were		
		successful in this grammatical		
		structure.		
		(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.		
		(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.		
		(OB# 3) Spanish 101		
		Family Members		

Page 3 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		Knowledge of la familia was good. 88% of the students were		
		successful in this grammatical		
		structure.		
		Str ucture:		
		(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.		
		(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.		
		(OB# 1, 3) Spanish 101 The verbs		

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Page 4 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			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
For the Manufact Completion According	1		24.84	760 4000
Faculty Member Completing Assessment:	Lorenza Hernández		31 May 2011	<u>769-4933</u>