

CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

General Education
Assessment Report 2016-2017

Submitted to: New Mexico Higher Education Department

www.clovis.edu/assessment

December 14, 2017

Contact Person

Raymond Walker
Clovis Community College
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Institution Name: Clovis Community College
Core Competencies Report

Attachments:

Area I Communications	Contact Person <u>Raymond Walker/Janett Johnson</u>
Area II Math—Algebra	Contact Person <u>Raymond Walker /Todd Kuykendall</u>
Area II Math—Other Math	Contact Person <u>Raymond Walker /Todd Kuykendall</u>
Area III Laboratory Science	Contact Person <u>Raymond Walker /Todd Kuykendall</u>
Area IV Social/Behavioral Sciences	Contact Person <u>Raymond Walker /Monica Sanchez</u>
Area V Humanities/Fine Arts	Contact Person <u>Raymond Walker /Monica Sanchez</u>

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

Attested:

Robin Jones

Chief Academic Officer Printed Name

Chief Academic Officer Signature

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General Education Assessment Reports

Area I: Communications

Interpersonal communication (COMM 101/NMCCN COMM 1213)
Public Speaking (COMM 102/NMCCN COMM 1113)
English Composition (ENG 102/NMCCN ENGL 1113)
English Composition & Research (ENG 104/NMCCN ENGL 1123)
Technical and Professional Writing I (ENG 233/NMCCN ENGL 2113)

Area II: Mathematics

College Algebra (MATH 110/NMCCN MATH 1113)
Statistics (STAT 213/NMCCN MATH 2114)

Area II: Other college-level Mathematics

Math for General Education (MATH 113/ NMCCN General Education Elective) *Recommended for liberal arts majors, but not acceptable for business and science majors*

Area III: Laboratory Sciences

Human Biology & Lab (BIOL 115/NMCCN BIOL 1124)
Human Anatomy and Physiology I & II (BIOL 211 & 212/NMCCN General Education Elective)
Microbiology (BIOL 222/NMCCN General Education Elective)
Chemistry for General Education & Lab (CHEM 113/NMCCN CHEM 1114)
General Chemistry I & Lab (CHEM 151/NMCCN CHEM 1214)
General Chemistry II & Lab (CHEM 152/NMCCN CHEM 1224)
Survey of Physics & Lab (PHYS 113/NMCCN General Education Elective)
General Physics I & Lab (PHYS 151/NMCCN PHYS 1114)
General Physics II & Lab (PHYS 152/NMCCN PHYS 1124)

Area IV: Social/Behavior Sciences

Principles of Macro Economics (ECON 221/NMCCN ECON 2113)
Principles of Micro Economics (ECON 222/NMCCN ECON 2123)
Introductory Psychology (PSY 101/NMCCN PSYC 1113)
Human Growth & Development (PSY 106/ NMCCN General Education Elective)
Child Psychology (PSY 201/ NMCCN General Education Elective)
Introductory Sociology (SOC 101/NMCCN SOCI 1113)
Contemporary Social Issues (SOC 212/NMCCN SOCI 2113)
Child, Family, and Community (SOC 215/NMCCN SOCI 2213)

Area V: Humanities and Fine Arts

Drawing I & II (ART 101 & 102/NMCCN General Education Elective)
Design I (ART 106/ NMCCN General Education Elective)
Art Appreciation (ART 131/NMCCN ARTS 1113)
Photography I (ART 210/ NMCCN General Education Elective)
Digital Photography (ART 217/NMCCN General Education Elective)
Painting I & II (ART 221 & 222/NMCCN General Education Elective)
Art History I (ART 261/NMCCN ARTS 2113)
Introduction to Dance (DNC 101/NMCCN DANC 1013)
Types of Literature/Short Story (ENG 202/NMCCN ENGL 2343)
Introduction to Literature (ENG 211/NMCCN ENGL 2213)
Beginning German I & II (GER 101 & 102/NMCCN GERM 1114 & 1124)
Survey of American History to 1865 (HIST 101/NMCCN HIST 1113)
Survey of American History since 1865 (HIST 102/NMCCN HIST 1213)
World Civilization I & II (HIST 121 & 122/NMCCN HIST 1053 & 1063)
New Mexico History (HIST 203/NMCCN HIST 2113)
Music Appreciation (MUS 113/NMCCN MUSI 1113)
Beginning Spanish I & II (SPAN 101 & 102/NMCCN 1114 & 1124)

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: COMM 101 - Interpersonal Communication

Faculty: Simon Chavez

Common Core No.: NMCCN COMM 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>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p>Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>The students in Interpersonal Communication are assessed through the use of exams, project, 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, each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>During the Summer, Fall and Spring semesters, 369 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores.</p> <p>By this fourth essay (out of four):</p> <p>85% of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>4% of the students show some understanding of the material but have some difficulty applying the concepts.</p> <p>1% of the students neither understand nor attempt to apply the concepts in their essay.</p> <p>10% did not submit any essays.</p>	<p>During the Summer, Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>Over 85% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 78%. This year I had the Writing Center come in and present to each section on writing academic papers.</p> <p>For the students that made up the 4% and 1%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center.</p> <p>10% 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. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.</p>
<p>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</p> <p>Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<p>Students completed a writing essay on Nonverbal Communication.</p>	<p>82 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>5% of the students show some understanding of the material but have some difficulty applying the concepts.</p>	<p>Over 82% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. While accomplishing this goal, I will work with students on giving better instructions so this standard can be higher next time.</p> <p>For the students that made up the 5% and 3%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in</p>

Clovis Community College

Core Competencies Assessment 201-2017—Area I: Communication

Page 2 of 4 Course: COMM 101 – Interpersonal Communication

Common Core No.: NMCCN COMM 1213

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
		<p>3% of the students neither understand nor attempt to apply the concepts in their essay.</p> <p>10% did not submit any essays.</p>	<p>these groups next assessment year. I will also encourage students to visit the Writing Center for assistance.</p> <p>10% 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. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.</p>
<p>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).</p>	<p>Students completed a special project using media and technology to help explain any topic covered in the course. For example, if the topic is Nonverbal Communication, students identified video clips from the internet that would demonstrate this topic.</p>	<p>85 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>3% of the students show some understanding of the material but have some difficulty applying the concepts.</p> <p>2% of the students neither understand nor attempt to apply the concepts in their essay.</p> <p>10% did not submit any essays.</p>	<p>Over 85% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. I am happy with this result; it was improved from last assessment year from 78%. I gave better instructions and gave an example of the work to be completed.</p> <p>For the students that made up the 3% and 2%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year.</p> <p>10% 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. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.</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.

Clovis Community College
Core Competencies Assessment 201-2017—Area I: Communication

Page 3 of 4 Course: COMM 101 – Interpersonal Communication

Common Core No.: NMCCN COMM 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>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.</p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>During the Fall and Spring semesters, 190 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores.</p> <p>By this fourth essay (out of four):</p> <p>85 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>4% of the students show some understanding of the material but have some difficulty applying the concepts.</p> <p>1% of the students neither understand nor attempt to apply the concepts in their essay.</p> <p>10% did not submit any essays.</p>	<p>During the Summer, Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>Over 85% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 78%. This year I had the Writing Center come in and present to each section on writing academic papers.</p> <p>Fort the students that made up the 4% and 1%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center.</p> <p>10% 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. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.</p>
<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</p> <p>Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<p>Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p>	<p>During the Fall and Spring semesters, 190 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores.</p> <p>By this fourth essay (out of four):</p> <p>85 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p>	<p>During the Summer, Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>Over 85% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 78%. This year I had the Writing Center come in and present to each section on writing academic papers.</p> <p>Fort the students that made up the 4% and 1%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in</p>

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Clovis Community College

Core Competencies Assessment 201-2017—Area I: Communication

Page 4 of 4 Course: COMM 101 – Interpersonal Communication

Common Core No.: NMCCN COMM 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>
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6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I	Students completed group discussions throughout the semesters on topics ranging from 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.	Students received classroom participation points for the In-Class sections. Students in the online section completed graded discussions.	I will continue on using these methods with both In-Class and Online, but will encourage more class discussions covering more topics since students really participate in these discussions.

Faculty Member Completing Assessment: Simon Chavez

Date: 6/6/17

Reviewed by: Raymond Walker
(Division chair)

Date: 6/19/17

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Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: COMM 102 Public Speaking

Faculty: Simon Chavez

Common Core No.: NMCCN COMM 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 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.</p>	<p>Students develop critiquing skills with publisher provided speeches and instructor feedback, These skills are then applied to critiquing 4 different peer speeches and continuously evaluated for further development by the instructor. These are then attached to the Speech Rubric for additional instruction.</p>	<p>Peer critique forms are distributed to students prior to presentation of peer speeches. Total number of students is 159 from Summer 2016, Fall 2016, and Spring 2017.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">21</td> <td style="text-align: center;">8</td> <td style="text-align: center;">29</td> <td style="text-align: center;">101</td> <td style="text-align: center;">82%</td> </tr> </tbody> </table>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	21	8	29	101	82%	<p>Comparison of student comments and omissions will emphasize strongly developed areas along with areas that need additional clarification and development. Attached peer evaluation forms are included. Emphasis of detailed comments is stressed for all speeches.</p>										
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21	8	29	101	82%																			
<p>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.</p>	<p>Students are required to present 6 speeches in this class: 2 Impromptu, 1 Narrative, 2 Informative, and 1 Persuasive. Students must develop and construct a speech goal, thesis statement, introduction, develop main points, support main points with sub-points, integrate outside sources, and a conclusion for each speech. The assessment tool for this section is a speech from each class that is delivered $\frac{3}{4}$ through</p>	<p>2a. Speech Goal</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">15</td> <td style="text-align: center;">36</td> <td style="text-align: center;">104</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table> <p>2b. Thesis Statement</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">15</td> <td style="text-align: center;">36</td> <td style="text-align: center;">104</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	4	15	36	104	88%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	4	15	36	104	88%	<p>While there are times that it is difficult to give every student 1 on 1 time, I have found through my comments on their speech rubrics and evaluation forms that I can effectively critique and give valuable comments for the further development of each student in their quest to become a stronger speaker. This number has decreased from the previous year by only 2% but will work on</p>
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Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communication

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results					How Results Will Be Used To Make Improvements																				
	the semester and their final speeches. Benchmark: 75% of students are required to receive a score of average or better on the assessment results.	2c. Organization of Main Points <table border="1" data-bbox="952 405 1727 585"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">4</td> <td align="center">15</td> <td align="center">36</td> <td align="center">104</td> <td align="center">88%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	4	15	36	104	88%	attaining higher numbers by providing more reviewing materials with additional examples when needed.										
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.																							
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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).	Students are required to present 1 Informative and 1 Persuasive speech where they create a survey of 5-7 questions to analyze their prospective audience in relation to their chosen topic. Students then gather, organize, and present the material best suited for their audience within the strongest rhetorical context. Students are required to use PowerPoint™ slide shows using text, photos, video, audio, chart and graphs with a minimum of 5 slides for both speeches.	3a. Survey & Analysis <table border="1" data-bbox="952 697 1727 874"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">18</td> <td align="center">7</td> <td align="center">62</td> <td align="center">72</td> <td align="center">84%</td> </tr> </tbody> </table> 3b. PowerPoint™ Visual Aid <table border="1" data-bbox="952 954 1727 1145"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">19</td> <td align="center">17</td> <td align="center">79</td> <td align="center">44</td> <td align="center">77%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	18	7	62	72	84%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	19	17	79	44	77%	Most students now have fundamental computer skills. PowerPoint is required for 2 speeches and may be used for a third. Slides are evaluated on the level of content, persuasive appeal, clarification of details, and if it enhances the speech or is a deterrent. Percentage has decreased, next year will work on improving numbers by providing more instructions and finding more examples to help with this assignment.
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Core Competencies Assessment 2016-2017—Area I: Communication

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 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.</p>	<p>Classroom time is spent lecturing, providing examples through videos and in class exercises that provide critical information, clarification, and skills practice on the speech making process: Planning, Organizing, Research & Development, Revising & Editing and Presentation. Students are required to use a standard outline format common to Public Speaking courses throughout the US. Each speech has a specific rubric that evaluates students on their outline, organization, specific speech competencies and delivery. Students are also required to write 4, 1 page essays focusing on research, organization/prioritizing, personal strengths/weaknesses, and persuasion. These essays reinforce lecture information by placing theory into application on a personal level.</p>	4a. Delivery					<p>Emphasis of papers is to strengthen weak areas, while reinforcing strengths of each student. Application from papers and lecture is then applied in each speech and reinforced through the duration of the class. Outline numbers increased by 8 % because this year an outline example for students was provided. Essays also had an example provided and numbers remained consistent.</p>										
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		4b. Outline															
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Core Competencies Assessment 2016-2017—Area I: Communication

Page 4 of 5 Course: COMM 102 - Public Speaking

Common Core No.: NMCCN COMM1113

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>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<p>Three of the student speeches require the use of outside sources. Each speech rubric has a section for evaluation of student’s sources. The emphasis of quality over quantity is stressed. Students are instructed on how to evaluate which source is stronger based on their topic selection. Students are instructed on how to conduct research using various resources including: library databases, electronic resources, interviews, books, periodicals, journals and other sources. Emphasis is placed on the ethical responsibility of the student to support their speech without plagiarizing, misinforming, or distorting information. These speeches include a section to evaluate sources and reference pages as required by the assignment. A reference page in APA format is required.</p>	<p>5a. Documentation & Oral Citations</p>					<p>Most students grasp these concepts. Focus is on using stronger sources rather than the easiest source (Internet). Evaluation of sources for strength and reliability is crucial in both informative and persuasive speeches based on the chosen topic. All sources are evaluated by the instructor. For future courses a rubric for assessing strength of sources for student evaluation is needed for students to review prior to completion of this assignment. An example was provided on reference page for student to use, causing an increase in the percentage for this assignment. Will continue to provide example for future courses.</p>						
<table border="1"> <thead> <tr> <th># of students Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">26</td> <td align="center">6</td> <td align="center">48</td> <td align="center">79</td> <td align="center">80%</td> </tr> </tbody> </table>		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.		26	6	48	79	80%	
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.									
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<p>5b. Reference Page</p> <table border="1"> <thead> <tr> <th># of students .Needs Improvement</th> <th># of students Average</th> <th># of Students Above Average</th> <th># of Students Excellent</th> <th>Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center">6</td> <td align="center">6</td> <td align="center">36</td> <td align="center">111</td> <td align="center">92%</td> </tr> </tbody> </table>		# of students .Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	6	6	36	111	92%		
# of students .Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.									
6	6	36	111	92%									

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 2016-2017—Area I: Communication

Page 5 of 5 Course: COMM 102 - Public Speaking

Common Core No.: NMCCN COMM1113

<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>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>The origin and nature of public speaking is one of civic discourse. COMM 102 Public Speaking adheres to its roots and requires students to present speeches on issues ranging from current events, US governmental policies/issues, science/technology, to national, regional, and local issues. Lectures and activities are used to highlight the differences between fact, opinion, inferences, and logical fallacies.</p>	<p align="center">Civic Discourse Topics</p> <table border="1"> <thead> <tr> <th data-bbox="949 405 1113 536"># of students Needs Improvement</th> <th data-bbox="1113 405 1267 536"># of students Average</th> <th data-bbox="1267 405 1422 536"># of Students Above Average</th> <th data-bbox="1422 405 1576 536"># of Students Excellent</th> <th data-bbox="1576 405 1731 536">Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center" data-bbox="949 536 1113 603">6</td> <td align="center" data-bbox="1113 536 1267 603">2</td> <td align="center" data-bbox="1267 536 1422 603">31</td> <td align="center" data-bbox="1422 536 1576 603">120</td> <td align="center" data-bbox="1576 536 1731 603">95%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	6	2	31	120	95%	<p>Topic selection for a speech is a personal choice of interest and knowledge. This competency works best for the persuasive speech. All speeches engage in civic discourse by nature of the assignment. Research and develop an evaluation for inferences, facts, and opinions.</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.													
6	2	31	120	95%													

Faculty Member Completing Assessment: Simon Chavez

Date: 05/31/2017

Reviewed by: Raymond Walker

(Division chair)

Date: 06/09/2017

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 2016-2017—Area I: Communications

Class/Semester(s): English 102/2016-2017

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy

Common Core No.: ENG 102/NMCCN ENGL 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results based on</u> <u>Writing Rubric</u> N=344	How Results Will Be Used To Make Improvements																														
<p>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.</p>	<p>A total of students (N)_were assessed: 344</p> <p>Outcomes Assessment Rubric</p> <p>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.</p> <table border="1" data-bbox="824 600 1563 730"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>39</td> <td>156</td> <td>142</td> <td>87%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 863 1563 1029"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>51</td> <td>121</td> <td>162</td> <td>82%</td> </tr> </tbody> </table> <p>Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.</p> <table border="1" data-bbox="824 1136 1563 1267"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>22</td> <td>166</td> <td>149</td> <td>92%</td> </tr> </tbody> </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"	7	39	156	142	87%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	10	51	121	162	82%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	7	22	166	149	92%	<p>The benchmark has been met.</p>
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"																													
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Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

**Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy
NMCCN ENGL 1113**

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"
10	46	132	156	84%

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"
9	54	124	157	82%

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"
9	55	139	141	81%

The benchmark has been met.

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

**Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy
NMCCN ENGL 1113**

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

Students should:

Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (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"
8	43	151	142	85%

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"
5	34	143	162	89%

The benchmark has been met.

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

**Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy
NMCCN ENGL 1113**

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"
9	56	156	123	81%

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"
8	56	156	124	81%

The benchmark has been 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 support ideas without plagiarizing, misinforming or distorting.

N: 311 Students were assessed for this objective.

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"
20	45	121	125	80%

The benchmark has been met.

Even though the benchmark has been met, our faculty will have a dialogue about requiring each student to complete the work for this objective.

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

**Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy
NMCCN ENGL 1113**

		<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>44</td> <td>143</td> <td>95</td> <td>77%</td> </tr> </tbody> </table> <p>Works Cited (MLA) entries or References (APA) entries and page are formatted accurately and correctly.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>130</td> <td>121</td> <td>81%</td> </tr> </tbody> </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"	29	44	143	95	77%	(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"	30	30	130	121	81%	<p>The benchmark has been met. Please note comments above.</p>
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"																			
29	44	143	95	77%																			
(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"																			
30	30	130	121	81%																			
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p>	<p>For this objective, 344 students were assessed.</p>	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>44</td> <td>165</td> <td>129</td> <td>86%</td> </tr> </tbody> </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"	6	44	165	129	86%	<p>The benchmark has been met.</p>										
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"																			
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All class assessment forms are due to your division chair by July 1.

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy
NMCCN ENGL 1113

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 of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
11	48	133	152	83%

The benchmark has been met.

Faculty Member Completing Assessment: Janett Johnson

Reviewed by:

(Division chair)

Date: 07/012/2017

Date:

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class/Semester(s): English 104/2016-2017

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy, Tametrya Myers

Common Core No.: ENG 104

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results based on Writing Rubric</u> N=301	How Results Will Be Used To Make Improvements																														
<p>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p>Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>A total of students (N) were assessed: 367</p> <p>Outcomes Assessment Rubric</p> <p>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.</p> <table border="1" data-bbox="824 643 1563 778"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>33</td> <td>79</td> <td>177</td> <td>85%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 911 1563 1075"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>23</td> <td>92</td> <td>178</td> <td>90%</td> </tr> </tbody> </table> <p>Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.</p> <table border="1" data-bbox="824 1214 1563 1350"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>32</td> <td>100</td> <td>158</td> <td>86%</td> </tr> </tbody> </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"	12	33	79	177	85%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	8	23	92	178	90%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	11	32	100	158	86%	<p>The benchmark has been met.</p>
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"																													
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Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy

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"
13	31	78	179	85%

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"
7	31	82	181	87%

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"
9	31	98	163	87%

The benchmark has been met.

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy

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"
12	34	87	168	85%

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"
9	31	95	166	87%

The benchmark has been met. =)

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy

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"
14	30	105	152	85%

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"
16	32	100	153	84%

The benchmark has been 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 support ideas without plagiarizing, misinforming or distorting.

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"
17	46	87	151	80%

The benchmark has been met.

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy

		<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>48</td> <td>99</td> <td>130</td> <td>76%</td> </tr> </tbody> </table> <p>Works Cited (MLA) entries or References (APA) entries and page are formatted accurately and correctly.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>33</td> <td>83</td> <td>168</td> <td>83%</td> </tr> </tbody> </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"	24	48	99	130	76%	(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"	17	33	83	168	83%	<p>The benchmark has been met.</p>
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"																			
24	48	99	130	76%																			
(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"																			
17	33	83	168	83%																			
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p>		<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>25</td> <td>120</td> <td>147</td> <td>89%</td> </tr> </tbody> </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"	9	25	120	147	89%	<p>The benchmark has been met.</p>										
(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"																			
9	25	120	147	89%																			

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 102/2016-2017

ENG 102

Faculty: Janett Johnson, Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter, Vondale Mann, Annetta Lasley, Terry Murphy

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 of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	32	81	178	86%

The benchmark has been met.

Faculty Member Completing Assessment: Janett Johnson

Date: 07/13/2017

Reviewed by:

(Division chair)

Date:

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class/Semester(s): English 233.3N0 Technical Communication 1 Fall 2016

Faculty: Gina Hochhalter

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results based on</u> <u>Pre/Post MC Test and</u> <u>Technical Descriptions Writing</u> <u>Assignment</u></p> <p style="text-align: center;">N=8</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</p>
<p>Course Objectives Students will...</p> <ol style="list-style-type: none"> 1. Understand the basic components of technical descriptions, definitions, reports, and process explanations, and identify additional common concepts of technical writing to include audience, purpose, jargon, ethics, format, and visuals. 2. Be able to edit technical expressions for correctness, conciseness, accuracy, and clarity. 3. Write technical communication documents such as the research report and technical description with the accuracy of structure, organization, and style appropriate to accommodating purpose and audience. 4. Be able to use basic methods of research and documentation including on-line research. Writers will be able to synthesize and integrate material from sources with their own ideas in a research report. 	<p>A total of <u>8 students (N)</u> were assessed.</p> <p>The two assessment tools used were the 1) Pre/Post multiple choice test (Objective #1) and 2) a Technical Descriptions writing assignment written by students ¾ way through the semester (Objectives #2-4).</p> <p>BENCHMARKS:</p> <ol style="list-style-type: none"> 1) Multiple choice: I would expect a 10% increase in the average of overall scores between pre and post. <p>This test asked general, almost simple questions about clarity/grammar, audience/purpose, tense/voice, graphics, design, types of technical communication, and APA format mechanics.</p> <ol style="list-style-type: none"> 2) Technical Descriptions: 100% of students should meet all categories in the rubric at 85% or higher. <p>The assignment was to write a technical description to both high-tech and low-tech audiences.</p>	<p>Pre/Post MC Test <u>The pre-test:</u> Average Score: 72% Highest Score: 88% Lowest Score: 52% Time to take test: 19:51</p> <p><u>The post-test:</u> Average Score: 76% Highest Score: 94% Lowest Score: 58% Time to take test: 11:51</p> <p><i>Differences:</i> Average score: + 4% Highest score: + 6% Lowest score: + 4% Time to take test: - 8 minutes</p>	<p>Obviously, + 4% is not much of an improvement, even if a score of 94% on the post-test might be noteworthy. What is important to me is that students figured out that the post-test was worth 0 points of their final grade and spent a whopping 8 minutes less on the post test.</p> <p>If this course is to be taught in its current format Fall of 2017 – currently, a committee is writing objectives for this course, which will more than likely require the entire course be changed – I would review the test, ask less obvious questions (I think 72% on the pre-test is way too high, so they must seem like common knowledge questions instead of expertise questions) and grade the post-test by making it part of the formal Final</p>

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 233.3N0 Technical Communication 1 Fall 2016

Faculty: Gina Hochhalter

	<p>The rubric for the Technical Descriptions Assignment is <u>basic, maybe even too simplistic, and still under revision</u> for Assessment purposes. However, here is the rubric categories and points used.</p> <p>Description 1: Grammar, accuracy, conciseness, and sentence clarity. ___/20</p> <p>Word choice is consistent with Audience expectations. ___/10</p> <p>Description 2: Grammar, accuracy, conciseness, and sentence clarity. ___/20</p> <p>Word choice is consistent with Audience expectations. ___/10</p> <p>Both: Format of Technical Descriptions are accurate. ___/20</p> <p>An image or graphic has been included as a design element. ___/20</p> <p>Total = ___/100</p>	<p>Fall 2016 ----- Technical Descriptions Writing Assignment Average out of 100: 98% Lowest: 93% (1) Highest 100% (3)</p> <p>As a comparison point: Fall 2015, N=11 ----- Average out of 100: 93.8% Lowest: 82% (1) Highest 100% (4)</p>	<p>The writing assignment is much more sufficient in giving me an idea of how the course is going. Grammar, clarity, format, word choice, audience, and design are all a part inherently of this assignment.</p> <p>Improvement: It's difficult to say how I will use this information to improve the course only because of the change in outcomes that is sure to alter the current course. Because of the success with the Technical Descriptions Assignment later in the semester, there is relatively good evidence that students are meeting the objectives of the course as stated at present. The MC test should be altered to reflect the actual learning levels of the course.</p>
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All class assessment forms are due to your division chair by July 1.

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 233.3N0 Technical Communication 1 Fall 2016

Faculty: Gina Hochhalter

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Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 233.3N0 Technical Communication 1 Fall 2016

Faculty: Gina Hochhalter

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area I: Communications

Class: English 233.3N0 Technical Communication 1 Fall 2016

Faculty: Gina Hochhalter

<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>			
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p>			

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area II: Mathematics—Algebra

Class: MATH 110 COLLEGE ALGEBRA

Faculty: MARY E. 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 construct and analyze graphs and/or data sets. Students should:</p> <p>a. Sketch the graphs of linear, quadratic, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</p> <p>b. Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions such as end behavior, intercepts and asymptotes.</p> <p>c. Determine the key features a function such as domain/range, intercepts, and asymptotes.</p>	<p>The assessment is for two online sections of College Algebra that were offered in the Fall 2016 and Spring 2017. The assessment is based on a set of four general and 33 specific objectives that are common across all sections. The four general objectives (listed in the column to the right) are also correlated to the four Core Competencies. Thirty-one of 33 specific objectives correlate to the concepts listed in the Competencies column and the remaining two are objectives at the local level that pertain to systems of equations. The course objectives were provided to students as part of the syllabus at the beginning of the semester and referenced again near the end of the semester. The assessment instrument was a 33 question comprehensive online free-response final exam that was correlated to the set of specific objectives. An objective was considered “mastered” if 70% or more of the students answered a correlated final exam question correctly.</p>	<p>The four general objectives and specific objectives of the course are in alignment with the Core Competencies. The assessment results indicate that all four general objectives for the course were “mastered” and of the 33 specific course objectives, eight were “not mastered”.</p> <p>General Objective 1: The student should understand the basic concepts of graphing functions, 77%.</p> <p>The specific objective that was “not mastered”: Sketch the graph of a logarithmic function making use of basic transformation techniques and determining the domain/range and asymptotes, 48%. This corresponds to Core Competencies 1a, 1b, 1c.</p>	<p>To address the results of objectives that were “not mastered”, the following improvements will be made:</p> <p>A video to supplement the online course material will be made addressing how to graph logarithmic functions with different bases along with the function’s key features such as domain, range, intercepts and asymptote. Basic transformations will be reviewed including the impact on the parent logarithmic function and its key features.</p>

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>2. Students will use and solve various kinds of equations. Students should:</p> <ul style="list-style-type: none"> a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula. b. Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations. c. Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function. 		<p>General Objective 2: The student should be able to use and solve various kinds of equations, 73%.</p> <p>Three specific objectives that were “not mastered”:</p> <ul style="list-style-type: none"> 1. Solve an equation using inverse operations for powers/roots, specifically to solve a radical equation, 56%. This corresponds to Core Competency 2b. 2. Determine the inverse of a function, 59%. This corresponds to Core Competency 2c. 3. Solve a system of two or three linear equations, specifically solve a system of three linear equations, 64%. (This concept is not a Core Competency.) 	<p>Students have no problem solving a radical equation but even more emphasis will be put on why such equations must be checked for extraneous roots.</p> <p>A video to supplement the online course material will be made showing the step-by-step algebraic method for finding the inverse of a function and how the properties of a function and its inverse are related.</p> <p>Continue to emphasize to students that a system of equations CAN be checked.</p>
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <ul style="list-style-type: none"> a. Correctly use function notation and the vocabulary associated with function. b. Describe the implications of key features of a function with respect to its graph and/or in relation to its real world context. 		<p>General Objective 3: The student should be able to demonstrate an understanding of function, the use of function notation and vocabulary, and perform operations on functions, 80%.</p> <p>The specific objective that was not mastered: Determine if a function is even, odd, or neither, 66%. This correlates to Core Competency 3b.</p>	<p>A video will be developed to supplement the online course material discussing what symmetries make a graph even or odd and how to determine algebraically if a function is even or odd or neither.</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>
<p>4. Students will demonstrate problem solving skills within the context of mathematical application.</p> <p>Students should:</p> <ol style="list-style-type: none"> Apply the knowledge of functions to identify an appropriate type of function to solve application problems Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. Interpret the results of application problems in terms of their real world context. <p style="text-align: center;">End – Area II - Algebra</p>		<p>General Objective 4: The student should be able to demonstrate problem solving skills within the context of mathematical applications, 71%</p> <p>There were three specific objectives “not mastered”:</p> <ol style="list-style-type: none"> Use and understand slope as a rate of change, specifically to find the average rate of change, 50%. This correlates to Core Competency 4c. Solve an application problem requiring the maximization or minimization of a quadratic function, specifically to maximize the area of a rectangle using a quadratic function, 54%. This correlates to Core Competency 4b Apply the knowledge of functions to identify an appropriate type of function to solve an applications problem, specifically to determine how long it takes for money to increase to a certain amount, 66%. This correlates to Core Competency 4a. 	<p>Continue to emphasize to students that the average rate of change can be negative.</p> <p>Continue to emphasize to students where the maximum or minimum of a quadratic function occurs and how to interpret the information given by the vertex.</p>

Faculty Member Completing Assessment: MARY E. CAFFEY

Date: MAY 17, 2017

Reviewed by:

(Division chair's 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 2016-2017—Area II: Mathematics—Algebra

