

Clovis Community College

Core Competencies Assessment 2013-2014—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 = 4.28 91.67% of the students (33 out of 36) 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>Last year these assignments only counted 5% of the students overall grade and I found that during the spring semester especially, many students did not complete the assignment at all. It seems as though students don't feel it affected their grade much, so they just don't complete the assignments. Students expressed that they just don't like to write, so they didn't complete the assignment. I think this may skew the data some. Therefore beginning fall 2013, I changed the weight to 10% of their grade in hopes of getting more completers. This year 79% of all reflection assignments were completed; whereas last year only 69% of all reflection assignments were completed.</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 = 4.47 94.4% of the students (23 out of 25) 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.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher): Opportunity cost, law of supply, law of demand, equilibrium, price elasticity of demand, utility analysis as it relates to consumer choice, cost analysis and break-even point as it relates to producer choice, various market structures, and price ceilings and floors (NM state competencies Nos. 1-7)</p>	<p>Assignment—students were required to pick 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 = 4.79 100% of the students (33 out of 33) scored a 3 or higher on this assignment</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1176 1117 1601 1380"> <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>Competency</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.5</td> <td>4.2</td> <td>4.4</td> </tr> <tr> <td>2</td> <td>4.5</td> <td>4.5</td> <td>4.5</td> </tr> <tr> <td>3</td> <td>4.2</td> <td>4.5</td> <td>4.8</td> </tr> </tbody> </table> </div> <div data-bbox="1601 1117 2139 1380"> <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>Competency</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>94.4%</td> <td>94.4%</td> <td>94.4%</td> </tr> <tr> <td>2</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>3</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> </div> </div>	Competency	2011-2012	2012-2013	2013-2014	1	4.5	4.2	4.4	2	4.5	4.5	4.5	3	4.2	4.5	4.8	Competency	2011-2012	2012-2013	2013-2014	1	94.4%	94.4%	94.4%	2	100%	100%	100%	3	100%	100%	100%
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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.*

<p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p>	<p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;">Assessment Results</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</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. –</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher</p> <p>4a—opportunity cost (state competency No. 1*)</p> <p>4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*)</p> <p>4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*)</p> <p>4d—consumer choice including utility analysis (state competency No. 4*)</p> <p>4e—producer choice including cost analysis and break-even point (state competency No. 5*)</p> <p>4f—comparison and contrast of perfect competition, monopoly, monopolistic competition, and oligopoly (state competency No. 6*)</p> <p>4g—impact of government intervention in markets including price ceilings and price floors (state competency No. 7*)</p> <p>4h—role of labor and capital markets (state competency No. 8*)</p> <p>*Meets NM business articulation competencies End – Social/Behavioral Sciences</p>	<p>Quizzes and Assignments including graphical analysis.</p>	<p><u>Overall Objective Average</u></p> <p>4a = 87.1% 4b = 87.3% 4c = 79.0% 4d = 84.8% 4e = 78.5% 4f = 79.6% 4g = 85.7% 4h = 81.1%</p> <p><u>Students scoring 70% or higher on each objective</u></p> <p>4a = 93.1% 4b = 91.7% 4c = 86.2% 4d = 85.1% 4e = 84.1% 4f = 76.5% 4g = 89.3% 4h = 80.6%</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1176 1061 1653 1316"> <p style="text-align: center;">Overall Objective Average</p> </div> <div data-bbox="1653 1061 2157 1316"> <p style="text-align: center;">Percentage of Students Scoring 70% or higher</p> </div> </div>	<p>Last year, there were three objectives that had less than 70% of the students meeting the benchmark. This year, I spent more time in those areas. In addition, I worked at setting up audio lectures for all concepts for my online classes. This seemed to help tremendously as my overall scores for online classes were much higher this year than they were last year.</p>

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NM Business Articulation Competencies for Principles of Microeconomics

Students should demonstrate an understanding of:

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

Faculty Member Completing Assessment:

<u>Robin Kuykendall</u> <i>Name</i>	<u>June 12, 2014</u> <i>Date</i>	<u>575.769.4916</u> <i>Phone Number</i>
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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 2013

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		3		4		5
4		3		1		1
3		0		0		0
2		1		0		0
1		0		1		0
Total # Students	0	7	0	6	0	6
Average	4.14		4.00		4.83	
% of students 3 or higher	85.7%		83.3%		100.0%	

