

Clovis Community College

Core Competencies Assessment—Area I: Communications

Class: English 102 English Composition
NM Common Core Number: ENGL 1113

Faculty: Gina Hochhalter

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>TEST 1: Assessment Results based on Writing Rubric</u> A total of eight (8) students were able to participate in all three (3) tests: writing rubric and pre/post MC test.	How Results Will Be Used To Make Improvements	<u>TEST 2: Assessment Results based on piloted Pre/Post Multiple Choice Test</u>	<u>(Optional)</u> Recommendations/Goals/Priorities										
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	A total of eight (8) students were assessed using the standardized Writing Rubric and the Pre/Post Multiple Choice Test. The purpose of this pilot test was to interpret results 1) to establish a correlation between writing and MC identification and 2) to choose the test which provides the most accurate and useful results. BENCHMARK: 75% of students receive a score of 3 or better on the standardized writing rubric AND 75% of students received a score of 70% or better on the Multiple Choice test.	Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc. <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of “Good and “Exemplary”</td></tr><tr><td>0</td><td>0</td><td>1</td><td>7</td><td>100%</td></tr></table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”	0	0	1	7	100%	Met	Pre/Post-score for each student <i>plus</i> the Writing Rubric overall % out of 100: <u>Pre/post% v. WR %</u> 57/57% 84% 63/57% 75% 83/73% 100% 90/93% 87% 57/67% 97% 63/70% 99% 50/70% 92% 53/50% 100%	G Hochhalter’s recommendation is that we continue to use the Writing Rubric as an accurate assessment measure of student writing ability. A multiple choice test could be useful to tabulate results for identification questions, but currently, this kind of test does not align with the Course Outcomes and does not provide useful information.
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”									
		0	0	1	7	100%									
		Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation. <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of “Good and “Exemplary”</td></tr><tr><td>0</td><td>0</td><td>2</td><td>6</td><td>100%</td></tr></table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”	0	0	2	6	100%	Met	As can be seen, 4 of 8 students met the benchmark of 70% or higher on the post test, giving us a 50% pass rate (we need 75%).	
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”											
0	0	2	6	100%											
Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession. <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of “Good and “Exemplary”</td></tr><tr><td>0</td><td>0</td><td>2</td><td>6</td><td>100%</td></tr></table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”	0	0	2	6	100%	Met	As can also be seen, however, students who failed the Multiple Choice pre/post tests excelled in the writing (performance) task itself. In fact, 100% of			
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”											
0	0	2	6	100%											

				<p>the students met the WR benchmark.</p> <p>Also noticeable is that 4 of 8 post-test scores were equal to or lower than pretest scores.</p> <p>In only 1 instance did the student's MC scores surpass the actual writing task score.</p> <p><i>The results indicate that the ability to identify concepts does not indicate an ability to write, and as such, using a Multiple Choice test as an assessment measure would not produce useful results (or would produce erroneous results).</i></p> <p>A note on the test itself: The Multiple Choice test is not an accurate tool for assessment measures. A Multiple Choice test does not and cannot test the state-mandated Outcomes (except for #4) because, by their very nature, the</p>	
--	--	--	--	---	--

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

				<p>Outcomes test students' ability to <i>perform</i> or <i>write</i>, such as in the words Express (#2), Use (#3), Employ (#4), Integrate (#5), and Engage (#6). Outcomes that would match a Multiple Choice test would have to use verbs such as Engage (#6), Identify, and Define, which are all <i>Level 1: Knowledge</i> attributes.</p> <p><i>Level 6: Evaluate</i> verbs that could be used for a MC test would include Contrast, Select, and Choose. We could write unit-level or secondary outcomes using Level 6 verbs to match the design of a Multiple Choice test, but those secondary outcomes and the MC test could not logically lead to an accurate course assessment conclusion based on the Course Outcomes because as said, the State mandated outcomes require <i>performance</i>,</p>	
--	--	--	--	--	--

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

				not <i>identification</i> .	
--	--	--	--	-----------------------------	--

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.

Thesis: Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	2	6	100

Met

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	2	6	100%

Met

Development: the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	3	5	100%

Met

Outcome #4:

The second part of this outcome can be tested because students have during the semester worked with others to improve their grammar. Questions 8-20.

Overall Grammar

Outcome:

Pre/post % Incorrect
35%/32%

Correct:
65%/68%

Overall, students' ability to correct grammar errors in a multiple choice, identification format improved by only 3% from pre to post.

Not attached to outcome:

Topic: Writing Process

pre/post % incorrect
23%/35%

Correct:
77%/65%

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

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	3	5	100%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	2	6	100%

Met

Met

The writing process includes four steps: prewriting, drafting, revising, and editing. According to the results, I “unlearned” their knowledge of the 4-step writing process over the course of the semester.

Thesis, Questions 6-7:

Pre/post % incorrect
19%/7%

Correct:

81%/93%

Students could define a thesis and its standard location going into the semester, and improved in this category.

Essay structure,

identification of topic sentence, eg. in short sample essays

Pre/post % incorrect
45%/39%

Correct:

55%/61%

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
Students should:
Use standard processes for generating documents or oral presentations independently and in groups in **order to learn how to produce (and edit) writing without errors.**

Expression (Wording and Phrasing): Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherence, diction, word usage, syntax. The language is precise, the wording exact and accurate.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	1	2	5	88%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	1	1	6	88%

Met: Because my goal is for all students to receive marks in the (3) or (4) category in Expression, I will add more recasting and editing exercises so that no student is in the (2) category. This goes for the Grammar category, too.

Met

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

Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	1	5	75%

Met: This is a higher level skill, and I am happy with the results. It takes time and practice to know how to weave source information into a person's own style of argument. I will provide students with more information regarding integration.

support ideas without plagiarizing, misinforming or distorting.

In-Text Citations and Integrating Research: Sources are introduced & identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
1	1	2	4	75%

Works Cited (MLA) entries or References (APA) entries and page are formatted accurately and correctly.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	1	1	6	88%

Met: This is a higher level skill for our students, and this result matches previous results for this instructor. I have instituted research that begins earlier in the semester, and as such, the results have improved in this category.

Met

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	4	4	100%

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

(1) Number	(2) Number of	(3) Number	(4) Number	Percent of “Good and
---------------	------------------	---------------	---------------	-------------------------

Met

Met

		of Beginning Students	Developing Students	of Good Students	of Exemplary Students	"Exemplary"			
		0	0	2	6	100%			