Class: Math 110 – College Algebra n = 32 Face-to-face students only

Faculty: Erin Schwertner-Watson

<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 construct and analyze graphs and/or data sets. Students should:</p> <p>a. Sketch the graphs of linear, quadratic, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</p> <p>b. Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions such as end behavior, intercepts and asymptotes.</p> <p>c. Determine the key features a function such as domain/range, intercepts, and asymptotes.</p>	<p>A combination of a midterm and final exam were utilized to assess students on these objectives. Questions assessing competency <i>a</i> were strictly free-hand graphing. Questions used to assess competency <i>b</i> were embedded as multiple parts to the graphing questions. Questions used to assess competency <i>c</i> were strictly multiple choice questions.</p> <p>All competencies were assessed with a benchmark of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies.</p>	<p>Overall success for the objective was 71%.</p> <p>This has improved from last academic year. In competency <i>a</i>, while having slightly lower achievement than last year at 61%, students showed considerable improvement in the more difficult graphs. Competency <i>b</i> had improved proficiency at 67% and competency <i>c</i> also improved to 86%.</p>	<p>Video tutorials and solutions for free-hand graphing homework assignments will be added with the intention of improving competency <i>a</i>.</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 use and solve various kinds of equations. Students should:</p> <p>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</p> <p>b. Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations.</p> <p>c. Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function.</p>	<p>A combination of a midterm and final exam were utilized to assess students on these objectives. All questions for this competency were multiple choice.</p> <p>All competencies were assessed with a benchmark of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies.</p>	<p>Success for the objective was 63% overall.</p> <p>Competency <i>a</i> had 63% success, competency <i>b</i> had 75% success (the highest of the three) and competency <i>c</i> had 52% success.</p> <p>Of the questions used to assess competency <i>c</i>, students struggled significantly with finding the domain of a function from the equation.</p>	<p>More in-class time will be used to practice with domains of functions using the equation.</p>
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <p>a. Correctly use function notation and the vocabulary associated with function.</p> <p>b. Describe the implications of key features of a function with respect to its graph and/or in relation to its real world context.</p>	<p>A combination of a midterm and final exam were utilized to assess students on these objectives. All questions for this competency were multiple choice.</p> <p>All competencies were assessed with a benchmark</p>	<p>Overall objective success was 77%.</p> <p>Competency <i>a</i> and competency <i>b</i> were both exactly 77% proficiency.</p>	<p>No changes are planned.</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies.		
<p>4. Students will demonstrate problem solving skills within the context of mathematical application.</p> <p>Students should:</p> <ol style="list-style-type: none"> Apply the knowledge of functions to identify an appropriate type of function to solve application problems Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. Interpret the results of application problems in terms of their real world context. <p style="text-align: center;">End – Area II - Algebra</p>	<p>A combination of a midterm and final exam were utilized to assess students on these objectives. All questions for this competency were multiple choice.</p> <p>All competencies were assessed with a benchmark of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies.</p>	<p>Overall objective success was 61%.</p> <p>Competency <i>a</i> proficiency was 63%, competency <i>b</i> proficiency was 52% and competency <i>c</i> was 67%.</p> <p>The multiple choice answers for these questions were chosen to anticipate different common mistakes among students. A trend among students is misreading certain key words within some of the word problems such as missing “squared” or “cubed”.</p>	<p>Questions tied to this objective will be examined more closely to determine if the students are simply missing the questions because of the wording or if it is because of not understanding the material.</p> <p>Also, reordering of the material will be considered so that review questions can be embedded in more of the subsequent homework.</p>

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

Date: 6/8/2017

Reviewed by:

(Division chair's 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 2016-2017—Area II: Mathematics—Liberal Arts Mathematics

Class: Math 113 (online only)

Faculty: Erin Schwertner-Watson

Common Core No.: Math for General Education

n = 59

<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 construct and analyze graphs and/or data sets. Students should:</p> <ul style="list-style-type: none"> a. Gather and organize information b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 59 students in four traditional classes. Questions for competency 1 were restricted to Test #4 (Ch 5 & 6). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 84%.</p> <p>All individual components of this competency were 76% and above.</p>	<p>I will continue to revise course objectives that are used to support this competency as needed.</p>
<p>2. Students will use and solve various kinds of equations. Students should:</p> <ul style="list-style-type: none"> a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 59 students in four traditional classes. Questions for competency 2 were included in Test #1 and Test #2. (Ch 1, 2 & 10). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 64%.</p> <p>Students scored below the target on components <i>b</i> and <i>c</i>.</p>	<p>I will continue to revise course objectives that are used to support this competency.</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>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <ul style="list-style-type: none"> a. Translate mathematical information into symbolic form. b. Define mathematical concepts in student’s own words. c. Use basic mathematical skills to solve problems. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 59 students in four traditional classes. Questions for competency 3 were included in Test #2 and Test #3 (Ch 2, 10, 11, 3 & 4). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 83%.</p> <p>All individual components of this competency were 78% and above.</p>	<p>I will continue to revise course objectives that are used to support this competency as needed.</p>
<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ul style="list-style-type: none"> a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application. d. Draw conclusions and communicate findings. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 59 students in four traditional classes. Questions for competency 3 were restricted to Test #3 (Ch 4). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 70%.</p> <p>Students scored below the target on parts <i>b</i> and <i>c</i> of this competency.</p>	<p>I will continue to revise course objectives that are used to support this competency.</p>

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 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>
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Faculty Member Completing Assessment: Erin Schwertner-Watson

Date: 6/21/2017

Reviewed by:
 (Division chair's name)

Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—Area II: Mathematics—Liberal Arts Mathematics

Class: Math 113

Faculty: Erin Schwertner-Watson

Common Core No.: Math for General Education

n = 82

<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 construct and analyze graphs and/or data sets. Students should:</p> <ul style="list-style-type: none"> a. Gather and organize information b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 82 students in four traditional classes. Questions for competency 1 were restricted to Test #4 (Ch 5 & 6). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 86%.</p> <p>All individual components of this competency were 80% and above.</p>	<p>I will continue to revise course objectives that are used to support this competency as needed.</p>
<p>2. Students will use and solve various kinds of equations. Students should:</p> <ul style="list-style-type: none"> a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 82 students in four traditional classes. Questions for competency 2 were included in Test #1 and Test #2. (Ch 1, 2 & 10). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 67%.</p> <p>Students scored below the target on components <i>b</i> and <i>c</i>.</p>	<p>I will continue to revise course objectives that are used to support this competency.</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>3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:</p> <ul style="list-style-type: none"> a. Translate mathematical information into symbolic form. b. Define mathematical concepts in student’s own words. c. Use basic mathematical skills to solve problems. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 82 students in four traditional classes. Questions for competency 3 were included in Test #2 and Test #3 (Ch 2, 10, 11, 3 & 4). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 86%.</p> <p>All individual components of this competency were 82% and above.</p>	<p>I will continue to revise course objectives that are used to support this competency as needed.</p>
<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ul style="list-style-type: none"> a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application. d. Draw conclusions and communicate findings. 	<p>Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 82 students in four traditional classes. Questions for competency 3 were restricted to Test #3 (Ch 4). Target achievement is 70%, however, results for this year will be used as a baseline for future modification of the course.</p>	<p>Overall success of this competency was 75%.</p> <p>Students scored below the target on parts <i>b</i> and <i>c</i> of this competency.</p>	<p>I will continue to revise course objectives that are used to support this competency.</p>

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

Date: 6/21/2017

Reviewed by:
(Division chair's name)

Date:

Clovis Community College

Core Competencies Assessment 2016-2017—Area II: Mathematics—Statistics

Class: STAT 213 – Statistical Methods 1

Faculty: Erin Schwertner-Watson

Common Core No.: MATH 2113

n = 13

<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 construct and analyze graphs and/or data sets. Students should:</p> <ul style="list-style-type: none"> a. Organize data and display frequency distribution and find percentile points and ranks for the distribution b. Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences 	<p>A comprehensive paper final was administered at the end of each semester.</p> <p>Competency <i>a</i> was assessed using free-response style questions. Competency <i>b</i> was assessed using primarily free-response style questions and one multiple choice question.</p> <p>Target benchmark for each competency is 70%.</p>	<p>The overall success of the objective was 66%, with competency <i>a</i> having 54% and competency <i>b</i> having 77%.</p> <p>Students struggle more so with percentile and rank in competency <i>a</i>.</p>	<p>More percentile and rank practice will be incorporated into the course.</p>
<p>2. Students will use and solve various kinds of questions. Students should:</p> <ul style="list-style-type: none"> a. Compute mean, median, mode, and standard deviation. b. Calculate the least squares regression equation and the correlation coefficient. c. Determine basic probabilities and probabilities associated with the standard normal curve. d. Understand the binomial distributions and its properties 	<p>A comprehensive paper final was administered at the end of each semester.</p> <p>Competencies <i>a, b, c</i> and <i>d</i> were assessed using only multiple choice questions. Competencies <i>e</i> and <i>f</i> were assessed using only free-response style questions. Competencies <i>g</i> and <i>h</i> were assessed using a</p>	<p>Overall success of the objective was 77%.</p> <p>Competencies <i>a – f</i> exceeded the benchmark of 70%, which is more than the previous year. Problematic competencies are <i>g – i</i>, which each had proficiency percentages of 65% or less.</p>	<p>Additional emphasis will be made on constructing confidence intervals, calculating the margin of error and practicing notation used for proportions and means.</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>
e. Compute sampling distributions of sample means f. Compute the mean and standard deviation of sample means g. Calculate margin of error given sample size and sample size given margin of error. h. Construct confidence intervals for population means and proportions. i. Calculate test statistics	combination of free-response and multiple choice questions. Competency <i>i</i> was assessed with a multiple choice question. Target benchmark for each competency is 70%.		
3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should be able to: a. Use Z-scores appropriately b. Construct probability distributions c. Write confidence intervals d. Understand the Central Limit Theorem and when to apply it e. Write null and alternate hypotheses f. Understand the concept of significance level and P values g. Apply the steps for inference/hypothesis testing h. Describe the basic elements of sampling and experimental design i. Define parameters and statistics	A comprehensive paper final was administered at the end of each semester. Competencies <i>a, d, e</i> and <i>f</i> were assessed using only multiple choice questions. Competencies <i>b, c, g, h</i> and <i>i</i> were assessed using only free-response style questions. Target benchmark for each competency is 70%.	Overall proficiency for the objective was 79%. Only competencies <i>d</i> and <i>g</i> were below the 70% benchmark.	More class time will be devoted to working with the Central Limit Theorem and performing hypothesis tests.

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<p>Competencies (Learning Outcomes Being Measured)</p>	<p>Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p>Assessment Results</p>	<p>How Results Will Be Used To Make Improvements</p>
<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ul style="list-style-type: none"> a. Determine appropriate methods to display data b. Compare measures using Z-scores c. Identify and analyze outliers d. Use least-square regression equations to predict values e. Select appropriate sampling techniques f. Determine if random variables are continuous or discrete g. Choose and construct appropriate hypothesis tests for population means and proportions <p>End Area II – Statistics</p>	<p>A comprehensive paper final was administered at the end of each semester.</p> <p>Competencies <i>a, b, d, e</i> and <i>f</i> were assessed using only multiple choice questions. Competencies <i>c</i> and <i>g</i> were assessed using only free-response style questions.</p> <p>Target benchmark for each competency is 70%.</p>	<p>Overall proficiency for the objective was 68%.</p> <p>Objectives <i>a, c, e</i> and <i>g</i> had proficiencies less than 65%. The most challenging for students was determining the best way to display data, and then was selecting appropriate sampling techniques.</p>	<p>Perhaps a discussion and/or project approach would help students understand the pros and cons of using different methods of display for data and various sampling methods.</p>

Faculty Member Completing Assessment: Erin Schwertner-Watson

Date: 6/8/2017

Reviewed by:

(Division Chair)

Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—Area II: Mathematics—Statistics

Class: STAT 213 – Statistical Methods 1

Faculty: Erin Schwertner-Watson

Common Core No.: MATH 2113

n = 7

<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 construct and analyze graphs and/or data sets. Students should:</p> <ul style="list-style-type: none"> a. Organize data and display frequency distribution and find percentile points and ranks for the distribution b. Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences 	<p>This assessment includes only Spring 2017 data for an online class. A comprehensive computer-based final was administered at the end of the semester. There were 7 students who took the final and whose data are part of this assessment. Target benchmark for each competency is 70%.</p>	<p>Both parts of this competency exceeded the benchmark with an overall 80% success rate.</p>	<p>Because this data represents the first semester of a new instructor (from previous semesters) taking charge of the class, the information here will be used as a baseline. Changes to the course will be made as necessary.</p>
<p>2. Students will use and solve various kinds of questions. Students should:</p> <ul style="list-style-type: none"> a. Compute mean, median, mode, and standard deviation. b. Calculate the least squares regression equation and the correlation coefficient. c. Determine basic probabilities and probabilities associated with the standard normal curve. d. Understand the binomial distributions and its properties e. Compute sampling distributions of sample means f. Compute the mean and standard deviation of sample means 	<p>This assessment includes only Spring 2017 data for an online class. A comprehensive computer-based final was administered at the end of the semester. There were 7 students who took the final and whose data are part of this assessment. Target benchmark for each competency is 70%.</p>	<p>All parts of this competency exceeded the benchmark with an overall 79% success rate. Areas that should receive additional attention in future courses include <i>g</i> and <i>i</i>; these were the only two areas below 70%.</p>	<p>Because this data represents the first semester of a new instructor (from previous semesters) taking charge of the class, the information here will be used as a baseline. Changes to the course will be made as necessary.</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>
g. Calculate margin of error given sample size and sample size given margin of error. h. Construct confidence intervals for population means and proportions. i. Calculate test statistics			
3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should be able to: a. Use Z-scores appropriately b. Construct probability distributions c. Write confidence intervals d. Understand the Central Limit Theorem and when to apply it e. Write null and alternate hypotheses f. Understand the concept of significance level and P values g. Apply the steps for inference/hypothesis testing h. Describe the basic elements of sampling and experimental design i. Define parameters and statistics	This assessment includes only Spring 2017 data for an online class. A comprehensive computer-based final was administered at the end of the semester. There were 7 students who took the final and whose data are part of this assessment. Target benchmark for each competency is 70%.	All parts of this competency exceeded the benchmark with an overall 77% success rate. Areas that should receive additional attention in future courses include <i>d</i> and <i>g</i> ; these were the only two areas below 70%.	Because this data represents the first semester of a new instructor (from previous semesters) taking charge of the class, the information here will be used as a baseline. Changes to the course will be made as necessary.

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ol style="list-style-type: none"> Determine appropriate methods to display data Compare measures using Z-scores Identify and analyze outliers Use least-square regression equations to predict values Select appropriate sampling techniques Determine if random variables are continuous or discrete Choose and construct appropriate hypothesis tests for population means and proportions <p>End Area II – Statistics</p>	<p>This assessment includes only Spring 2017 data for an online class. A comprehensive computer-based final was administered at the end of the semester. There were 7 students who took the final and whose data are part of this assessment. Target benchmark for each competency is 70%.</p>	<p>All parts of this competency exceeded the benchmark with an overall 79% success rate. Areas that should receive additional attention in future courses include f and g; these were the only two areas below 70%.</p>	<p>Because this data represents the first semester of a new instructor (from previous semesters) taking charge of the class, the information here will be used as a baseline. Changes to the course will be made as necessary.</p>

Faculty Member Completing Assessment: Erin Schwertner-Watson

Date: 6/22/2017

Reviewed by:

(Division Chair)

Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—Area III: Laboratory Science

Class: Human Biology and Lab 115

Faculty: Meredith Arth

Common Core No.: NMCCN BIOL 1124

<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 describe the process of scientific inquiry. 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 investigate many examples in which scientists have developed reliable knowledge about the human body through class exercise, quizzes, lab activates, discussions, and lecture exams. A post- Test was given to evaluate students and determine the percentages provided.</p>	<p>Fall 2016 = 73.6% Spring 2017= 82%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	<p>A minimum of 70% correct for each competency was used as the standard that we aspire to reach. During the Fall 2016 and the Spring of 2017 all of the competency goals were met. The lowest score occurred in Competency 1 during the Fall 2016 semester. I feel that this score does not effectively evaluate the Learners overall knowledge after competing this course. Perhaps a different evaluation method is need to capture a better understand of their cumulative learning.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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). 	<p>Students used current information to evaluate theories of Anatomy and Physiology in humans. Labs reports quizzes and lecture exams were used to assess the courses.</p>	<p>Fall 2016 = 84.8% Spring 2017= 84%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</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>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.)</p>	<p>Students submit lab reports on current A&P information and topics.</p>	<p>Fall 2016 = 88% Spring 2017= 89%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	
<p>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.</p>	<p>Students perform calculations involving heart rate, nerve receptors and reflexes. Charts graphs, and lab reports are used.</p>	<p>Fall 2016 = 84.75% Spring 2017= 86%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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>Threaded discussion topics make the students apply what they have learned to actual case studies on human anatomy and physiology</p>	<p>Fall 2016 = 95% Spring 2017= 95%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	

Faculty Member Completing Assessment:

Date:

Reviewed by:

(Division chair)

Date:

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Biology 211 Assessment

Multiple Choice						
Obj 1 Q 1-22	Obj 2 Q 23-44	Obj 3 Q 45-55	Obj 4a Q 56-66	Obj 4b Q 1-12	Obj 4c Q 13-23	Obj 4d Q 24-34
1	7	0	5	0	13	1
1	2	0	1	5	2	2
9	8	4	7	2	2	1
2	11	7	3	4	2	0
1	1	2	2	1	4	2
2	4	5	5	3	8	1
1	5	3	6	4	4	1
8	9	3	2	4	5	0
5	8	6	7	1	5	2
2	2	0	2	4	8	2
6	9	2	8	0	0	2
4	1	166	150	6	145	184
2	7			182		
1	0					
2	7					
3	0					
4	0					
6	1					
9	5					
4	4					
5	6					
5	10					
313	289					

0.7904

- Objective 1 = 79%
- Objective 2 = 73%
- Objective 3 = 84%
- Objective 4a = 76%
- Objective 4b = 88%
- Objective 4c = 76%
- Objective 4d = 96%

n = 18

21 8 9 18 11 8

Diagrams						
Student	Page 1 (1-21) Obj 4b	Page 2 (22-29) Obj 4b	Page 3 (30-38) Obj 4b	Page 4 (39-56) Obj 4c	Page 5 (57-67) Obj 4c	Page 6 (68-75) Obj 4d
1	0	0	0	3	4	0
2	0	0	0	2	3	0
3	0	0	1	3	1	0
4	0	0	0	1	1	0
5	4	0	0	1	1	0
6	5	2	1	8	5	0
7	0	3	1	1	2	1
8	1	1	0	1	1	0
9	1	1	1	5	3	0
10	4	4	4	15	9	0
11	0	0	0	1	2	0
12	2	4	1	2	4	0
13	4	4	2	11	9	0
14	1	1	1	2	1	0
15	1	2	4	8	5	0
16	4	5	3	0	1	0
17	0	0	0	1	1	0
18	0	2	1	3	2	0
19						
20						
21						
22						
23						
24						
25						
	351	115	142	256	143	143

Clovis Community College

Class Assessment 2016-2017

Class: Biology 211 Human Anatomy and Physiology I

Faculty: Cory Roberts

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process described)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>														
<p>Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1. Understand basic principal of chemistry and be able to describe the functions of carbohydrates, lipids, proteins, and nucleic acids in the human body 2. Describe the structure and function of cells and their metabolic role in the human body 3. Identify and describe the functional characteristics of the major tissues of the human body and digestive systems. 4. Identify and describe the major anatomical and physiological features of the integumentary (a), skeletal (b), muscular (c), and digestive (d) systems. 	<p>The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 66 multiple choice questions and 45 fill-in-the-blank diagrams. The final consists of 34 multiple choice and 75 fill-in-the-blank diagrams. The number of wrong answers in each objective section is entered into an Excel file to calculate the assessment results. Two 16-week BIOL 211 courses were assessed during the Fall 2016 semester. Each course was analyzed and the results for each objective were averaged together to produce the Fall 2016 assessment.</p>	<p>Fall 2016:</p> <table border="0"> <tr> <td>Objective 1 =</td> <td align="right">79%</td> </tr> <tr> <td>Objective 2 =</td> <td align="right">82%</td> </tr> <tr> <td>Objective 3 =</td> <td align="right">88%</td> </tr> <tr> <td>Objective 4a =</td> <td align="right">81%</td> </tr> <tr> <td>Objective 4b =</td> <td align="right">84%</td> </tr> <tr> <td>Objective 4c =</td> <td align="right">71%</td> </tr> <tr> <td>Objective 4d =</td> <td align="right">91%</td> </tr> </table>	Objective 1 =	79%	Objective 2 =	82%	Objective 3 =	88%	Objective 4a =	81%	Objective 4b =	84%	Objective 4c =	71%	Objective 4d =	91%	<p>The Fall 2016 semester was my first semester teaching this course for CCC. During the Fall semester, the muscle system was the hardest sections for students to grasp, while they demonstrated good understanding of the rest of the topics.</p>
Objective 1 =	79%																
Objective 2 =	82%																
Objective 3 =	88%																
Objective 4a =	81%																
Objective 4b =	84%																
Objective 4c =	71%																
Objective 4d =	91%																

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process described)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. 3. Distinguish and describe major tissue types. 4. Describe the structure and function of the integumentary system. 5. Describe the structure and function of the skeletal system. 6. Describe the structure and function of the muscular system. 7. Describe the structure and function of the nervous system. 8. Describe the structure and function of the special senses. 	<p>The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 61 multiple choice questions and 45 fill-in-the-blank diagrams. The final consists of 50 multiple choice and 77 fill-in-the-blank diagrams. The number of wrong answers in each objective section is entered into an Excel file to calculate the assessment results. Two 16-week BIOL 211 courses were assessed during the Fall 2016 semester. Each course was analyzed and the results for each objective were averaged together to produce the Fall 2016 assessment.</p>	<p>Spring 2017:</p> <p>Objective 1 = 90% Objective 2 = 78% Objective 3 = 85% Objective 4 = 80% Objective 5 = 86% Objective 6 = 61% Objective 7 = 78% Objective 8 = 76%</p>	<p>For the Spring, we redesigned the objectives and content taught in this course. Based on the assessment results, the students did not meet the 75% proficiency in the muscle system. Primarily this was in labeling muscle anatomy, despite verbal emphasis of this content in class. For next semester, I will try to designate more time in class to practicing the muscles, and emphasize to the students that they will be assessed on this and should not rely on knowing the rest of the information to get by.</p>

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process described)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
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Faculty Member Completing Assessment: Cory Roberts

Date:

Reviewed by: Todd Kuykendall

(Division chair)

Date:

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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Clovis Community College
Class Assessment 2016-2017

Class: Biology 211 Human Anatomy and Physiology I

Faculty: Don Scroggins

<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 were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas:</p> <ol style="list-style-type: none"> 1. Understand basic principal of chemistry and be able to describe the functions of carbohydrates, lipids, proteins, and nucleic acids in the human body 2. Describe the structure and function of cells and their metabolic role in the human body 3. Identify and describe the functional characteristics of the major tissues of the human body and digestive systems. 4. Identify and describe the major anatomical and physiological features of the integumentary (a), skeletal (b), muscular (c), and digestive (d) systems. 	<p>The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 66 multiple choice questions and 45 fill-in-the-blank diagrams. The final consists of 34 multiple choice and 75 fill-in-the-blank diagrams. The number of wrong answers in each objective section is entered into an Excel file to calculate the assessment results. Two 16-week BIOL 211 courses were assessed during the Fall 2016 semester. Each course was analyzed and the results for each objective were averaged together to produce the Fall 2016 assessment. This procedure was then repeated during the Spring 2017 semester with modifications that included a new scope and sequence that moved the digestive system to BIOL212 and nervous system to BIOL211</p>	<p>Fall 2016:</p> <p>Objective 1 = 89% Objective 2 = 88% Objective 3 = 77% Objective 4a = 84% Objective 4b = 89% Objective 4c = 69% Objective 4d = 92%</p> <p>Spring 2017:</p> <p>Objective 1 = 90% Objective 2 = 90% Objective 3 = 79% Objective 4a = 84% Objective 4b = 90% Objective 4c = 69% Objective 4d = 93%</p>	<p>The Fall 2016 semester was my first semester teaching this course for CCC. All objective goals were met except for 4c. New pedagogies were included during the Spring semester to improve learner success but 4c still remained below expectations. The Fall 2017 semester will bring with it some additional learning strategies and tools that include items from McGraw-Hill’s Connect that should further help in improving learner retention and success.</p>

Page 2 of 3 Course: "[Double click to insert class name & Number]"

<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>

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

<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>

Faculty Member Completing Assessment: Lilly Robino

Date: 5/11/15

Reviewed by:

(Division chair)

Date:

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

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Clovis Community College
Class Assessment 2016-2017

Class: Biology 212 Human Anatomy and Physiology II

Faculty: Cory Roberts

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process described)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas:</p> <p>Identify and describe the major anatomical and physiological features of the:</p> <ol style="list-style-type: none"> 1. Nervous System 2. Endocrine System 3. Cardiovascular System 4. Lymphatic System 5. Respiratory system 6. Urinary system 7. Reproductive system 	<p>The students take a midterm and final exam that have sections that correspond to the course objectives. The midterm consists of 50 multiple choice questions and 39 fill-in-the-blank diagrams. The final consists of 60 multiple choice question and 51 fill-in-the-blank diagrams. The number of wrong answers in each objective section is entered into an Excel file to calculate the assessment results.</p> <p>One 16-week BIOL 212 course was assessed during each the Fall 2016 and Spring 2017 semesters.</p>	<p>Fall 2016:</p> <p>Objective 1 = 86% Objective 2 = 81% Objective 3 = 84% Objective 4 = 75% Objective 5 = 81% Objective 6 = 78% Objective 7 = 87%</p> <p>Spring 2017:</p> <p>Objective 1 = 80% Objective 2 = 89% Objective 3 = 87% Objective 4 = 83% Objective 5 = 76% Objective 6 = 77% Objective 7 = 77%</p>	<p>The Fall 2016 semester was my first semester teaching this course for CCC. Based on the assessment results, the two sections that could use improvement are the lymphatic and urinary systems (with 75% and 78%, respectively). All topics covered did meet a 75% minimum proficiency.</p> <p>Using the data from the Fall, I attempted to emphasize the lymphatic system more, with a positive result in increased understanding. All objectives meet 75% proficiency. For the next semester, we are changing the material taught in this course which will allow for a separation of the last 3 objectives, which I believe will improve proficiency.</p>

Page 2 of 2 Course: Biology 212 Human Anatomy and Physiology II

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process described)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>

Faculty Member Completing Assessment: Cory Roberts

Date:

Reviewed by: Todd Kuykendall

(Division chair)

Date:

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Clovis Community College
Class Assessment 2016-2017

Class: Biology 212 Human Anatomy and Physiology II

Faculty: Don Scroggins

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas:</p> <p>Identify and describe the major anatomical and physiological features of the:</p> <ol style="list-style-type: none"> 1. Nervous System 2. Cardiovascular system 3. Lymphatic system 4. Endocrine System 5. Respiratory system 6. Urinary system 7. Reproductive system 	<p>The students take a midterm and final exam that have sections that correspond to the course objectives. The midterm consists of 50 multiple choice questions and 39 fill-in-the-blank diagrams. The final consists of 60 multiple choice question and 51 fill-in-the-blank diagrams. The number of wrong answers in each objective section is entered into an Excel file to calculate the assessment results.</p> <p>One 16-week BIOL 212 course was assessed during each the Fall 2016 and Spring 2017 semesters.</p>	<p>Fall 2016:</p> <p>Objective 1 = 76% Objective 2 = 62% Objective 3 = 62% Objective 4 = 68% Objective 5 = 62% Objective 6 = 74% Objective 7 = 75%</p> <p>Spring 2017:</p> <p>Objective 1 = 80% Objective 2 = 71% Objective 3 = 70% Objective 4 = 73% Objective 5 = 71% Objective 6 = 76% Objective 7 = 79%</p>	<p>The Fall 2016 semester was my first semester teaching this course for CCC. As can be observed from the results, all of the Objectives, with the exception of Objective 2-5, met our goals.</p> <p>During the Spring 2017 semester, Several interactive learning activities resulting in improved performance assessment for the Spring 2017.</p> <p>The Summer 2017 semester brings with it a new scope and sequence that should further improve performance data. In addition new learning activities and pedagogies will be included that should increase learner retention and success.</p>

Page 2 of 3 Course: Biology 212 Human Anatomy and Physiology II

<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>

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Page 3 of 3 Course: Biology 212 Human Anatomy and Physiology II

<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>

Faculty Member Completing Assessment: Lilly Robino

Date: 05/11/2015

Reviewed by:
(Division chair)

Date:

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Clovis Community College
Class Assessment 2016-2017

Class: Microbiology 222

Faculty: Michelle Hughes

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<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> <p>Understand and be able to explain these major objectives:</p> <ol style="list-style-type: none"> 1. History/Chemistry/Metabolism 2. Cell types 3. Public Health /Host-microbe relationships 4. Immunity 5. Etiologies of skin, eyes, wounds and bites, urogenital and respiratory system 6. Etiologies in human and oral gastrointestinal systems, cardiovascular and lymphatic systems, and nervous system. 7. Bacterial Identification 	<p>Five 16 week BIOL 222 – Microbiology courses were assessed during the Spring 2017 semester. Student knowledge was assessed through the midterm and final exams which consisted of 90 multiple choice and matching questions covering lecture curriculum and 30 questions covering lab curriculum and techniques.</p>	<ul style="list-style-type: none"> • 101-222 <ul style="list-style-type: none"> ○ Objective 1 = 80% ○ Objective 2 = 70% ○ Objective 3 = 75% ○ Objective 4 = 82% ○ Objective 5 = 82% ○ Objective 6 = 86% ○ Objective 7 = 82% • 102-222 <ul style="list-style-type: none"> ○ Objective 1 = 73% ○ Objective 2 = 70% ○ Objective 3 = 70% ○ Objective 4 = 75% ○ Objective 5 = 80% ○ Objective 6 = 77% ○ Objective 7 = 79% 	<ul style="list-style-type: none"> ○ For my f/f Microbiology class, I scored at least a 70 on each objective, including objective 4! The changes I have been implementing all year have finally paid off . ○ For my online microbiology class, I noticed that the objectives for 4, 5, 6 and 7 were higher than objectives 1, 2, and 3. My class count dropped from 44 to 40 which may have impacted the data. I noticed the same trend for Samuel Wright. While I did change the format of my online class to mirror my f/f class, including a midterm and a final exam, I did not expect to see such low scores. I did notice that my students scored exceptionally well on all of the lecture exams (most made a high 90%) but when it came to the midterm and final (with the same or very similar questions included) they failed it. While I put a disclaimer that students are to work independently without notes or their book, I also believe since I am not there to monitor

<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>
		<ul style="list-style-type: none"> • 103-222 <ul style="list-style-type: none"> ○ Objective 1 = 73% ○ Objective 2 = 71% ○ Objective 3 = 71% ○ Objective 4 = 79% ○ Objective 5 = 80% ○ Objective 6 = 85% ○ Objective 7 = 78% • Online – 1NO – Hughes <ul style="list-style-type: none"> ○ Objective 1 = 60% ○ Objective 2 = 58% ○ Objective 3 = 77% ○ Objective 4 = 73% ○ Objective 5 = 68% ○ Objective 6 = 75% ○ Objective 7 = 80% • Online – 1N1 – Samuel 	<p>them, that may not always be the case.</p> <ul style="list-style-type: none"> ○ I am working with the Title V grant team to make more changes to my class. I plan to implement 3 more chapters, another objective and additional labs into this course. I am making audio/lecture videos for my students in hopes that they can listen to the lecture as though they were in class and do better on their midterm and final. My f/f classes will pilot in Fall 2017 and my online class pilots this Summer 2017. I will have data to compare once those classes are complete. ○ I also plan to speak with my chair about what changes can be made to my online class to ensure the scores from my students lecture and lab exams (which are not proctored) equate to their midterm and final exams (which are proctored)

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

<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>
		Wright <ul style="list-style-type: none"> ○ Objective 1 = 51% ○ Objective 2 = 53% ○ Objective 3 = 66% ○ Objective 4 = 69% ○ Objective 5 = 64% ○ Objective 6 = 73% ○ Objective 7 = 77% 	

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

<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>

Faculty Member Completing Assessment:
Reviewed by:
(Division chair)

Date:
Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—Area III: Laboratory Science

Class: Chemistry 113 Online

Faculty: Carrie Phipps, Lana Powell, Larry Powell

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>
<p>1. Students will describe the process of scientific inquiry. 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 problems using the Scientific Method, specific historical examples will also be investigated that correlate to important concepts in Chemistry (ex.: atomic models, stoichiometry, metrics) – practice exercises, quizzes, lecture exams, and labs are used to evaluate student understanding and progress. A post-test was taken by 376 online students in the summer of 2016, the fall of 2016 and the spring of 2017, collectively, and was used to determine the percentages provided in this report.</p>	<p>Chemistry 113 classes did meet the 70% minimum success rate we wanted our students to reach.</p> <p>On the exit assessment test, student results were as follows:</p> <p>Comp. 1 = 87% correct, down from 96% correct in 2015, 2016 and up from 83% correct in 2014, 2015</p>	<p>We used a minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies did exceed that mark. We addressed the two lowest results from 2014, 2015 (competency 1 and 3) and competency 3 and 5 from 2015, 2016. We stressed scientific inquiry and scientific thinking more in online Chemistry 113, summer, 2016, fall, 2016, and spring 2017.</p> <p>This assessment shows a decrease in competency 1 from this year to last (from 96% to 87%).</p> <p>With this assessment, we saw a very small drop in competency 2 (from 92% to 91%) and an increase in competency 3 (from 87% to 90%).</p> <p>Competency 4 results reflected a decrease (from 93% to 88%) and an increase (from 88% to 90%) for 5.</p> <p>In response to those results, we will continue to devote significant time to the mathematical aspects of chemistry throughout the semester.</p>

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>Although the results were good, scientific computation is always an area of concern. Additionally, student communication of scientific information will continue to be a focus.</p> <p>We will reemphasize the importance of the processes of scientific problem solving and communication (competencies 2 and 3). Scientific inquiry (competency 1) and scientific thinking (5) were stressed in our Chemistry 113 classes this semester. Quantitative analysis (competency 4) showed a slight dip and we will continue to stress quantitative methods in that area.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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 	<p>The Scientific Method will be used to solve problems and problems will be solved in the following areas: density, metrics, formula mass, per cent composition, balancing equations, stoichiometry – Lab reports, problem sets, quizzes, lecture exams</p>	<p>Comp. 2 = 91% correct, down from 92% correct in 2015, 2016 and down from 95% correct in 2014, 2016.</p>	

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
frameworks (theories).			
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)	Students will submit lab reports derived from their at-home labs and have threaded discussion dealing with current topics in Chemistry	Comp. 3 = 90% correct, up from 87% correct in 2015, 2016 and up from 89% in 2014, 2016.	
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams	Comp. 4 = 88% correct, down from 93% correct in 2016, 2016 and down from 96% in 2014, 2015.	