Fall 2013

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	6	4	7	5	7	6
4	0	1	3	1	1	1
3	3	1	2	0	1	0
2	1	1	0	1	0	0
1	0	0	0	0	0	0
Total # Students	10	7	12	7	9	7
Average	4.12		4.42		4.75	
% of students 3 or higher	88.2%		94.7%		100.0%	

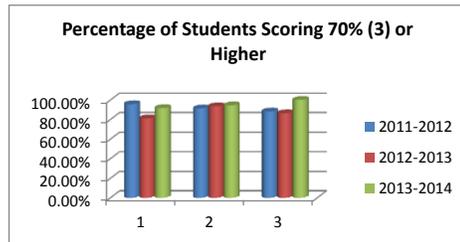
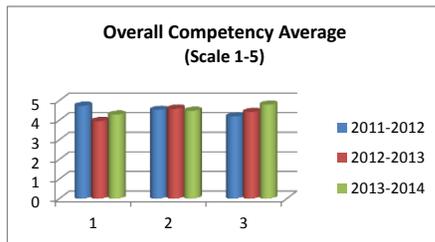
Spring 2014

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		8		9		10
4		3		2		0
3		1		0		1
2		0		0		0
1		0		0		0
Total # Students	0	12	0	11	0	11
Average	4.58		4.82		4.82	
% of students 3 or higher	100.0%		100.0%		100.0%	

Composite 2013-2014

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	6	15	7	18	7	21
4	0	7	3	4	1	2
3	3	2	2	0	1	1
2	1	2	0	1	0	0
1	0	0	0	1	0	0
Total # Students	10	26	12	24	9	24
Average	4.28		4.47		4.79	
% of students 3 or higher	91.7%		94.4%		100.0%	

Comparison Data for Competencies 1-3						
Competency	Overall Average			% of Students Scoring 70% or higher (3)		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
1	4.73	3.95	4.28	95.70%	81.10%	91.67%
2	4.52	4.58	4.47	91.30%	93.50%	94.44%
3	4.18	4.41	4.79	88.20%	86.40%	100.00%



ECON 222-Summer 2013

Aplia Assignments											
Objective		ECON 222-201 (Face-to-Face) NOT OFFERED				ECON 222-2N0 (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%		
State Obj 1 (4a)	Ch 1				#DIV/0!	86.7	8	7	87.5%	88.5%	93.8%
	Ch 2				#DIV/0!	90.2	8	8	100.0%		
State Obj 2 (4b)	Ch 3				#DIV/0!	79.1	9	7	77.8%	85.8%	100.0%
	Ch 4				#DIV/0!	87.7	9	8	88.9%		
	Ch 5				#DIV/0!	90.6	7	7	100.0%		
State Obj 3	Ch 6				#DIV/0!	81.9	9	8	88.9%	81.9%	88.9%
State Obj 4 (4d)	Ch 7				#DIV/0!	93.1	7	7	100.0%	93.1%	100.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	84.4	7	6	85.7%	84.4%	85.7%
State Obj 6 (4f)	Ch 9				#DIV/0!	84.8	8	6	75.0%	87.1	87.5%
	Ch 10				#DIV/0!	86.5	8	7	87.5%		
	Ch 11				#DIV/0!	90.0	8	8	100.0%		
State Obj 7	Ch 12				#DIV/0!	87.2	8	7	87.5%	87.2%	87.5%
State Obj 8 (4h)	Ch 13				#DIV/0!	76.7	8	6	75.0%	82.9%	87.5%
	Ch 14				#DIV/0!	89.0	8	8	100.0%		

Quizzes											
Objective		ECON 222-201 (Face-to-Face) NOT OFFERED				ECON 222-2N0 (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%		
State Obj 1 (4a)	Ch 1				#DIV/0!	87.5	8	7	87.5%	87.2%	87.5%
	Ch 2				#DIV/0!	86.9	8	7	87.5%		
State Obj 2 (4b)	Ch 3				#DIV/0!	86.7	9	8	88.9%	85.2%	87.5%
	Ch 4				#DIV/0!	82.5	8	7	87.5%		
	Ch 5				#DIV/0!	86.3	8	7	87.5%		
State Obj 3 (4c)	Ch 6				#DIV/0!	89.3	7	6	85.7%	89.3%	85.7%
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!	80.0	8	6	75.0%	80.0%	75.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	75.0	9	6	66.7%	80.0	79.2%
	Ch 10				#DIV/0!	84.3	7	7	100.0%		
	Ch 11				#DIV/0!	80.6	8	6	75.0%		
State Obj 7	Ch 12				#DIV/0!	78.8	8	6	75.0%	78.8%	75.0%
State Obj 8 (4h)	Ch 13				#DIV/0!	76.9	8	5	62.5%	81.3%	75.0%
	Ch 14				#DIV/0!	85.6	8	7	87.5%		