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

Clovis Community College

Class Assessment 2012-2013 Area I Communications

Class: COMM 101 Interpersonal Communication

Faculty: Ron Biddle

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>Human beings use interpersonal communication to make sense and organize their lives. Our individual perceptions of reality, our personal values, and our life choices emerge from the outcomes of our interpersonal communication with others.</p> <p>In this course the student will understand:</p> <ol style="list-style-type: none"> 1. the significance of the human communication process, 2. the self-concept's impact on interpersonal transactions, 3. what causes people to react as they do to other's messages, 4. more effective listening skills, 5. the internal and external elements influencing the messages we create, and 6. that communication is a significant social experience that is critical to the development of relationships with others. 	<p>The students in Interpersonal Communication are assessed through the use of exams, presentations, theory application essays, and exercises to assess the ability to apply theory to an actual (personal) interpersonal interaction in their life. Note: Exams are a paradox, in the instructor's opinion, and do not measure a topic like Interpersonal Communication with much accuracy. The exams are both comprehensive and conceptual.</p> <p>Each essay evidences learning on the paradigms presented for a particular theory. The theories include self-concept, perception, language, nonverbal communication, listening, conflict, and relationship development. Each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>Exams in Interpersonal Communication, because the students are more accustomed to memorizing material "for the next test," typically follow a standard Bell Curve.</p> <p>By the second or third essay (out of six):</p> <ul style="list-style-type: none"> o 52% of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture. o 17% of the students show some understanding of the material, but have some difficulty applying the concepts. o 7% of the students neither understand or attempt to apply the concepts in their essays. o 24% did not submit any essays 	<p>Each week of the Fall and Spring semesters, the instructor collected essays from students.</p> <p>67% (51% & 16%) accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal communication.</p> <p>7% wrote essays without attempting to integrate the concepts into their essays. I am attempting to spend more one-on-one time with these students to move them into the next higher group (less than the previous year).</p> <p>26% attended class intermittently or quit attending altogether, and did not submit any essays. I am searching for some method to inspire this group to become active (this was a marked increase because of the number of students who quit attending class).</p>

Faculty Member Completing Assessment:

Ron Biddle
Name

September 9, 2013
Date

Clovis Community College

Core Competencies Assessment 2012-2013—Area II: Mathematics—Algebra

Class: Math 110 College Algebra

Faculty: Mary Caffey

Common Core No.: Math 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will graph functions Students should:</p> <p>a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</p> <p>b. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.</p> <p>c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.</p>	<p>The course objectives are distributed to instructors and students at the beginning of each semester. At the end of each semester students are given a course-wide comprehensive final exam correlated to the objectives. The final exam is the assessment instrument and a benchmark of 70% is used to determine whether an objective has been met.</p> <p>Sixty-six online College Algebra students from three semesters (Fall 2012, Spring 2013 and Summer 2013) were assessed. The students were given proctored online free-response versions of the final exam which were correlated to course objectives.</p>	<p>The overall average on the final exam for three semesters was 77.2%. All four of the Common Core Competencies were met. However, because the department has additional objectives beyond the Common Core in Competency 2, only three of the four Competencies were met at the departmental level.</p> <p>The overall average of the nine objectives that were measured for Competency 1 was 81% with eight of the nine objectives being met.</p> <p>The average for both Competencies 1a and 1b was 81% and for Competency 1c, 75%.</p> <p>One outcome was not met: "Sketching a logarithmic function using analysis techniques." (60%).</p>	<p>It is encouraged that individual classroom assessment results be reviewed with instructors and that instructors utilize each other as resources to improve the performance of students enrolled in College Algebra. Accountability and communication within the assessment feedback loop would improve the outcomes in the course.</p> <p>A review and possible revision of the course objectives involving all College Algebra instructors will occur.</p> <p>Because this report only reflects results from online sections, the online homework, quizzes, tests and final exam will be reviewed and modified to better address the outcomes that fall below 70%.</p> <p>As part of the assessment feedback loop students will be informed of concepts where low performance has been observed. Students, through their own initiative, can then concentrate more time and effort to those concepts.</p> <p>Students will be directed to specific online videos through Khan Academy and YouTube to facilitate better understanding of low performance concepts.</p> <p>We will continue to provide the following services to enhance student learning in College Algebra: out-of-class testing so that class time can be utilized more effectively, individual tutoring, use of MyMathLab for homework and/or supplemental instruction, and use of Brainfuze for additional 24/7 tutorial opportunities.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
2. Students will solve various kinds of equations. Students should: a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula. b. Solve exponential and logarithmic equations. c. Solve systems of two or three linear equations.		<p>The overall average of the Common Core outcomes assessed for Competency 2 was 74%.</p> <p>The average for Competency 2a was 78%, for Competency 2b, 69% and for Competency 2c, 78%.</p> <p>One Common Core outcome was not met: “Solve logarithmic equations” (50%).</p> <p>The overall average of the seven departmental objectives for Competency 2 was 63% with three of the seven objectives being met. The departmental objectives included three additional objectives that were not met: “Determine the center and radius of a circle by first putting the equation of the circle in standard form.” (63%), “Solve an equation using inverse operations for powers/roots.” (29%), and “Solve a third degree or higher equation using the Rational Root Theorem, Des Cartes Rule of Signs, etc.” (56%).</p>	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
3. Students will demonstrate the use of function notation and perform operations on functions. Students should: <ul style="list-style-type: none"> 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, of, even symmetry, etc. 		<p>The overall average of the ten objectives assessed for Competency 3 was 78% with nine of the ten objectives being met.</p> <p>The average for Competency 3a was 77%, the average for Competency 3b was 78%, the average for Competency 3c was 64%, the average for Competency 3d was 72%, and for Competency 3e, 85%.</p> <p>One outcome was not met: "Determine the inverse of a function." (64%).</p>	

<p>4. Students will model/solve real-world problems. Students should:</p> <ul style="list-style-type: none"> a. Use and understand slope as a rate of change. b. Use equations and systems of equations to solve application problems. c. Apply knowledge of functions to solve specific application problems. d. Solve compound interest problems. e. Solve application problems involving maximization or minimization of a quadratic function. f. Solve exponential growth and decay problems. <p style="text-align: right;">End – Area II - Algebra</p>		<p>The overall average of the eight objectives used to measure Competency 4 was 71% with five of the eight objectives being met.</p> <p>The average for Competency 4a was 65%, the average for Competency 4b was 82%, the average for Competency 4c was 55%, the average for Competency 4d was 68%, the average for Competency 4e was 71% and for Competency 3f, 87%.</p> <p>Outcomes not met included “Use and understand slope as a rate of change.” (65%), “Apply knowledge of functions to solve specific application problems.” (55%), “Solve compound interest problems.” (68%).</p>	
--	--	--	--

Faculty Member Completing Assessment:

Mary Caffey _____
Name

9/12/2013 _____
Date

(575) 769-4945 _____
Phone Number

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area III: Laboratory Science

Class: Biology 113 – Biology for General Education

Faculty: Todd Kuykendall for Anne Luna and Lana Powell

Common Core No.: NMCCN BIOL 1114

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: <ol style="list-style-type: none"> Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. Students should value science as a way to develop reliable knowledge about the world. 	Students work through problems via the Scientific Method and correlate historical scientific investigations to important concepts in Biology (pre- and post-test taken by 72 students in the spring semester)	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, students results were as follows: Comp. 1 = 90% (slightly down from 93% 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 the competencies surpassed the minimum and we feel quite confident that these competencies are being taught to the students. As of now, no recommendations are being made for improvement as of this time.	
2. Students will solve problems scientifically. Students should: <ol style="list-style-type: none"> Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories). 	The scientific method is used by students to solve problems and make observations using tools such as microphones, electronic scales, Punnett Squares, hypothesis are constructed and tested through lab reports, problem sets, quizzes and lecture exams.	Comp. 2 = 89% correct (up from 87% last year)		

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
3. Students will 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 through lab reports , Biology in the news (current events) and in-class presentations	Comp. 3 = 87% (down from 97% 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 perform calculations involving metrics, plant growth, energy, populations, and genetics through lab reports , problem sets, quizzes and lecture exams.	Comp 4 = 87% (up from 83% last year)		