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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: center;">End – Laboratory Science</p>	<p>Threaded discussions, including topics of:</p> <p>Should the United States adopt the Metric System for everyday use?</p> <p>What are your five favorite elements and why?</p> <p>Should we be spending large amounts of money to discover and study the Higgs Boson?</p> <p>Should the United States be held responsible for acid rain damage in Canada?</p> <p>A final assessment quiz that has</p>	<p>Comp. 5 = 90% correct, up from 88% correct in 2015, 2016 and equal to 90% correct in 2014, 2015.</p>	

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	questions that correlate to each of the five competencies is given at the end of the semester		

Faculty Member Completing Assessment: Carrie Phipps, Lana Powell, Larry Powell

Date: May 16, 2017

Reviewed by:

(Division chair)

Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—Area III: Laboratory Science

Class: Chemistry 151

Faculty: Lilly Robino

Common Core No.: NMCCN CHEM 1214

<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 describe the process of scientific inquiry. 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>Scientific method lab assignment - Teaches the general steps of the scientific method and provides scenarios in which students must apply the scientific method</p> <p>Final lab project – Students will apply all steps of the scientific method to solve a particular problem/question of their choosing</p>	<p>The minimum standard was set at 70% (or more) correct for each competency.</p> <p>Fall 2016: Comp. 1 = 89% This competency exceeds the minimum standard by 19%</p> <p>Spring 2017: Comp. 1 = 89% This competency exceeds the minimum standard by 19%</p>	<p>One 16-week CHEM 151 course was assessed during each the Fall 2016 and Spring 2017 semesters.</p> <p>This course is offered online only, as an asynchronous course that includes lecture, lab, discussions and assessment components. The midterm and final exams are proctored. In both the Fall and Spring semesters, this competency exceeded the minimum standards. I currently do not plan on making any changes/improvements, as I would like to continue to assess it over the next school year.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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). 	<p>Lab reports – Students must construct a testable hypothesis and perform experiments to test and evaluate the hypothesis</p> <p>Final lab project – Students will apply all steps of the scientific method to solve a particular problem/question of their choosing</p>	<p>Fall 2016: Comp. 2 = 89% This competency exceeds the minimum standard by 19%</p> <p>Spring 2017: Comp. 2 = 89% This competency exceeds the minimum standard by 19%</p>	<p>The course used home lab experiments (using common materials found at home) to expose distance students to basic lab experimentation. When performing weekly lab experiments, the students had some issues constructing testable scientific hypotheses, though on their final lab project (where they must do everything themselves) they were all able to construct good hypotheses. The biggest issue I noticed throughout the semester was difficulty evaluating experimental data and providing quantitative data. The students had a tendency to provide</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>
			qualitative data on lab reports and on their final lab project. Discussion and feedback was offered in this area, however this continues to be a problem. I plan on adding/updating assignments so that they focus on quantitative data with the goal of increasing the use of quantitative data over qualitative data.
<p>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.)</p>	<p>Lab reports – students will write and submit lab reports where they must explain basic scientific concepts, provide full procedures and collect and analyze data and present it in graphic format</p> <p>Final lab project – Students will develop and perform a scientific experiment to solve a particular problem/question of their choosing</p> <p>Discussions – students will discuss current topics in chemistry and will conduct literature reviews of current issues in popular media</p>	<p>Fall 2016: Comp. 3 = 91% This competency exceeds the minimum standard by 21%</p> <p>Spring 2017: Comp. 3 = 91% This competency exceeds the minimum standard by 21%</p>	<p>The high level of communication skill is likely due to the use of structured lab reports and discussions of current literature using peer-reviewed journal articles.</p> <p>The biggest issue that I continue to observe in terms of communicating scientific data was in terms of writing out proper scientific procedures (including materials used). Students continuously failed to write out sufficiently detailed procedures and instead often just copied/pasted the lab instructions. In order to address this problem, the final lab project was introduced last school year, in which the students were only provided with a list of testable questions (such as “Which laundry detergent does a better job of removing stains?”), from which they chose one question and completely developed and performed their own experiment. When</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
			forced to “think on their own”, the students showed that they are capable of effective scientific communication. I currently have no changes/improvements planned for this competency aside from focusing on providing more feedback in their lab reports regarding writing detailed procedures.
<p>4. Students will apply quantitative analysis to scientific problems. Students should:</p> <p>a. Select and perform appropriate quantitative analyses of scientific observations.</p> <p>b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	Students will perform calculations and quantitative analyses throughout the course via the following assessments: Homework problem sets Lab reports Midterm/final exams	<p>Fall 2016: Comp. 4 = 77% This competency exceeds the minimum standard by 7%</p> <p>Spring 2017: Comp. 4 = 79.5% This competency exceeds the minimum standard by 9.5%</p>	As mentioned above one common challenge for the students is the concept of quantitative vs. qualitative analysis. Students continuously provide qualitative data over quantitative data. Guidance and feedback has been offered in this area, though it continues to be a challenge. Additionally, students often have issues understanding the math behind the chemistry. I am switching to the McGraw Connect platform in the summer session, which is an adaptive program that focuses on the weak aspects of each individual student via guided questions/problems. I believe this will help significantly in terms of improving their quantitative analysis skills, and I will continue to assess this over the next school year.

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>5. Students will apply scientific thinking to real world problems. Students should:</p> <p>a. Critically evaluate scientific reports or accounts presented in the popular media.</p> <p>b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</p> <p style="text-align: center;">End – Laboratory Science</p>	<p>Discussions – students will discuss current topics in chemistry (i.e., global warming, ocean acidification, nuclear disasters, etc.) and will conduct literature reviews of current issues in popular media</p>	<p>Fall 2016: Comp. 5 = 96% This competency exceeds the minimum standard by 26%</p> <p>Spring 2017: Comp. 5 = 91% This competency exceeds the minimum standard by 21%</p>	<p>Applying the scientific method to the real world is a concept that many students have never really thought about. In order to address this issue, the course includes discussions that include the use of the scientific method in our daily lives and discussions of various types of research and global issues (such as global warming, ocean acidification, nuclear disasters, etc.). This year I also included a discussion topic where each student must research and discuss current (novel) chemistry research. The discussions appear to help the students realize the applications of the concepts they are learning in the real world, and it helps them to become informed about issues outside of their own community. No improvements are planned for this competency aside from updating the discussion topics as new discoveries are made to keep the material current and relevant.</p>

Faculty Member Completing Assessment: Lilly Robino

Date: 5/13/2017

Reviewed by:

(Division chair)

Date:

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

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Clovis Community College

Core Competencies Assessment 2016-2017—Area III: Laboratory Science

Class: Chemistry 152

Faculty: Lilly Robino

Common Core No.: NMCCN CHEM 1224

<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 describe the process of scientific inquiry. 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>Scientific method lab assignment - Teaches the general steps of the scientific method and provides scenarios in which students must apply the scientific method</p> <p>Final lab project – Students will apply all steps of the scientific method to solve a particular problem/question of their choosing</p>	<p>The minimum standard was set at 70% (or more) correct for each competency.</p> <p>Fall 2016: Comp. 1 = 80% This competency exceeds the minimum standard by 10%</p> <p>Spring 2017: Comp. 1 = 90% This competency exceeds the minimum standard by 20% (data is based on 3 students)</p>	<p>One 16-week CHEM 152 course was assessed during each the Fall 2016 and Spring 2017 semesters.</p> <p>This course is offered online only, as an asynchronous course that includes lecture, lab, discussions and assessment components. The midterm and final exams are proctored. In the Spring Semester, the enrollment was only 3 students, so the course was converted to an independent study course, though all assignments remained the same.</p> <p>In both the Fall and Spring semesters, this competency exceeded the minimum standards. I currently do not plan on making any changes/improvements, as I would like to continue to assess it over the next school year.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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 	<p>Lab reports – Students must construct a testable hypothesis and perform experiments to test and evaluate the hypothesis</p> <p>Final lab project – Students will apply all steps of the scientific method to solve a particular problem/question of their</p>	<p>Fall 2016: Comp. 2 = 80% This competency exceeds the minimum standard by 10%</p> <p>Spring 2017: Comp. 2 = 90% This competency exceeds the minimum standard by 20%</p>	<p>The course used home lab experiments (using common materials found at home) to expose distance students to basic lab experimentation. The students appeared to have no issues in terms of constructing testable scientific hypotheses, though I did notice difficulty in terms of evaluating experimental data and providing quantitative data. The students had a tendency to provide</p>

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physical universe and relate them to hierarchically organized explanatory frameworks (theories).	choosing	(data is based on 3 students)	qualitative data on lab reports and on their final lab project. Discussion and feedback was offered in this area, however this continues to be a problem. I plan on adding/updating assignments so that they focus on quantitative data with the goal of increasing the use of quantitative data over qualitative data.
<p>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.)</p>	<p>Lab reports – students will write and submit lab reports where they must explain basic scientific concepts, provide full procedures and collect and analyze data and present it in graphic format</p> <p>Final lab project – Students will develop and perform a scientific experiment to solve a particular problem/question of their choosing</p> <p>Discussions – students will discuss current topics in chemistry and will conduct literature reviews of current issues in popular media</p>	<p>Fall 2016: Comp. 3 = 80% This competency exceeds the minimum standard by 10%</p> <p>Spring 2017: Comp. 3 = 93% This competency exceeds the minimum standard by 23% (data is based on 3 students)</p>	<p>The high level of communication skill is likely due to the use of structured lab reports and discussions of current literature using peer-reviewed journal articles.</p> <p>The biggest issue that I continue to observe in terms of communicating scientific data was in terms of writing out proper scientific procedures (including materials used). Students continuously failed to write out sufficiently detailed procedures and instead often just copied/pasted the lab instructions. In order to address this problem, the final lab project was introduced last school year, in which the students were only provided with a list of testable questions (such as “Which laundry detergent does a better job of removing stains?”), from which they chose one question and completely developed and performed their own experiment. When</p>

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			<p>forced to “think on their own”, the students showed that they are capable of effective scientific communication. I currently have no changes/improvements planned for this competency aside from focusing on providing more feedback in their lab reports regarding writing detailed procedures.</p>
<p>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.</p>	<p>Students will perform calculations and quantitative analyses throughout the course via the following assessments: Homework problem sets Lab reports Midterm/final exams</p>	<p>Fall 2016: Comp. 4 = 78% This competency exceeds the minimum standard by 8%</p> <p>Spring 2017: Comp. 4 = 87.5% This competency exceeds the minimum standard by 17.5% (data is based on 3 students)</p>	<p>As mentioned above one common challenge for the students is the concept of quantitative vs. qualitative analysis. Students continuously provide qualitative data over quantitative data. Guidance and feedback has been offered in this area, though it continues to be a challenge. Additionally, students often have issues understanding the math behind the chemistry. I am switching to the McGraw Connect platform, which is an adaptive program that focuses on the weak aspects of each individual student via guided questions/problems. I believe this will help significantly in terms of improving their quantitative analysis skills, and I will continue to assess this over the next school year.</p>

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>5. Students will apply scientific thinking to real world problems. Students should:</p> <p>a. Critically evaluate scientific reports or accounts presented in the popular media.</p> <p>b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</p> <p style="text-align: center;">End – Laboratory Science</p>	<p>Discussions – students will discuss current topics in chemistry (i.e., global warming, ocean acidification, nuclear disasters, etc.) and will conduct literature reviews of current issues in popular media</p>	<p>Fall 2016: Comp. 5 = 83% This competency exceeds the minimum standard by 13%</p> <p>Spring 2017: Comp. 5 = 95% This competency exceeds the minimum standard by 25%</p>	<p>Applying the scientific method to the real world is a concept that many students have never really thought about. In order to address this issue, the course includes discussions that include the use of the scientific method in our daily lives and discussions of various types of research and global issues (such as global warming, ocean acidification, nuclear disasters, etc.). This year I also included a discussion topic where each student must research and discuss current (novel) chemistry research. The discussions appear to help the students realize the applications of the concepts they are learning in the real world, and it helps them to become informed about issues outside of their own community. No improvements are planned for this competency aside from updating the discussion topics as new discoveries are made to keep the material current and relevant.</p>

Faculty Member Completing Assessment: Lilly Robino

Date: 5/13/2017

Reviewed by:

(Division chair)

Date:

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Clovis Community College
Class Assessment 2016-2017

Class: Physics 113 Survey of Physics and Lab

Faculty: Carl E. Armstrong

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will describe the process of scientific inquiry. 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 were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method.</p>	<p>Every student scored 100 percent on the multiple choice questions dealing with the scientific method and the terms associated with it. They had no difficulty differentiating between how the term theory is used in everyday use vs. how it is used in the scientific method.</p>	<p>Based on my experience with previous classes, I continued to present with additional examples of correct and incorrect responses to questions dealing with the scientific method. As far as I can recall, this was the first year where all of the students scored 100 percent on the questions dealing with the scientific method.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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). 	<p>Students conducted five laboratory exercises dealing with mechanics, thermodynamics, simple harmonic motion, DC circuits, and light and optics. They collected data and performed calculations. They compared their results to the accepted values and were required to discuss any deviations from the accepted values.</p>	<p>The students had very few problems collecting data. The students this semester had some difficulties performing math calculations until I provided them with additional instruction. They continue to be less capable when it comes to discussing why they might have deviations from the accepted values.</p>	<p>The students' lack of proficiency with math calculations carried over to their difficulty in discussing deviations between their results during lab exercises and the accepted values. I will take additional time to show how they can determine how data that is larger or smaller than the actual value will affect their results for a lab exercise.</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>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.)</p>	<p>Students prepared written reports for each of the five lab exercises conducted during the course. The reports were graded and returned to the students.</p>	<p>With the exception noted above regarding discussion of deviations from accepted values, the students' lab reports were universally well written. The median grade for lab reports was 85 percent.</p>	<p>See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.</p>
<p>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.</p>	<p>Students were required to perform calculations in order to solve problems on homework assignments, chapter quizzes, lab reports, and the final exam. These calculations involved manipulation of equations, scientific notation, and significant figures.</p>	<p>Most of the students had little difficulty using calculators and performing the calculations required in this class. However, some students struggled with basic algebra and when trying to perform calculations involving scientific notation. These students generally did well with multiple choice and short answer questions but they scored noticeably lower on problems involving math calculations.</p>	<p>I will continue to provide all students with additional opportunities to practice calculations during the first three weeks of class. (This is before the first quiz and the first lab report.) Students who have difficulty with these calculations will then be given additional assistance during class and they will be encouraged to seek assistance from the math tutors on campus.</p>
<p>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</p>	<p>Subjects examined during class included the origin of the universe, alternative sources of energy, the impact of technology on daily life, and uses of nuclear physics. Students were required to discuss these subjects using</p>	<p>Students were able to distinguish between beliefs that are not supported by scientific evidence and scientific theories used to explain observed phenomenon. The students demonstrated an appreciation of how the scientific</p>	<p>Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.</p>

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Page 3 of 3 Course: Physics 113 Survey of Physics and Lab

<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>
about those issues. End – Laboratory Science	the available scientific evidence to support their conclusions.	method is used to explain observations.	

Faculty Member Completing Assessment: Carl E. Armstrong

Date: August 3, 2017

Reviewed by:

(Division chair)

Date:

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

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Clovis Community College
Class Assessment 2016-2017

Class: Physics 151 General Physics I and Lab

Faculty: Carl E. Armstrong

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will describe the process of scientific inquiry. 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 were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method.</p>	<p>The students were able to select the correct answer 95 percent of the time on the multiple-choice questions. They had an average score of 90 percent on the short answer questions.</p>	<p>Most of the students had no problems dealing with the scientific method. Students will continue to be presented with examples of correct and incorrect responses to questions dealing with the scientific method.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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). 	<p>Students conducted five lab exercises dealing with static equilibrium, kinematics, conservation of energy, rotational motion, and simple harmonic motion and wave behavior. They collected data and performed calculations. They compared their results to the accepted values and were required to discuss deviations from the accepted values.</p>	<p>The students had very few problems collecting data and with performing the calculations associated with these labs. They were less capable when it came to discussing why they might have deviations from the accepted values.</p>	<p>I will continue to give students hypothetical results before they conduct labs. Then I will expand my instruction on how they might explain why these results vary from the accepted values. The students will also be given additional guidance while they are preparing their lab reports to ensure that they are correctly addressing variations from the accepted values.</p>

Page 2 of 3 Course: Physics 151 General Physics I and Lab

<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>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.)</p>	<p>Students prepared written reports for each of the five lab exercises conducted during the course. The reports were graded and returned to the students.</p>	<p>With the exception noted above regarding discussion of deviations from accepted values, the students' lab reports were universally very well written. The median grade for lab reports was 92 percent.</p>	<p>See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.</p>
<p>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.</p>	<p>Students were required to perform calculations in order to solve problems on homework assignments, chapter quizzes, lab reports, and the final exam. These calculations involved manipulation of equations, scientific notation, significant figures, and trigonometric relationships.</p>	<p>The students in this class had well above average math skills and they had very little difficulty using calculators to perform the required calculations.</p>	<p>All students will continue to be required to perform calculations including calculations involving scientific notation, squares, square roots, base ten logarithms, natural logarithms, and trigonometric functions using calculators.</p>
<p>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.</p>	<p>Subjects examined during class included the origin of the universe, alternative sources of energy, efficiencies associated with energy transformation, and the impact of technology on daily life. Students were required to discuss these subjects using the available scientific evidence</p>	<p>Students were able to distinguish beliefs that were not supported by scientific evidence. The students demonstrated an appreciation of how the scientific method is used to explain observations.</p>	<p>Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.</p>

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Page 3 of 3 Course: Physics 151 General Physics I and Lab

<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>End – Laboratory Science</p>	<p>support to support their conclusions.</p>		

Faculty Member Completing Assessment: Carl E. Armstrong

Date: August 3, 2017

Reviewed by:

(Division chair)

Date:

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

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Clovis Community College
Class Assessment 2016-2017

Class: Physics 152 General Physics II and Lab

Faculty: Carl E. Armstrong

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will describe the process of scientific inquiry. 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 were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method.</p>	<p>Every student scored 100 percent on the multiple-choice and short answer questions dealing with the scientific method and the terms and procedures associated with it.</p>	<p>Students have demonstrated that they do not have many problems answering multiple-choice and short answer questions dealing with the terms and procedures associated with the scientific method. They had been presented with this information during the fall semester and it was reinforced during the spring semester.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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). 	<p>Students conducted four lab exercises dealing with thermodynamics, direct current electrical circuits, behavior of light waves, and images formed by mirrors and lenses. They collected data and performed calculations. They compared their results to the accepted values and they were required to discuss any deviations.</p>	<p>The students had very few problems collecting data and with performing the calculations associated with these labs. They were less capable when it came to discussing why they might have deviations from the accepted values.</p>	<p>I will continue to give students hypothetical results before they conduct labs. I will spend additional time demonstrating how data that is too large or too small compared to the actual value will affect their result. The students will also be given additional guidance while they are preparing their lab reports to ensure that they are correctly addressing variations from the accepted values.</p>

Page 2 of 3 Course: Physics 152 General Physics II and Lab

<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>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.)</p>	<p>Students prepared written reports for each of the four lab exercises conducted during the course. The reports were graded and returned to the students.</p>	<p>With the exception noted above regarding discussion of deviations from accepted values, the students' lab reports were universally very well written. The median grade for lab reports was 90 percent.</p>	<p>See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.</p>
<p>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.</p>	<p>Students were required to perform calculations in order to solve problems on homework assignments, chapter quizzes, lab reports, and the final exam. These calculations involved manipulation of equations, scientific notation, significant figures, and trigonometric relationships.</p>	<p>Most of the students in this class had well above average math skills and they had very little difficulty using calculators to perform the required calculations. However, one student's math proficiency was noticeably below the class average. This student encountered difficulties when dealing with the calculations found on the tests and final exam.</p>	<p>I will evaluate the students' performance at the beginning of the semester and on the first test in order to identify if there are students struggling with math. Any students who might appear to be having difficulty will be provided with additional help during class time on the math skills required to be successful in this class. These students will also be encouraged to seek assistance from the tutoring center.</p>
<p>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.</p>	<p>Subjects examined during class included the origin of the universe, alternative sources of energy, efficiencies associated with energy transformation, and the impact of technology on daily life. Students were required to discuss these subjects using the available scientific evidence</p>	<p>Students were able to distinguish beliefs that were not supported by scientific evidence. The students demonstrated an appreciation of how the scientific method is used to explain observations.</p>	<p>The students will continue to be given opportunities during class to demonstrate an understanding of the scientific method and how to apply it to real life observations. I will include an open response question on the next final exam for this class dealing with the scientific method to check for their understanding.</p>

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Page 3 of 3 Course: Physics 152 General Physics II and Lab

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End – Laboratory Science	support to support their conclusions.		

Faculty Member Completing Assessment: Carl E. Armstrong

Date: August 3, 2017

Reviewed by:

(Division chair)

Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—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 competencies at a rate of 70% or higher (average of 3 or higher)</p> <p>Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)</p>	<p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. Students must pick an economic concept (from a list based on the NM Business Articulation Competencies for Principles of Macroeconomics) and using this concept as a basis explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 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 = 3.94 86.5% of the students (45 out of 52) scored a 3 or higher on this assignment</p>	<p>This objective was much lower last year. I believe a part of the cause of this is due to a change that was made in the online class for this assessment. I changed this assignment to a discussion that requires an original post and two responses. I had numerous students who did not follow the guideline of posting the original post 24 hours before the deadline. Therefore, they did not get credit for one of their discussion responses lowering the overall scores. This semester, I set up two additional announcements highlighting the fact that students had to start early in order to be eligible for full credit. This seemed to help significantly raising the average from 3.52 to 3.94 and the percentage who scored a 3 or higher increased from 73.9% to 86.5%. I feel this discussion is much more valuable than a standalone write up because it allows students to interact and gain insight from each other. I will continue this in the future.</p>

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<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> <p>Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)</p>	<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 macroeconomic topics I provided. Once they analyzed the statement using the macroeconomic 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.</p>	<p>Average = 4.43 95.2% of the students (40 out of 42) scored a 3 or higher on this assignment</p>	<p>The benchmark was exceeded for this objective, and it appears to be on par with previous data.</p>

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements																																								
<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 competencies at a rate of 70% or higher (average of 3 or higher): Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)</p>	<p>Assignment—students were required to pick a macroeconomic topic (from a list based on the NM Business Articulation Competencies) 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 in shaping human behavior and how this is affected by the economic topic selected.</p>	<p>Average = 3.98 83.7% of the students (36 out of 43) scored a 3 or higher on this assignment</p>	<p>The benchmark was exceeded for this objective, and it appears to be on par with previous data.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Overall Competency Average (Scale 1-5)</p> <table border="1"> <caption>Overall Competency Average (Scale 1-5)</caption> <thead> <tr> <th>Objective</th> <th>2013-2014</th> <th>2014-2015</th> <th>2013-2014</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.0</td> <td>4.3</td> <td>4.2</td> <td>4.2</td> </tr> <tr> <td>2</td> <td>4.5</td> <td>4.3</td> <td>4.7</td> <td>4.7</td> </tr> <tr> <td>3</td> <td>4.5</td> <td>4.6</td> <td>4.3</td> <td>4.3</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Percentage of Students Scoring 70% (3) or Higher</p> <table border="1"> <caption>Percentage of Students Scoring 70% (3) or Higher</caption> <thead> <tr> <th>Objective</th> <th>2013-2014</th> <th>2014-2015</th> <th>2013-2014</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>80.0%</td> <td>90.0%</td> <td>75.0%</td> <td>90.0%</td> </tr> <tr> <td>2</td> <td>95.0%</td> <td>90.0%</td> <td>90.0%</td> <td>95.0%</td> </tr> <tr> <td>3</td> <td>95.0%</td> <td>100.0%</td> <td>90.0%</td> <td>85.0%</td> </tr> </tbody> </table> </div> <p style="margin-top: 10px;">These charts show a composite picture of the last five years highlighting the overall consistency of these three objectives.</p>	Objective	2013-2014	2014-2015	2013-2014	2016-2017	1	4.0	4.3	4.2	4.2	2	4.5	4.3	4.7	4.7	3	4.5	4.6	4.3	4.3	Objective	2013-2014	2014-2015	2013-2014	2016-2017	1	80.0%	90.0%	75.0%	90.0%	2	95.0%	90.0%	90.0%	95.0%	3	95.0%	100.0%	90.0%	85.0%
Objective	2013-2014	2014-2015	2013-2014	2016-2017																																							
1	4.0	4.3	4.2	4.2																																							
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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements																																																																								
<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. Demonstrate an understanding of the following competencies at a rate of 70%: 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>The goal is for the overall competency average to be 70% or higher with at least 75% of the student meeting the 70% or higher benchmark in each of the competencies.</p>	<p><u>Overall Objective Average</u> 4a = 79.7% 4b = 77.9% 4c = 77.8% 4d = 79.5% 4e = 74.5%</p> <p><u>Students scoring 70% or higher on each objective</u> 4a = 78.5% 4b = 79.1% 4c = 77.1% 4d = 88.4% 4e = 78.4%</p>	<p>Each competency met the benchmark of an overall competency average of 70% with at least 75% of the students scoring 70% or higher. Last year, Objective e was very low. I added a little more instruction and provided a couple videos to help reinforce. This year Objective e went from an average of 70.6% to 74.5%, and the number of students scoring a 70% or higher increased from 65.8% to 78.4%. I will continue this reinforcement next year.</p> <p>Through my analysis I also look at the difference in results between face-to-face classes and online classes. Due to lower online scores, I added audio lectures to my online classes. This seemed to help; however, only about one third of the students actually watched the videos. Overall the data seemed fairly comparable between the online and face-to-face classes and between the semesters as well.</p>																																																																								
		<p style="text-align: center;">Overall Objective Average</p> <table border="1"> <caption>Overall Objective Average Data</caption> <thead> <tr> <th>Objective</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>4a</td> <td>80.0%</td> <td>84.0%</td> <td>84.0%</td> <td>81.0%</td> <td>81.0%</td> </tr> <tr> <td>4b</td> <td>82.0%</td> <td>82.0%</td> <td>82.0%</td> <td>79.0%</td> <td>79.0%</td> </tr> <tr> <td>4c</td> <td>82.0%</td> <td>83.0%</td> <td>83.0%</td> <td>77.0%</td> <td>77.0%</td> </tr> <tr> <td>4d</td> <td>84.0%</td> <td>83.0%</td> <td>85.0%</td> <td>80.0%</td> <td>81.0%</td> </tr> <tr> <td>4e</td> <td>79.0%</td> <td>79.0%</td> <td>79.0%</td> <td>74.0%</td> <td>74.0%</td> </tr> </tbody> </table>	Objective	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	4a	80.0%	84.0%	84.0%	81.0%	81.0%	4b	82.0%	82.0%	82.0%	79.0%	79.0%	4c	82.0%	83.0%	83.0%	77.0%	77.0%	4d	84.0%	83.0%	85.0%	80.0%	81.0%	4e	79.0%	79.0%	79.0%	74.0%	74.0%	<p style="text-align: center;">Percentage of Students Scoring 70% of Higher</p> <table border="1"> <caption>Percentage of Students Scoring 70% or Higher Data</caption> <thead> <tr> <th>Objective</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>4a</td> <td>83.0%</td> <td>88.0%</td> <td>86.0%</td> <td>82.0%</td> <td>80.0%</td> </tr> <tr> <td>4b</td> <td>82.0%</td> <td>84.0%</td> <td>84.0%</td> <td>81.0%</td> <td>81.0%</td> </tr> <tr> <td>4c</td> <td>81.0%</td> <td>82.0%</td> <td>83.0%</td> <td>77.0%</td> <td>79.0%</td> </tr> <tr> <td>4d</td> <td>85.0%</td> <td>88.0%</td> <td>87.0%</td> <td>81.0%</td> <td>90.0%</td> </tr> <tr> <td>4e</td> <td>79.0%</td> <td>74.0%</td> <td>77.0%</td> <td>66.0%</td> <td>80.0%</td> </tr> </tbody> </table>	Objective	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	4a	83.0%	88.0%	86.0%	82.0%	80.0%	4b	82.0%	84.0%	84.0%	81.0%	81.0%	4c	81.0%	82.0%	83.0%	77.0%	79.0%	4d	85.0%	88.0%	87.0%	81.0%	90.0%	4e	79.0%	74.0%	77.0%	66.0%	80.0%
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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: Robin Kuykendall **Date:** June 9, 2017