Composite Summer 2013		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.8%	90.6%
State Obj 2 4b	85.5%	88.0%
State Obj 3 4c	85.6%	87.5%
State Obj 4 4d	84.7%	86.7%
State Obj 5 4e	82.2%	85.7%
State Obj 6 4f	83.5%	83.3%
State Obj 7 4g	83.0%	81.3%
State Obj 8 4h	82.1%	81.3%

ECON 222-Fall 2013

Objective		Aplia Assignments									
		ECON 222-301 (Face-to-Face)				ECON 222-3N0 (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%		
State Obj 1 (4a)	Ch 1	92.06	14	14	100.0%	83.01	8	8	100.0%	88.2%	95.5%
	Ch 2	89.24	14	12	85.7%	88.45	8	8	100.0%		
State Obj 2 (4b)	Ch 3	94.24	14	14	100.0%	87.29	8	8	100.0%	90.6%	100.0%
	Ch 4	95.34	14	14	100.0%	87.11	8	8	100.0%		
	Ch 5	93.53	13	13	100.0%	86.17	7	7	100.0%		
State Obj 3	Ch 6	83.32	14	11	78.6%	81.71	8	8	100.0%	82.5%	86.4%
State Obj 4 (4d)	Ch 7	88.27	14	14	100.0%	79.64	7	6	85.7%	84.0%	95.2%
State Obj 5 (4e)	Ch 8	80.71	14	10	71.4%	85.11	7	7	100.0%	82.9%	81.0%
State Obj 6 (4f)	Ch 9	79.41	12	10	83.3%	72.15	8	5	62.5%	79.5	82.5%
	Ch 10	85.12	13	12	92.3%	81.91	8	7	87.5%		
	Ch 11	83.24	14	12	85.7%	75.14	8	6	75.0%		
State Obj 7	Ch 12	90.18	13	12	92.3%	85.18	8	8	100.0%	87.7%	95.2%
State Obj 8 (4h)	Ch 13	87.34	13	11	84.6%	79.49	7	6	85.7%	86.5%	90.2%
	Ch 14	90.33	14	13	92.9%	88.81	7	7	100.0%		

Objective		Quizzes									
		ECON 222-301 (Face-to-Face)				ECON 222-3N0 (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%		
State Obj 1 (4a)	Ch 1	89.27	14	14	100.0%	86.25	8	8	100.0%	86.0%	95.5%
	Ch 2	83.57	14	13	92.9%	85	8	7	87.5%		
State Obj 2 (4b)	Ch 3	83.6	14	12	85.7%	82.5	8	7	87.5%	81.9%	90.0%
	Ch 4	86.92	13	12	92.3%	75.63	8	6	75.0%		
	Ch 5	85.77	13	12	92.3%	77.14	7	6	85.7%		
State Obj 3 (4c)	Ch 6	74.58	12	18	150.0%	71.88	8	3	37.5%	73.2%	105.0%
State Obj 4 (4d)	Ch 7	92.5	14	12	85.7%	68.57	7	4	57.1%	80.5%	76.2%
State Obj 5 (4e)	Ch 8	75.71	14	11	78.6%	70.71	7	4	57.1%	73.2%	71.4%
State Obj 6 (4f)	Ch 9	80.45	11	7	63.6%	60	8	2	25.0%	74.9	67.8%
	Ch 10	82.08	12	8	66.7%	74.38	8	6	75.0%		
	Ch 11	76.92	13	12	92.3%	75.71	7	5	71.4%		
State Obj 7	Ch 12	85.38	13	12	92.3%	79.38	8	6	75.0%	82.4%	85.7%
State Obj 8 (4h)	Ch 13	76.43	14	11	78.6%	68.57	7	3	42.9%	73.0%	65.9%
	Ch 14	77.86	14	10	71.4%	69.17	6	3	50.0%		

Composite Fall 2013		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.1%	95.5%
State Obj 2 4b	86.3%	93.7%
State Obj 3 4c	77.9%	95.2%
State Obj 4 4d	82.2%	85.7%
State Obj 5 4e	78.1%	92.7%
State Obj 6 4f	77.2%	75.4%
State Obj 7 4g	85.0%	90.5%
State Obj 8 4h	79.8%	78.0%