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

<p>5. Students will apply scientific thinking to real world problems. Students should:</p> <ul style="list-style-type: none"> a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. <p style="text-align: right;">End – Laboratory Science</p>	<p>Students critically evaluate current developments in biology, incorporating basic scientific facts to make their evaluation through Biology in the news, in-class presentations and class discussions</p> <p>A final assessment quiz that has specific ties to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 92% correct (down from 97% last year)</p>		
---	---	--	--	--

Faculty Member Completing Assessment: **Todd Kuykendall** _____ **June 2013** _____
Name *Date*

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area III: Laboratory Science

Class: Chemistry 113 – Chemistry for General Education

Faculty: Michelle Hughes

Common Core No.: NMCCN CHEM 1114

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>Students were assessed in regard to the following objectives. By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the history of chemistry and the development of chemistry as a science. 2. Classify matter as an element, compound, or mixture. 3. Describe the arrangement of basic subatomic particles and extend that information to understand differences in mass, stability, and reactivity of elements. 4. Use the Periodic Table of Elements and distinguish between metals, non-metals, and metalloids as well as outer shell (valence) electron arrangement. 5. Relate quantitative aspects of reaction and stoichiometry. 	<p>One 16 week CHEM 113 course was assessed during the Spring 2013 semester. Student knowledge was assessed through the comprehensive final which consisted of 100 multiple choice questions. Students were assessed using 25 of these questions.</p>	<p>Spring 13</p> <ul style="list-style-type: none"> • Objective 1 = 64.3% • Objective 2 = 89.3% • Objective 3 = 75.0% • Objective 4 = 89.3% • Objective 5 = 92.9% • Objective 6 = 54.3% 	<p>With the exception of Objectives 1 and 6 in both classes, the objective averages were above or at least the 70% proficiency mark.</p> <p>I will work to ensure that the topics covered in the final exam are thoroughly discussed in lecture next semester. I will incorporate more diagrams and explanations and ensure students thoroughly understand the material being presented.</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
6. Describe three broad categories of biochemicals: carbohydrates, lipids, and proteins.				

Faculty Member Completing Assessment: Michelle Hughes _____
Name

June 2013 _____
Date

Clovis Community College

Core Competencies Assessment 2012-2013—Area III: Laboratory Science

Class: Geology 113 – Physical Geology

Faculty: Todd Kuykendall for Harry Pomeroy

Common Core No.: NMCCN GEOL 114

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will describe the process of scientific inquiry.</p> <p>Students should:</p> <ul style="list-style-type: none"> a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world. 	<p>Students will work through problem using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Geology (e.g. – theories of geologic phenomenon, origin of the Earth) – In-class exercises, quizzes, lecture exams, labs</p>	<p>In-class student work showed improvement during the course in their in-class exercises, problem sets, lab activities, and discussion of current events in Geology as indicated by every one of the competencies meeting our desired minimum score of 70%.</p> <p>On the exit assessment test, given to 13 students during the fall and 14 students during the spring, results were as follows:</p> <p>Fall Comp. 1 = 85%</p> <p>Spring Comp. 1 = 79%</p>	<p>We use a minimum of 70% correct for each competency as the standard that we aspire to reach. Not all competences reached the benchmark during the 2012-2013 academic year (Comp 2 and 5 during the spring). Part of this was due to low participation rates in these courses and overall our science courses saw a decrease in assessment results. One of the main goals of the 2013-2014 academic year will be to overhaul our assessment approach and make sure the assessment method is adequately assessing these competencies.</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
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	Fall Comp. 2 = 77% Spring Comp. 2 = 58%		
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	Fall Comp. 3 = 70% Spring Comp. 3 = 72%		

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
4. Students will 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	Fall Comp. 4 = 77% Spring Comp. 4 = 86%		
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 discussion	Fall Comp. 5 = 70% Spring Comp. 5 = 65%		
End – Laboratory Science				

Faculty Member Completing Assessment: Todd Kuykendall June 2013
Name *Date*

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221)

Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) opportunity cost, comparative advantage, and exchange, supply and demand and equilibrium, fiscal and monetary policies</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p>	<p>Average = 4.30 93.2% of the students (41 out of 44) scored a 3 or higher on this assignment</p>	<p>Overall I am pleased with the assessment results for competencies 1-3. The scores are high and most students are passing with a 3 or higher.</p> <p>These assignments only count 5% of the students' total grade in the class. I found that during the spring semester especially, many students did not complete the assignment at all. It seems as though students don't feel it affects their grade much, so they just don't complete the assignments. Students expressed that they just don't like to write, so they didn't complete the assignment. I think this may skew the data some. Therefore beginning fall 2013, I will make these assignments count more of their grade (10%) to see if there is greater participation.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>																								
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p>Demonstrate an understanding of this competency at a rate of 70% or higher (average 3 or higher)</p>	Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific microeconomic topics I provided. Once they analyzed the statement using the microeconomic topics, they then had to determine whether or not their opinion of the statement was influenced once they considered the micro side of it. Assignments were scored on the same rubric as the first competency.	Average = 3.88 87.8% of the students (36 out of 41) scored a 3 or higher on this assignment																									
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p> <p>As it applies to the following topics showing an understanding with a 70% proficiency or higher (average of 3 or higher): Opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate demand and aggregate supply, supply of money, interest rates, fiscal and monetary policies, and trade restrictions (state competencies Nos. 1-5 and 7*) * meets NM business articulation competencies</p>	Assignment—students were required to pick a macroeconomic topic identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact and are affected by this economic topic.	Average = 4.07 90.0% of the students (27 out of 30) scored a 3 or higher on this assignment	<div><div><p>Overall Competency Average (Scale 1-5)</p><table><thead><tr><th>Category</th><th>2011-2012</th><th>2012-2013</th></tr></thead><tbody><tr><td>1</td><td>4.5</td><td>4.0</td></tr><tr><td>2</td><td>4.5</td><td>4.0</td></tr><tr><td>3</td><td>4.5</td><td>4.0</td></tr></tbody></table></div><div><p>Percentage of Students Scoring 70% (3) or Higher</p><table><thead><tr><th>Category</th><th>2011-2012</th><th>2012-2013</th></tr></thead><tbody><tr><td>1</td><td>90.0%</td><td>87.8%</td></tr><tr><td>2</td><td>90.0%</td><td>87.8%</td></tr><tr><td>3</td><td>90.0%</td><td>87.8%</td></tr></tbody></table></div></div>	Category	2011-2012	2012-2013	1	4.5	4.0	2	4.5	4.0	3	4.5	4.0	Category	2011-2012	2012-2013	1	90.0%	87.8%	2	90.0%	87.8%	3	90.0%	87.8%
Category	2011-2012	2012-2013																									
1	4.5	4.0																									
2	4.5	4.0																									
3	4.5	4.0																									
Category	2011-2012	2012-2013																									
1	90.0%	87.8%																									
2	90.0%	87.8%																									
3	90.0%	87.8%																									