Reviewed by (Division chair): Monica Sanchez **Date:** June 2017

NM Common Core General Education Competencies

Area IV—Social and Behavioral Sciences

5 = 100% - 90% 4 = 89% - 80% 3 = 79% - 70% 2 = 69% - 60% 1 = Below 60%

Summer 2016

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		8		5
4		3		2		1
3		5		1		3
2		0		0		2
1		1		0		0
Total # Students	0	13	0	11	0	11
Average	3.69		4.73		3.91	
% of students 3 or higher	92.3%		100.0%		81.8%	

Fall 2016

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		10		9		6
4		4		1		2
3		1		1		3
2		0		1		1
1		1		0		1
Total # Students	0	16	0	12	0	13
Average	4.38		4.58		3.85	
% of students 3 or higher	93.8%		91.7%		84.6%	

Spring 2017

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	5	4	4	6	4	7
4	3	3	2	0	1	0
3	2	1	4	2	2	2
2	1	3	0	1	2	1
1	0	1	0	0	0	0
Total # Students	11	12	10	9	9	10
Average	3.78		4.16		4.11	
% of students 3 or higher	78.3%		94.7%		84.2%	

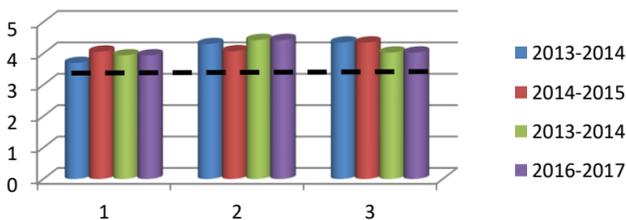
Composite 2016-2017

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	5	18	4	23	4	18
4	3	10	2	3	1	3
3	2	7	4	4	2	8
2	1	3	0	2	2	4
1	0	3	0	0	0	1
Total # Students	11	41	10	32	9	34
Average	3.94		4.43		3.98	
% of students 3 or higher	86.5%		95.2%		83.7%	

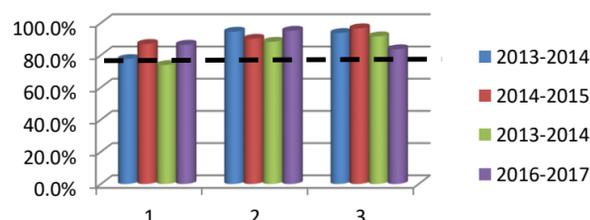
Comparison Data for Competencies 1-3

Competency	Overall Average				% of Students Scoring 70% or higher (3)			
	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017
1	3.7	4.06	3.52	3.94	77.6%	87.0%	73.9%	86.5%
2	4.3	4.07	4.21	4.43	94.6%	90.2%	88.3%	95.2%
3	4.35	4.35	4.58	4.03	93.8%	96.7%	91.7%	83.7%

Overall Competency Average (Scale 1-5)



Percentage of Students Scoring 70% (3) or Higher



ECON 221-Summer 2016

Objective		Aplia Assignments									
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1			#DIV/0!	91.3	12	11	91.7%	80.7%	73.9%	
	Ch 2			#DIV/0!	70.1	11	6	54.5%			
(4b) State Obj 2	Ch 3			#DIV/0!	80.1	10	8	80.0%	85.2%	94.1%	
	Ch 4			#DIV/0!	88.0	12	12	100.0%			
	Ch 5			#DIV/0!	87.6	12	12	100.0%			
(4c) State Obj 3	Ch 6			#DIV/0!	82.6	12	11	91.7%	77.8%	81.8%	
	Ch 7			#DIV/0!	83.6	11	10	90.9%			
	Ch 8			#DIV/0!	71.9	11	8	72.7%			
	Ch 9			#DIV/0!	73.7	10	7	70.0%			
	Ch 10			#DIV/0!	77.1	11	9	81.8%			
(4d) State Obj 4	Ch 12			#DIV/0!	88	10	10	100.0%	80.3%	84.4%	
	Ch 13			#DIV/0!	72	11	7	63.6%			
	Ch 14			#DIV/0!	81	11	10	90.9%			
(4e) State Obj 5	Ch 15			#DIV/0!	63.2	8	6	75.0%	70.2%	73.7%	
Ch 11			#DIV/0!	77.1	11	8	72.7%				

Objective		Quizzes									
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1			#DIV/0!	83.8	12	12	100.0%	77.8%	83.3%	
	Ch 2			#DIV/0!	71.7	12	8	66.7%			
(4b) State Obj 2	Ch 3			#DIV/0!	73.30	12	8	66.7%	76.4%	72.2%	
	Ch 4			#DIV/0!	74.20	12	7	58.3%			
	Ch 5			#DIV/0!	81.7	12	11	91.7%			
(4c) State Obj 3	Ch 6			#DIV/0!	80.4	12	8	66.7%	77.7%	66.7%	
	Ch 7			#DIV/0!	80	12	9	75.0%			
	Ch 8			#DIV/0!	68.2	11	5	45.5%			
	Ch 9			#DIV/0!	88.6	11	9	81.8%			
	Ch 10			#DIV/0!	71.4	11	7	63.6%			
(4d) State Obj 4	Ch 12			#DIV/0!	89.5	11	11	100.0%	83.3%	97.0%	
	Ch 13			#DIV/0!	77.3	11	10	90.9%			
	Ch 14			#DIV/0!	83.2	11	11	100.0%			
(4e) State Obj 5	Ch 15			#DIV/0!	75.6	8	6	75.0%	78.3%	84.2%	
Ch 11			#DIV/0!	80.9	11	10	90.9%				

Composite Summer 2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	79.2%	78.7%
4b State Obj 2	80.8%	82.9%
4c State Obj 3	77.8%	74.1%
4d State Obj 4	81.8%	90.8%
4e State Obj 5	74.2%	78.9%

ECON 221-Fall 2016

		Aplia Assignments									
Objective		ECON 221-301 (Face-to-Face)				ECON 221-3N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1			#DIV/0!	86.32	15	14	93.3%	80.1%	75.0%	
State Obj 1	Ch 2			#DIV/0!	73.88	13	7	53.8%			
(4b)	Ch 3			#DIV/0!	79.21	14	10	71.4%	83.0%	81.8%	
State Obj 2	Ch 4			#DIV/0!	87.75	15	14	93.3%			
	Ch 5			#DIV/0!	81.95	15	12	80.0%			
(4c)	Ch 6			#DIV/0!	77.36	15	11	73.3%	79.1%	79.2%	
State Obj 3	Ch 7			#DIV/0!	82.74	14	12	85.7%			
	Ch 8			#DIV/0!	72.85	15	11	73.3%			
	Ch 9			#DIV/0!	85.04	14	12	85.7%			
	Ch 10			#DIV/0!	77.67	14	11	78.6%			
(4d)	Ch 12			#DIV/0!	89.6	15	14	93.3%	83.5%	88.4%	
State Obj 4	Ch 13			#DIV/0!	79.4	15	13	86.7%			
	Ch 14			#DIV/0!	81.5	13	11	84.6%			
(4e)	Ch 15			#DIV/0!	70.3	13	8	61.5%	71.5%	70.4%	
State Obj 5	Ch 11			#DIV/0!	72.7	14	11	78.6%			

		Quizzes									
Objective		ECON 221-301 (Face-to-Face)				ECON 221-3N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1			#DIV/0!	84.58	12	12	100.0%	76.6%	76.9%	
State Obj 1	Ch 2			#DIV/0!	68.57	14	8	57.1%			
(4b)	Ch 3			#DIV/0!	71.88	16	11	68.8%	71.8%	63.0%	
State Obj 2	Ch 4			#DIV/0!	72.19	16	9	56.3%			
	Ch 5			#DIV/0!	71.43	14	9	64.3%			
(4c)	Ch 6			#DIV/0!	80.00	13	11	84.6%	77.5%	72.1%	
State Obj 3	Ch 7			#DIV/0!	81.92	13	11	84.6%			
	Ch 8			#DIV/0!	75.71	14	8	57.1%			
	Ch 9			#DIV/0!	79.00	15	12	80.0%			
	Ch 10			#DIV/0!	70.77	13	7	53.8%			
(4d)	Ch 12			#DIV/0!	88.70	15	15	100.0%	82.4%	90.5%	
State Obj 4	Ch 13			#DIV/0!	79.60	14	11	78.6%			
	Ch 14			#DIV/0!	78.80	13	12	92.3%			
(4e)	Ch 15			#DIV/0!	69.20	12	6	50.0%	78.0%	73.1%	
State Obj 5	Ch 11			#DIV/0!	86.80	14	13	92.9%			

Composite Fall 2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	78.3%	75.9%
4b State Obj 2	77.4%	72.2%
4c State Obj 3	78.3%	75.7%
4d State Obj 4	82.9%	89.4%
4e State Obj 5	74.8%	71.7%

ECON 221-Spring 2017

Objective		Aplia Assignments									
		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1	91.5	12	12	100.0%	88.0	17	17	100.0%	81.8%	81.7%
	Ch 2	73.9	12	8	66.7%	73.8	19	12	63.2%		
(4b) State Obj 2	Ch 3	79.8	12	10	83.3%	76.5	16	12	75.0%	81.9%	91.7%
	Ch 4	89.2	12	12	100.0%	86.4	17	17	100.0%		
	Ch 5	75.0	12	11	91.7%	84.4	15	15	100.0%		
(4c) State Obj 3	Ch 6	79.6	12	10	83.3%	74.6	14	10	71.4%	78.4%	80.0%
	Ch 7	82.4	12	10	83.3%	83.2	14	13	92.9%		
	Ch 8	77.8	12	12	100.0%	70.7	12	6	50.0%		
	Ch 9	80.7	11	9	81.8%	79.8	11	9	81.8%		
(4d) State Obj 4	Ch 10	77.9	11	8	72.7%	76.8	11	9	81.8%	80.9%	87.3%
	Ch 12	80.9	10	9	90.0%	85.7	11	11	100.0%		
	Ch 13	74.6	10	8	80.0%	80.5	11	10	90.9%		
(4e) State Obj 5	Ch 14	80.9	11	9	81.8%	82.7	10	8	80.0%	75.3%	79.5%
	Ch 15	73.0	11	10	90.9%	80.3	11	10	90.9%		
	Ch 11	71.1	11	8	72.7%	76.9	11	7	63.6%		

Objective		Quizzes									
		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1	85.5	11	10	90.9%	82.9	14	13	92.9%	77.6%	77.4%
	Ch 2	71.8	11	7	63.6%	70.3	17	11	64.7%		
(4b) State Obj 2	Ch 3	70.8	12	8	66.7%	73.57	14	9	64.3%	74.9%	70.4%
	Ch 4	69.6	12	7	58.3%	80.63	16	14	87.5%		
	Ch 5	72.1	12	8	66.7%	82.7	15	11	73.3%		
(4c) State Obj 3	Ch 6	83.3	12	11	91.7%	86.5	13	12	92.3%	78.7%	78.6%
	Ch 7	75.8	12	9	75.0%	91.5	13	13	100.0%		
	Ch 8	65.4	12	7	58.3%	77.3	11	8	72.7%		
	Ch 9	73.2	11	7	63.6%	88.2	11	10	90.9%		
(4d) State Obj 4	Ch 10	70.0	11	7	63.6%	75.9	11	8	72.7%	79.9%	85.7%
	Ch 12	71.8	11	9	81.8%	85.5	11	11	100.0%		
	Ch 13	73.0	10	6	60.0%	86.8	11	10	90.9%		
(4e) State Obj 5	Ch 14	74.0	10	8	80.0%	88	10	10	100.0%	77.3%	85.4%
	Ch 15	71.5	10	9	90.0%	80	11	9	81.8%		
	Ch 11	75.0	10	9	90.0%	82.5	10	8	80.0%		

Composite Spring 2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	79.7%	79.6%
4b State Obj 2	78.4%	81.2%
4c State Obj 3	78.6%	79.3%
4d State Obj 4	80.4%	86.5%
4e State Obj 5	76.3%	82.4%

ECON 221-Online Courses 2016-2017

Objective		Aplia Assignments													
		ECON 221-101 (Online) Summer 2016				ECON 221-101 (Online) Fall 2016				ECON 221-1N0 (Online) Spring 2017					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1	91.3	12	11	91.7%	86.32	15	14	93.3%	88.0	17	17	100.0%	80.6%	77.0%
State Obj 1	Ch 2	70.1	11	6	54.5%	73.88	13	7	53.8%	73.8	19	12	63.2%		
(4b)	Ch 3	80.1	10	8	80.0%	79.21	14	10	71.4%	76.5	16	12	75.0%	83.6%	88.9%
State Obj 2	Ch 4	88.03	12	12	100.0%	87.75	15	14	93.3%	86.4	17	17	100.0%		
	Ch 5	87.6	12	12	100.0%	81.95	15	12	80.0%	84.4	15	15	100.0%		
(4c)	Ch 6	82.6	12	11	91.7%	77.36	15	11	73.3%	74.6	14	10	71.4%	78.0%	78.8%
State Obj 3	Ch 7	83.6	11	10	90.9%	82.74	14	12	85.7%	83.2	14	13	92.9%		
	Ch 8	71.9	11	8	72.7%	72.85	15	11	73.3%	70.7	12	6	50.0%		
	Ch 9	73.7	10	7	70.0%	85.04	14	12	85.7%	79.8	11	9	81.8%		
(4d)	Ch 10	77.1	11	9	81.8%	77.67	14	11	78.6%	76.8	11	9	81.8%	82.3%	87.9%
State Obj 4	Ch 12	88	10	10	100.0%	89.6	15	14	93.3%	85.7	11	11	100.0%		
	Ch 13	72	11	7	63.6%	79.4	15	13	86.7%	80.5	11	10	90.9%		
(4e)	Ch 14	81	11	10	90.9%	81.5	13	11	84.6%	82.7	10	8	80.0%	73.4%	73.5%
State Obj 5	Ch 15	63.2	8	6	75.0%	70.3	13	8	61.5%	80.3	11	10	90.9%		
	Ch 11	77.1	11	8	72.7%	72.7	14	11	78.6%	76.9	11	7	63.6%		

Objective		Quizzes													
		ECON 221-101 (Online) Summer 2016				ECON 221-101 (Online) Fall 2016				ECON 221-1N0 (Online) Spring 2017					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1	83.8	12	12	100.0%	84.58	12	12	100.0%	82.9	14	13	92.9%	77.0%	79.0%
State Obj 1	Ch 2	71.7	12	8	66.7%	68.57	14	8	57.1%	70.3	17	11	64.7%		
(4b)	Ch 3	73.3	12	8	66.7%	71.88	16	11	68.8%	73.57	14	9	64.3%	75.7%	70.1%
State Obj 2	Ch 4	74.2	12	7	58.3%	72.19	16	9	56.3%	80.63	16	14	87.5%		
	Ch 5	81.7	12	11	91.7%	71.43	14	9	64.3%	82.7	15	11	73.3%		
(4c)	Ch 6	80.4	12	8	66.7%	80	13	11	84.6%	86.5	13	12	92.3%	79.7%	75.0%
State Obj 3	Ch 7	80	12	9	75.0%	81.92	13	11	84.6%	91.5	13	13	100.0%		
	Ch 8	68.2	11	5	45.5%	75.71	14	8	57.1%	77.3	11	8	72.7%		
	Ch 9	88.6	11	9	81.8%	79	15	12	80.0%	88.2	11	10	90.9%		
(4d)	Ch 10	71.4	11	7	63.6%	70.77	13	7	53.8%	75.9	11	8	72.7%	84.2%	94.4%
State Obj 4	Ch 12	89.5	11	11	100.0%	88.7	15	15	100.0%	85.5	11	11	100.0%		
	Ch 13	77.3	11	10	90.9%	79.6	14	11	78.6%	86.8	11	10	90.9%		
(4e)	Ch 14	83.2	11	11	100.0%	78.8	13	12	92.3%	88	10	10	100.0%	79.2%	78.8%
State Obj 5	Ch 15	75.6	8	6	75.0%	69.2	12	6	50.0%	80	11	9	81.8%		
	Ch 11	80.9	11	10	90.9%	86.8	14	13	92.9%	82.5	10	8	80.0%		

Composite Online Courses 2016-2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	78.8%	78.0%
4b State Obj 2	79.6%	79.4%
4c State Obj 3	79.0%	76.9%
4d State Obj 4	83.2%	91.1%
4e State Obj 5	76.3%	76.1%

ECON 221-Face-to-Face Courses 2016-2017

Objective		Aplia Assignments									
		ECON 221-101 (Face-to-Face) Fall 2016				ECON 221-101 (Face-to-Face) Spring 2017					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1			#DIV/0!	91.5	12	12	100.0%	82.7%	83.3%	
	Ch 2			#DIV/0!	73.9	12	8	66.7%			
(4b) State Obj 2	Ch 3			#DIV/0!	79.8	12	10	83.3%	81.3%	91.7%	
	Ch 4			#DIV/0!	89.2	12	12	100.0%			
	Ch 5			#DIV/0!	75.0	12	11	91.7%			
(4c) State Obj 3	Ch 6			#DIV/0!	79.6	12	10	83.3%	79.7%	84.5%	
	Ch 7			#DIV/0!	82.4	12	10	83.3%			
	Ch 8			#DIV/0!	77.8	12	12	100.0%			
	Ch 9			#DIV/0!	80.7	11	9	81.8%			
	Ch 10			#DIV/0!	77.9	11	8	72.7%			
(4d) State Obj 4	Ch 12			#DIV/0!	80.9	10	9	90.0%	78.8%	83.9%	
	Ch 13			#DIV/0!	74.6	10	8	80.0%			
	Ch 14			#DIV/0!	80.9	11	9	81.8%			
(4e) State Obj 5	Ch 15			#DIV/0!	73.0	11	10	90.9%	72.1%	81.8%	
	Ch 11			#DIV/0!	71.1	11	8	72.7%			

Objective		Quizzes									
		ECON 221-101 (Face-to-Face) Fall 2016				ECON 221-101 (Face-to-Face) Spring 2017					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1			#DIV/0!	85.5	11	10	90.9%	78.7%	77.3%	
	Ch 2			#DIV/0!	71.8	11	7	63.6%			
(4b) State Obj 2	Ch 3			#DIV/0!	70.8	12	8	66.7%	70.8%	63.9%	
	Ch 4			#DIV/0!	69.6	12	7	58.3%			
	Ch 5			#DIV/0!	72.1	12	8	66.7%			
(4c) State Obj 3	Ch 6			#DIV/0!	83.3	12	11	91.7%	73.5%	70.7%	
	Ch 7			#DIV/0!	75.8	12	9	75.0%			
	Ch 8			#DIV/0!	65.4	12	7	58.3%			
	Ch 9			#DIV/0!	73.2	11	7	63.6%			
	Ch 10			#DIV/0!	70.0	11	7	63.6%			
(4d) State Obj 4	Ch 12			#DIV/0!	71.8	11	9	81.8%	72.9%	74.2%	
	Ch 13			#DIV/0!	73.0	10	6	60.0%			
	Ch 14			#DIV/0!	74.0	10	8	80.0%			
(4e) State Obj 5	Ch 15			#DIV/0!	71.5	10	9	90.0%	73.3%	90.0%	
	Ch 11			#DIV/0!	75.0	10	9	90.0%			

Composite F2F Courses		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	80.7%	80.4%
4b State Obj 2	76.1%	77.8%
4c State Obj 3	76.6%	77.6%
4d State Obj 4	75.9%	79.0%
4e State Obj 5	72.7%	85.7%

ECON 221-Composite 2016-2017

Objective		Aplia Assignments									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1	91.5	12	12	100.0%	88.5	44	42	95.5%	81.6%	78.4%
State Obj 1	Ch 2	73.9	12	8	66.7%	72.6	43	25	58.1%		
(4b)	Ch 3	79.83	12	10	83.3%	78.6	40	30	75.0%	82.4%	89.5%
State Obj 2	Ch 4	89.2	12	12	100.0%	87.4	44	43	97.7%		
	Ch 5	75	12	11	91.7%	84.7	42	39	92.9%		
(4c)	Ch 6	79.6	12	10	83.3%	78.2	41	32	78.0%	78.8%	80.2%
State Obj 3	Ch 7	82.4	12	10	83.3%	83.2	39	35	89.7%		
	Ch 8	77.8	12	12	100.0%	71.8	38	25	65.8%		
	Ch 9	80.7	11	9	81.8%	79.5	35	28	80.0%		
	Ch 10	77.9	11	8	72.7%	77.2	36	29	80.6%		
(4d)	Ch 12	80.9	10	9	90.0%	87.8	36	35	97.2%	80.5%	87.0%
State Obj 4	Ch 13	74.6	10	8	80.0%	77.3	37	30	81.1%		
	Ch 14	80.9	11	9	81.8%	81.7	34	29	85.3%		
(4e)	Ch 15	73	11	10	90.9%	71.3	32	24	75.0%	72.7%	75.6%
State Obj 5	Ch 11	71.1	11	8	72.7%	75.6	36	26	72.2%		

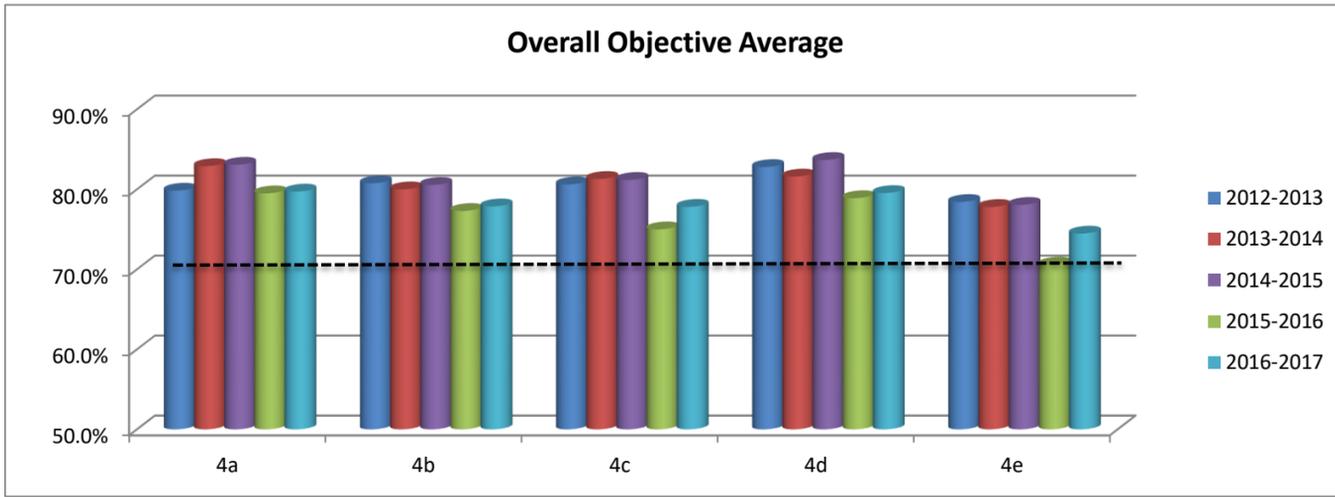
Objective		Quizzes									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a)	Ch 1	85.5	11	10	90.9%	83.8	38	37	97.4%	77.8%	78.6%
State Obj 1	Ch 2	71.8	11	7	63.6%	70.2	43	27	62.8%		
(4b)	Ch 3	70.83	12	8	66.7%	72.9	42	28	66.7%	73.3%	68.7%
State Obj 2	Ch 4	69.6	12	7	58.3%	75.7	44	30	68.2%		
	Ch 5	72.1	12	8	66.7%	78.6	41	31	75.6%		
(4c)	Ch 6	83.3	12	11	91.7%	82.3	38	31	81.6%	76.6%	74.0%
State Obj 3	Ch 7	75.8	12	9	75.0%	84.5	38	33	86.8%		
	Ch 8	65.42	12	7	58.3%	73.7	36	21	58.3%		
	Ch 9	73.2	11	7	63.6%	85.3	37	31	83.8%		
	Ch 10	70	11	7	63.6%	72.7	35	22	62.9%		
(4d)	Ch 12	71.8	11	9	81.8%	87.9	37	37	100.0%	78.5%	89.9%
State Obj 4	Ch 13	73	10	6	60.0%	81.2	36	31	86.1%		
	Ch 14	74	10	8	80.0%	83.3	34	33	97.1%		
(4e)	Ch 15	71.5	10	9	90.0%	74.9	31	21	67.7%	76.2%	81.4%
State Obj 5	Ch 11	75	10	9	90.0%	83.4	35	31	88.6%		

All Courses for 2016-2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	79.7%	78.5%
4b State Obj 2	77.9%	79.1%
4c State Obj 3	77.8%	77.1%
4d State Obj 4	79.5%	88.4%
4e State Obj 5	74.5%	78.4%

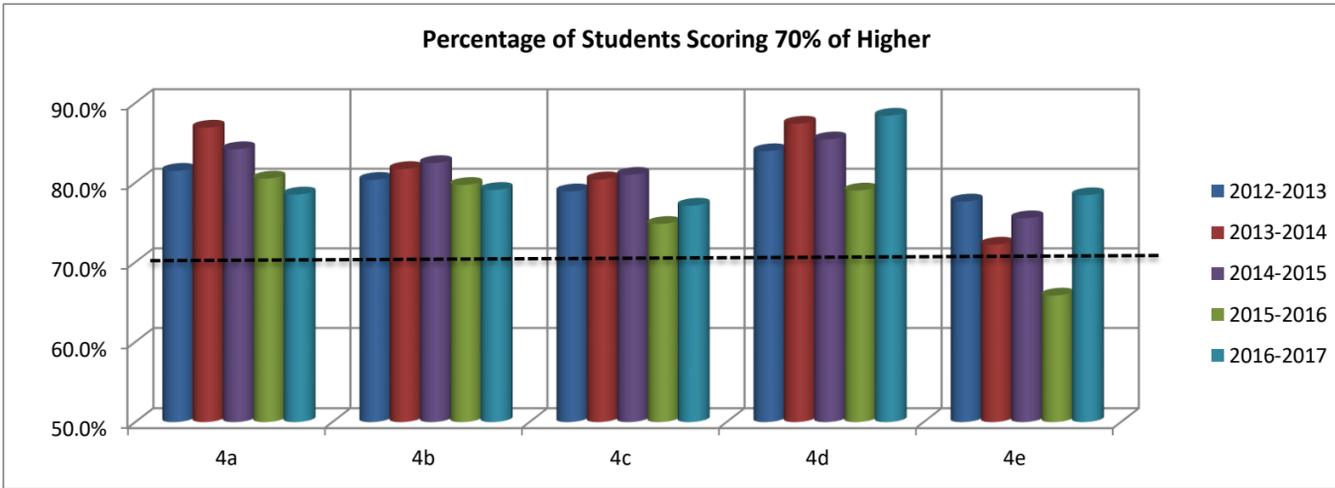
ECON 221—Composite Trend Data

Objective	Overall Objective Average					% of Students Scoring 70% or higher				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4a	79.8%	82.9%	83.1%	79.5%	79.7%	81.5%	86.9%	84.2%	80.5%	78.5%
4b	80.8%	80.0%	80.6%	77.3%	77.9%	80.3%	81.7%	82.4%	79.7%	79.1%
4c	80.6%	81.3%	81.2%	75.0%	77.8%	78.9%	80.4%	81.0%	74.8%	77.1%
4d	82.8%	81.6%	83.7%	78.9%	79.5%	83.9%	87.4%	85.4%	79.0%	88.4%
4e	78.4%	77.8%	78.1%	70.6%	74.5%	77.6%	72.2%	75.5%	65.8%	78.4%

Overall Objective Average



Percentage of Students Scoring 70% of Higher



Clovis Community College

Core Competencies Assessment 2016-2017—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222)

Faculty: Robin Kuykendall

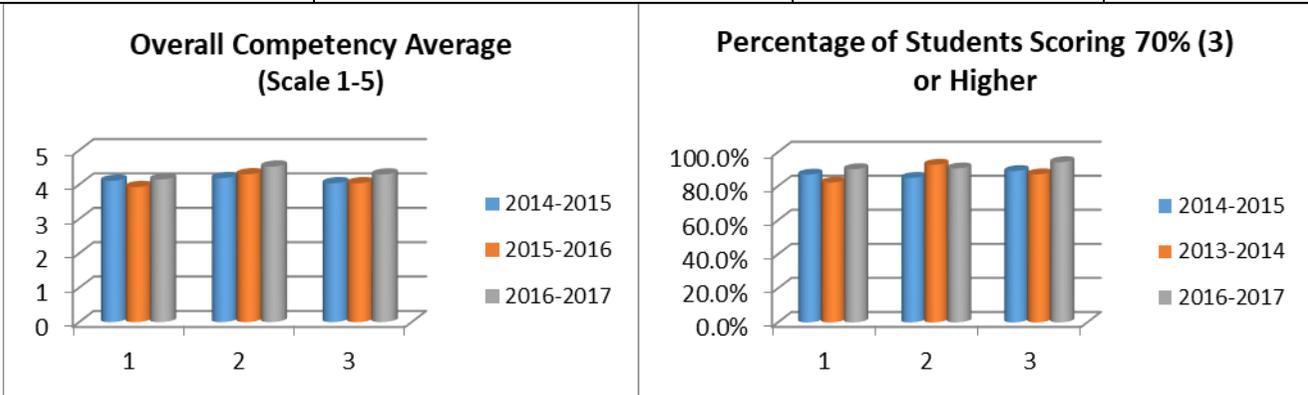
Common Core No.: NMCCN ECON 2123

<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:</p> <p>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 = 4.15 90.0% of the students (18 out of 20) 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>A few semesters ago, I changed the assessment tool for objectives 1-3 from a report to a discussion with required responses. Overall, this has gone really well. Results are above the benchmark and most students pass at the minimum level. In addition, the discussion method fosters a greater level of interaction while meeting the objective requirement. I will continue this method in the future.</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></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. 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>	<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.</p>	<p>Average = 4.52 90.5% of the students (19 out of 21) scored a 3 or higher on this assignment</p>	
<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. Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher): Opportunity cost, law of supply, law of demand, equilibrium, price elasticity of demand, utility analysis as it relates to consumer choice, cost analysis and break-even point as it relates to producer choice, various market structures, and price ceilings and floors (NM state competencies Nos. 1-7)</p>	<p>Assignment—students were required to pick 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.</p>	<p>Average = 4.29 94.1% of the students (16 out of 17) scored a 3 or higher on this assignment</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.*