ECON 222-Spring 2014

		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!	85.7	14	13	92.9%	85.0%	93.1%
	Ch 2				#DIV/0!	84.2	15	14	93.3%		
State Obj 2 (4b)	Ch 3				#DIV/0!	89.6	15	15	100.0%	89.5%	100.0%
	Ch 4				#DIV/0!	90.1	15	15	100.0%		
	Ch 5				#DIV/0!	88.9	15	15	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	79.2	15	12	80.0%	79.2%	80.0%
State Obj 4 (4d)	Ch 7				#DIV/0!	82.5	15	13	86.7%	82.5%	86.7%
State Obj 5 (4e)	Ch 8				#DIV/0!	80.2	13	10	76.9%	80.2%	76.9%
State Obj 6 (4f)	Ch 9				#DIV/0!	79.2	13	10	76.9%	81.9	78.9%
	Ch 10				#DIV/0!	79.7	13	10	76.9%		
	Ch 11				#DIV/0!	86.9	12	10	83.3%		
State Obj 7	Ch 12				#DIV/0!	86.4	13	12	92.3%	86.4%	92.3%
State Obj 8 (4h)	Ch 13				#DIV/0!	85.5	13	12	92.3%	87.3%	96.2%
	Ch 14				#DIV/0!	89.1	13	13	100.0%		

		Quizzes									
		ECON 222-101 (Face-to-Face)				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!	86.3	12	11	91.7%	82.1%	88.5%
	Ch 2				#DIV/0!	77.9	14	12	85.7%		
State Obj 2 (4b)	Ch 3				#DIV/0!	80.1	15	11	73.3%	81.8%	92.9%
	Ch 4				#DIV/0!	79.7	15	12	80.0%		
	Ch 5				#DIV/0!	85.7	14	13	92.9%		
State Obj 3 (4c)	Ch 6				#DIV/0!	70.0	14	9	64.3%	70.0%	64.3%
State Obj 4 (4d)	Ch 7				#DIV/0!	75.3	15	12	80.0%	75.3%	80.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	72.9	14	11	78.6%	72.9%	78.6%
State Obj 6 (4f)	Ch 9				#DIV/0!	65.4	14	8	57.1%	72.4	69.2%
	Ch 10				#DIV/0!	76.7	12	10	83.3%		
	Ch 11				#DIV/0!	75.0	13	9	69.2%		
State Obj 7	Ch 12				#DIV/0!	84.2	13	12	92.3%	84.2%	92.3%
State Obj 8 (4h)	Ch 13				#DIV/0!	68.5	13	8	61.5%	70.9%	72.0%
	Ch 14				#DIV/0!	73.3	12	10	83.3%		

Composite Spring 2014		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	83.5%	90.9%
State Obj 2 4b	85.7%	91.0%
State Obj 3 4c	74.6%	72.4%
State Obj 4 4d	78.9%	83.3%
State Obj 5 4e	76.6%	70.4%
State Obj 6 4f	77.2%	74.0%
State Obj 7 4g	85.3%	92.3%
State Obj 8 4h	79.1%	84.3%

ECON 222-Composite

Objective		Aplia Assignments									
		ECON 222 (Face-to-Face Classes)				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	92.06	14	14	100.0%	85.1	30	28	93.3%	88.5%	94.4%
	Ch 2	89.24	14	12	85.7%	87.6	31	30	96.8%		
State Obj 2 (4b)	Ch 3	94.24	14	14	100.0%	85.3	32	30	93.8%	91.0%	100.0%
	Ch 4	95.34	14	14	100.0%	88.3	32	31	96.9%		
	Ch 5	93.53	13	13	100.0%	88.6	29	29	100.0%		
State Obj 3	Ch 6	83.32	14	11	78.6%	80.9	32	28	87.5%	82.1%	84.8%
State Obj 4 (4d)	Ch 7	88.27	14	14	100.0%	85.1	29	26	89.7%	86.7%	93.0%
State Obj 5 (4e)	Ch 8	80.71	14	10	71.4%	83.2	27	23	85.2%	82.0%	80.5%
State Obj 6 (4f)	Ch 9	79.41	12	10	83.3%	78.7	29	21	72.4%	82.2%	82.4%
	Ch 10	85.12	13	12	92.3%	82.7	29	24	82.8%		
	Ch 11	83.24	14	12	85.7%	84.0	28	24	85.7%		
State Obj 7	Ch 12	90.18	13	12	92.3%	86.3	29	27	93.1%	88.2%	92.9%
State Obj 8 (4h)	Ch 13	87.34	13	11	84.6%	80.6	28	24	85.7%	86.8%	91.6%
	Ch 14	90.33	14	13	92.9%	89.0	28	28	100.0%		