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

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements																																																
<p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.</p> <p>4a—concepts of opportunity cost, comparative advantage and exchange(state competency No. 1*) 4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*) 4c—circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the responses of the economy to disturbances (state competency No. 3*) 4d—determinants of the demand of money, the supply of money and interest rates; and the role of financial institutions on the economy (state competency No. 4*) 4e—fiscal policies, monetary policies; how these affect the economy (state competency No. 5*) *Meets NM business articulation competencies End – Social/Behavioral Sciences</p>	<p>Quizzes and Assignments including graphical analysis.</p>	<p>Overall Objective Averages 4a = 79.8% 4b = 80.8% 4c = 80.6% 4d = 82.8% 4e = 78.4%</p> <p>Percentage of Students Scoring 70% or higher 4a = 81.5% 4b = 80.3% 4c = 78.9% 4d = 83.9% 4e = 77.6%</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Overall Objective Average</p> <table border="1"> <caption>Overall Objective Average Data</caption> <thead> <tr> <th>Competency</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr> <td>4a</td> <td>79.8%</td> <td>80.8%</td> <td>80.6%</td> </tr> <tr> <td>4b</td> <td>82.8%</td> <td>78.4%</td> <td>81.5%</td> </tr> <tr> <td>4c</td> <td>80.3%</td> <td>78.9%</td> <td>83.9%</td> </tr> <tr> <td>4d</td> <td>81.5%</td> <td>77.6%</td> <td>80.8%</td> </tr> <tr> <td>4e</td> <td>80.6%</td> <td>82.8%</td> <td>79.8%</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Percentage of Students Scoring 70% of Higher</p> <table border="1"> <caption>Percentage of Students Scoring 70% or Higher Data</caption> <thead> <tr> <th>Competency</th> <th>2010-2011</th> <th>2011-2012</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr> <td>4a</td> <td>81.5%</td> <td>80.3%</td> <td>78.9%</td> </tr> <tr> <td>4b</td> <td>83.9%</td> <td>77.6%</td> <td>80.8%</td> </tr> <tr> <td>4c</td> <td>80.8%</td> <td>82.8%</td> <td>79.8%</td> </tr> <tr> <td>4d</td> <td>80.6%</td> <td>81.5%</td> <td>80.3%</td> </tr> <tr> <td>4e</td> <td>79.8%</td> <td>80.6%</td> <td>82.8%</td> </tr> </tbody> </table> </div> </div>	Competency	2010-2011	2011-2012	2012-2013	4a	79.8%	80.8%	80.6%	4b	82.8%	78.4%	81.5%	4c	80.3%	78.9%	83.9%	4d	81.5%	77.6%	80.8%	4e	80.6%	82.8%	79.8%	Competency	2010-2011	2011-2012	2012-2013	4a	81.5%	80.3%	78.9%	4b	83.9%	77.6%	80.8%	4c	80.8%	82.8%	79.8%	4d	80.6%	81.5%	80.3%	4e	79.8%	80.6%	82.8%	<p>Last year, competency 4e was the only competency that was not met at a score of 70% or higher. (69.3% with 67.7% of the students scoring 70% or higher). This year I rearranged the chapters to that I could spend a little more time on these concepts. Students seemed to have a much better grasp. Overall I am very pleased with the results. Students met each of the objectives, with the exception of Competency 4e. The average barely fell below the 70% benchmark; however, only 67.7% of the students scored 70% or higher. Last year, this students scored well on this competency so I will continue and evaluate data next year for a possible trend.</p>
Competency	2010-2011	2011-2012	2012-2013																																																
4a	79.8%	80.8%	80.6%																																																
4b	82.8%	78.4%	81.5%																																																
4c	80.3%	78.9%	83.9%																																																
4d	81.5%	77.6%	80.8%																																																
4e	80.6%	82.8%	79.8%																																																
Competency	2010-2011	2011-2012	2012-2013																																																
4a	81.5%	80.3%	78.9%																																																
4b	83.9%	77.6%	80.8%																																																
4c	80.8%	82.8%	79.8%																																																
4d	80.6%	81.5%	80.3%																																																
4e	79.8%	80.6%	82.8%																																																

NM Business Articulation Competencies for Principles of Macroeconomics

Students should demonstrate an understanding of:

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

Faculty Member Completing Assessment:	<i>Robin Kuykendall</i>	<i>June 10, 2013</i>	<i>575.769.4916</i>
	<i>Name</i>	<i>Date</i>	<i>Phone Number</i>

Clovis Community College

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222)

Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2123

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) Opportunity cost, supply and demand, price elasticity of demand, supply and income elasticity, cost analysis and break-even analysis, labor and capital markets</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p>	<p>Average = 3.95 81.1% of the students (30 out of 37) scored a 3 or higher on this assignment</p>	<p>Overall I am pleased with the assessment results for competencies 1-3. The scores are high and most students are passing with a 3 or higher.</p> <p>These assignments only count 5% of the students' total grade in the class. I found that during the spring semester especially, many students did not complete the assignment at all. It seems as though students don't feel it affects their grade much, so they just don't complete the assignments. Students expressed that they just don't like to write, so they didn't complete the assignment. I think this may skew the data some. Therefore beginning fall 2013, I will make these assignments count more of their grade (10%) to see if there is greater participation.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>																								
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p>Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher)</p>	Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific microeconomic topics I provided. Once they analyzed the statement using the microeconomic topics, they then had to determine whether or not their opinion of the statement was influenced once they considered the micro side of it. Assignments were scored on the same rubric as the first competency.	Average = 4.58 93.5% of the students (29 out of 31) scored a 3 or higher on this assignment																									
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher): Opportunity cost, law of supply, law of demand, equilibrium, price elasticity of demand, utility analysis as it relates to consumer choice, cost analysis and break-even point as it relates to producer choice, various market structures, and price ceilings and floors (NM state competencies Nos. 1-7)</p>	Assignment—students were required to pick a macroeconomic topic identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact and are affected by this economic topic.	Average = 4.48 91.3% of the students (21 out of 23) scored a 3 or higher on this assignment	<div><div><p>Overall Competency Average (Scale 1-5)</p><table><thead><tr><th>Category</th><th>2011-2012</th><th>2012-2013</th></tr></thead><tbody><tr><td>1</td><td>4.5</td><td>4.2</td></tr><tr><td>2</td><td>4.5</td><td>4.5</td></tr><tr><td>3</td><td>4.5</td><td>4.5</td></tr></tbody></table></div><div><p>Percentage of Students Scoring 70% (3) or Higher</p><table><thead><tr><th>Category</th><th>2011-2012</th><th>2012-2013</th></tr></thead><tbody><tr><td>1</td><td>93.5%</td><td>93.5%</td></tr><tr><td>2</td><td>93.5%</td><td>93.5%</td></tr><tr><td>3</td><td>93.5%</td><td>93.5%</td></tr></tbody></table></div></div>	Category	2011-2012	2012-2013	1	4.5	4.2	2	4.5	4.5	3	4.5	4.5	Category	2011-2012	2012-2013	1	93.5%	93.5%	2	93.5%	93.5%	3	93.5%	93.5%
Category	2011-2012	2012-2013																									
1	4.5	4.2																									
2	4.5	4.5																									
3	4.5	4.5																									
Category	2011-2012	2012-2013																									
1	93.5%	93.5%																									
2	93.5%	93.5%																									
3	93.5%	93.5%																									