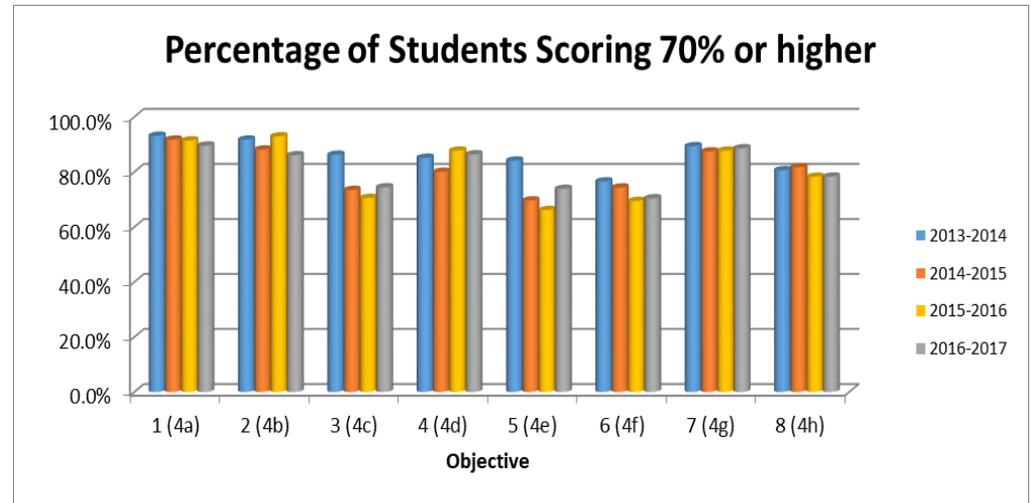
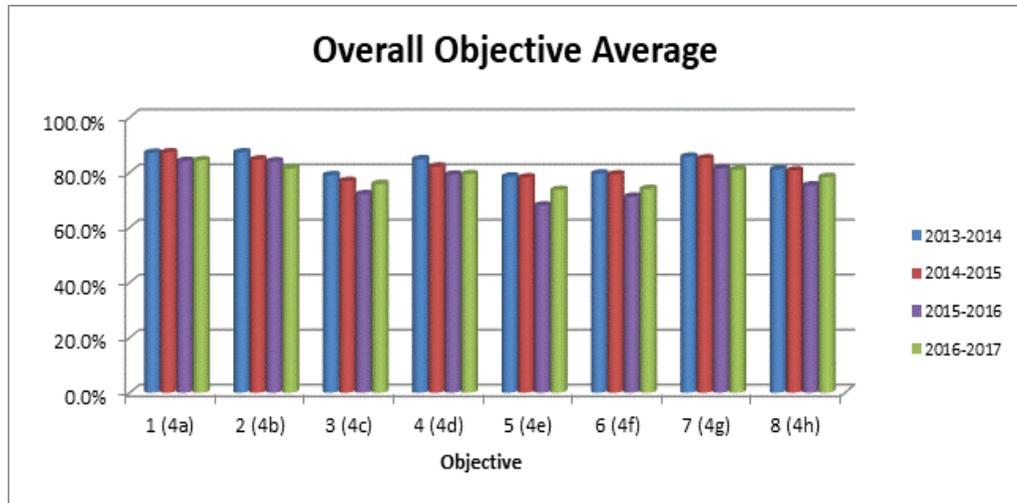
<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
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<p>4. Students will apply the 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> <ul style="list-style-type: none"> 4a—opportunity cost (state competency No. 1*) 4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events including price ceilings and floors (state competency No. 2*) 4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*) 4d—consumer choice including utility analysis (state competency No. 4*) 4e—producer choice including cost analysis and break-even point (state competency No. 5*) 4f—comparison and contrast of perfect competition, 	<p>Quizzes and Assignments including graphical analysis.</p>	<p><u>Overall Objective Average</u></p> <p>4a = 84.4% 4b = 81.5% 4c = 75.8% 4d = 79.4% 4e = 73.6% 4f = 74.0% 4g = 81.0% 4h = 78.3%</p> <p><u>Students scoring 70% or higher on each objective</u></p> <p>4a = 89.5% 4b = 86.0% 4c = 74.4% 4d = 86.4% 4e = 73.8% 4f = 70.4% 4g = 88.6% 4h = 78.3%</p>	<p>Last year, the only objective that was not met was Objective e. This year I added some additional resources that focuses on the math needed to understand the producer choice. This seemed to make a difference as the overall objective average increased from 68% to 73.6%. In addition, the number of students who scored a 70% or higher increased from 66.1% to 73.8% showing strong improvement over last year. I will continue to utilize these resources next year.</p> <p>I also typically evaluate online results compared to face-to-face results; however, this course is only offered during the fall and it did not make Fall 2016; therefore, there is no face-to-face data for this year.</p> <p>As shown in the graphs on the next page, the overall trend indicates this year's results are very consistent with the last 3 years.</p>
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**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>
monopoly, monopolistic competition, and oligopoly (state competency No. 6*) 4g—impact of government intervention in markets including taxes and antitrust (state competency No. 7*) 4h—role of labor and capital markets (state competency No. 8*) *Meets NM business articulation competencies End – Social/Behavioral Sciences			



*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.*

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, including price ceilings and floors
3. the concepts and calculation of the price elasticity of demand and supply and income elasticity
4. consumer choice including utility analysis
5. producer choice including cost analysis and break-even point
6. the comparison and contrast of the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly
7. the impact of government intervention in markets including price ceilings and price floors; the impact of taxes and antitrust
8. the role of labor and capital markets

Faculty Member Completing Assessment: Robin Kuykendall **Date:** June 9, 2017

Reviewed by (Division chair): Monica Sanchez **Date:** June 2017

NM Common Core General Education Competencies

Area IV—Social and Behavioral Sciences

5 = 100% - 90% 4 = 89% - 80% 3 = 79% - 70% 2 = 69% - 60% 1 = Below 60%

Summer 2016

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		2		3		2
4		0		1		0
3		0		0		1
2		1		0		0
1		1		0		0
Total # Students	0	4	0	4	0	3
Average	3.25		5.00		4.67	
% of students 3 or higher	50.0%		100.0%		100.0%	

Fall 2016

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		6		7		5
4		1		0		1
3		1		0		1
2		0		2		0
1		0		0		0
Total # Students		8	0	9	0	7
Average	4.63		4.33		4.57	
% of students 3 or higher	100.0%		77.8%		100.0%	

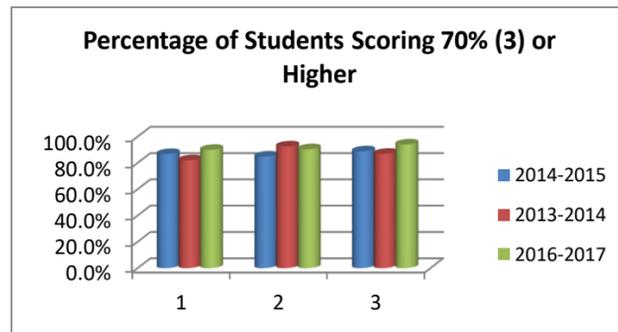
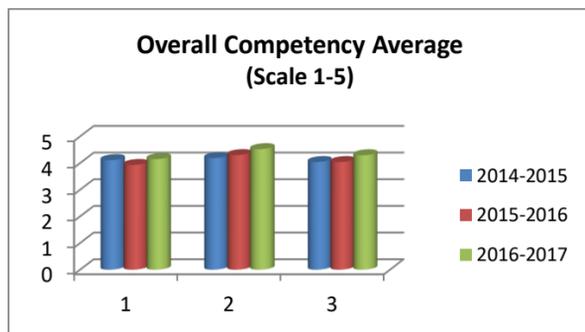
Spring 2017

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		3		4		3
4		3		4		3
3		2		0		0
2		0		0		0
1		0		0		1
Total # Students	0	8	0	8	0	7
Average	4.13		4.50		3.86	
% of students 3 or higher	100.0%		100.0%		85.7%	

Composite 2016-2017

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	0	11	0	14	0	10
4	0	4	0	5	0	4
3	0	3	0	0	0	2
2	0	1	0	2	0	0
1	0	1	0	0	0	1
Total # Students	0	20	0	21	0	17
Average	4.15		4.52		4.29	
% of students 3 or higher	90.0%		90.5%		94.1%	

Comparison Data for Competencies 1-3						
Competency	Overall Average			% of Students Scoring 70% or higher (3)		
	2014-2015	2015-2016	2016-2017	2014-2015	2013-2014	2016-2017
1	4.11	3.93	4.15	86.8%	82.1%	90.0%
2	4.19	4.30	4.52	84.9%	92.6%	90.5%
3	4.04	4.04	4.29	88.9%	87.0%	94.1%



ECON 222-Summer 2016

Aplia Assignments									
ECON 222-201 (Face-to-Face) NOT OFFERED					ECON 222-2N0 (Online)				
Objective	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a) Ch 1 Ch 2				#DIV/0!	90.7	6	6	100.0%	84.9%
				#DIV/0!	79.1	6	5	83.3%	91.7%
State Obj 2 (4b) Ch 3 Ch 4 Ch 5				#DIV/0!	77.0	7	5	71.4%	
				#DIV/0!	91.6	5	5	100.0%	86.5%
				#DIV/0!	90.9	4	4	100.0%	87.5%
State Obj 3 (4c) Ch 6				#DIV/0!	72.8	3	2	66.7%	72.8%
State Obj 4 (4d) Ch 7				#DIV/0!	77.6	4	4	100.0%	66.7%
State Obj 5 (4e) Ch 8				#DIV/0!	80.1	5	5	100.0%	77.6%
				#DIV/0!	76.0	4	3	75.0%	100.0%
State Obj 6 (4f) Ch 9 Ch 10 Ch 11				#DIV/0!	95.4	3	3	100.0%	80.1%
				#DIV/0!	61.4	3	1	33.3%	100.0%
				#DIV/0!	61.4	3	1	33.3%	77.6%
State Obj 7 (4g) Ch 12				#DIV/0!	78.8	3	3	100.0%	70.0%
State Obj 8 (4h) Ch 13 Ch 14				#DIV/0!	91.1	3	2	66.7%	78.8%
				#DIV/0!	61.6	4	2	50.0%	100.0%

Quizzes									
ECON 222-201 (Face-to-Face) NOT OFFERED					ECON 222-2N0 (Online)				
Objective	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a) Ch 1 Ch 2				#DIV/0!	83.8	4	3	75.0%	86.1%
				#DIV/0!	88.3	3	3	100.0%	85.7%
State Obj 2 (4b) Ch 3 Ch 4 Ch 5				#DIV/0!	74.0	5	3	60.0%	
				#DIV/0!	73.0	5	4	80.0%	77.3%
				#DIV/0!	85.0	4	4	100.0%	78.6%
State Obj 3 (4c) Ch 6				#DIV/0!	82.5	4	4	100.0%	82.5%
State Obj 4 (4d) Ch 7				#DIV/0!	85.0	4	4	100.0%	100.0%
State Obj 5 (4e) Ch 8				#DIV/0!	72.0	5	3	60.0%	82.5%
				#DIV/0!	68.8	4	2	50.0%	100.0%
State Obj 6 (4f) Ch 9 Ch 10 Ch 11				#DIV/0!	75.0	3	2	66.7%	72.0%
				#DIV/0!	72.5	4	3	75.0%	60.0%
				#DIV/0!	72.5	4	3	75.0%	72.0%
State Obj 7 (4g) Ch 12				#DIV/0!	80.0	3	2	66.7%	60.0%
State Obj 8 (4h) Ch 13 Ch 14				#DIV/0!	75.0	3	2	66.7%	80.0%
				#DIV/0!	73.3	3	2	66.7%	66.7%

Composite Summer 2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	85.5%	89.5%
State Obj 2 4b	81.9%	83.3%
State Obj 3 4c	77.7%	85.7%
State Obj 4 4d	81.3%	100.0%
State Obj 5 4e	76.1%	100.0%
State Obj 6 4f	74.9%	66.7%
State Obj 7 4g	79.4%	83.3%
State Obj 8 4h	75.3%	61.5%

ECON 222-Fall 2016

		Aplia Assignments									
		ECON 222-301 (Face-to-Face)--DID NOT MAKE				ECON 222-3N0 (Online)					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1 Ch 2				#DIV/0!	90.79	10	10	100.0%	86.0%	94.7%
					#DIV/0!	81.3	9	8	88.9%		
State Obj 2 (4b)	Ch 3 Ch 4 Ch 5				#DIV/0!	86	10	10	100.0%	88.5%	100.0%
					#DIV/0!	91.7	10	10	100.0%		
					#DIV/0!	87.9	9	9	100.0%		
State Obj 3	Ch 6				#DIV/0!	76.53	8	5	62.5%	76.5%	62.5%
State Obj 4 (4d)	Ch 7				#DIV/0!	82.6	10	10	100.0%	82.6%	100.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	67.88	9	5	55.6%	67.9%	55.6%
State Obj 6 (4f)	Ch 9 Ch 10 Ch 11				#DIV/0!	72.98	8	7	87.5%	78.9	87.0%
					#DIV/0!	84.34	7	6	85.7%		
					#DIV/0!	79.4	8	7	87.5%		
State Obj 7	Ch 12				#DIV/0!	88.1	7	7	100.0%	88.1%	100.0%
State Obj 8 (4h)	Ch 13 Ch 14				#DIV/0!	82.2	8	7	87.5%	86.1%	93.3%
					#DIV/0!	89.9	7	7	100.0%		

		Quizzes									
		ECON 222-301 (Face-to-Face)--DID NOT MAKE				ECON 222-3N0 (Online)					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1 Ch 2				#DIV/0!	91.1	9	9	100.0%	86.4%	94.4%
					#DIV/0!	81.7	9	8	88.9%		
State Obj 2 (4b)	Ch 3 Ch 4 Ch 5				#DIV/0!	77.5	10	8	80.0%	80.2%	86.2%
					#DIV/0!	78.0	10	9	90.0%		
					#DIV/0!	85	9	8	88.9%		
State Obj 3 (4c)	Ch 6				#DIV/0!	75.5	10	8	80.0%	75.5%	80.0%
State Obj 4 (4d)	Ch 7				#DIV/0!	79	10	8	80.0%	79.0%	80.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	80	8	7	87.5%	80.0%	87.5%
State Obj 6 (4f)	Ch 9 Ch 10 Ch 11				#DIV/0!	74.4	9	6	66.7%	78.8	79.2%
					#DIV/0!	80.0	7	6	85.7%		
					#DIV/0!	81.9	8	7	87.5%		
State Obj 7	Ch 12				#DIV/0!	87.5	8	7	87.5%	87.5%	87.5%
State Obj 8 (4h)	Ch 13 Ch 14				#DIV/0!	83.1	8	7	87.5%	82.3%	86.7%
					#DIV/0!	81.4	7	6	85.7%		

Composite Fall 2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	86.2%	94.6%
State Obj 2 4b	84.4%	93.1%
State Obj 3 4c	76.0%	72.2%
State Obj 4 4d	80.8%	90.0%
State Obj 5 4e	73.9%	70.6%
State Obj 6 4f	78.8%	83.0%
State Obj 7 4g	87.8%	93.3%
State Obj 8 4h	84.2%	90.0%

ECON 222-Spring 2017

		Aplia Assignments									
		ECON 222-101 (Face-to-Face) NOT OFFERED				ECON 222-1N0 (Online)					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1				#DIV/0!	88.9	8	8	100.0%	82.5%	87.5%
	Ch 2				#DIV/0!	76.1	8	6	75.0%		
State Obj 2 (4b)	Ch 3				#DIV/0!	74.9	8	5	62.5%	83.0%	87.5%
	Ch 4				#DIV/0!	89.3	8	8	100.0%		
	Ch 5				#DIV/0!	84.9	8	8	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	73.2	7	5	71.4%	73.2%	71.4%
State Obj 4 (4d)	Ch 7				#DIV/0!	75.7	8	6	75.0%	75.7%	75.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	69.2	7	4	57.1%	69.2%	57.1%
State Obj 6 (4f)	Ch 9				#DIV/0!	50.4	8	2	25.0%	64.5	50.0%
	Ch 10				#DIV/0!	72.3	6	4	66.7%		
	Ch 11				#DIV/0!	70.7	6	4	66.7%		
State Obj 7	Ch 12				#DIV/0!	75.9	7	6	85.7%	75.9%	85.7%
State Obj 8 (4h)	Ch 13				#DIV/0!	69.6	6	3	50.0%	74.1%	66.7%
	Ch 14				#DIV/0!	78.6	6	5	83.3%		

		Quizzes									
		ECON 222-101 (Face-to-Face) NOT OFFERED				ECON 222-1N0 (Online)					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1				#DIV/0!	88.1	8	8	100.0%	80.3%	78.6%
	Ch 2				#DIV/0!	72.5	6	3	50.0%		
State Obj 2 (4b)	Ch 3				#DIV/0!	70.0	8	3	37.5%	73.5%	70.8%
	Ch 4				#DIV/0!	70.6	8	6	75.0%		
	Ch 5				#DIV/0!	80.0	8	8	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	74.3	7	5	71.4%	74.3%	71.4%
State Obj 4 (4d)	Ch 7				#DIV/0!	76.3	8	6	75.0%	76.3%	75.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	72.5	8	7	87.5%	72.5%	87.5%
State Obj 6 (4f)	Ch 9				#DIV/0!	65.6	8	4	50.0%	72.1	65.0%
	Ch 10				#DIV/0!	73.3	6	4	66.7%		
	Ch 11				#DIV/0!	77.5	6	5	83.3%		
State Obj 7	Ch 12				#DIV/0!	75.7	7	6	85.7%	75.7%	85.7%
State Obj 8 (4h)	Ch 13				#DIV/0!	81.4	7	6	85.7%	77.2%	78.6%
	Ch 14				#DIV/0!	72.9	7	5	71.4%		

Composite Spring 2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	81.4%	83.3%
State Obj 2 4b	78.3%	79.2%
State Obj 3 4c	73.8%	71.4%
State Obj 4 4d	76.0%	75.0%
State Obj 5 4e	70.9%	64.3%
State Obj 6 4f	68.3%	57.5%
State Obj 7 4g	75.8%	85.7%
State Obj 8 4h	75.6%	73.1%

ECON 222-Composite

2016-2017

Objective		Aplia Assignments								
		ECON 222 (Face-to-Face Classes)-NONE				ECON 222 (Online Classes)				
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a)	Ch 1			#DIV/0!	90.1	24	24	100.0%	84.5%	91.5%
	Ch 2			#DIV/0!	78.8	23	19	82.6%		
State Obj 2 (4b)	Ch 3			#DIV/0!	79.3	25	20	80.0%	87.9%	100.0%
	Ch 4			#DIV/0!	90.9	23	23	100.0%		
	Ch 5			#DIV/0!	87.9	21	21	100.0%		
State Obj 3	Ch 6			#DIV/0!	74.2	18	12	66.7%	74.2%	66.7%
State Obj 4 (4d)	Ch 7			#DIV/0!	78.6	22	20	90.9%	78.6%	90.9%
State Obj 5 (4e)	Ch 8			#DIV/0!	72.4	21	14	66.7%	72.4%	66.7%
State Obj 6 (4f)	Ch 9			#DIV/0!	66.4	20	12	60.0%	73.7%	69.8%
	Ch 10			#DIV/0!	84.0	16	13	81.3%		
	Ch 11			#DIV/0!	70.5	17	12	70.6%		
State Obj 7	Ch 12			#DIV/0!	80.9	17	16	94.1%	80.9%	94.1%
State Obj 8 (4h)	Ch 13			#DIV/0!	81.0	17	12	70.6%	78.8%	76.5%
	Ch 14			#DIV/0!	76.7	17	14	82.4%		

Objective		Quizzes								
		ECON 222 (Face-to-Face Classes)-NONE				ECON 222 (Online Classes)				
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a)	Ch 1			#DIV/0!	87.7	21	20	95.2%	84.3%	87.2%
	Ch 2			#DIV/0!	80.8	18	14	77.8%		
State Obj 2 (4b)	Ch 3			#DIV/0!	73.8	23	14	60.9%	83.3%	95.2%
	Ch 4			#DIV/0!	73.9	23	19	82.6%		
	Ch 5			#DIV/0!	83.3	21	20	95.2%		
State Obj 3 (4c)	Ch 6			#DIV/0!	77.4	21	17	81.0%	77.4%	81.0%
State Obj 4 (4d)	Ch 7			#DIV/0!	80.1	22	18	81.8%	80.1%	81.8%
State Obj 5 (4e)	Ch 8			#DIV/0!	74.8	21	17	81.0%	74.8%	81.0%
State Obj 6 (4f)	Ch 9			#DIV/0!	69.6	21	12	57.1%	74.3%	70.9%
	Ch 10			#DIV/0!	76.1	16	12	75.0%		
	Ch 11			#DIV/0!	77.3	18	15	83.3%		
State Obj 7	Ch 12			#DIV/0!	81.1	18	15	83.3%	81.1%	83.3%
State Obj 8 (4h)	Ch 13			#DIV/0!	79.8	18	15	83.3%	77.9%	80.0%
	Ch 14			#DIV/0!	75.9	17	13	76.5%		

All Courses for 2016-2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	84.4%	89.5%
State Obj 2 4b	81.5%	86.0%
State Obj 3 4c	75.8%	74.4%
State Obj 4 4d	79.4%	86.4%
State Obj 5 4e	73.6%	73.8%
State Obj 6 4f	74.0%	70.4%
State Obj 7 4g	81.0%	88.6%
State Obj 8 4h	78.3%	78.3%

**ECON 222-Online Courses
2016-2017**

Aplia Assignments															
		ECON 222-3N0 (Online) Summer 2016				ECON 222-1N0 (Online) Fall 2016				ECON 222-1N0 (Online) Spring 2017					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1	Ch 1	90.7	6	6	100.0%	90.79	10	10	100.0%	88.9	8	8	100.0%	84.5%	91.5%
(4a)	Ch 2	79.1	6	5	83.3%	81.3	9	8	88.9%	76.1	8	6	75.0%		
State Obj 2	Ch 3	77.0	7	5	71.4%	86	10	10	100.0%	74.9	8	5	62.5%	86.0%	92.8%
(4b)	Ch 4	91.6	5	5	100.0%	91.7	10	10	100.0%	89.3	8	8	100.0%		
	Ch 5	90.9	4	4	100.0%	87.9	9	9	100.0%	84.9	8	8	100.0%		
State Obj 3	Ch 6	72.8	3	2	66.7%	76.53	8	5	62.5%	73.2	7	5	71.4%	74.2%	66.7%
State Obj 4	Ch 7	77.6	4	4	100.0%	82.6	10	10	100.0%	75.7	8	6	75.0%	78.6%	90.9%
State Obj 5	Ch 8	80.1	5	5	100.0%	67.88	9	5	55.6%	69.2	7	4	57.1%	72.4%	66.7%
State Obj 6	Ch 9	76.0	4	3	75.0%	72.98	8	7	87.5%	50.4	8	2	25.0%	73.7%	69.8%
(4f)	Ch 10	95.4	3	3	100.0%	84.34	7	6	85.7%	72.3	6	4	66.7%		
	Ch 11	61.4	3	1	33.3%	79.4	8	7	87.5%	70.7	6	4	66.7%		
State Obj 7	Ch 12	78.8	3	3	100.0%	88.1	7	7	100.0%	75.9	7	6	85.7%	80.9%	94.1%
State Obj 8	Ch 13	91.1	3	2	66.7%	82.2	8	7	87.5%	69.6	6	3	50.0%	78.8%	76.5%
(4h)	Ch 14	61.6	4	2	50.0%	89.9	7	7	100.0%	78.6	6	5	83.3%		

Quizzes															
		ECON 222-3N0 (Online) Summer 2016				ECON 222-3N0 (Online) Fall 2016				ECON 222-1N0 (Online) Spring 2017					
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1	Ch 1	83.8	4	3	75.0%	91.1	9	9	100.0%	88.1	8	8	100.0%	84.3%	87.2%
(4a)	Ch 2	88.3	3	3	100.0%	81.7	9	8	88.9%	72.5	6	3	50.0%		
State Obj 2	Ch 3	74.0	5	3	60.0%	77.5	10	8	80.0%	70.0	8	3	37.5%	77.0%	79.1%
(4b)	Ch 4	73.0	5	4	80.0%	78.0	10	9	90.0%	70.6	8	6	75.0%		
	Ch 5	85.0	4	4	100.0%	85	9	8	88.9%	80.0	8	8	100.0%		
State Obj 3	Ch 6	82.5	4	4	100.0%	75.5	10	8	80.0%	74.3	7	5	71.4%	77.4%	81.0%
State Obj 4	Ch 7	85.0	4	4	100.0%	79	10	8	80.0%	76.3	8	6	75.0%	80.1%	81.8%
State Obj 5	Ch 8	72.0	5	3	60.0%	80	8	7	87.5%	72.5	8	7	87.5%	74.8%	81.0%
State Obj 6	Ch 9	68.8	4	2	50.0%	74.4	9	6	66.7%	65.6	8	4	50.0%	74.3%	70.9%
(4f)	Ch 10	75.0	3	2	66.7%	80.0	7	6	85.7%	73.3	6	4	66.7%		
	Ch 11	72.5	4	3	75.0%	81.9	8	7	87.5%	77.5	6	5	83.3%		
State Obj 7	Ch 12	80.0	3	2	66.7%	87.5	8	7	87.5%	75.7	7	6	85.7%	81.1%	83.3%
State Obj 8	Ch 13	75.0	3	2	66.7%	83.1	8	7	87.5%	81.4	7	6	85.7%	77.9%	80.0%
(4h)	Ch 14	73.3	3	2	66.7%	81.4	7	6	85.7%	72.9	7	5	71.4%		

Composite Online Courses 2016-2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	84.4%	89.5%
State Obj 2 4b	81.5%	86.0%
State Obj 3 4c	75.8%	74.4%
State Obj 4 4d	79.4%	86.4%
State Obj 5 4e	73.6%	73.8%
State Obj 6 4f	74.0%	70.4%
State Obj 7 4g	81.0%	88.6%
State Obj 8 4h	78.3%	78.3%

ECON 222-Face-to-Face Courses

Course was offered but did not make.

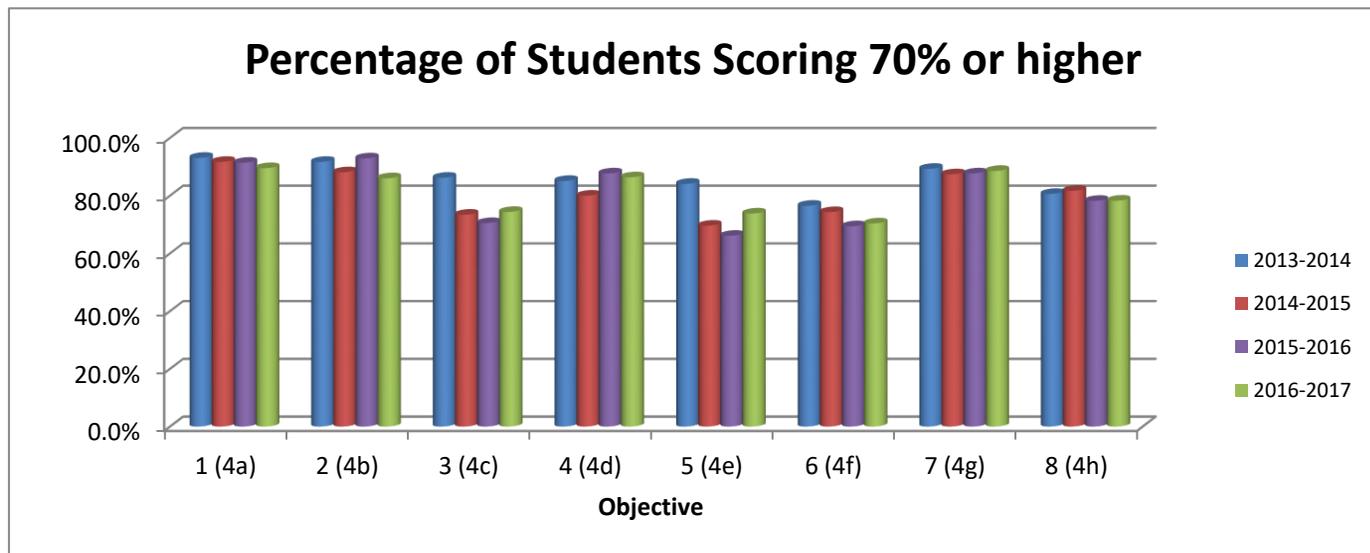
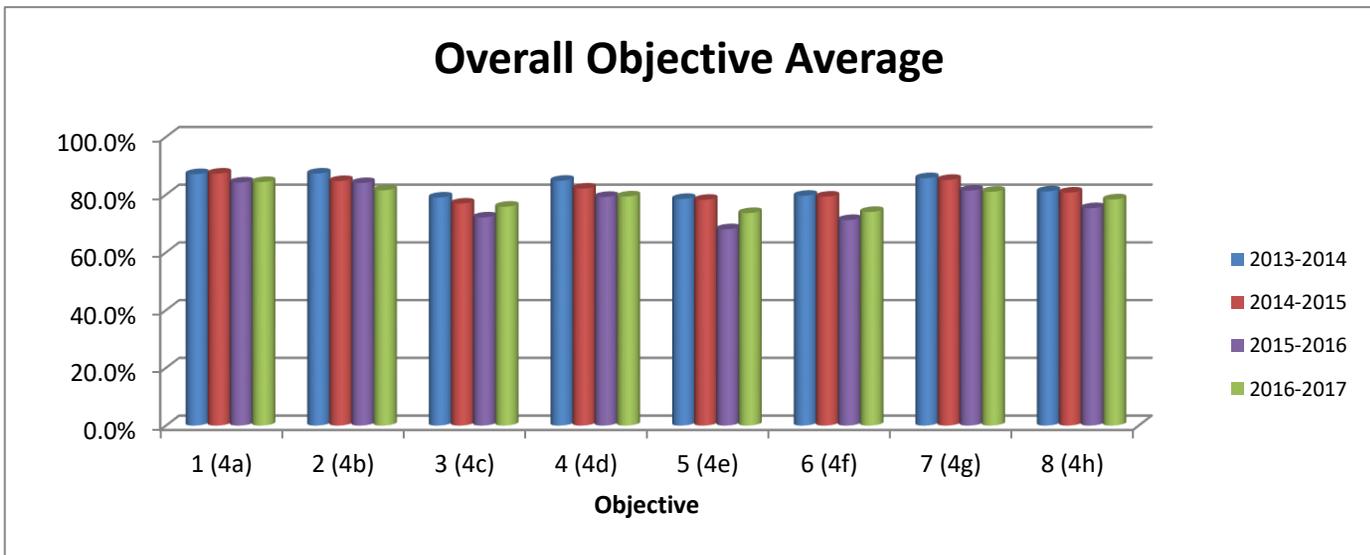
Aplia Assignments									
ECON 222-301 (Face-to-Face) Fall 2016									
Objective	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a) Ch 1 Ch 2				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 2 (4b) Ch 3 Ch 4 Ch 5				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 3 Ch 6				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 4 (4d) Ch 7				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 5 (4e) Ch 8				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 6 (4f) Ch 9 Ch 10 Ch 11				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 7 Ch 12				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 8 (4h) Ch 13 Ch 14				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!