Objective		Quizzes									
		ECON 222 (Face-to-Face Classes)				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	89.27	14	14	100.0%	86.7	28	26	92.9%	85.7%	91.9%
	Ch 2	83.57	14	13	92.9%	83.3	30	26	86.7%		
State Obj 2 (4b)	Ch 3	83.6	14	12	85.7%	83.1	32	26	81.3%	84.4%	90.5%
	Ch 4	86.92	13	12	92.3%	79.3	31	25	80.6%		
	Ch 5	85.77	13	12	92.3%	83.0	29	26	89.7%		
State Obj 3 (4c)	Ch 6	74.58	12	18	150.0%	77.1	29	18	62.1%	75.8%	87.8%
State Obj 4 (4d)	Ch 7	92.5	14	12	85.7%	73.4	30	22	73.3%	82.9%	77.3%
State Obj 5 (4e)	Ch 8	75.71	14	11	78.6%	74.5	29	21	72.4%	75.1%	74.4%
State Obj 6 (4f)	Ch 9	80.45	11	7	63.6%	66.8	31	16	51.6%	77.0%	70.5%
	Ch 10	82.08	12	8	66.7%	78.5	27	23	85.2%		
	Ch 11	76.92	13	12	92.3%	77.1	28	20	71.4%		
State Obj 7	Ch 12	85.38	13	12	92.3%	80.8	29	24	82.8%	83.1%	85.7%
State Obj 8 (4h)	Ch 13	76.43	14	11	78.6%	71.3	28	16	57.1%	75.4%	69.5%
	Ch 14	77.86	14	10	71.4%	76.0	26	20	76.9%		

All Courses for 2013-2014		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.1%	93.1%
State Obj 2 4b	87.3%	91.7%
State Obj 3 4c	79.0%	86.2%
State Obj 4 4d	84.8%	85.1%
State Obj 5 4e	78.5%	84.1%
State Obj 6 4f	79.6%	76.5%
State Obj 7 4g	85.7%	89.3%
State Obj 8 4h	81.1%	80.6%

ECON 222-Online Courses

Objective		Aplia Assignments													
		ECON 222-3N0 (Online) Summer 2013				ECON 222-1N0 (Online) Fall 2013				ECON 222-1N0 (Online) Spring 2014					
		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 (4a)	Ch 1	86.7	8	7	87.5%	83.0	8	8	100.0%	85.7	14	13	92.9%	86.4%	95.1%
	Ch 2	90.2	8	8	100.0%	88.5	8	8	100.0%	84.2	15	14	93.3%		
State Obj 2 (4b)	Ch 3	79.1	9	7	77.8%	87.3	8	8	100.0%	89.6	15	15	100.0%	87.4%	96.8%
	Ch 4	87.7	9	8	88.9%	87.1	8	8	100.0%	90.1	15	15	100.0%		
	Ch 5	90.6	7	7	100.0%	86.2	7	7	100.0%	88.9	15	15	100.0%		
State Obj 3 (4d)	Ch 6	81.9	9	8	88.9%	81.7	8	8	100.0%	79.2	15	12	80.0%	80.9%	87.5%
State Obj 4 (4e)	Ch 7	93.1	7	7	100.0%	79.6	7	6	85.7%	82.5	15	13	86.7%	85.1%	89.7%
State Obj 5 (4f)	Ch 8	84.4	7	6	85.7%	85.1	7	7	100.0%	80.2	13	10	76.9%	83.2%	85.2%
	Ch 9	84.8	8	6	75.0%	72.2	8	5	62.5%	79.2	13	10	76.9%		
State Obj 6 (4g)	Ch 10	86.5	8	7	87.5%	81.9	8	7	87.5%	79.7	13	10	76.9%	81.8%	80.2%
	Ch 11	90.0	8	8	100.0%	75.1	8	6	75.0%	86.9	12	10	83.3%		
State Obj 7 (4h)	Ch 12	87.2	8	7	87.5%	85.2	8	8	100.0%	86.4	13	12	92.3%	86.3%	93.1%
State Obj 8 (4i)	Ch 13	76.7	8	6	75.0%	79.5	7	6	85.7%	85.5	13	12	92.3%	84.8%	92.9%
	Ch 14	89.0	8	8	100.0%	88.8	7	7	100.0%	89.1	13	13	100.0%		