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

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>																																																																								
<p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. –</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher</p> <p>4a—opportunity cost (state competency No. 1*)</p> <p>4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*)</p> <p>4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*)</p> <p>4d—consumer choice including utility analysis (state competency No. 4*)</p> <p>4e—producer choice including cost analysis and break-even point (state competency No. 5*)</p> <p>4f—comparison and contrast of perfect competition, monopoly, monopolistic competition, and oligopoly (state competency No. 6*)</p> <p>4g—impact of government intervention in markets including price ceilings and price floors (state competency No. 7*)</p> <p>4h—role of labor and capital markets (state competency No. 8*)</p> <p>*Meets NM business articulation competencies</p> <p>End – Social/Behavioral Sciences</p>	Quizzes and Assignments including graphical analysis.	<p><u>Overall Objective Average</u></p> <p>4a = 83.0%</p> <p>4b = 83.0%</p> <p>4c = 80.5%</p> <p>4d = 84.5%</p> <p>4e = 76.1%</p> <p>4f = 74.6%</p> <p>4g = 78.6%</p> <p>4h = 81.6%</p> <p><u>Students scoring 70% or higher on each objective</u></p> <p>4a = 83.0%</p> <p>4b = 78.3%</p> <p>4c = 64.0%</p> <p>4d = 78.7%</p> <p>4e = 66.2%</p> <p>4f = 68.8%</p> <p>4g = 85.1%</p> <p>4h = 81.3%</p> <div><div><p>Overall Objective Average</p><table><thead><tr><th>Objective</th><th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr></thead><tbody><tr><td>1</td><td>83.0%</td><td>83.0%</td><td>80.5%</td></tr><tr><td>2</td><td>83.0%</td><td>83.0%</td><td>84.5%</td></tr><tr><td>3</td><td>80.5%</td><td>84.5%</td><td>76.1%</td></tr><tr><td>4</td><td>84.5%</td><td>76.1%</td><td>74.6%</td></tr><tr><td>5</td><td>76.1%</td><td>74.6%</td><td>78.6%</td></tr><tr><td>6</td><td>74.6%</td><td>78.6%</td><td>81.6%</td></tr><tr><td>7</td><td>78.6%</td><td>81.6%</td><td>81.3%</td></tr><tr><td>8</td><td>81.6%</td><td>81.3%</td><td>81.3%</td></tr></tbody></table></div><div><p>Percentage of Students Scoring 70% or higher</p><table><thead><tr><th>Objective</th><th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr></thead><tbody><tr><td>1</td><td>83.0%</td><td>78.3%</td><td>64.0%</td></tr><tr><td>2</td><td>78.3%</td><td>64.0%</td><td>78.7%</td></tr><tr><td>3</td><td>64.0%</td><td>78.7%</td><td>66.2%</td></tr><tr><td>4</td><td>78.7%</td><td>66.2%</td><td>68.8%</td></tr><tr><td>5</td><td>66.2%</td><td>68.8%</td><td>85.1%</td></tr><tr><td>6</td><td>68.8%</td><td>85.1%</td><td>81.3%</td></tr><tr><td>7</td><td>85.1%</td><td>81.3%</td><td>81.3%</td></tr><tr><td>8</td><td>81.3%</td><td>81.3%</td><td>81.3%</td></tr></tbody></table></div></div>	Objective	2010-2011	2011-2012	2012-2013	1	83.0%	83.0%	80.5%	2	83.0%	83.0%	84.5%	3	80.5%	84.5%	76.1%	4	84.5%	76.1%	74.6%	5	76.1%	74.6%	78.6%	6	74.6%	78.6%	81.6%	7	78.6%	81.6%	81.3%	8	81.6%	81.3%	81.3%	Objective	2010-2011	2011-2012	2012-2013	1	83.0%	78.3%	64.0%	2	78.3%	64.0%	78.7%	3	64.0%	78.7%	66.2%	4	78.7%	66.2%	68.8%	5	66.2%	68.8%	85.1%	6	68.8%	85.1%	81.3%	7	85.1%	81.3%	81.3%	8	81.3%	81.3%	81.3%	<p>Prior to this year, all objectives have met the benchmark of 70% of students scoring 70% or higher on all objectives. This year, although the overall averages for each objective was over 70%, there were 3 objectives in which less than 70% of the students met the 70% or higher objective. That included objectives 4c, 4e, and 4f (state objectives 3, 5, and 6 respectively). This has typically not been an issue, and this was consistent with the face-to-face classes and the online classes, as well as fall and spring classes.</p> <p>These objectives are very complex chapters and many students tend to struggle with these. My goal is to look at how I present the lecture for both face-to-face and online classes. I will add more in-class work and tutorials to monitor student learning prior to them completing the assessments.</p>
Objective	2010-2011	2011-2012	2012-2013																																																																								
1	83.0%	83.0%	80.5%																																																																								
2	83.0%	83.0%	84.5%																																																																								
3	80.5%	84.5%	76.1%																																																																								
4	84.5%	76.1%	74.6%																																																																								
5	76.1%	74.6%	78.6%																																																																								
6	74.6%	78.6%	81.6%																																																																								
7	78.6%	81.6%	81.3%																																																																								
8	81.6%	81.3%	81.3%																																																																								
Objective	2010-2011	2011-2012	2012-2013																																																																								
1	83.0%	78.3%	64.0%																																																																								
2	78.3%	64.0%	78.7%																																																																								
3	64.0%	78.7%	66.2%																																																																								
4	78.7%	66.2%	68.8%																																																																								
5	66.2%	68.8%	85.1%																																																																								
6	68.8%	85.1%	81.3%																																																																								
7	85.1%	81.3%	81.3%																																																																								
8	81.3%	81.3%	81.3%																																																																								

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:	<i>Robin Kuykendall</i>	<i>June 10, 2013</i>	<i>575.769.4916</i>
	<i>Name</i>	<i>Date</i>	<i>Phone Number</i>

Clovis Community College

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: PSY 101 Introduction to Psychology

Faculty: Dana Albright

Common Core No.: PSYC 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Essay questions, and four exams are required that cover each unit are correlated to a specific competency. Also a pre-test and post-test is completed. A paper and or presentation requires research on topics related to the course content. A project is required that allows them to have a better understanding of themselves and their world. Sample size was 40 on Pre-Test and Post-Test.</p>	<p>Average grades on the exams, project based activities and pre/post test indicate a pass rate of 78% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate allowing critical thinking regarding human behavior. Critical thinking will be emphasized in Competency 4 by selecting class projects that matches the social, economic, and ecological climate in the Social and Behavioral Sciences. They can also have a better understanding of how to improve their memory as well as how the left and right hemisphere of the brain differ in their functions. They also need to be more clear what critical thinking is and how to use it as the steps in the scientific method.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.	Average scores on the individual presentation indicated the following: Competency 1: 84% Competency 2: 80% Competency 3: 81% Competency 4: 85% (Each higher than the 75% benchmark)		
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete a paper or presentation to encourage a better understanding of themselves and others. They are also required to complete four exams, covering all the chapters in the text except one. A project is required that gives them a better understanding of themselves and their society.	A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (83%) as opposed to exams and discussions questions. The course is also offered online, where scores are within a normal standard deviation from the traditional course.	Instructions will be made more clear about what is expected on the paper and presentations.	Turnitin.com was implemented this semester for the papers and will be used again next year.