Quizzes									
ECON 222-301 (Face-to-Face) Fall 2016									
Objective	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a) Ch 1 Ch 2				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 2 (4b) Ch 3 Ch 4 Ch 5				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 3 (4c) Ch 6				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 4 (4d) Ch 7				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 5 (4e) Ch 8				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 6 (4f) Ch 9 Ch 10 Ch 11				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 7 Ch 12				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!
State Obj 8 (4h) Ch 13 Ch 14				#DIV/0!				#DIV/0!	#DIV/0! #DIV/0!

Composite Face-to-Face Courses 2016-2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	#DIV/0!	#DIV/0!
State Obj 2 4b	#DIV/0!	#DIV/0!
State Obj 3 4c	#DIV/0!	#DIV/0!
State Obj 4 4d	#DIV/0!	#DIV/0!
State Obj 5 4e	#DIV/0!	#DIV/0!
State Obj 6 4f	#DIV/0!	#DIV/0!
State Obj 7 4g	#DIV/0!	#DIV/0!
State Obj 8 4h	#DIV/0!	#DIV/0!

* Course is only offered face-to-face in the fall

ECON 222 Composite Trend Data								
Objective	Overall Objective Average				% of Students Scoring 70% or higher			
	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017
1 (4a)	87.1%	87.3%	84.2%	84.4%	93.1%	91.7%	91.4%	89.5%
2 (4b)	87.3%	84.7%	84.0%	81.5%	91.7%	88.1%	92.9%	86.0%
3 (4c)	79.0%	76.9%	72.1%	75.8%	86.2%	73.4%	70.5%	74.4%
4 (4d)	84.8%	82.1%	79.2%	79.4%	85.1%	80.0%	87.7%	86.4%
5 (4e)	78.5%	78.2%	68.0%	73.6%	84.1%	69.6%	66.1%	73.8%
6 (4f)	79.6%	79.3%	71.2%	74.0%	76.5%	74.3%	69.4%	70.4%
7 (4g)	85.7%	85.1%	81.4%	81.0%	89.3%	87.4%	87.7%	88.6%
8 (4h)	81.1%	80.7%	75.3%	78.3%	80.6%	81.7%	78.2%	78.3%



Clovis Community College

Core Competencies Assessment 2016-2017—Area IV: Social and Behavioral Science

Class: PSY 101

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

Students: 105

<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 the culture they live in. Sample size was 105 on Pre-Test and Post-Test. Questions did relate to Pre Exam.</p>	<p>Average grades on the exams, project based activities, and pre-test indicate a pass rate of 82% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation for the Intro to Psychology course.</p> <p>Sample Size: 105</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 in 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 in real world situations. They can also apply it to how their cultural influences them.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/Priorities</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. 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. Students will vote on what topic they will debate regarding important social institution that influence them and their society.</p>	<p>Average scores on the individual presentation indicated the following: Competency 1: 83% Competency 2: 81% Competency 3: 80% Competency 4: 81%</p>		
<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>Students are required to complete a paper or presentation to encourage 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 project is required that gives them a better understanding of themselves and their society.</p>	<p>A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (85%) 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.</p>	<p>Instructions will be made clearer about what is expected on the paper and presentations.</p>	<p>Turnitin.com was implemented this semester for the papers and will be used again next year.</p>

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>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 84%. Students were more interested in national controversies as opposed to local and state issues. Same sex marriage, euthanasia, the Presidential election, abortion and legalizing marijuana for recreational purposes 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

June 2017

769-4944

Date

Phone Number

Reviewed by: Monica Sanchez

June 2017

Date

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area IV: Social and Behavioral Science

Class: PSY 106

Faculty: Dana Albright

Common Core No.: NMCCN PSYCC 1113

Students: 65

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/Priorities
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</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 the culture they live in. Sample size was 65 on both the Pre-test and Post-test.</p>	<p>Average grades on the exams (84%), post-test (81%) and paper (83%) exceeded the benchmark of (75%). Sample Size: 65</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. Each stage of Erikson’s Theory will be more clearly explained as was the case this year. They were given a better understanding of the scientific method and how it relates to anecdotal evidence as opposed to scientific evidence.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to interject 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. I will give more clear expectations for each assignment in class</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. Students should:</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</p>	<p>Average scores on the projects indicated the following: Competency 1: 82% Competency 2: 84% Competency 3: 85% Competency 4: 88%</p>		

Page 2 of 3 Course: PSY 106
Common Core No.: NMCCN PSYCC 1113

<p>Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>competency before the assignment.</p>			
<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>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.</p>	<p>Papers and presentation averaged 81%. Activities averaged 87%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.</p>	<p>Will improve their focus on how society and the social groups effect human behavior. I will have their paper or presentation give more focus on the influence society has on their behavior.</p>	<p>I will be more clear about the instructions for the assignments and Turn-it-in.com was implemented for use on their paper and I will continue to use it for future</p>
<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</p>	<p>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.</p>	<p>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 (81%).</p>	<p>Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in, and how it relates to the culture they live in or have lived in.</p>	

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

Page 3 of 3 Course: PSY 106
Common Core No.: NMCCN PSYCC 1113

framework of understanding and justice.				
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: Dana Albright _____ June 2017 _____ 769-4944
Date *Phone Number*

Reviewed by: Monica Sanchez _____ June 2017 _____
(Division Chair) *Date*

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area IV: Social and Behavioral Science

Class: PSY 201

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

Students: 18

<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 18 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 84% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course. Sample size was 18.</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</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. Students will vote on what topics they will debate regarding important social institutions that influence children. The debated on Abortion, Same Sex, Marriage,</p>	<p>Average scores on the individual presentation indicated the following: Competency 1: 84% Competency 2: 82% Competency 3: 83% Competency 4: 84%</p> <p>(Each higher than the 75% benchmark)</p>	<p>Will continue to improve their understanding of Piaget's Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interview children of three different age groups and compare their findings to Piaget's Theory. I will make it more clear to them what is expected for this project, and</p>	

Page 2 of 2 Course: PSY 201
Common Core No.: NMCCN 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
other societies and cultures in the world.	the Death Penalty and the Presidential Election.		how it will improve their knowledge of Piaget’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 a child’s 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 (88%) than for exams and discussions questions (84%). 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. I will also make the instructions clearer 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. I will be clearer about the instructions for the paper, presentation, and project.
		The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%.	Instructions will be clearer about what is expected for the Three Ages project and how it applies to Piaget’s Theory.	

Faculty Member Completing Assessment: Dana Albright June 2017
Date 769-4944
Phone Number

Reviewed by: Monica Sanchez June 2017
Date

(Division Chair)

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

Clovis Community College

Core Competencies Assessment 2016-2017—Area IV: Social and Behavioral Science

Class: Sociology 101: Introductory Sociology

Faculty: J. Scott Richeson

Common Core No.: SOCI1113

<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>In Unit 1, students were asked to compose an essay on why it is important for sociologists to use a sociological imagination and what consequences might arise if he or she failed to use this way of thinking? The results are based on 80 students.</p> <p>Benchmark: I would like to see at least an average score of 70 percent.</p>	<p>The average score on this assessment was 76.7 percent, a modest increase from last year.</p>	<p>It continues to be my impression that a number of students are not reading their textbooks, when this is essential for this assignment. I need to add more emphasis in the instructions that they first and foremost need to read the text. The lecture videos I recently recorded may also help.</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>In Unit 5, students were asked to compose an essay discussing the history of institutionalized discrimination in America and its' current impact on minorities. The results are based on 80 students.</p> <p>Benchmark: I would like to see at least an average score of 70 percent.</p>	<p>The average score on this assessment was 77 percent, a two percent decrease from last year.</p>	<p>This was a research paper assignment and a number of students cut-and-pasted content from websites without citing the sources. Further instruction on what plagiarism is and how to avoid it is needed. Also, I have since clarified exactly what a scholarly source is, because they were required for this assignment and a number of students only used webpages.</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>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>In Unit 8, students were asked to compose an essay explaining how socioeconomic status affects educational attainment. The results are based on 80 students.</p> <p>Benchmark: I would like to see at least an average score of 70 percent.</p>	<p>The average score on this assessment was 81.2 percent.</p>	<p>The text is rather skimpy in this area and I believe that students would benefit from examining a few scholarly sources on this topic. I will continue to provide a few good articles and instructions on how to download them in PDF format.</p>
<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>In Unit 10, students were asked to compose an essay explaining how cultural factors would influence international diplomacy (it involved a case study of the Gulf Oil Spill). The results are based on 80 students.</p> <p>Benchmark: I would like to see at least an average score of 70 percent.</p>	<p>The average score on this assessment was 73.2 percent.</p>	<p>The problem here is that a lot of students continue to list participants without researching and exploring their cultural backgrounds. Further clarification of the assignment instructions may be needed. For example, a devout Muslim may necessitate certain dietary options on the menu.</p> <p>I am currently developing “boiler-plate” feedback on how to approach this final project.</p>

Faculty Member Completing Assessment: J. Scott Richeson

Date: June 5, 2017

Reviewed by: Monica Sanchez
(Division chair)

Date: July 2017

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 2016-2017—Area IV: Social and Behavioral Science

Class: Sociology 212: Contemporary Social Issues

Faculty: J. Scott Richeson

Common Core: SOCI 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>The analysis is based 28 students (Fall 2016 and Spring 2017 semesters). In Unit 1, students were asked to “Describe how the scientific method and research are used to understand social problems, elaborate on the different types of research that are used, and characterize the problems and pitfalls of scientific research.” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 78 percent.</p> <p>24 out of 27 students met the target goal of 70 percent or higher (88 percent).</p>	<p>A have two lecture videos recorded on sociological research. I shall provide a link to those videos.</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>In unit 2, students were asked “What is the effect of the declining role of families in today's society on the stability of social institution of marriages?” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 78 percent. 24 out of 27 students met the target goal of 70 percent or higher (88 percent).</p>	<p>I shall provide a link to my recorded lecture video on marriage and family.</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>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>In unit 3, students were asked, “How do the traditional sex-roles within families contribute to higher mortality among men?” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 69 percent. 21 out of 27 students met the target goal of 70 percent or higher (77 percent).</p>	<p>I would like to see a 70 percent average. The mean was lower here because several students did not submit the assignment. I will encourage students to submit this assignment, even if only partially completed.</p>
<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>In unit 6, students were asked to, “Summarize the patterns of female gender inequality across nations in the world and explain how nations have diverse perspectives on it.” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 71 percent. 21 out of 27 students met the target goal of 70 percent or higher (77 percent).</p>	<p>I will provide a link to my recorded lecture video on gender inequalities.</p>

Faculty Member Completing Assessment: J. Scott Richeson

Date: July 19, 2017

Reviewed by: Monica Sanchez
(Division chair)

Date: July 2017

*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 2016-2017—Area IV: Social and Behavioral Science

Class: Sociology 215: Child, Family, and Community

Faculty: J. Scott Richeson

Common Core No.: SOCI 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>
<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>This analysis is based on 44 students (Fall 2016 and Spring 2017 semesters).</p> <p>In unit 1, students were asked to, “Discuss the current trends in marriage and family in the U.S. today. Provide five examples and support your position with sociological research.” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 78 percent</p> <p>37 out of 44 students met the target goal of 70 percent or higher (84 percent).</p>	<p>Providing an explanation of how to access and use the CCC databases (like EBSCOhost) may be helpful to students. It might also be helpful to caution against using non-credible Internet sources.</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>In unit 2, students were ask, “What role does age, sex, and historical period play in the reasons individuals get married and the social institution of marriage?” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 90 percent. 41 out of 44 students met the target goal of 70 percent or higher (93 percent).</p>	<p>The student’s score was very high on this assignment. However, linking to my recorded lecture (from Introductory Sociology) on gender may help.</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>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>In unit 3, students were asked to, “Research and discuss the positive effects of traditional families. How do the families of this decade compare and contrast to those of the ideal view of the traditional family.” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 87 percent. 41 out of 44 students met the target goal of 70 percent or higher (93 percent).</p>	<p>Providing a link to by lecture video on families may help to improve student performance.</p>
<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>In unit 7, students were asked, “Different cultures have different expectations concerning care for the elderly. Do you think expectations in the United States are clear or confusing? Select three countries and research the role(s) of the elderly in those cultures. Compare and contrast your research finding of those cultures with those of American culture.” Students were graded primarily on the accuracy and content of their written work.</p>	<p>The student’s mathematical mean for this assignment was 79 percent. 36 out of 44 students met the target goal of 70 percent or higher (81 percent).</p>	<p>Providing a link to by lecture video on culture may help to improve student performance.</p>

Faculty Member Completing Assessment: J. Scott Richeson

Date: July 19, 2017

Reviewed by: Monica Sanchez
(Division chair)

Date: July 2017

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

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Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: Art 101 - Drawing I

Faculty: Carolyn Lindsey

Common Core No.: 10014-10015

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 46 students assessed in Art 101	<u>How Results Will Be Used To Make Improvements</u>
1. Students will follow directions	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	Rubric Score: 1 2 3 4 5 No. students 1 2 0 0 43 87% scored 3 or above Benchmark was met	Continue to write project criteria on board and have students copy directions and ask questions
2. VALUE-element of art is used appropriately Value gradation project; students complete reference assignment of Renaissance drawing demonstrating use of value.	Because drawing is a skill that must be acquired during the course of the semester, “redo” are allowed up to three projects without a reduction in grade. Have the option of a “redo” allows students to develop the skills necessary to become proficient in drawing. However for the purpose of assessment, the final project does not allow for redo’s. It is a way of testing the students to see if they have learned from the previous projects.	Rubric Score: 1 2 3 4 5 No. students 1 7 15 23 95% scored 3 or above Benchmark was met	Expand on value exercises; show more examples; greater use of reference assignments. Demonstrate use of a variety of pencils.
3. SPACE-element of art is used appropriately In-class perspective project; Out-of-class interior perspective project. Reference assignment of drawing showing the use of interior perspective. 1 pt. or 2 pt.		Rubric Score: 1 2 3 4 5 No. students 4 8 18 16 84% scored 3 or above Benchmark was met	Improvement made with more class time spent on perspective; in the future include more historical context & use of perspective.
4. SHAPE-element of art is used appropriately Intuitive Gesture project; Negative space projects;		Rubric Score: 1 2 3 4 5 No. students 2 3 16 25 92% scored 3 or above Benchmark was met	More use of negative space exercises in class. More use of instructor critiques.
5. LINE-element of art is used appropriately Contour line project	Six criteria were judged, each criteria given from 1-5 points. 5=excellent; 4=good; 3=average; 2=need improvement; 1=poor	Rubric Score: 1 2 3 4 5 No. students 2 6 17 21 92% scored 3 or above Benchmark was met	More examples and demonstrations of line quality during class time

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results 46 students assessed in Art 101	How Results Will Be Used To Make Improvements
6.TEXTURE AND PATTERN-element and principle of art are used appropriately Texture project	Use of self critique from early project, seems to have improved final projects.	Rubric Score: 1 2 3 4 5 No. students 1 4 20 21 95% scored 3 or above Benchmark was met	Improvement made; continued use of other artists examples

Faculty Member Completing Assessment: Carolyn Lindsey
Reviewed by: Raymond Walker
 (Division chair)

Date: 06/05/2017
Date: 06/09/2017

Clovis Community College

Core Competencies Assessment 2015-2016—Area V: Humanities and Fine Arts

Class: Art 102- Drawing II

Faculty: Carolyn Lindsey

Common Core No.: NMCC General Education Elective Area V

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 9 students were assessed in the class.	<u>How Results Will Be Used To Make Improvements</u>
1. Students will follow directions and complete project. Size and material criteria info was given	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	Rubric Score: 1 2 3 4 5 No. students 9 100% of students scored 3 or above. Benchmark was met.	Students followed directions from board, more student examples could be shown.
2. VALUE-Element of art is used appropriately	Drawing is a skill that must be acquired during the course of the semester. Points are given for each project. Students may redo a project to bring up the point score, this is allowed on up to three projects. Having the option of redoing a project allows the student to develop the skills necessary to improve. However for the purpose of the assessment, the final color project does not allow a redo. It is a way of testing the students to see if they have learned from the previous projects.	Rubric Score: 1 2 3 4 5 No. students 1 5 3 88% of students scored 3 or above Benchmark was met.	Taking black & white photos of still life could help students recognize the value of the colors they see and are using.
3. COLOR- Element of art is used appropriately. Students are required to complete color quiz and color sampler project before final project.		Rubric Score: 1 2 3 4 5 No. students 1 2 2 4 88% of students scored 3 or above. Benchmark was met.	More demonstrations and examples of the use of different color material. Expanded use of text on color materials.
4. SPACE- Element of art is used appropriately		Rubric Score: 1 2 3 4 5 No. students 2 5 1 100% of scored 3 or above. Benchmark was met.	
5. SHAPE- Element of art is used appropriately	In the final assessment, the attached rubric was used to determine student success.	Rubric Score: 1 2 3 4 5 No. students 1 3 5 Benchmark was met.	
6. LINE- Element of art is used appropriately. Line project early in the semester carried over to final color project.	Ten criteria were judged with each criteria given 1-5 points.	100% scored 3 or above. Rubric Score: 1 2 3 4 5 No. students 1 7 1 Benchmark was met.	Expanded use of the text on line quality.

7. TEXTURE AND PATTERN-element and principle of design appropriately used.	5=excellent; 4=good; 3=average; 2=improvement needed; 1= poor For our benchmark 70% of students Should score average or above.	Rubric Score: 1 2 3 4 5 No. students 1 1 6 Benchmark was met 100% scored 3 or above	Improvement from last year, exercises in sketchbook could be expanded.
8. INTERVALS AND PROPORTION-element and principle of design used appropriately.		Rubric Score: 1 2 3 4 5 No. students 1 2 2 4 Benchmark was met. 88% scored 3 or above	Improvement from last year, analysis of others artists work helped, could be expanded to their sketchbook.
9. CONTRAST AND EMPHASIS-principles of design used appropriately		Rubric Score: 1 2 3 4 5 No. students 1 1 5 2 Benchmark was met. 88% scored 3 or above	Required thumbnail drawings have helped; expanded use could show more improvement.
10. RHYTHM AND MOVEMENT- principles of design used appropriately.		Rubric Score: 1 2 3 4 5 No. students 1 1 3 4 88% scored 3 or above Benchmark was met.	Expanded analysis of other artist work and more thumbnails should lead to improvement in this area.

Faculty Member Completing Assessment: Carolyn Lindsey

Date: 6/6/2016

Reviewed by: Shelley Denton

Date: 6/6/2016

(Division chair)

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5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Drawing II:	Student: Name/Overall	5	4	3	2	1	0
1. Follow written directions Compete final drawing to the specified size (18" x 24"). Use medium required (drawing paper, pencil)							
Final drawing is size specified. Paper is correct paper. Correct pencil or charcoal used.							
2. VALUE (element of art is used appropriately). Value refers to the gradations of light and dark.							
The values of the drawing are balanced (good contrast between the lights and darks).							
Contrasting values direct the eye to areas of emphasis.							
The artwork contains an appropriate amount of light, middle and dark values to unify the drawing/painting.							
3. COLOR (element of art is used appropriately). Color has the power to stir emotions.							
The artwork has good value and intensity of color.							
Adjacent colors are appropriate and work well within the overall composition of the piece.							
4. SPACE (element of art is used appropriately).the orientation and proportions of the painting surface itself.							
The space defined in the drawing divides and represents what you want to say about your subject.							
Your viewpoint - the level and angle of the viewer's eye in relation to the subject is appropriate.							
Overlapping objects help the drawing achieve depth.							
Converging lines toward a vanishing point help the drawing achieve depth.							
The effects of atmosphere help the drawing achieve depth.(Colors appear cooler and contrasting values less distinguishable the farther away they are).							
5. SHAPE (element of art is used appropriately). Shape is any space contained or defined by an edge.							
For a shape to have an identity, it must have contrast in value or hue, or an outline, to distinguish it from its background. The student has an appealing mix of geometric and amorphous shapes.							
6. LINE (element of art is used appropriately). Lines are not merely long, continuous strokes of the pencil or brush; sometimes lines are simply suggested. Lost edges are portions of a contour that briefly disappear.							

Clovis Community College

Core Competencies Assessment 2016 & 2017—Area V: Humanities and Fine Arts

Class: Art 106 - Design I

Faculty: Carolyn Lindsey

Common Core No.:

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		7 students were assessed in the class.	
1. Students will follow directions.	Since this is a studio class and is skill oriented the state competencies are not required.	100% students scored 3 or above on the attached rubrics. Benchmark was met.	Continue to have students copy directions from board.
2. VALUE Element of art is used appropriately. Students complete 2 value projects to learn to use value.	Design I requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements of design. The final project is used for the purpose of assessment. In the final assessment, the attached rubric was used to determine the student success in the class.	Rubric Score: 1 2 3 4 5 No. students 1 2 4 77% of students scored 3 or above Benchmark was met.	Continue value exercise where students learn every color has a value.
3. COLOR Element of art is used appropriately. Students complete color wheel and color charts to learn to use color. Color quiz is also given understand color theory.		Rubric Score: 1 2 3 4 5 No. Students 2 2 3 100% of students scored 3 or above Benchmark was met.	Have students recognize color schemes in art work better learn color theory. Stress use of text to help students understand properties of color and add references assignment on use of color in advertising.
4. SPACE: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 1 2 3 77% of students scored 3 or above Benchmark was met.	
5. SHAPE: Element of art is used appropriately.	2=improvement needed; 1=poor. For the benchmark, 70% of students should score above average.	Rubric Score: 1 2 3 4 5 No. Students 1 2 4 100% of students scored 3 or above Benchmark was met	Increase black and white assignment that focuses on abstract shapes.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 7 students were assessed in the class.	<u>How Results Will Be Used To Make Improvements</u>
6. LINE: Element of art is used appropriately. Student's complete abstract design project as well as reading from text to learn to use line.		Rubric Score: 1 2 3 4 5 No. Students 2 2 3 100% of student scored 3 or above Benchmark was met	Add reference assignment on line.
7. TEXTURE AND PATTERN: Element of art is used appropriately. Printmaking project was introduced to help with student understanding of texture.		Rubric Score: 1 2 3 4 5 No. Students 2 2 4 100% of students scored 3 or above Benchmark was met.	Students will complete a project on simulated and actual texture.
8. RHYTHM AND MOVEMENT: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 2 3 2 100% of students scored 3 or above Benchmark was met.	Students will complete abstract paper project to better understand rhythm and movement.

Faculty Member Completing Assessment: Carolyn Lindsey

Date: Jan. 15 2017

Reviewed by: Raymond Walker
(Division chair)

Date: 02/01/2017

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

Clovis Community College

Core Competencies Assessment Fall 2016—Area V: Humanities and Fine Arts

Class: ART 131 - Art Appreciation

Faculty: Marsha Anderson

Common Core No.: NMCNN ARTS 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 analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>In ART 131, the students visit an approved gallery or art museum and write a critical review on a chosen work of art seen in a professional art gallery.</p> <p>Students write a critical review on a chosen work of art. They followed a rubric given by the instructor that utilizes vocabulary and the Visual Elements and Principles of Design learned in the course. A minimum of 70% of the students will demonstrate an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. The visit to a professional art gallery is evaluated by proof of gallery attendance, by the completion of a three-paragraph critical review addressing the Visual Elements and Principles of</p>	<p>Seventeen students were accessed and 16 students achieved the 70% established for success. (100%). One student did not attempt the assignment.</p>	<p><i>I am currently writing an addendum to the rubric to explain not only the observations I require but a perhaps clearer explanation of the writing requirements. (Many of my students reside not only in Clovis, but also around the country and outside the US. Many have not been required to use MLA format. I also accept APA from them, but think I need to be clearer on what is important to the assignment as we grade across the curriculum 2016-16.)</i></p> <p>From last assessment, I have added examples of student work to aid in the understanding of well executed critical reviews. I have also added some more instructions and have also added two videos to use as enrichment resources.</p>

	<p>Design on an object of the student's choosing. A rubric is provided for student and instructor use to assess performance.</p>		
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students chose an architectural structure and conducted research on this structure in their own communities. They composed a written research paper outlining the history of the structure as well as its significance to their community and their own lives. Assignment must be in MLA/APA format.</p>	<p>Fifteen students were assessed and 10 students achieved the 70% established for success. (100%). Three students did not attempt the assignment.</p>	<p><i>I am examining this assignment again to see where I might be clearer in my explanations of how to write and research better at an academic level.2016</i></p> <p><i>I examined this assignment and have re-written the requirements. I believe I need to continue this as the "mix" of students and writing levels requires careful monitoring.</i></p>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students watched and took notes on a video clip concerning Classical Greek Sculpture and the sculptor's need to exaggerate the human body to please man's ideas and tastes. Then they examined today's exaggerated figures in film, video games, etc. They were asked to consider and discuss with each other how we as modern people are still</p>	<p>Sixteen students attempted this Discussion Board and 16 were successful, scoring over the 70% success rate. (100%). Three did not attempt the assignment.</p>	<p>This is a very successful assignment and I will continue to review ways to make it even better.</p>

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	<p>looking for the exaggeration in the human figure from film stars, by undergoing plastic surgery, weight loss, drug use, etc. They compare our own modern eye to that of the Greeks.</p> <p>This is an assignment to guide students to make connections and think about how “little” we have truly changed as human beings.</p>		
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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</p>	<p>Students watched a video on the origins and successful survival, dissemination and development of Man from the video “Journey of Man” by Dr Spencer Wells. Students explored the actual journey of our ancient ancestors and were exposed to current cultures that have a direct line of DNA with these varied peoples today. They wrote a short essay expressing their thoughts and observations on man, his/her creativity and their own relations to our ancient ancestors. My goals are to</p>	<p>Twenty students were accessed and nineteen students achieved 70% and above scores. (100%) One student did not attempt the assignment.</p>	<p>Since last assessment, I have re-written the instructions looking for more clarity for students who are studying online.</p>

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<p>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: center;">End – Humanities/Fine Arts</p>	<p>invite students to begin to think about creativity and how man has used his thinking ability to survive and at the same time to make art, even in its most primitive forms. I point out how science and art/humanities must walk hand in hand in our society as in the past.</p> <p>Question prompts are provided. MLA/APA format must be observed in their writing as well as solid academic grammar, etc. MLA/APA help sources are provided.</p>		
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Faculty Member Completing Assessment: Marsha Anderson (online)

Date: 6/24/2017

Reviewed by: Raymond Walker
(Division chair)

Date: 6/25/2017

*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 Spring 2017—Area V: Humanities and Fine Arts

Class: ART 131 - Art Appreciation

Faculty: Marsha Anderson

Common Core No.: NMCNN ARTS 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 analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>In ART 131, the students visit an approved gallery or art museum and write a critical review on a chosen work of art seen in a professional art gallery. Students write a critical review on a chosen work of art. They followed a rubric given by the instructor that utilizes vocabulary and the Visual Elements and Principles of Design learned in the course. A minimum of 70% of the students will demonstrate an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. The visit to a professional art gallery is evaluated by proof of gallery attendance, by the completion of a three-paragraph critical review addressing the Visual Elements and Principles of Design on an object of the student's choosing. A rubric is provided for student and instructor use to assess performance.</p>	<p>Twenty-three students were assessed and all students achieved the 70% established for success. (100%). One student did not attempt the assignment.</p>	<p><i>I am currently writing an addendum to the rubric to explain not only the observations I require but a perhaps clearer explanation of the writing requirements. (Many of my students reside not only in Clovis, but also around the country and outside the US. Many have not been required to use MLA format. I also accept APA from them, but think I need to be clearer on what is important to the assignment as we grade across the curriculum 2016-16.)</i></p> <p>From last assessment, I have added examples of student work to aid in the understanding of well-executed critical reviews. I have also added some more instructions and have added two videos to use as enrichment resources.</p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students chose an architectural structure and conducted research on this structure in their own communities. They composed a written research paper outlining the history of the</p>	<p>Twenty-six students were assessed and twenty-four students achieved the 70%</p>	<p><i>I am examining this assignment again to see where I might be clearer in my explanations of how</i></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>
	structure as well as its significance to their community and their own lives. Assignment must be in MLA/APA format.	established for success. (100%).	<i>to write and research better at an academic level.2016</i> <i>I examined this assignment and have re-written the requirements. I believe I need to continue this as the “mix” of students and writing levels requires careful monitoring.</i>
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students watched and took notes on a video clip concerning Classical Greek Sculpture and the sculptor’s need to exaggerate the human body to please man’s ideas and tastes. Then they examined today’s exaggerated figures in film, video games, etc. They were asked to consider and discuss with each other how we as modern people are still looking for the exaggeration in the human figure from film stars, by undergoing plastic surgery, weight loss, drug use, etc. They compare our own modern eye to that of the Greeks. This is an assignment to guide students to make connections and think about how “little” we have truly changed as human beings.	Twenty-six students attempted this Discussion Board and 24 were successful, scoring over the 70% success rate. (100%)	This is a very successful assignment and I will continue to review ways to make it even better.