Objective		Quizzes													
		ECON 222-3N0 (Online) Summer 2013				ECON 222-3N0 (Online) Fall 2013				ECON 222-1N0 (Online) Spring 2014					
		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 (4a)	Ch 1	87.5	8	7	87.5%	86.3	8	8	100.0%	86.3	12	11	91.7%	85.0%	89.7%
	Ch 2	86.9	8	7	87.5%	85.0	8	7	87.5%	77.9	14	12	85.7%		
State Obj 2 (4b)	Ch 3	86.7	9	8	88.9%	82.5	8	7	87.5%	80.1	15	11	73.3%	81.8%	83.7%
	Ch 4	82.5	8	7	87.5%	75.6	8	6	75.0%	79.7	15	12	80.0%		
	Ch 5	86.3	8	7	87.5%	77.1	7	6	85.7%	85.7	14	13	92.9%		
State Obj 3 (4c)	Ch 6	89.3	7	6	85.7%	71.9	8	3	37.5%	70.0	14	9	64.3%	77.1%	62.1%
State Obj 4 (4d)	Ch 7	76.3	8	6	75.0%	68.6	7	4	57.1%	75.3	15	12	80.0%	73.4%	73.3%
State Obj 5 (4e)	Ch 8	80.0	8	6	75.0%	70.7	7	4	57.1%	72.9	14	11	78.6%	74.5%	72.4%
State Obj 6 (4f)	Ch 9	75.0	9	6	66.7%	60.0	8	2	25.0%	65.4	14	8	57.1%	74.1%	68.6%
	Ch 10	84.3	7	7	100.0%	74.4	8	6	75.0%	76.7	12	10	83.3%		
State Obj 7 (4g)	Ch 11	80.6	8	6	75.0%	75.7	7	5	71.4%	75.0	13	9	69.2%	80.8%	82.8%
	Ch 12	78.8	8	6	75.0%	79.4	8	6	75.0%	84.2	13	12	92.3%		
State Obj 8 (4h)	Ch 13	76.9	8	5	62.5%	68.6	7	3	42.9%	68.5	13	8	61.5%	73.7%	66.7%
	Ch 14	85.6	8	7	87.5%	69.2	6	3	50.0%	73.3	12	10	83.3%		

Composite Online Courses 2013-2014		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	85.7%	92.4%
State Obj 2 4b	84.6%	90.3%
State Obj 3 4c	79.0%	75.4%
State Obj 4 4d	79.2%	81.4%
State Obj 5 4e	78.9%	78.6%
State Obj 6 4f	78.0%	74.4%
State Obj 7 4g	83.5%	87.9%
State Obj 8 4h	79.2%	80.0%