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.</p> <p>End – Social/Behavioral Sciences</p>	<p>Students are required to debate topics that integrate and measure all four competencies noted in the grading rubric. The debates are dedicated to an issue/concern related to each student's community. They complete a portfolio assignment encouraging in the topics and global social issues.</p>	<p>The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 86%. Students were more interested in national controversies as opposed to local and state issues. Abortion, the death penalty, same sex marriage, and gun control were the main issues they were interested in.</p>	<p>Will have students vote, prior to each class, concerning what issue they want to debate what they are most interested in.</p>	

Faculty Member Completing Assessment:

Dana Albright
Name

June 11, 2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: PSY 106 Human Growth and Development

Faculty: Dana Albright

Common Core No.: None

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Students complete four exams and a pre/post-test. They write a paper and short answer questions. The required exams and activities are matched to the state competencies and are identified as such. A paper and/or presentation requires research on topics related to course content. A project is required that allows them to have a better understanding of themselves and their world. Sample size was 18 on Pre and Post test.</p>	<p>Average grades on the exams (80%), post-test (82%) and paper (84%) exceeded the benchmark of (75%).</p>	<p>Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, and mastery. Though the benchmark was exceeded, revisions should be made to reflect a global perspective of current events. They also can improve their understanding of anecdotal evidence as compared to scientific evidence. Marcia's identity status will be clearly explained. Each stage of Erikson's theory will be more clearly explained.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Revisions and innovations are essential to meeting each competency addressed by the state.</p>
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other</p>	<p>Prior to required group activities and individual presentations students are provided with a grading rubric that matches the expectations implied in all four competencies. Previous units have addressed each competency before the assignment.</p>	<p>Average scores on the projects indicated the following: Competency 1: 84% Competency 2: 80% Competency 3: 81% Competency 4: 85%</p>		

Page 2 of 3 Course: PSY 106

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
societies and cultures in the world.				
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 87%. 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. Instructions will be made more clear about what is expected on the paper and presentation.	Turnitin.com was implemented this semester for the papers and will be used again next semester.
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 issued.	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 (84%). Abortion, same sex marriage, death penalty, and gun control were the main issues they were interested in this year.	Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in. Will allow students to vote on what topic they wish to debate prior to the next class meeting.	

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

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

Faculty Member Completing Assessment:

Dana Albright
Name

June 11, 2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: PSY 201 Child Psychology

Faculty: Dana Albright

Common Core No.: None

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Four (4) exams, essay questions and pre-test/post-test for each unit are correlated to a specific competency. This is required for the online class also. A paper and/or presentation requires research on topics related to course content. A Three Ages project gives them a better understanding of the theory of Jean Piaget. Sample size was 15 on the Pre and Post Test.</p>	<p>Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 79% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to encourage social consciousness. Critical thinking will be emphasized in Competency 4 with a class project that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.</p>	<p>Average scores on the individual presentation indicated the following: Competency 1: 80% Competency 2: 83% Competency 3: 82% Competency 4: 79%</p> <p>(Each higher than the 75% benchmark)</p>	<p>Will continue to improve their understanding of Piaget's Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interview children of three different age groups and compare their findings to Piaget's Theory. They also can improve their understanding of Freud's Theory, how correlation</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
			does not prove causation, prenatal genetic tests, and Harry Harlow's experiment and Erikson's theory.	
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to write a paper or give a presentation that gives them a better understanding of how society shapes human behavior. They are also required to complete four exams covering all the chapters in the text except one.	A summary analysis of final scores was higher for this activity (84%) than for exams and discussions questions (79%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	Will have the paper and presentation give more focus on the influence of society on their behavior. Also will make the instructions more clear about what is expected on the paper and presentation.	Turnitin.com was implemented for use on their paper and will continue to use it in future semesters.
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.	A required project designed to understand Piaget's Theory and integrate all four competencies is required of each student. They are also required to complete a paper or presentation that serves them a more in depth analysis of a topic in the text book.	The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 87% will allow students to vote on what topic. They will debate prior to the next class meeting. Abortion, the death penalty for those younger than 18 years of age, and legalizing marijuana were issues they were interested in prior years.		

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

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

Faculty Member Completing Assessment:

Dana Albright
Name

June 11, 2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013, Area IV: Social and Behavioral Science

Class: SOC 101 Introduction to Sociology

NM Common Core number: SOCI 1113

Faculty: J. Scott Richeson

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Essay questions on exam 1 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).</p>	<p>The average score on exam 1 for the academic year was 71 percent.</p>	<p>Students tend to struggle with the theoretical approaches and research methodology. There is also a “learning curve” when it comes to expectations for essay exams. Instructors will devote more time to preparing students to succeed on exams and understand research methodology. Use of multimedia will enhance this goal.</p>	
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Essay questions on exam 2 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).</p>	<p>The average score on exam 2 for the academic year was 84 percent.</p>	<p>Students do better here, which is partly due to the content and experience with exam 1. Greater effort will be made to integrate cultures in the world.</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
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.	Essay questions on exam 3 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).	The average score on exam 3 for the academic year was 82 percent.	Students tend to succeed in this area. Greater effort will be made to focus on how social groups shape 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.	Students are required to complete two formal essays which correlate to this competency area. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).	The average score for all formal essays for the academic year was 72 percent.	Although the instructions for these essays are quite clear, many students fail to read them or ignore them. For example, there are students who submit plagiarized papers or papers below the minimum length requirement. Greater effort will be made to communicate to students the expectations for their written work.	
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment:

J. Scott Richeson
Name

May 15, 2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: DNC 101 Introduction to Dance

Faculty: Jan Williams

Common Core No.: DANC 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)			
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).	My assessment tool is a pre/post test assessing the level of knowledge associated with dance technique, origin and historical events. Students are to increase their level of knowledge by 20% from a pretest to a post test.	The pretest average for fall/spring was 68% and the post test average was 72%. Only 2 of 18 students increased by 20%, and 11 of 18 students increased by 5 to 15%, which still showed improvement.	I like this assessment tool, but I am not pleased with the results. I have concluded that my questions do not correlate well with my lectures. Because this course is still very new to me, I realize it will take some time, trial and error to formulate an assessment that I feel will work best. Next year I want to assess all four competencies. For competency one, I will be using an assignment. For competencies 2, 3 and 4, I will be using the final exam. I will be dropping the pre/post test.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.			

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p>End – Humanities/Fine Arts</p>				

Faculty Member Completing Assessment:

Jan Williams
Name

6/25/13
Date

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

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: ENG 202 Literature-Short Story

Faculty: Janett Johnson

Common Core No.: ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	<p>Students are required to complete 7 written assignments (2 pages minimum) and partake in 16 discussions to complete this course. Additionally, students take a multiple/match midterm and final.</p> <p><u>Assignment 1:</u> Students had to define the meaning of the term literary canon or comment on the concept of literature in 21st century of America.</p> <p><u>Assignment 2:</u> Students had to create a glossary of literary terms that encompass the unit “Short story.”</p> <p><u>Assignment 3:</u> Students were required to argue what short story that is not in the reader for this course and that they have read belongs to the literary canon. Students also had to support their claim by implementing their gained</p>	<p>Students exceeded the 75% benchmark. The students that had difficulties with this assignment forgot to have a reference/Bibliography page and/or had difficulties with the English language and research skills.</p>	<p>I will encourage students even more to engage the help of online tutoring services to brush up on their English and research as well as research format skills. In my syllabus I referred to “Brainfuse”, but I will also address this issue directly in my future announcements.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	<p>knowledge.</p> <p><u>Assignment 4:</u> Students were asked to choose and analyze a poem they have read in class and that is their favorite. They also had to explain why this specific poem is their favorite.</p> <p><u>Assignment 5:</u> Students had to choose one of the poems in the reader and connect it with lyrics of a song of their liking. They had to show a link in their content/form/meaning/message by giving examples from the text. Students also had to attach the lyrics.</p> <p><u>Assignment 6:</u> Students were required to create another glossary of literary terms the encompass drama.</p> <p><u>Assignment 7:</u> Students had to re-write a dialogue of one the three movies they watched and</p>		