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

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<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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>Students watched a video on the origins and successful survival, dissemination and development of Man from the video “Journey of Man” by Dr Spencer Wells. Students explored the actual journey of our ancient ancestors and were exposed to current cultures that have a direct line of DNA with these varied peoples today. They wrote a short essay expressing their thoughts and observations on man, his/her creativity and their own relations to our ancient ancestors. My goals are to invite students to begin to think about creativity and how man has used his thinking ability to survive and at the same time to make art, even in its most primitive forms. I point out how science and art/humanities must walk hand in hand in our society as in the past. Question prompts are provided. MLA/APA format must be observed in their writing as well as solid academic grammar, etc. MLA/APA help sources are provided.</p>	<p>Twenty-five students were assessed and all 25 students achieved 70% and above scores. (100%)</p>	<p>Since last assessment, I have re-written the instructions looking for more clarity for students who are studying online.</p>

Faculty Member Completing Assessment: Marsha Anderson (online)

Date: 6/24/2017

Reviewed by: Raymond Walker

Date: 6/25/2017

(Division chair)

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

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Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: ART 210 – Photography I

Faculty: Robert Dart

Common Core No.: NMCCN General Education Elective

<u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.	<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>
Ability to follow directions	Since this is a studio class and is skill oriented, the state competencies are not required. Because photography is a skill that must be acquired during the course of the semester, assessment is measured on the students’ final portfolios of 6 images. Students must show improvement on skills learned from previous subject assignments.	9 of 9 students received 5 points on the attached rubrics and followed directions and completed the assignment.	The benchmark of 75% of students completing final projects was met, no improvements needed.
Camera Skills	In the final assessment, the attached rubric was used to determine the student’s success in the class.	9 of 9 of students received 5 points on the attached rubrics, demonstrating good mastery of camera settings.	The benchmark of 75% of students completing final projects was met, no improvements needed.
Darkroom Skills	Three major competencies were judged on a scale of 1 to 5, 5 being excellent and 1=poor. 0=not submitted.	9 of 9 students received 5 points on the attached rubrics, demonstrating good mastery of all required darkroom processing skills.	The benchmark of 75% of students completing final projects was met, no improvements needed.

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>Composition</p>	<p>Benchmark: 75% of students are required to receive a score of “4” or better on attached rubric.</p>	<p>9 of 9 students received 4 or 5 points on the attached rubrics, demonstrating good mastery of the skills of composition and the editing of a body of photographic images.</p>	<p>Benchmark of 75% was met. Class was successful as majority of students were able to demonstrate proficiency in selecting a story to tell with their final projects and producing a technically sound and compositionally interesting body of work.</p>
	<p>Students each selected a historical photographer who worked in black and white photography to research. They presented a biography and selected body of representative work to the class for discussion.</p>	<p>100% of the students completed the assigned research and Power Point presentation to the class.</p>	<p>The students benefitted from exposure to the work of the photographers selected for the essays. However, instructor selection of the photographers in future classes will provide the students with exposure to a broader range of work to inform their own photographic efforts.</p>

Faculty Member Completing Assessment: Bob Dart

Date: June 22, 2017

Reviewed by: Raymond Walker
 (Division chair)

Date: 6/22/17

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

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx	Student: Name/Overall					
CCC Competencies (Outcomes/Objectives) for Photography I:	5	4	3	2	1	0
<i>Film photography is a very hands on process requiring attention to detail. Unlike digital photography there is no instant feedback so you must learn the controls involved and be able to anticipate the outcome. In addition, you must learn the basics of composition, form and lighting in order to produce images of interest. Creativity, idea, and concept are closely linked with neatness, accuracy, and quality. For your photo assignments the following are the elements I will be looking for:</i>						
1. Completeness/Directions/Timeliness						
All photographs, negatives, supporting materials submitted on time.						
Directions for the assignment were followed.						
2. Film/Print Processing & Finishing						
Were proper film speed, aperture and shutter speeds employed for exposure?						
Was your film properly developed, stopped, fixed and washed?						
Was your print appropriately exposed and processed?						
Did you record a detailed print recipe?						
Were your prints properly mounted for presentation (if required for the assignment)?						
3. Creativity/Idea/Concept/Other						
Interest Point: Is there a point of interest? Are framing techniques used or appropriate? Have you appropriately located the center of interest? Do you have a unique perspective? Have you appropriately filled the frame with your subject? Have you properly managed background distractions?						
Appropriate Focus and Depth of Field: Are important elements in focus? Does the depth of field support your concept for the photo?						
Appropriate Light Source: Do you have a good light and direction? Was the light hard, soft light, diffused, glowing? How does the light affect the contrast and tone? How does the light affect the mood of the photograph?						
Appropriate Motion: Is the subject frozen sharp or blurred? Does this help the mood of the photograph?						
Appropriate Images: Did you follow the assigned subject theme? In the case of the final project do you have a cohesive story? Do the selected images work together as a whole to tell that story? What is the story?						

ART 210 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx	Student: Name/Overall					
CCC Competencies (Outcomes/Objectives) for Photography I:	5	4	3	2	1	0
<i>Film photography is a very hands on process requiring attention to detail. Unlike digital photography there is no instant feedback so you must learn the controls involved and be able to anticipate the outcome. In addition, you must learn the basics of composition, form and lighting in order to produce images of interest. Creativity, idea, and concept are closely linked with neatness, accuracy, and quality. For your photo assignments the following are the elements I will be looking for:</i>						
4. Neatness/Accuracy/Quality						
Appropriate Cropping: Is your photograph cropped and framed appropriately? Have you chosen an appropriate aspect ratio and orientation for each image?						
Framing is Appropriate: Is framing necessary in this photo? Have you framed your subject in order to make it stand out in the photo?						
Appropriate Balance: Does the image feel balanced or does it tilt or feel heavier on one side?						
Appropriate Elements and Principles: What elements do your images include (line, shape, form, tone, texture)? What principles (repetition, gradation, perspective)? Have you used leading lines, forms, cropping and shadows to guide the viewer's eye?						
Neat and Accurate Matting and Mounting: For the final project were all images properly mounted and matted?						
5. NOTES:						
This is a "hands-on" class. The more photos you take, the better you will get! For subject assignments remember to fill the roll with that subject. For your final project shoot several rolls of film to provide yourself with an adequate body of images to edit your story from.						

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: ART 217 – Digital Photography

Faculty: Cristy Cross

Common Core No.: NMCCN General Education Elective

<u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.	<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>
Ability to follow directions	Since this is a studio class and is hands on, the state competencies are not required. Because Photography is a skill that must be acquired during the course of the semester, assessment is measured on the students’ final portfolios of 10 images. Students must show improvement on skills learned from previous assignments. In the final assessment, the attached rubric was used to determine the student’s success in the class.	18 of 18 students completing the course received 4 or 5 points on the attached rubrics and followed directions and completed the assignment.	The benchmark of 80% of students completing final projects was met, no improvements needed.
Camera and Software Skills	Three major competencies were judged on a scale of 1 to 5, 5 being excellent and 1=poor. 0=not submitted. Benchmark: 80% of students are required to receive a score of “4” or better on attached rubric.	95% of students received good or higher ratings on the attached rubrics, demonstrating accuracy with camera settings and processing software to achieve proper lighting, focus, depth of field and defined points of interest. Students were required to produce an in-class still-life.	Since the benchmark of 75% of students demonstrating strength in creativity and concepts was met, no improvement is needed.
Composition		95% of students received good or higher ratings on the attached rubrics, showing appropriate use of the elements and principles of design based on a portfolio of 10 photographs. Rubrics attached.	Benchmark of 80% was met. Class was successful as majority of students were able to demonstrate proficiency in selecting subject material and producing quality images.

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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>Students participated in classroom discussion of the use of photography in recording events in history, and interpretations and framing of these events. Students were required to research a photographer and write a paper on their contributions to photography. Students were referred to the library and the writing center for assistance.</p>	<p>100% of the students completed the assigned research and shared the results with the class.</p>	<p>Hoping this assignment will inspire Students in their field of photography.</p>

Faculty Member Completing Assessment: Cristy Cross

Date: June 20, 2017

Reviewed by: Raymond Walker

(Division chair)

Date: 6/21/17

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Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: ART 217 – Digital Photography

Faculty: Judith Hurlebusch

Common Core No.: NMCCN General Education Elective

<u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.	<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>
Ability to follow directions	Since this is a studio class and is skill oriented, the state competencies are not required. Because Photography is a skill that must be acquired during the course of the semester, assessment is measured on the students’ final portfolios of 10 images. Students must show improvement on skills learned from previous assignments. In the final assessment, the attached rubric was used to determine the student’s success in the class.	6 of 6 students completing the course received 4 or 5 points on the attached rubrics and followed directions and completed the assignment.	The benchmark of 75% of students completing final projects was met, no improvements needed.
Camera and Software Skills	Three major competencies were judged on a scale of 1 to 5, 5 being excellent and 1=poor. 0=not submitted. Benchmark: 75% of students are required to receive a score of “4” or better on attached rubric.	84% of students received good or higher ratings on the attached rubrics, demonstrating accuracy with camera settings and processing software to achieve proper lighting, focus, depth of field and defined points of interest. Students were required to produce an in-class still-life.	Since the benchmark of 75% of students demonstrating strength in creativity and concepts was met, no improvement is needed. However, the students would benefit from a review of indoor lighting and camera settings prior to the in-class session.
Composition		84% of students received good or higher ratings on the attached rubrics, showing appropriate use of the elements and principles of design based on a portfolio of 10 photographs. Rubrics attached.	Benchmark of 75% was met. Class was successful as majority of students were able to demonstrate proficiency in selecting subject material and producing quality images.

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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>Students participated in classroom discussion of the use of photography in recording events in history, and interpretations and framing of these events. Students were required to research a photographer and write a paper on their contributions to photography. Students were referred to the library and the writing center for assistance.</p>	<p>100% of the students completed the assigned research and shared the results with the class. One student was censured for possible plagiarism.</p>	<p>2 students could benefit from using the services provided by both the library and the writing center. In the future I will require submitting through Turn-it in and review by the writing center.</p>

Faculty Member Completing Assessment: Judith Hurlebusch

Date: December 9, 2016

Reviewed by: Raymond Walker

Date: 02/01/17

(Division chair)

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5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx Student: Name/Overall CCC Competencies (Outcomes/Objectives) for Digital Photography: <i>A picture is composed of many elements that work together to form the whole. Creativity, idea, and concept are closely linked with neatness, accuracy, and quality. For all photo assignments, here is the matrix I follow and things I look for:</i>	5	4	3	2	1	0
1. Directions						
Directions on the assignment were followed.						
2. CAMERA AND SOFTWARE SKILLS						
Focus and Depth of Field is Appropriate: Are important elements in focus? Does the depth of field help the photo?						
Light Source is Appropriate: Do you have a good light? Does the direction of the light source add to the message of the photo? Is the light hard, soft light, diffused, glowing? How does the light affect the contrast and tone? How does the light affect the mood of the photograph?						
Motion is Appropriate: Is the subject frozen sharp or blurred? Does this help the mood of the photograph?						
Appropriate software application.						
3. Composition						
Interest Point/Background relationship is Appropriate: What is adjacent to your interest point? Does your background add to the overall interest or detract? Have you given moving objects ample room for movement before "leaving" the frame?						
Cropping is Appropriate: Is your photograph cropped appropriately so that the photo has greater meaning (getting rid of excess background nonsense or problems).						
Elements and Principles is Appropriate: What elements does your photograph include (line, shape, tone, texture)? What principles (repetition, gradation, emphasis and balance)? Have you used directional lines or geometric forms for creating interest and providing unity?						

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: Art 221 - Painting I

Faculty: Carolyn Lindsey

Common Core No.: NMCCN General Education Elective

<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>
		12 students were assessed in the class.	
1. Students will follow directions and complete project		Rubric Score: 1 2 3 4 5 No. students 1 11 Benchmark was met. 95% of students scored 3 or above	Students followed most directions.
2. VALUE	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	Rubric Score: 1 2 3 4 5 No. students 3 3 6 Benchmark was met. 100% of students scored 3 or above	Improvement noted from last year. Continue use of value exercises; instructor demonstrations.
3. COLOR	Because painting is a skill that must be acquired during the course of the semester, “redo’s” are allowed on up to three	Rubric Score: 1 2 3 4 5 No. students 3 5 4 Benchmark was met. 100% of students scored 3 or above	Improvement due to color chart project; Expand color exercises.
4. SPACE	projects without a reduction in the grade. Having the option of “redeeming” themselves through “redo’s” students develop the skills necessary to become	Rubric Score: 1 2 3 4 5 No. students 1 1 4 6 Benchmark was met. 95% of students scored 3 or above	Have students measure placement and size of objects before beginning to paint.
5. SHAPE	proficient in this medium. However for the purpose of assessment, the final project does not allow “redo’s” since it is done	Rubric Score: 1 2 3 4 5 No. students 2 4 6 Benchmark was met. 100% of students scored 3 or above	
6. LINE/EDGES	during the last four weeks. It is a way of testing the students’ success in the class.	Rubric Score: 1 2 3 4 5 No. students 1 2 7 1 Benchmark was met. 95% of students scored 3 or above	Show more examples in addition to line/edge project.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
7.TEXTURE AND PATTERN	In the final assessment, the attached rubric was used to determine the student's success in the class.	12 students were assessed in the class. Rubric Score: 1 2 3 4 5 No. students 1 1 4 7 Benchmark was met. 95% of students scored 3 or above	Discussion of actual and simulated texture; examples. Copy of approved "old master" painting has greatly helped in this area.
8.INTERVALS AND PROPORTION	Ten criteria were judged, with each criterion given from 1-5 in points: 5=excellent, 4=good; 3=average; 2=improvement needed; 1=poor. Four our benchmark, 70% of students should score average or above.	Rubric Score: 1 2 3 4 5 No. students 1 2 5 4 Benchmark was met. 95% of students scored 3 or above	Have students to look at negative spaces. More assignments analyzing other artist's use of criteria 8-10.
9.CONTRAST AND EMPHASIS		Rubric Score: 1 2 3 4 5 No. students 1 2 5 4 Benchmark was met. 95% of students scored 3 or above	Emphasis on composition of final project through examples and discussion.
10.RHYTHM AND MOVEMENT		Rubric Score: 1 2 3 4 5 No. students 1 1 6 4 Benchmark was met. 95% of students scored 3 or above	Emphasis on composition of final project through examples and discussion.

Faculty Member Completing Assessment: Carolyn Lindsey

Date: June 15, 2017

Reviewed by: Raymond Walker

Date: 6/22/17

(Division chair)

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

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ART 221 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Painting I:	5	4	3	2	1	0
1. Follow written directions Compete final drawing to the specified size (18" x 24"). Use medium required (drawing paper, pencil)						
Final painting is size specified. Paper/canvas/board is correct. Correct medium is used.						
2. VALUE (element of art is used appropriately). Value refers to the gradations of light and dark.						
The values of the painting are balanced (good contrast between the lights and darks).						
Contrasting values direct the eye to areas of emphasis.						
Under every great representational work, there is a successful abstract pattern of line, value, and shape. When I step back and look at my painting through blurred vision, I can see a definite abstraction.						
The artwork contains an appropriate amount of light, middle and dark values to unify the drawing/painting.						
3. COLOR (element of art is used appropriately). Color has the power to stir emotions.						
The artwork has good value and intensity of color.						
Adjacent colors are appropriate and work well within the overall composition of the piece.						
The artwork contains color schemes complimentary						
4. SPACE (element of art is used appropriately).the orientation and proportions of the painting surface itself.						
The space defined in the painting divides and represents what you want to say about your subject.						
Your viewpoint - the level and angle of the viewer's eye in relation to the subject is appropriate.						
Overlapping objects help the painting achieve depth.						
Converging lines toward a vanishing point help the painting achieve depth.						
The effects of atmosphere help the painting achieve depth.(Colors appear cooler and contrasting values less distinguishable the farther away they are).						
5. SHAPE (element of art is used appropriately). Shape is any space contained or defined by an edge.						
For a shape to have an identity, it must have contrast in value or hue, or an outline, to distinguish it from its background. The student has an appealing mix of geometric and amorphous shapes.						

ART 221 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Painting I:	Student: Name/Overall	5	4	3	2	1	0
6. LINE (element of art is used appropriately). Lines are not merely long, continuous strokes of the pencil or brush; sometimes lines are simply suggested. Lost edges are portions of a contour that briefly disappear.							
Line is appropriate to the drawing/painting and consistent in style throughout with areas of variety.							
The line leads the eye to area of interest.							
Lines should never be constricted by margins. The line runs unfettered out of the picture area when needed.							
Lines have purposeful edges.							
7. TEXTURE AND PATTERN (principle of art is used appropriately..							
There is a clear uniformity to the painting strokes for the medium used.							
Texture and patterns are appropriate to the artwork.							
8. INTERVALS AND PROPORTION							
Varied intervals in the sizes of shapes, divisions of space, proportions of light, middle and dark values, etc. is appropriate.							
9. CONTRAST and EMPHASIS (principle of art is used appropriately).							
10. RHYTHM and MOVEMENT (principle of art is used appropriately).							

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: Art 222 - Painting II

Faculty: Carolyn Lindsey

Common Core No.: NMCCN General Education Elective

<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>
		5 students were assessed in the class.	
1. Students will follow directions and complete project		Rubric Score: 1 2 3 4 5 No. students 5 Benchmark was met. 100% scored 3 or above	Student followed most directions. Encourage greater use of different materials at this level.
2. VALUE	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	Rubric Score: 1 2 3 4 5 No. students 2 3 Benchmark was met. 100% scored 3 or above	Continue use of value exercises; instructor demonstrations.
3. COLOR	Because painting is a skill that must be acquired during the course of the semester. A series of projects are assigned. Points are given on each project. The final assessment	Rubric Score: 1 2 3 4 5 No. students 2 3 Benchmark was met. 100% scored 3 or above	Expand color exercises in the beginning of the semester.
4. SPACE	is based on the final project. It has a size requirement or must be a multi-canvas project. The final project must be an original composition and incorporate a	Rubric Score: 1 2 3 4 5 No. students 2 3 Benchmark was met. 100% scored 3 or above	Have student measure placement and size of objects before beginning to paint.
5. SHAPE	portion of an approved master painting.	Rubric Score: 1 2 3 4 5 No. students 1 4 Benchmark was met. 100% scored 3 or above	Expand use of reference materials for ideas and techniques.

<p>Competencies (Learning Outcomes Being Measured)</p>	<p>Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p>Assessment Results</p>	<p>How Results Will Be Used To Make Improvements</p>																								
<p>6.LINE/EDGES</p>		<p>5 students were assessed in the class.</p> <table border="1" data-bbox="1160 416 1608 566"> <tr> <td>Rubric Score:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No. students</td> <td></td> <td></td> <td>1</td> <td>3</td> <td>1</td> </tr> <tr> <td>Benchmark was met.</td> <td colspan="5"></td> </tr> <tr> <td>100% scored 3 or above</td> <td colspan="5"></td> </tr> </table>	Rubric Score:	1	2	3	4	5	No. students			1	3	1	Benchmark was met.						100% scored 3 or above						<p>Show more examples in addition to line/edge project. Expand reference assignment to this element.</p>
Rubric Score:	1	2	3	4	5																						
No. students			1	3	1																						
Benchmark was met.																											
100% scored 3 or above																											
<p>7.TEXTURE AND PATTERN</p>	<p>In the final assessment, the attached rubric was used to determine the student’s success in the class.</p>	<table border="1" data-bbox="1160 576 1608 740"> <tr> <td>Rubric Score:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No. students</td> <td></td> <td></td> <td></td> <td>1</td> <td></td> </tr> <tr> <td>Benchmark was met.</td> <td colspan="5"></td> </tr> <tr> <td>100% scored 3 or above</td> <td colspan="5"></td> </tr> </table>	Rubric Score:	1	2	3	4	5	No. students				1		Benchmark was met.						100% scored 3 or above						<p>Discussion of actual and simulated texture; examples.</p>
Rubric Score:	1	2	3	4	5																						
No. students				1																							
Benchmark was met.																											
100% scored 3 or above																											
<p>8.INTERVALS AND PROPORTION</p>	<p>Ten criteria were judged, with each criterion given from 1-5 in points: 5=excellent, 4=good; 3=average; 2=improvement needed; 1=poor.</p>	<table border="1" data-bbox="1160 751 1608 916"> <tr> <td>Rubric Score:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No. students</td> <td></td> <td></td> <td></td> <td>1</td> <td></td> </tr> <tr> <td>Benchmark was met.</td> <td colspan="5"></td> </tr> <tr> <td>100% scored 3 or above</td> <td colspan="5"></td> </tr> </table>	Rubric Score:	1	2	3	4	5	No. students				1		Benchmark was met.						100% scored 3 or above						<p>Have students to look at negative space.</p>
Rubric Score:	1	2	3	4	5																						
No. students				1																							
Benchmark was met.																											
100% scored 3 or above																											
<p>9.CONTRAST AND EMPHASIS</p>	<p>Four our benchmark, 70% of students should score average or above.</p>	<table border="1" data-bbox="1160 935 1608 1099"> <tr> <td>Rubric Score:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No. students</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Benchmark was met.</td> <td colspan="5"></td> </tr> <tr> <td>100% scored 3 or above</td> <td colspan="5"></td> </tr> </table>	Rubric Score:	1	2	3	4	5	No. students					1	Benchmark was met.						100% scored 3 or above						<p>Emphasis on composition of final project through examples and discussion.</p>
Rubric Score:	1	2	3	4	5																						
No. students					1																						
Benchmark was met.																											
100% scored 3 or above																											
<p>10.RHYTHM AND MOVEMENT</p>		<table border="1" data-bbox="1160 1110 1608 1275"> <tr> <td>Rubric Score:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No. students</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Benchmark was met.</td> <td colspan="5"></td> </tr> <tr> <td>100% scored 3 or above</td> <td colspan="5"></td> </tr> </table>	Rubric Score:	1	2	3	4	5	No. students					1	Benchmark was met.						100% scored 3 or above						<p>Emphasis on composition of final project through examples and discussion.</p>
Rubric Score:	1	2	3	4	5																						
No. students					1																						
Benchmark was met.																											
100% scored 3 or above																											

Faculty Member Completing Assessment: Carolyn Lindsey

Date: June 15, 2017

Reviewed by: Raymond Walker
(Division chair)

Date: 6/22/17

*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.*

ART 222 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Painting II:	Student: Name/Overall	5	4	3	2	1	0
1. Follow written directions Compete final drawing to the specified size (18" x 24"). Use medium required (drawing paper, pencil)							
Final painting is size specified. Paper/canvas/board is correct. Correct medium is used..							
2. VALUE (element of art is used appropriately). Value refers to the gradations of light and dark.							
The values of the painting are balanced (good contrast between the lights and darks).							
Contrasting values direct the eye to areas of emphasis.							
The artwork contains an appropriate amount of light, middle and dark values to unify the drawing/painting.							
3. COLOR (element of art is used appropriately). Color has the power to stir emotions.							
The artwork has good value and intensity of color.							
Adjacent colors are appropriate and work well within the overall composition of the piece.							
4. SPACE (element of art is used appropriately).the orientation and proportions of the painting surface itself.							
The space defined in the painting divides and represents what you want to say about your subject.							
Your viewpoint - the level and angle of the viewer's eye in relation to the subject is appropriate.							
Overlapping objects help the painting achieve depth.							
Converging lines toward a vanishing point help the painting achieve depth.							
The effects of atmosphere help the painting achieve depth.(Colors appear cooler and contrasting values less distinguishable the farther away they are).							
5. SHAPE (element of art is used appropriately). Shape is any space contained or defined by an edge.							
For a shape to have an identity, it must have contrast in value or hue, or an outline, to distinguish it from its background. The student has an appealing mix of geometric and amorphous shapes.							

ART 222 Grading Rubric

5 = excellent; 4 = good; 3 = average; 2 = needs improvement; 1 = poor; 0 = did not do; na= not applicable

Semester: Spring/Fall/Summer 20xx CCC Competencies (Outcomes/Objectives) for Painting II:	Student: Name/Overall	5	4	3	2	1	0
6. LINE (element of art is used appropriately). Lines are not merely long, continuous strokes of the pencil or brush; sometimes lines are simply suggested. Lost edges are portions of a contour that briefly disappear.							
Line is appropriate to the drawing/painting and consistent in style throughout with areas of variety.							
The line leads the eye to area of interest.							
Lines should never be constricted by margins. The line runs unfettered out of the picture area when needed.							
Lines have purposeful edges.							
7. TEXTURE AND PATTERN (principle of art is used appropriately..							
Texture and patterns are appropriate to the artwork.							
8. INTERVALS AND PROPORTION (principle of art is used appropriately).							
Varied intervals in the sizes of shapes, divisions of space, proportions of light, middle and dark values, etc. is appropriate.							
9. CONTRAST and EMPHASIS (principle of art is used appropriately).							
10. RHYTHM and MOVEMENT ((principle of art is used appropriately).							

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: Art 261 - Art History I

Faculty: Carolyn Lindsey

Common Core No.: NMCCN ARTS 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>
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.)	Art 261-Art History I 5 students assessed on Final Comprehensive exam Primarily consisting of slide identification, short answer & essay.	90% of students scored 70% or better on final exam. Benchmark of 70 % of students scoring 70% or better on final exam was achieved.	Increase group activities to help students develop critical thinking skills. Interaction with other students appears to increase achievement through better understanding of the reading material and lectures. Final exam essay questions presented to students in advance of final allow students to formulate coherent answers and improve comprehension.
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 are required to apply information learned in lecture, slide presentations, reading of text and class discussions for 3 exams. Students are required to complete formal art analysis	90% of students scored 70% or better average on 3 exams. Benchmark achieved	Structure and composition of a Formal Art Analysis needs to be stressed with students. Referrals to Writing Center.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to complete a presentation (oral, digital, and written) on an artist or art movement.	100% of students scored 70% or better on presentation Benchmark was achieved.	

<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: center;">End – Humanities/Fine Arts</p>	<p>Students are given complex essay questions (based on the chapters being taught) involving historical and contemporary issues.</p> <p>Students are allowed to work in small groups to formulate answers and present to class.</p> <p>Students are required to present current information regarding status of antiquities’.</p>	<p>80% of students successfully completed assignments.</p> <p>Benchmark achieved.</p>	<p>Increase activities that require students to relate current events/culture to the period or artist being discussed.</p>

Faculty Member Completing Assessment: Carolyn Lindsey

Date: 06/05/2017

Reviewed by: Raymond Walker

Date: 06/09/2017

(Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: Art 261 - Art History I

Faculty: Michael Longhofer

Common Core No.: NMCCN ARTS 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>
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.)	Art 261-Art History I 10 students assessed on Final Comprehensive exam Primarily consisting of slide identification, short answer & essay.	70% of students scored 70% or better on final exam. Benchmark of 70 % of students scoring 70% or better on final exam was achieved.	Increase communication to assure students get assignments completed on time. Power point presentations appear to increase achievement through better understanding of the reading material and lectures. Final exam essay questions presented to students in advance of final allow students to formulate coherent answers and improve comprehension.
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 are required to apply information learned in lecture, slide presentations, reading of text and class discussions for two exams and one Research Paper. Students are required to complete formal art analysis	70% of students scored 70% or better average on two exams. Benchmark achieved	Structure and composition of a Final Research Paper needs to be stressed with students. Plagiarism will not be tolerated Referrals to Writing Center.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to complete a research paper on Architectural Structure or Art Object.	70% of students scored 70% or better on presentation Benchmark was achieved.	

<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: center;">End – Humanities/Fine Arts</p>	<p>Students are given chapter quizzes involving historical and contemporary issues. Students are given power-point lectures to help them comprehend the text book. Students are required to Critique a piece of art from antiquity by visiting a museum and writing a critical review.</p>	<p>80% of students successfully completed assignments.</p> <p>Benchmark achieved.</p>	<p>Increase activities that require students to develop the formation and growth of a personal aesthetic (that the student will apply) to Art and Art History and its' role in society beyond academia.</p>

Faculty Member Completing Assessment: Michael Longhofer

Date: 06/24/2017

Reviewed by: Raymond Walker

Date: 06/26/2017

(Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: ART 262 - Art History II

Faculty: Carolyn Lindsey

Common Core No.: NMCCN ARTS 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>
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.)	Art 262-Art History I 8 students assessed on Final Comprehensive exam Primarily consisting of slide identification, short answer & essay.	80% of students scored 70% or better on final exam. Benchmark of 70% of students scoring 70% or better on final exam was met.	Students need added instructions and practice to formulate a coherent answer to an essay question. Increase group activities to help students develop critical thinking skills. Interaction with other students appears to increase achievement through better understanding of the reading material and lectures. Final exam essay questions presented to students in advance of final allow students to formulate coherent answers and improve comprehension.
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 are required to apply information learned in lectures, slide presentations, reading of text and class discussions for 3 exams. Students are required to complete formal art analysis	76% of students scored 70% or better on average of 3 exams. Benchmark was achieved.	Outlines of chapters written on the board in the classroom to help the student organize the information in the text. Structure and composition of a Formal Art Analysis needs to be stressed with students. Referrals to Writing Center.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to complete a presentation (oral, digital, and written) on an artist or art movement.	100% of students scored 70% or better on presentation.	

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 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: center;">End – Humanities/Fine Arts</p>	<p>Students are given complex essay questions (based on the chapters being taught) involving historical and contemporary issues.</p> <p>Students are allowed to work in small groups to formulate answers and present to class.</p> <p>Students are required to present current information, examples, and a personal perspective on contemporary art.</p>	<p>80% of students successfully completed activity.</p> <p>Benchmark was achieved.</p>	<p>Increased discussion and research of current Artists and art trends to help the student understand concepts and technology in contemporary art.</p>

Faculty Member Completing Assessment: Carolyn Lindsey

Date: 06/05/2017

Reviewed by: Raymond Walker

Date: 06/09/2017

(Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: DNC 101 - Introduction to Dance

Faculty: Jan Williams

Common Core No.: NMCCN 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.)	Students are required to view a picture of art and submit a written aesthetic response/experience.	Out of 31 students, 90% of the students scored 80% or better on aesthetic response.	Students who did not score above 80% did not follow assignment directions correctly. I encouraged them to resubmit the assignment with corrections, but they did not. This is actually the first two semesters that I have encountered a problem with this assignment. The directions are very clear, so at this point I will not make any changes and monitor how it goes for fall 2017.
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 are required to view 6 videos of cultural dance native to specific countries and submit a written “comparison” discussion.	Out of 31 students, 90% of the students scored 80% or better on comparison discussion.	Students who did not score above 80% did not submit the assignment.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to view 8 videos of social dance in America and submit a written “personal perception” report.	Out of 31 students, 87% of the students scored 80% or better on personal perception report.	Students who did not score above 80% did not complete the assignment correctly. Students are to discuss their perception and not just give a list of descriptive words. I have had this problem in the past and have adjusted my instructions, but some students still choose to not “discuss” their answer.