ECON 222-Face-to-Face Courses

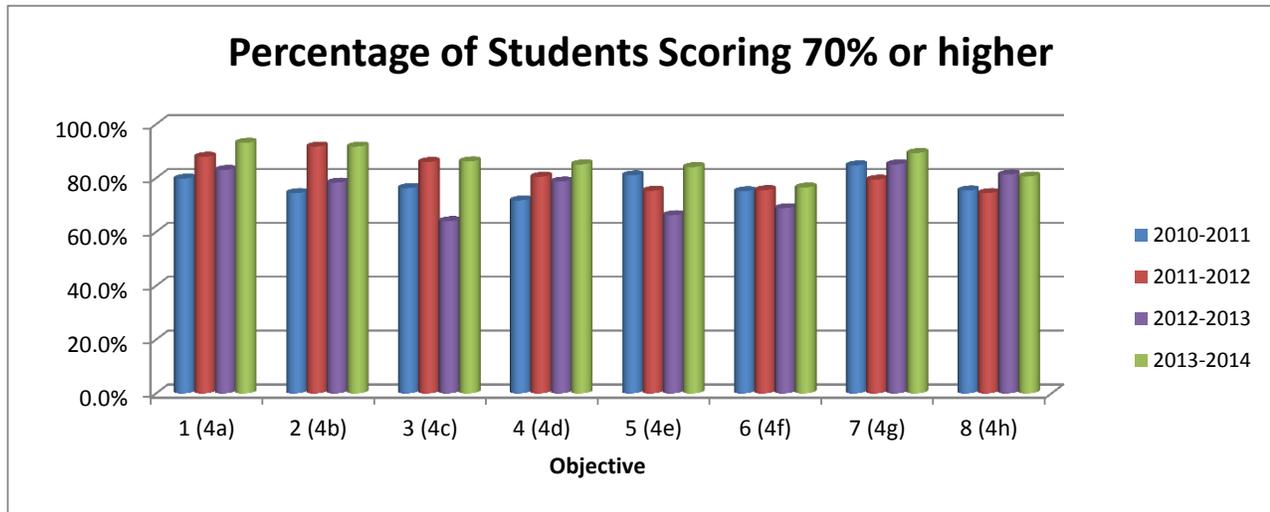
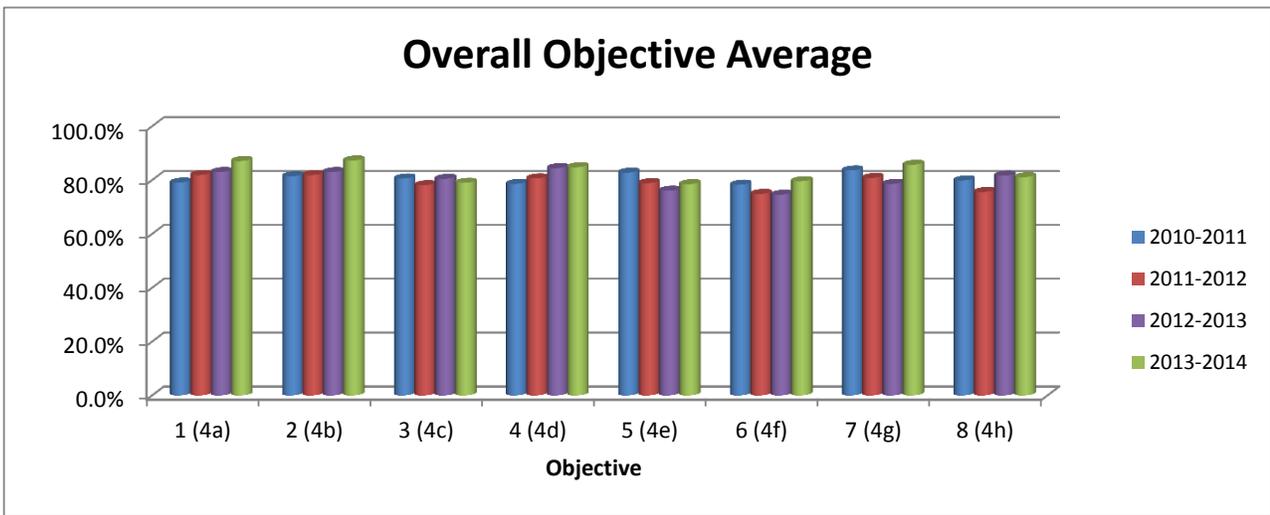
Aplia Assignments										
ECON 222-301 (Face-to-Face) Fall 2013										
Objective		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	
State Obj 1 (4a)	Ch 1	89.7	6	6	100.0%					#DIV/0!
	Ch 2	88.7	6	6	100.0%					#DIV/0!
										89.2%
State Obj 2 (4b)	Ch 3	90.3	6	6	100.0%					#DIV/0!
	Ch 4	92.3	6	6	100.0%					#DIV/0!
	Ch 5	90.3	6	6	100.0%					#DIV/0!
										91.0%
State Obj 3	Ch 6	88.4	5	5	100.0%					#DIV/0!
										88.4%
State Obj 4 (4d)	Ch 7	89.4	5	5	100.0%					#DIV/0!
										89.4%
State Obj 5 (4e)	Ch 8	78.6	6	4	66.7%					#DIV/0!
										78.6%
State Obj 6 (4f)	Ch 9	73.6	6	4	66.7%					#DIV/0!
	Ch 10	72.5	6	3	50.0%					#DIV/0!
	Ch 11	84.8	5	4	80.0%					#DIV/0!
										77.0%
State Obj 7	Ch 12	84.5	5	5	100.0%					#DIV/0!
										84.5%
State Obj 8 (4h)	Ch 13	82.4	6	5	83.3%					#DIV/0!
	Ch 14	88.2	6	6	100.0%					#DIV/0!
										85.3%

Quizzes										
ECON 222-301 (Face-to-Face) Fall 2013										
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	80.1	6	4	66.7%					#DIV/0!
	Ch 2	78	5	3	60.0%					#DIV/0!
										79.1%
State Obj 2 (4b)	Ch 3	84.2	6	4	66.7%					#DIV/0!
	Ch 4	78.3	6	4	66.7%					#DIV/0!
	Ch 5	79.2	6	3	50.0%					#DIV/0!
										80.6%
State Obj 3 (4c)	Ch 6	79.2	6	4	66.7%					#DIV/0!
										79.2%
State Obj 4 (4d)	Ch 7	85	4	4	100.0%					#DIV/0!
										85.0%
State Obj 5 (4e)	Ch 8	70	6	3	50.0%					#DIV/0!
	Ch 9	69.2	6	4	66.7%					#DIV/0!
State Obj 6 (4f)	Ch 10	73.3	6	4	66.7%					#DIV/0!
	Ch 11	80	5	3	60.0%					#DIV/0!
										74.2%
State Obj 7	Ch 12	75	5	3	60.0%					#DIV/0!
										75.0%
State Obj 8 (4h)	Ch 13	80	6	4	66.7%					#DIV/0!
	Ch 14	78	5	4	80.0%					#DIV/0!
										79.0%

Composite Face-to-Face Courses 2013-2014		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	84.1%	82.6%
State Obj 2 4b	85.8%	80.6%
State Obj 3 4c	83.8%	81.8%
State Obj 4 4d	87.2%	100.0%
State Obj 5 4e	74.3%	66.7%
State Obj 6 4f	75.6%	64.7%
State Obj 7 4g	79.8%	80.0%
State Obj 8 4h	82.2%	82.6%

* 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			
	2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
1 (4a)	79.1%	81.9%	83.0%	87.1%	79.8%	87.9%	83.0%	93.1%
2 (4b)	81.4%	81.9%	83.0%	87.3%	74.4%	91.7%	78.3%	91.7%
3 (4c)	80.6%	78.1%	80.5%	79.0%	76.3%	86.0%	64.0%	86.2%
4 (4d)	78.6%	80.7%	84.5%	84.8%	71.7%	80.5%	78.7%	85.1%
5 (4e)	82.8%	78.9%	76.1%	78.5%	81.0%	75.3%	66.2%	84.1%
6 (4f)	78.3%	74.9%	74.6%	79.6%	75.1%	75.5%	68.8%	76.5%
7 (4g)	83.6%	80.8%	78.6%	85.7%	84.7%	79.4%	85.1%	89.3%
8 (4h)	79.9%	75.6%	81.6%	81.1%	75.4%	74.4%	81.3%	80.6%



Clovis Community College

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

Class: PSY 101 Introductory Psychology

Faculty: Dana Albright

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
<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.</p>	<p>Average grades on the exams, project based activities and pre-test indicate a pass rate of 80% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p> <p>Sample Size= 51</p>	<p>The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to critical thinking regarding human behavior. Critical thinking will be emphasized in Competency 4 by selecting class projects that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.</p>	<p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.</p>	<p>Average scores on the individual presentation indicated the following:</p> <p>Competency 1: 85% Competency 2: 82% Competency 3: 84% Competency 4: 87%</p> <p>(Each higher than the 75% benchmark)</p>		

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<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 themselves and others. They are also required to complete four exams covering all the chapters in the text except one.</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>Will improve their focus on how society and social groups effect human behavior.</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>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 90%. Students were more interested in local and state issues as opposed to national controversies.</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.</p>	

Faculty Member Completing Assessment: Dana Albright
Name

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

Clovis Community College

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

Class: PSY 106 Human Growth and Development

Faculty: Dana Albright

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Students complete four exams and a pre/post-test. They write a paper and short answer questions. The required exams and activities are matched to the state competencies and are identified as such. A paper and/or presentation requires research on topics related to course content.</p>	<p>Average grades on the exams (84%), post-test (81%) and paper (83%) exceeded the benchmark of (75%).</p> <p>Sample Size = 46</p>	<p>Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, and mastery. Though the bench mark was exceeded, revisions should be made to reflect a global perspective of current events.</p>	
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Prior to required group activities and individual presentations students are provided with a grading rubric that matches the expectations implied in all four competencies. Previous units have addressed each competency before the assignment.</p>	<p>Average scores on the projects indicated the following:</p> <p>Competency 1: 81% Competency 2: 83% Competency 3: 86% Competency 4: 84%</p>		

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<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 84%. 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 social groups effect human behavior.</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>Debates about relevant issues and ethical dilemmas are conducted throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency. A portfolio of assignments encourages engagement in the topics and global social issues.</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 (82%).</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.</p>	

Faculty Member Completing Assessment: Dana Albright
Name

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