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	change the outcome.		
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Students participated actively in 16 discussions that addressed and exhibited different times of literature. Students were analyzing and comparing different readings in regards to politics, geography, economics, societal expectations and “norms,” history, culture, and religion. Besides posting their thoughts, students had to reply in a meaningful and reflective way to two other students’ post.	Students exceeded the 75% benchmark. Due to previous assignments throughout this course, they were exposed to readings of different time periods and by using students’ papers from their book as guide. Through their discussions and lectures they were provoked to expand their horizon and draw parallels.	Please view # 1.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	The viewing of three movies and the writing of a new dialogue and ending encouraged students to think “outside” the box and to put their own experiences/reflections in the creation of their own dialogue and ending.	Students exceeded the 75 % benchmark.	Since I want this class be exemplary in regards to the experience of “diversity of the human experience,” I will ask students to videotape themselves for their introductory part of discussion one.	
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression.	The readings of stories, plays, poetry, and of the writers’/poets’ background enhanced the knowledge of the past and the connection between cultures, history, the willingness and ability to create, as well as the different forms of societies. Additionally, the discussion board will offer a platform for reflection, analysis, and connection.	Students exceeded the 75% benchmark.	I will ask students to use the discussion board to ask each other questions to probe more into depth in the assigned inquiries. Additionally, I will require students to videotape their poetry presentation (Students have to write a poem and then present it in written format) so that they experience what it means to be a poet and find a sense of fulfillment and pride for their own creation.	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: center;">End – Humanities/Fine Arts</p>				

Faculty Member Completing Assessment:

Janett Johnson
Name

June 17, 2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: ENG 202 Types of Lit/ short story

Faculty: Paul Nagy

Common Core No.: ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	All students took a comprehensive essay exam. Each question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on skills of literary analysis for short fiction, and common ideas and themes presented in the short stories and raised in discussions and in projects. The final essay questions evaluated students' understanding of key ideas and topics presented in the class materials.	The mean score on the final exam was calculated at 77.2, with a benchmark of 75. The benchmark was reached.	Though the benchmark was reached, I will encourage students to engage the help of online tutoring and CCC Writing Center services to brush up on their exam writing skills.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	The final exam essay questions were linked to one or more of the course objectives that address the Area V state competencies. Questions recalled course materials and their comparisons and contrasts with other forms of fiction and literature.			
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Questions on the final exam included a historical perspective on the development of short fiction in the United States and elsewhere.			
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and	The exam tested student recall of discussion and course material coverage of issues of class, race, religion, and the role of those phenomena in public discourse in America as related to and revealed in short stories .			

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p>End – Humanities/Fine Arts</p>				

Faculty Member Completing Assessment: Paul Nagy _____ July 2013 _____
Name
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: ENG 211 Introduction to Literature

Faculty: Janett Johnson

Common Core No.: ENGL 2213

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	<p>Students are required to complete 7 written assignments (2 pages minimum) and partake in 16 discussions to complete this course. Additionally, students take a multiple/match midterm and final.</p> <p><u>Assignment 1:</u> Students had to define the meaning of the term literary canon or comment on the concept of literature in 21st century of America.</p> <p><u>Assignment 2:</u> Students had to create a glossary of literary terms that encompass the unit “Short story.”</p> <p><u>Assignment 3:</u> Students were required to argue what short story that is not in the reader for this course and that they have read belongs to the literary canon. Students also had to support their claim by implementing their gained knowledge.</p> <p><u>Assignment 4:</u> Students were asked to choose and analyze a poem they have read in class and that is their favorite. They also had to explain why this specific poem is their favorite.</p> <p><u>Assignment 5:</u> Students had to choose one of the poems in the reader and connect it with lyrics of a song of their liking. They had to show a link in their content/form/meaning/message by giving examples from the text. Students also had to attach the lyrics.</p> <p><u>Assignment 6:</u> Students were required to create another</p>	<p>Students exceeded the 75% benchmark. The students that had difficulties with this assignment did not attach a Reference/Bibliography page. Additionally, some students had difficulties with the English language and research skills.</p>	<p>I will encourage students even more to engage the help of online tutoring and CCC Writing Center services to brush up on their English and research as well as research format skills by referring back to the syllabus where I displayed addressed of tutor sites like “Brainfuse.”</p> <p>Additionally, I also will attach a link to our library online databases and explain to the students how they can use this very beneficial tool for their own research for this course.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	glossary of literary terms the encompass drama. <u>Assignment 7:</u> Students had to re-write a dialogue of one the three movies they watched and change the outcome.		
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Students will have to respond weekly to a prompt that asks for analysis, connections, reflections, and insights on readings (in context with history, politics, society, religion, economy, culture, economics, etc.). In addition to the response, students have to reply to two classmates' prompts.	Students exceeded the 75% benchmark. Due to previous assignments throughout this course, they were exposed to readings of different time periods and by using students' papers from their book as guide. Through their discussions and lectures they were provoked to expand their horizon and draw parallels.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	The viewing of three movies and the writing of a new dialogue and ending encouraged students to think "outside" the box and to put their own experiences/reflections in the creation of their own dialogue and ending.	Students met the 75 % benchmark.	For my summer class, I will ask the students again to create their own brief movie clips for the poetry presentations so they can experience the diversity of the "human experience" in their own lives and experience the art of performing and get a glimpse of the work involved.

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p>End – Humanities/Fine Arts</p>	<p>The readings of stories, plays, poetry, and of the writers'/poets' background enhanced the knowledge of the past and the connection between cultures, history, the willingness and ability to create, as well as the different forms of societies. The active participation on the discussion platform also contributes to the accumulation of this competency.</p>	<p>Students exceeded the 75% benchmark.</p>	<p>Please view # 3.</p>	

Faculty Member Completing Assessment:

Janett Johnson
Name

June 15, 2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: German 101 Beginning German I

Faculty: Janett Johnson

Common Core No.: GERM 1114

The work of 12 students was assessed.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100.	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	Students were required to complete 10 homework assignments, take 10 quizzes and participate in 10 discussions (one student lead the discussions and prepared those) that addressed movies and readings as well as the culture of Germany to complete this course. Students also watched 2 German movies with subtitles to gain knowledge in history and culture. Additionally, students took a written and reading midterm and a written/reading/and PowerPoint oral presentation.	Students exceeded the 85% benchmark. The students that had difficulties with this assignment did not complete the assignments or failed to prepare well for the tests.	I will encourage students to be more actively involved in their own learning experience by utilizing time in class for review of vocabulary on note cards.	

Page 2 of 4 Course: German 101
NMCCN: GERM 1114

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100.	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Students participated actively in 10 discussions that addressed and exhibited different times of German culture. Students were analyzing and comparing different readings/experiences/movies/ in regards to politics, geography, economics, societal expectations and “norms,” history, culture, and religion.	Students exceeded with 90% in this category. Through their discussions and lectures they were provoked to expand their horizon and draw parallels.	Students enjoyed their “coffee-corner” where we discussed current political, economically, and cultural differences.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	The viewing of two movies and the writing of a movie critique encouraged students to think “outside” the box and to put their own experiences/reflection and insights in their writing.	Students exceeded the 90 % benchmark.		

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

Page 3 of 4 Course: German 101
NMCCN: GERM 1114

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100.	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p>End – Humanities/Fine Arts</p>	<p>With the help of the movies and readings/watching news, and discussions students were able to compare/contrast their own lives in the U.S with the lives of people who live in Germany/Europe.</p>	<p>Students exceeded the 90% benchmark.</p>	<p>Students enjoyed the reflections and comparison/contrast momentums tremendously since it provoked them to look outside their own lives.</p>	

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

Page 4 of 4 Course: German 101
NMCCN: GERM 1114

Faculty Member Completing Assessment:

Janett Johnson
Name

17/06/2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: HIST 101 Survey of American History to 1865

Faculty: Michael Powers

Common Core No.: HIST 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 101 class of twenty (20) students exceeded the benchmark of 70%. The mean score for the final exam was 85.64 while the median score was 86.50.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating an incremental sequence of student comprehension of the course objectives and competencies.

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

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

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: right;">End – Humanities/Fine Arts</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

Faculty Member Completing Assessment: Michael Powers _____ May 9, 2013 _____
NameDate

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: HIST 102 Survey of American History since 1865

Faculty: Michael Powers

Common Core No.: HIST 1213

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 102 class of twenty students exceeded the benchmark of 70%. One section of fourteen students had a mean score of 86.65 while the median score was 91.00.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.

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

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

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: right;">End – Humanities/Fine Arts</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

Faculty Member Completing Assessment: Michael Powers _____ May 9, 2013 _____
NameDate

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: HIST 121 World Civilization I

Faculty: Michael Powers

Common Core No.: HIST 1053

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.		

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

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

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

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: right;">End – Humanities/Fine Arts</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

Faculty Member Completing Assessment: Michael Powers _____ January 7, 2013 _____
NameDate

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: SPAN 101 Beginning Spanish I

Faculty: Lorenza Hernandez

Common Core No.: SPAN 1114

Number of students assessed: 85

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	<p>Instrument: Final Exam</p> <p>The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left.</p> <p>A Final exam was given to students in Spanish 101.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 89 % of the students were successful in mastering the vocabulary presented.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 76% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verb <i>ser</i>. Knowledge of this verb, which is a very difficult concept in any language, improved to 86% of the students who were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Adjectives form, position and agreement. The knowledge of this grammatical structure was good with 87% of the</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>Vocabulary is an essential structure for learning Spanish.</p> <p>Knowledge of vocabulary in academic year 2012-2013 improved some from last year.</p> <p>The verb <i>ser</i> while a difficult structure, improved from last academic year. The hands on activities will continue to improve even more the learning of this most difficult structure.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		<p>students being successful.</p> <p>(OB# 1, 3) Spanish 101 Numbers 1-1000. Knowledge of numbers was excellent with 98% of the students being successful.</p> <p>(OB# 1, 3) Spanish 101 Tener verb. Knowledge of “tener” was good. 84% of the students were successful in this grammatical structure.</p>	
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).		<p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 60% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 70% of the students were successful in this grammatical structure.</p>	<p>Students continue to struggle with interrogative words. I will continue to find other ways to teach this structure and improve the outcome of learning this grammatical structure.</p> <p>The percentage of this structure decrease. Additional focus will be on the presentation of this structure including hands on activities that will continue to improve students’ understanding.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		<p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives decreased from last year. 70% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 2, 3, 4) Spanish 101 Culture; Spanish Speaking countries presented in the text. This was the second year that the cultural themes were presented in this course. The students' knowledge of this structure was average with 71% being successful.</p>	<p>Possessive adjectives decreased from last year. More time will be spent on this grammatical structure to improve outcome.</p> <p>The culture presented in the text was presented in Spanish. I believe that time has to be taken to make sure the students understand what the text presented. Focus on providing discussions in class to make sure that reading of cultural information is comprehended.</p> <p>I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency.</p> <p>More focus on the teaching of this structure will emphasize more practice using these verbs in daily life situations.</p> <p>Those areas that were average (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.				
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and				

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

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

Lorenza Hernandez
Name

May 23, 2013
Date

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: SPAN 102 Beginning Spanish II

Faculty: Lorenza Hernandez

Common Core No.: SPAN 1124

Number of students assessed: 30

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	<p>Spanish 102 Beginning Spanish second semester.</p> <p>Instrument: Final Exam</p> <p>The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives #1, #2, #3, and #4 listed to the left.</p>	<p>(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 86% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 <i>Saber/ Conocer</i> was mastered by 72% of the students. Knowledge of these verbs was average.</p> <p>(OB# 1,3) Spanish 102 Stem-Change Verbs. Knowledge of Stem-Change Verbs was mastered by 89% of the students</p> <p>(OB# 1,3) Spanish 102 Adverbs. Knowledge of Adverbs was mastered by 88% of the students.</p> <p>(OB# 1,3) Spanish 102 Present Progressive. Knowledge of present</p>	<p>The grammatical structures of “Saber/ Conocer” and Stem- Change verbs were presented in the second semester Spanish courses in 2012-2013 academic year. These structures are a more advanced which made more sense to the second semester Spanish students.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		<p>progressive verbs was mastered by 97% of the students. These students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Direct Objects pronouns. Knowledge of object pronouns was good 84% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Indirect Object Pronouns. Knowledge of Indirect Object Pronouns was average 79% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 90% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of Imperfect verbs was</p>	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		average 74% of the students were successful in this grammatical structure.	
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).		(OB# 1, 2, 3, 4) Spanish 102 Culture; Spanish Speaking countries presented in the text. This is the second year that the cultural themes were presented in this course. The students' knowledge of this structure was good with 86% being successful.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.			

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p>End – Humanities/Fine Arts</p>				

Faculty Member Completing Assessment:

Lorenza Hernandez
Name

May 23, 2013
Date

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

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: THTR 111 – Introduction to Theater

Faculty: Christy Mendoza

Common Core No.: THTR 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	Students were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective.	Overall average on pre-test was 36%. Overall average on post-test was 70% Questions 1, 2, & 6 Pre-Test Average Score =62% Post-Test Average Score =62%	The benchmark was met for objectives 2 and 4, but was less than 70% for objectives 1 and 3. Students need more work on critical thinking and analyzing the script of classic plays. As a class we read and analyze several plays together. Next semester, I plan to add an assignment where students will have to read and analyze a play script individually in order to help build their critical thinking skills.
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).	Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.	Questions 3, 5, 7, & 12 Pre-Test Average Score = 21% Post-Test Average Score = 79%	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		Questions 10 & 11 Pre-Test Average Score = 21% Post-Test Average Score = 64%	I think this will be improved with the above assignment. In addition, I plan reevaluate the questions to better reflect this objective.
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.		Questions 4, 8, & 9 Pre-Test Average Score =38% Post-Test Average Score = 71%	

Faculty Member Completing Assessment:

Christy Mendoza

Name

May 9,2013

Date