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u></p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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 align="center">End – Humanities/Fine Arts</p>	<p>Students are required to submit a research paper on a dance topic and include historical/cultural background.</p>	<p>Out of 31 students, 87% of the students scored 80% or better on the research paper.</p>	<p>Students who did not score 80% did not meet the required length of 3 pages. The guidelines for the research paper are very clear, so I’m not sure why this is a problem. To help try to improve results, I will send an email to each student a week before the paper is due, asking them to double check the length of their paper before submitting.</p>

Faculty Member Completing Assessment:

Date:

Reviewed by:

Date:

(Division chair)

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: ENG 202 3N0 (CRN 31133)-202 1N0 (CRN 11011) - Literature/Short Story

Faculty: Janett Johnson

Common Core No.: NMCCN 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>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Students wrote their own short story and used a piece of art they had found online for inspiration. The paper had to be 2-3 pages long and incorporate the elements of a short story. The paper was assessed according to:</p> <ol style="list-style-type: none"> 1. Art work that was documented (give credit to artist) 2. Inclusion of elements for short story 3. Writing style and tone 4. Structure and organization of text 5. Mechanics of the English language 6. Formatting of assignment 	<p>The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 34 students was assessed.</p> <p>Number of Students Assessed- 34</p> <p>A =28 students B= 5 students F= 1 student for not turning in assignment.</p> <p>97% of students successfully exceeded the 75% benchmark. The goal has been met.</p>	
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students were required to read a book (“The Heart of Darkness”) and compare/contrast the main character to the character of a</p>	<p>A=24 students B= 3 students C= 4 students F= 1 student</p>	<p>I changed the movie that was shown during the fall semester to a different one during the spring 2017 semester based on comments received from students and my observations. Since many of my online</p>

<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 1-150. The work of 34 students was assessed.	<u>How Results Will Be Used To Make Improvements</u>
	movie (Fall “Apocalypse Now,” Spring “The Great Debaters.” The paper was assessed: <ol style="list-style-type: none"> 1. Structure and formatting of the paper 2. Works Cited page 3. Writing skills 4. Organization of paper 5. Content 	79% of students successfully exceeded the 75% benchmark. The goal has been met.	students come from a medical background or are homeschooled, and since our times are not very bright anymore, I felt that the new selection benefitted everyone at the same level and sparked interesting thoughts and conversations.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	At the end of the semester, students have to create a 3-5 minute video where they have to choose one author or literary work that left the biggest impression on them. They then have to support their claim with examples from the texts and use props for their presentation. After the video is posted, each student has to reply to two different videos with a substantial reply and question on the discussion board. The video is evaluated according to its content, creativity, oral skills, support of	A=31 students B= 0 C= 1 student F= 2 (Students did not submit Final) 91% of students successfully exceeded the 75% benchmark. The goal has been met.	This has become one of my students’ favorite assignment. Since they have met each other throughout the course in videos and posts and replies, everyone is comfortable in sharing their experiences and observations. Students have so much fun creating their videos and come up with the most creative presentations! I will continue to assign this Final.

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<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 34 students was assessed.</p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
	<p>claim, and use of props. The discussion replies are evaluated by looking at composition and writing skills, content, and substantial questioning.</p>		
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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</p>	<p>Students have to complete an open book Final where they have to answer three questions in essay-style. Each question touches upon literary pieces we have read throughout the latter part of the semester and the connection to history, culture, art, gender, relationship, society, and politics.</p> <p>Students are evaluated on their writing skills, context, and connections, awareness, and insights, They also have to include support for their claims from the literary works.</p>	<p>A=32 students F= 2 students (1 Final was not turned in, the other had only one question answered.)</p> <p>94% of students successfully exceeded the benchmark. The goal has been met.</p>	

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<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-150. The work of 34 students was assessed.</p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
<p>courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p>End – Humanities/Fine Arts</p>			

Date: 5-16-2017

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Clovis Community College

Core Competencies Assessment 2015-2016—Area V: Humanities and Fine Arts

Class: ENG 211—Two sections (one each sem.) from Fall/Sp '16-'17

Faculty: Paul Nagy

Common Core No.: NMCCN 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.)	Question from Final Exam used; matching question #1 on Final Exam	27/28 (96.4%) students got the correct answer	Benchmark met
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).	Final Exam Questions 7 and Question 13 used	23/28 (82%) of students got the correct answer for Question 7 21/28 (75%) of students got the correct answer for Question 13	Benchmark met for both questions used
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Final Exam Question #4	27/28 (96%) of students got the correct answer	Benchmark met
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.	Final exam Questions 10 and 11	24/28 (85%) of students got the correct answer for Question 11. 16/28 (57%) of students got the correct answer for Question 10.	Benchmark met. Benchmark not met for Question 10. The question is a complex query that requires the student compare Elizabethan drama and Modern drama. Although the material is covered in a handout provided students (which summarizes major characteristics of the three types of drama we read in the course—Ancient Greek, Elizabethan, and

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 32 students assessed	<u>How Results Will Be Used To Make Improvements</u>
<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: center;">End – Humanities/Fine Arts</p>			<p>Modern) and students are prompted to review the handout as a study tool for the Final Exam, additional emphasis on the individual characteristics of Elizabethan drama may prove helpful. I will add to the unit a video discussing the three forms of drama.</p>

Faculty Member Completing Assessment: Paul Nagy

Date: 05/17/17

Reviewed by:
 (Division chair)

Date:

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Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: German 101 3N0 (3123621630-Fall 2016) and German 101 (1 N0 11516201710-Spring 2017)

Faculty: Janett Johnson

Common Core : 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> Benchmark was 75%.	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Students' skills and development were evaluated during the final exam. Final exam included:</p> <ul style="list-style-type: none"> -Vocabulary -Oral skills -Recognition of sentence structure. -Reading comprehension. -Word translations. -Cultural knowledge and understanding of the materials which were presented and gained throughout the semester. 	<p>Number of Students Assessed: 15</p> <p><u>Written Final:</u> A-15 students</p> <p>100% of students exceeded the 75% benchmark.</p> <p><u>Quiz Final:</u> A-13 students B- 2 students</p> <p>100% of students exceeded the 75% benchmark.</p> <p><u>Oral presentation:</u> A-14 students F- 1student</p> <p>93% of students exceeded the 75% benchmark.</p>	

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u> Benchmark was 75%.</p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students analyzed cultural behaviors, customs, beliefs, historical events, and rituals by watching movies, readings and discussions for an in- depth knowledge of the cultural dynamics. Students exchanged their experiences with different cultures in the Discussion board and commented on those. Students also watched videos and read articles that discussed the German culture with its dining and family traditions, architecture, history, and art and music as well as the political and educational system.</p>	<p>90% of the students exceeded the 75% benchmark.</p>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students read stories and articles and viewed videos and a film in which cultural events and diversities are discussed and examined. These experiences provide a deeper sense of the history, culture, influences, behaviors and</p>	<p>A=13 students B=1 student F=1 student (not submitted) 93% of students exceeded the 75% benchmark.</p>	<p>I will continue to offer many opportunities for comparison/contrast as well as for reflection and questions through readings, writings, and discussions, but also encourage students to convey and address their experiences and observations. For example, if students live in different</p>

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<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> Benchmark was 75%.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>customs as well as traditions. Student examined their observations and articulated their experiences and thoughts through discussions, questions, and writing assignments. Students wrote a movie critique where they reflected on their observations and perspective.</p>		<p>countries, they can create a little movie and share it with the class.</p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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</p>	<p>Students observed different educational systems of Europe and compared those to the American educational system. Additionally, students looked at healthcare and politics and compared/contrasted them to those of the United States. Students shared their observations and perspective in a discussion that was evaluated.</p>	<p>95% of the students exceeded the 75% benchmark.</p>	<p>Since students showed a great interest in the educational and healthcare system, I will continue to discuss these subject areas, but will also offer that students tell me what other subject matters they are interested in.</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Benchmark was 75%.	<u>How Results Will Be Used To Make Improvements</u>
of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines. End – Humanities/Fine Arts			

Faculty Member Completing Assessment: Janett Johnson

Date: 05/13/2017

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: German 102 1 NO 101 11597 201710 Directed Study

Faculty: Janett Johnson

Common Core : NMCCN GERM 1124

<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 analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>75% is the benchmark that has to be met.</p> <p>Students' skills and development were evaluated during the final exam. Final exam included:</p> <ul style="list-style-type: none"> -Vocabulary -Oral skills -Recognition of sentence structure. -Reading comprehension. -Word translations. -Cultural knowledge and understanding of the materials which were presented and gained throughout the semester. 	<p>Number of Students Assessed: 2</p> <p><u>Written Final:</u> A-2 students</p> <p>100% of students exceeded the 75% benchmark.</p> <p><u>Quiz Final:</u> A-2 students 100% of students exceeded the 75 % benchmark.</p> <p><u>Oral presentation:</u> A-2 students</p> <p>100% of students exceeded the 75% benchmark.</p>	
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students analyzed cultural behaviors, customs, beliefs, historical events, and rituals by watching movies, readings and discussions for an in- depth</p>		

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
	<p>knowledge of the cultural dynamics. Students exchanged their experiences with different cultures in a dialogue. Students also watched videos and read articles that discussed the German culture with its dining and family traditions, architecture, history, and art and music as well as the political and educational system.</p>	<p>100% of the students exceeded the 75% benchmark.</p>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students read stories and articles and viewed videos and a film in which cultural events and diversities are discussed and examined. These experiences provide a deeper sense of the history, culture, influences, behaviors and customs as well as traditions. Student examined their observations and articulated their experiences and thoughts through discussions, questions, and writing assignments as well as presentations.</p>	<p>A=2 students 100% of students exceeded the 75% benchmark.</p>	<p>I will continue to offer many opportunities for comparison/contrast as well as for reflection and questions through readings, writings, and discussions, but also encourage students to convey and address their experiences and observations. For example, if students live in different countries, they can create a little movie and share it with the class.</p>

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
	Students wrote a movie critique where they reflected on their observations and perspective.		
<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>	Students wrote 5 minor research papers on subject matter that interested them about the German history, culture, music, and politics.	100% of the students exceeded the 75% benchmark.	

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

Faculty Member Completing Assessment: Janett Johnson

Date: 05/13/2017

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: HIST 101

Faculty: Aaron Anderson

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>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>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>Students in HIST 101 were required to take an objective final exam that contained an array of multiple-choice, matching, and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1113 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, class lectures, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In three sections of HIST 101, a total of 19 students took the final exam and 15 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 78% of the total students scored at the benchmark or higher, while the average exam score was 72%.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of Early American social and political development.</p>	<p>As a result of the New Mexico Higher Education Department’s current History Common Course Numbering Committee and initiative, during the coming SY 2017-18, it is possible that the course description and learning objectives will need to be reviewed and modified to align with the proposed U.S. History I – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear at present if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this document, and it is likely any modifications will appear on the SY 2017-18 assessment</p> <p>Greater emphasis in lectures, visual materials, and written assignments will be placed upon key elements and drivers of American social, economic, and cultural institutions. These include the role of a Eurocentric world view the relations with Native Americans, western religious and</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>
End – Humanities/Fine Arts	the understanding of the present as related to an awareness of past heritages in American History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of the American nation state from its colonial inception through the Civil War.		ideological belief systems as a keystone of Early American political and social development, and the key role of the political economy and the developing American sense of self, nationalism, and American Exceptionalism in early national history.
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).	See the procedural description listed above.	See the procedural description listed above. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of Early American History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and	See the procedural description listed above.

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		institutions in the development of the American nation state.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	See the procedural description listed above.	See the procedural description listed above. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of Early American History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions in the development of the American nation state.	See the procedural description listed above.

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how historical perspectives from Early American History influence contemporary problems, modes of expression, and intellectual constructs within the context of the modern American nation state.</p>	<p>See the procedural description listed above.</p>

Faculty Member Completing Assessment: Aaron Anderson

Date: 5/30/2017

Reviewed by:
 (Division chair)

Date:

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Clovis Community College

Class Assessment 2016-2017

Class: Hist 101 Survey of American to 1865 Fall 2016

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.	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-two students exceeded the benchmark of 70%. The mean score was 87.87 while the median score was 93.00. 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, YouTube clips, and review sessions at the start and end of each class have been effective in creating an incremental sequence of student comprehension of the course objectives and competencies
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures	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.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To discuss the factors and influences that combined to create an American society To recognize the path to revolution and how it affected the development of a new American republic To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic	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, YouTube clips, 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>
	<p>The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war</p>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives</p>	<p>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>	<p>Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To discuss the factors and influences that combined to create an American society To recognize the path to revolution and how it affected the development of a new American republic To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history To explain the impact of reform movements, especially abolitionism, on the</p>	<p>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, YouTube clips, 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</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		American psyche and how slavery and the importance of political power in the national government led to a civil war	
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>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.</p> <p>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>	<p>Course Goals:</p> <p>To identify the individual role of economy, society, government, religion, and culture in American history</p> <p>To discuss the factors and influences that combined to create an American society</p> <p>To recognize the path to revolution and how it affected the development of a new American republic</p> <p>To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic</p> <p>To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history</p>	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, YouTube clips, 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

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war	

Faculty Member Completing Assessment: Michael Powers

Date: 5/10/2017

Reviewed by:
 (Division chair)

Date:

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: HIST 102

Faculty: Aaron Anderson

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>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>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>Students in HIST 102 were required to take an objective final exam that contained an array of multiple-choice, matching, and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1213 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, class lectures, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In three section of HIST 102, a total of 26 students took the final exam and 23 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 88% of the total students scored at the benchmark or higher, while the average exam score was 84%.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of Modern American social and political development.</p>	<p>As a result of the New Mexico Higher Education Department’s current History Common Course Numbering Committee and initiative, during the coming SY 2017-18, it is possible that the course description and learning objectives will need to be reviewed and modified to align with the proposed U.S. History II – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear at present if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this document, and it is likely any modifications will appear on the SY 2017-18 assessment.</p> <p>Greater emphasis in lectures, visual materials, and written assignments will be placed upon key elements and drivers of modern American social, economic, and cultural institutions. These include the role of a Eurocentric world view the emergence of greater racial diversity and the Civil Rights</p>

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
		and expression across the range of Modern American History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions in the development of the modern American nation state	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	See the procedural description listed above.	See the procedural description listed above. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of Modern American History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions in the development of the American nation state.	See the procedural description listed above.

*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 style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how historical perspectives from American History influence contemporary problems, modes of expression, and intellectual constructs within the context of the modern American nation state.</p>	<p>See the procedural description listed above.</p>

Faculty Member Completing Assessment: Aaron Anderson

Date: 5/30/2017

Reviewed by:
 (Division chair)

Date:

Clovis Community College

Class Assessment 2016-2017

Class: Survey of American History since 1865 History 102 Spring 2017

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.	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 eighteen students exceeded the benchmark of 70%. The mean score was 80.25 while the median score was 90.00. 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, YouTube clips, 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.
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society	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, YouTube clips, 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.

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>ideas and topics presented in the last class meeting.</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>	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives</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>	<p>Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society 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>	<p>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, YouTube clips, 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.</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>
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students’ understanding of ideas and topics presented in the last class meeting.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society 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	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, YouTube clips, 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.

Faculty Member Completing Assessment: Michael Powers

Date: 6/09/2017

Reviewed by:
 (Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: HIST 121

Faculty: Aaron Anderson

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>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>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>Students in the online section of HIST 121 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1053 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In two sections of HIST 121, a total of 32 students took the final exam and 29 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 90% of the total students scored at the benchmark or higher, while the average exam score was 85%.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of global social and political development.</p>	<p>As a result of the New Mexico Higher Education Department’s current History Common Course Numbering Committee and initiative, during the coming SY 2017-18, it is possible that the course description and learning objectives will need to be reviewed and modified to align with the proposed World History I – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear at present if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this document, and it is likely any modifications will appear on the SY 2017-18 assessment.</p> <p>Greater emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major developing civilizations in the eastern Asian and western Mediterranean worlds. In particular, these include the role of religious</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>End – Humanities/Fine Arts</p>	<p>the understanding of the present as related to an awareness of past heritages in World History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of global society from antiquity through the year 1450.</p>		<p>and ideological belief systems as a keystone of early political and social development, and the key role of developing trade systems and link the eastern and western worlds.</p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of Early World History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drive and</p>	<p>See the procedural description listed above.</p>

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 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
		influence the political economy and trade expansion in the development of Europe during the Middle Ages.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	See the procedural description listed above.	See the procedural description listed above. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of Early World History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the role of Mongol influence and domination throughout Asia and the Middle East during the years 1200-1450, including the influence upon Imperial China and the developing Russian	See the procedural description listed above.

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 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>
		kingdom.	
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.	See the procedural description listed above.	See the procedural description listed above. Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how historical perspectives from World History influence contemporary problems, modes of expression, and intellectual constructs within the context of the modern civilizations in Asia, Africa, and the Middle East.	See the procedural description listed above.

Faculty Member Completing Assessment: Aaron Anderson

Date: 6/1/2017

Reviewed by:
 (Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: HIST 122

Faculty: Aaron Anderson

Common Core No.: HIST 1063

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>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>Students in the online section of HIST 122 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1063 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In one section of HIST 122, a total of 5 students took the final exam and 5 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 100% of the total students scored at the benchmark or higher, while the average exam score was 95%.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of global social and political development.</p>	<p>As a result of the New Mexico Higher Education Department’s current History Common Course Numbering Committee and initiative, during the coming SY 2017-18, it is possible that the course description and learning objectives will need to be reviewed and modified to align with the proposed World History II – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear at present if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this document, and it is likely any modifications will appear on the SY 2017-18 assessment.</p> <p>Greater emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major modern civilizations in the Asian, African, European, and Western Hemisphere worlds. In particular, these include the role of</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>
End – Humanities/Fine Arts	the understanding of the present as related to an awareness of past heritages in World History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of global society from the year 1450 to the present.		religious and ideological belief systems as a keystone of modern political and social development, and the key role of increasingly complex trade and communication systems that link the eastern and western worlds. Also, special focus will be placed upon geopolitical conflict as related to alliance systems, empire, rising superpowers, and religious fanaticism increasing engaged in shifting global interaction and conflict.
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).	See the procedural description listed above.	See the procedural description listed above. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of Modern World History to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drive and	See the procedural description listed above.

*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>
		influence the political economy and trade expansion in the development Asia, Africa, Europe, and the Western Hemisphere in the modern era.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	See the procedural description listed above.	See the procedural description listed above. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of Modern World History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the development of European empires and colonialism, and how this was supplanted in the modern era by an explosion of new nations as global power shifted to the American and	See the procedural description listed above.

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 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>
		Soviet superpowers in a global conflict of ideologies.	
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.	See the procedural description listed above.	See the procedural description listed above. Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how historical perspectives from World History influence contemporary problems, modes of expression, and intellectual constructs within the context of the modern civilizations in Asia, Africa, and the Middle East.	See the procedural description listed above.

Faculty Member Completing Assessment: Aaron Anderson

Date: 6/1/2017

Reviewed by:
 (Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: HIST 203

Faculty: Aaron Anderson

Common Core No.: HIST 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 analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</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>Students in online and face-to-face HIST 203 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 2113 in the area of Humanities and Fine Arts. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence</p>	<p>In four sections of HIST 203, a total of 75 students took the final exam and 65 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 86% of the total students scored at the benchmark or higher, while the average exam score was 86%.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the analysis of primary texts to develop and understanding of how the present is informed by an awareness of past heritages, social structures and institutions in the context of social and political development in the history of New Mexico.</p>	<p>As a result of the New Mexico Higher Education Department’s current History Common Course Numbering Committee and initiative, during the coming SY 2017-18, it is possible that the course description and learning objectives will need to be reviewed and modified to align with the proposed Survey of New Mexico History – 200 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear at present if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this document, and it is likely any modifications will appear on the SY 2017-18 assessment.</p> <p>Over the summer 2017 I will be the first instructor at CCC to have a restructured online course submitted to a formal Quality Matters Review Committee under the aegis of the Title V grant for close examination and review. I will receive the review results from</p>

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
End – Humanities/Fine Arts	the understanding of the present as related to an awareness of past heritages in New Mexico History, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of New Mexico from antiquity to the present.		the QM Committee and will apply suggested improvements or changes to the course, qualifying HIST 203 OL as a certified course subscribing to best practices put forth in the Quality Matters initiative at CCC. In terms of pedagogy, continued emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that drove the development of history of New Mexico, and how these elements predicate life for New Mexico residents in the contemporary era.
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).	See the procedural description listed above.	See the procedural description listed above. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of New Mexico History to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and	See the procedural description listed above.

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
		intellectual structures and institutions that drove the development of unique culture in New Mexico.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	See the procedural description listed above.	See the procedural description listed above. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the recognition and articulation of the diversity of human experience across the range of New Mexico History to develop and understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the development of multi-cultural patina of New Mexico and how this influences political, economic, and religious life New Mexico.	See the procedural description listed above.

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>Core Competency Four Assessment Goal: students will demonstrate a proficiency in the evaluation of how European, Native American, and emerging Hispanic historical perspectives influence contemporary problems, modes of expression, and intellectual constructs within the context of the contemporary New Mexico.</p>	<p>See the procedural description listed above.</p>

Faculty Member Completing Assessment: Aaron Anderson

Date: 5/31/2017

Reviewed by:
 (Division chair)

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 2016-2017—Area V: Humanities and Fine Arts

Class: MUS 113-Music Appreciation

Faculty: Janet Barnard

Common Core No.: NMCCN MUSI 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 analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Quiz #1 Element: Multiple choice questions about the elements of music. Discussion #1 Elements: Piano Guys Video: analysis of timbre and rhythm. Quiz #2 Middle Ages and Renaissance: MC - Identify works/elements by listening. Quiz #3 Baroque: Identify works/elements by listening. Discussion #3 Bach Minuet Animated Score: analysis of melody, rhythm, and harmony. Quiz #4 Classical: Identify works/elements by listening. Discussion #4: “America the Beautiful”: analysis of texture, genre/style, and form. Quiz #5 19th Century: Identify works/elements by listening. Quiz #6 20th Century: Identify works/elements by listening. Performance Response: Analysis of favorite song in concert.</p>	<p>46 students were assessed.</p> <p>Quiz #1 Elements: 96% success Discussion #1 Elements: 96% success Quiz #2 MA and R: 80% success Quiz #3 Baroque: 71% success Discussion #3 Elements: 80% success Quiz #4 Classical: 71% success Discussion #4 Elements: 75% success Quiz #5 19th Century: 83% success Quiz #6 20th Century: 92% success Performance Response: 90% success Listening Project: 96% success</p>	<p>Benchmark was met. Effort to improve course will be made as needed.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 46 students were assessed.	<u>How Results Will Be Used To Make Improvements</u>
	Listening Project: analysis of all elements in selected pieces.		
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).	Quiz #2 Middle Ages and Renaissance: Multiple choice questions about the structures of these historical periods. Quiz #3 Baroque: Multiple choice questions about the structures of this historical era. Quiz #4 Classical: Multiple choice questions about the structures of this historical era. Quiz #5 19th Century: Multiple choice questions about the structures of this historical era. Quiz #6 20th Century: Multiple choice questions about the structures of this historical era. Discussion #4: “America the Beautiful”: compare renditions of this song across a range of genre and styles. Listening Project: compare the pieces of two composers from different eras (chosen from pairs suggested by instructor)	Quiz #2 MA and R: 80% success Quiz #3 Baroque: 75% success Quiz #4 Classical: 75% success Quiz #5 19th Century: 87% success Quiz #6 20th Century: 92% success Discussion #4: “America the Beautiful” Success 80% Listening Project: 92% success	Benchmark was met. Effort to improve course will be made as needed.

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>Competencies (Learning Outcomes Being Measured)</p>	<p>Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p>Assessment Results 46 students were assessed.</p>	<p>How Results Will Be Used To Make Improvements</p>
	<p>Example: Overtures by Wagner (1813-1883) and Williams (1932 - present) across a range of historical periods.</p>		
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Discussion #2: Medieval Instruments: recognize and describe the diversity of musical instruments across a range of historical periods. Discussion #5: Folk Dances: recognize and describe the diversity of folk dances across a range of cultural perspectives.</p> <p>Composer Project: Compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: recognize and describe the diversity of human experience for French/Polish Chopin and Black American Joplin.</p>	<p>Discussion #2: 87% success</p> <p>Discussion #5: 83% success</p> <p>Composer Project: 100% success</p>	<p>Benchmark was met. Effort to improve course will be made as needed.</p>

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<p>Competencies (Learning Outcomes Being Measured)</p>	<p>Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p>Assessment Results 46 students were assessed.</p>	<p>How Results Will Be Used To Make Improvements</p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>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>Performance Response Paper: Students choose a concert to attend, often choosing a performance of a contemporary nature. They discuss the social aspects of contemporary audience behavior as well as their feelings about the contemporary style of music.</p> <p>Composer Project: Compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: Contemporary advantages for women and contemporary technological advances in electronic music and distribution through the internet as evidenced in the pairing of Fanny Hensel (1805-1847) and Alex Shapiro (1962-present)</p>	<p>Only 50% of students chose a contemporary concert but all discussed contemporary audience behavior.</p> <p>Performance Response Paper: Perhaps the most important assignment of the class, I would like to keep the concert choice as open as possible. Some students have trouble affording and/or finding a concert near to where they live. So many attend a live concert for the first time and become hooked!! My primary goal is to create educated audiences!</p> <p>Composer Project: 92% success</p>	<p>Benchmark was met. Effort to improve course will be made as needed.</p>

Faculty Member Completing Assessment: Janet Barnard

Date: 05/29/2017

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

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u> 46 students were assessed.</p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
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Reviewed by: Janett Johnson

(Division chair)

Date: 05/29/2017

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Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: Spanish 101-30377, 30379, 31761

Faculty: Teresa Guillen

Common Core No.: NMCCN 1114

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Test/Assignments were graded on a 1-100 scale.	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or work of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Student’s skills and development were evaluated using the final exam. Final exam included the basics of:</p> <ul style="list-style-type: none"> - Vocabulary: word translation -Verb conjugation with correct structure and proper grammatical use -Proper use of: definite and indefinite articles. -Proper use of: subject pronouns. -Cultural knowledge and understanding of materials which were presented and gained throughout the semester including movies, readings and specific subject research as well as face to face class socialization. -Recognition of sentence structure. -Reading: comprehension. 	<p>Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class, submit assignments, and/or adequately prepare for tests. Number of students assessed; 135</p>	<ul style="list-style-type: none"> • I will continue to use the <i>Arriba</i> textbook as well as educational websites. • I will continue to positively motivate students to develop a strong foundation in learning the Spanish language. • I will continue to encourage student by incorporating different learning activities as well as additional explanations on assignments. • I will continue to use a variety of hands on activities, while continuing to encourage the use of the Spanish language through speaking, reading and discussions. • I will implement new ways of completing and submitting assignments so that students can see results quicker on their assignments. • I will also encourage student to become more involved in class.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Test/Assignments were graded on a 1-100 scale.	<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).	Students in the face to face class participated in conversations among each other, then practiced with Spanish native speakers topics widely varied. Students practiced through reading comprehension and vocabulary development, as well as verbal communication with ESL students. Students were able to analyze and compare; linguistic, economical, geographical, social, and cultural differences.	Students successfully exceeded the 75% mark in this category.	These activities will continued and used to in order for students to gain an understanding of the history and diversity in cultures that thrive within the Spanish language and Hispanic community, as well as the importance in the acquisition of the Spanish language for effective communication.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students were to research cultural events and view a movie to develop a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments.	Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family dynamics are so strong and valued with high importance.	I will incorporate additional cultural and historical activities so that the student may continue to obtain and experiences the Hispanic/Mexican language and customs.

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Test/Assignments were graded on a 1-100 scale.	<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 modes of expression, and contemporary thought.</p>	<p>The viewing of movies and video clips, writing activities and research papers, as well as continuous interaction with ESL students from other countries, provided my students with a strong representation of the Hispanic culture. Students were able to gain an understanding as to why it is important for Hispanics to engage in certain activities/customs that other cultures may not.</p>	<p>Students successfully completed this category exceeding the 75% benchmark.</p>	<p>Students truly enjoyed the one on one and/or group conversations and collaboration with their peers. I will incorporate more communication activities to develop appropriate pronunciation and communication skills. I will continue to incorporate these activities, as they proved to be successful for student participation and the development of the Spanish Language.</p>

Faculty Member Completing Assessment: Teresa Guillen

Date: 6-16-2017

Reviewed by:
 (Division chair)

Date:

Clovis Community College

Core Competencies Assessment 2016-2017—Area V: Humanities and Fine Arts

Class: Spanish 102-10445, 11642

Faculty: Teresa Guillen

Common Core No.: NMCCN 1124

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Test/Assignments were graded on a 1-100 scale.	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or work of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Student’s skills and development were evaluated using the final exam. Final exam included:</p> <ul style="list-style-type: none"> - Vocabulary: word translation -Verb conjugation with correct structure and proper grammatical use -Proper use of: verbs in the present, past, present continuous, Imperfect etc.... -Proper use of: subject pronouns and direct/indirect object pronouns. -Cultural knowledge and understanding of materials which were presented and gained throughout the semester including movies, readings and specific subject research as well as face to face class socialization. -Recognition of sentence structure. -Reading: comprehension. 	<p>Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class, submit assignments, and/or adequately prepare for tests. Number of students assessed; 49</p>	<ul style="list-style-type: none"> • I will continue to use the <i>Arriba</i> textbook as well as educational websites. • I will continue to positively motivate students to develop a strong foundation in learning the Spanish language. • I will continue to encourage student by incorporating different learning activities as well as additional explanations on assignments. • I will continue to use a variety of hands on activities, while continuing to encourage the use of the Spanish language through speaking, reading and discussions. • I will implement new ways of completing and submitting assignments so that students can see results quicker on their assignments. • I will also encourage student to become more involved in class.

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students actively participated in class discussions, online via discussion board. Students participated in reading comprehension, verb conjugation, and vocabulary development. Students were able to analyze and compare; linguistic, economical, geographical, social, and cultural differences.</p>	<p>Test/Assignments were graded on a 1-100 scale. Students successfully exceeded the 75% mark in this category.</p>	<p>These activities will continued and used in order for students to gain an understanding of the history and diversity in cultures that thrive within the Spanish Language and Hispanic community. Students will continue to improve usage and acquisition of the Spanish language for effective communication.</p>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students were to discuss cultural events, using YouTube videos that were provided, to develop a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments and discussions.</p>	<p>Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family dynamics are so strong and valued with high importance.</p>	<p>I will incorporate additional cultural and historical activities so that the student may continue to obtain and experiences the Hispanic/Mexican language and customs.</p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression, and contemporary thought.</p>	<p>Through viewing of video clips, writing activities and research papers, as well as continuous interaction with peers, students gain a strong representation of the Hispanic culture. Students were able to gain an inside view</p>	<p>Students successfully completed this category exceeding the 75% benchmark.</p>	<p>Students enjoyed learning and discussing information about the Hispanic culture and events that individuals participate in. Through collaboration with their peers, students were able to share their diverse backgrounds.</p>

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	of why it is important for Hispanics to engage in certain activities, customs, and/or celebrations that other cultures may not.	Test/Assignments were graded on a 1-100 scale.	- I will incorporate more communication activities to develop appropriate pronunciation and communication skills. I will continue to incorporate present activities, as they proved to be successful for student participation and the development of the Spanish Language.

Faculty Member Completing Assessment: Teresa Guillen

Date: 6-16-2017

Reviewed by:
(Division chair)

Date: