

## Clovis Community College

### Core Competencies Assessment 2013-2014—Area IV: Social and Behavioral Science

**Class: HIST 102 Survey of American History since 1865**

**Faculty: Vicki Bridinger De Leon**

**NMCCN: 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>
<p><b>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</b></p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Collected and compiled from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 25% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 17 students took the final exam: 90.3%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Collected and compiled from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 30% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 17 students took the final exam: 91.3%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</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><b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>Collected and complied from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 26% prior knowledge  The students exceeded the 70% benchmark.  Final Exams= 17 students took the final exam: 88.6%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>
<p><b>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. –</b> 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>Collected and complied from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 45% prior knowledge  The students exceeded the 70% benchmark.  Final Exams= 17 students took the final exam: 93.7%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning. I will also work on continuing to help students play an active role in Clovis, New Mexico, and in the US.</p>

**Faculty Member Completing Assessment: Vicki Bridinger De Leon**

**Date: May 12, 2014**

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

Clovis Community College

**Class Assessment 2013-2014**

**Class: HIST 102 Survey of American History since 1865 Spring 2014**

**Faculty: Michael Powers**

**NMCCN: 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.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 102 class of thirteen students exceeded the benchmark of 70%. The mean score was 90.65 while the median score was 91.00.  The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

**Page 2 of 2 . . . . Course: Hist 102 Survey of American History since 1865 Spring 2014**

<p><b><u>Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p><b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)</p>	<p><b><u>Assessment Results</u></b></p>	<p><b><u>How Results Will Be Used To Make Improvements</u></b></p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.</p>		<p>Course Goals:</p> <p>To understand the individual role of economy, society, government, religion, and culture in American history</p> <p>To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States</p> <p>To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society</p> <p>To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world</p>	

**Faculty Member Completing Assessment: Michael Powers**

**Date: 5/30/14**

*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  
**Area V: Humanities and Fine Arts**  
**Class Assessment 2013-2014**

**Class: PHIL 201 Introduction to Philosophy**  
**NMCCN: 1113**

**Faculty: Paul Sukys**

<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><b>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</b></p>	<p><u>Review Questions Unit 1</u> is the instrument used to assess student learning.. (Questions and Rubric are attached.)</p>	<p>Students averaged 82.96%, which exceeds a benchmark of 75%.            N= 33</p>	<p>The Rubric will be modified to provide students with a more precise explanation of the term “Standard” in Criterion 10.</p>

**Faculty Member Completing Assessment: Paul Sukys**

**Date: 5/14/14**

**Reviewed by: Paul Nagy**  
 (Division chair)

**Date: 8/4/14**

# Clovis Community College

## Class Assessment 2013-2014

**Class: ART 101 Drawing I CRN: 10015**

**Humanities and Fine Art – Area V**

**Faculty: Carolyn Lindsey**

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.

CCC Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities												
<b>1. Students will follow directions.</b>	<p>Since this is a studio class and is skill oriented, the state competencies are not required. See note above.</p> <p>Because drawing is a skill that must be acquired during the course of the semester, “re-do’s” are allowed on up to three projects without a reduction in the grade. Having the option of “redeeming” themselves through “re-dos” students develop the skills necessary to become good in this medium. However, for the purpose of assessment, the final project does not allow re-do’s since it is done during the final two days of class. It is a way of testing the students to see if they have learned from previous projects.</p> <p>The final assessment was used to determine the students success in the class.</p> <p>Six criteria were judged, with each criteria given from 1 – 5 in points. 5= excellent; 4=good; 3=average; 2=improvement needed; 1=poor; 0= did not do. For our benchmark, 70% of students should score above average.</p>	52 students were assessed in Art 101  <table border="1"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>2</td><td>5</td><td>16</td><td>30</td></tr> </table> 95% of students scored “3” or above.	Rubric Score	1	2	3	4	5	No of Students	0	2	5	16	30	Benchmark was met. Students followed most directions. The instructor has the students copy the instructions from the board in their sketch book for clarity.	
Rubric Score		1	2	3	4	5										
No of Students		0	2	5	16	30										
<b>2. VALUE (element of art) is used appropriately.</b>		<table border="1"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>3</td><td>19</td><td>16</td><td>14</td></tr> </table> 95% of students scored “3” or above .	Rubric Score	1	2	3	4	5	No of Students	0	3	19	16	14	Benchmark was met. Since use of correct value is essential to a successful drawing, the instructor will have students complete additional value drills including value gradation and showing more examples.	
Rubric Score		1	2	3	4	5										
No of Students		0	3	19	16	14										
<b>3. COLOR (element of art) is used appropriately.</b>		Color was not applicable.	Color was not applicable.	Color was not applicable.												
<b>4. SPACE (element of art) is used appropriately.</b>	<table border="1"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>2</td><td>17</td><td>23</td><td>10</td></tr> </table> 95% of students scored “3” or above .	Rubric Score	1	2	3	4	5	No of Students	0	2	17	23	10	Benchmark was met. Results show more time needs to be spent on perspective exercises.		
Rubric Score	1	2	3	4	5											
No of Students	0	2	17	23	10											
<b>5. SHAPE(element of art) is used appropriately.</b>	<table border="1"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>2</td><td>6</td><td>11</td><td>26</td></tr> </table> 95% of students scored “3” (average) or above.	Rubric Score	1	2	3	4	5	No of Students	0	2	6	11	26	Benchmark was met. . No improvements were needed.		
Rubric Score	1	2	3	4	5											
No of Students	0	2	6	11	26											
<b>6. LINE (element of art) is used appropriately.</b>	<table border="1"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>0</td><td>15</td><td>20</td><td>17</td></tr> </table> 95% of students scored “3” (average) or above on the attached rubrics	Rubric Score	1	2	3	4	5	No of Students	0	0	15	20	17	Benchmark was met. Improvement over previous year.		
Rubric Score	1	2	3	4	5											
No of Students	0	0	15	20	17											
<b>7. TEXTURE AND PATTERN (element of art) is used appropriately.</b>	<table border="1"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>3</td><td>5</td><td>13</td><td>24</td></tr> </table> 90% of students scored “3” (average) or above.	Rubric Score	1	2	3	4	5	No of Students	0	3	5	13	24	Benchmark was met, although it won’t hurt to show more examples of texture as well demonstrations to achieve texture	.Examples of the use of texture in artwork t was shown in class.	
Rubric Score	1	2	3	4	5											
No of Students	0	3	5	13	24											

Area V Assessment Contact Person: Carolyn Lindsey  
Name

5/20/2014  
Date