

Clovis Community College

417 Schepps Boulevard

Clovis, NM 88101

General Education Assessment Report 2015-2016

Submitted to: New Mexico Higher Education Department

www.clovis.edu/assessment

September 22, 2016

Contact Person

Janna Hackett

Clovis Community College

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Institution Name Clovis Community College

Core Competencies Report

Attachments:

Area I Communications	Contact Person <u>Janna Hackett/Shelley Denton</u>
Area II Math—Algebra	Contact Person <u>Janna Hackett/Todd Kuykendall</u>
Area II Math—Other Math	Contact Person <u>Janna Hackett/Todd Kuykendall</u>
Area III Laboratory Science	Contact Person <u>Janna Hackett/Todd Kuykendall</u>
Area IV Social/Behavioral Sciences	Contact Person <u>Janna Hackett/Shelley Denton</u>
Area V Humanities/Fine Arts	Contact Person <u>Janna Hackett/Shelley Denton</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

E-Mail robin.jones@clovis.edu

Telephone: 575.769.4921

Fax: 575.769.4190

General Education Assessment Reports

Area I: Communications

English Composition (ENG 102/NMCCN ENGL1113)
English Composition & Research (ENG 104/NMCCCN ENGL 1123)
Interpersonal communication (COMM 101/NMCCN COMM 1213)
Public Speaking (COMM 102/NMCCN COMM 1113)

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) *Recommended for liberal arts majors,
but not acceptable for business and science majors*

Area III: Laboratory Sciences

Biology for General Education & Lab (BIOL 113/NMCCN BIOL 1114)
Human Biology & Lab (BIOL 115/NMCCN BIOL 1124)
Chemistry for General Education & Lab (CHEM 113/NMCCCN CHEM 1114)
General Chemistry I & Lab (CHEM 151/NMCCN CHEM 1214)
General Chemistry II & Lab (CHEM 152/NMCCN CHEM 1224)
Physical Geology & Lab (GEOL 113/NMCCN GEOL 1114)
Survey of Physics & Lab (PHYS 113/ NMCCN 1114)
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/NMCCM ECON 2113)
Principles of Micro Economics (ECON 222/ECON 2123)
American National Government (PSCI 102/NMCCN POLS 1123)
Introductory Psychology (PSY 101/NMCCN PSYC 1113)
Human Growth & Development (PSY 106/NMCCN PSYC 1113)
Child Psychology (PSY 201/NMCCN PSYC 1113)
Introductory Sociology (SOC 101/NMCCN SOCI 1113)
Contemporary Social Issues (SOC 212/NMCCN SOCI 2113)
Child, Family, and Community (SOC 215/NMCCN SOCI 2213)
Introduction to Cultural Anthropology (ANTH 243/NMCCN ANTH 2113)

Area V: Humanities and Fine Arts

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 (HIST 121/NMCCN HIST 1053)

World Civilization II (HIST 122/NMCCN HIST 1063)
New Mexico History (HIST 203/NMCCN HIST 2113)
Introduction to Philosophy (PHIL 201/NMCCN PHIL 1113)
Ethics (PHIL 211/NMCCN PHIL 2113)
Introduction to Humanities I & II (HUM 221 & 222/NMCCN General
Education Electives)
Types of Literature/Short Story (ENG 202/NMCCN ENGL 2343)
Introduction to Literature (ENG 211/NMCCN ENGL 2213)
Drawing I & II (ART 101 & 102/NMCCN General Education Electives)
Art Appreciation (ART 131/NMCCN ARTS 1113)
Digital Photography (ART 217/NMCCN General Education Elective)
Painting I & II (ART 221 & 222/NMCCN General Education Electives)
Art History I (ART 261/NMCCN ARTS 2113)
Introduction to Dance (DNC 101/NMCCN DANC 1013)
Music Appreciation (MUS 113/NMCCN MUSI 1113)
Introduction to Theater Arts (THTR 111/NMCCN THTR 1013)
The Motion Picture (THTR 275/NMCCN General Education Elective)
Beginning German I (GER 101/NMCCN GERM 1114)
Beginning Spanish I & II (SPAN 101 & 102/NMCCN 1114 & 1124)

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: Three EN 102 sections 2015-2016

Faculty: Paul Nagy

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

Students should:
Organize their thinking to express their viewpoints clearly, concisely, and effectively.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	9	22	5	75%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	11	18	8	72%

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"
1	3	22	10	88%

Benchmark met.

Benchmark Not Met: This is not a typical problem in composition classes I have otherwise taught, and the results are very close to the benchmark (<3%). I am treating these results as an anomaly.

Benchmark met.

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: Three EN 102 sections 2015-2016

Faculty: Paul Nagy

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"
2	7	19	8	75%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	9	15	12	75%

Benchmark met.

Benchmark met.

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

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"
3	13	14	6	55%

Grammar/Punctuation/Mechanics/Spelling: Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity,

Benchmark Not Met. This category is one in which ESL students consistently struggle. Vocabulary building exercises may help, but this is a composition class at the college level, so the level must be high to keep native speakers engaged.

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: Three EN 102 sections 2015-2016

Faculty: Paul Nagy

generating documents or oral presentations independently and in groups in order to learn how to produce (and edit) writing without errors.

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"
2	16	17	1	50%

Benchmark Not Met. Students might benefit from higher stakes attached to their Peer Reading exercises. Oftentimes, students see no point in these efforts, yet their papers show a distinct need for more attention to grammar and sentence structure. Also, my intent for the next year is to offer extra credit to students who attend grammar workshops or tutoring.

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.

Only 15 students wrote essays which utilized research and sources.

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"
3	6	5	1	40%

Benchmark Not Met. The sample here is small(er), so that could be affecting the numbers. Students are only introduced to documentation and use of sources in EN 102, and are not required to use them on this assignment. Those who choose to use sources often are at a beginner level when they do. Integration of quotations is a complex skill which requires practice over time. Perhaps a single exercise dedicated to this skill would improve their performance

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: Three EN 102 sections 2015-2016

Faculty: Paul Nagy

		<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>2</td> <td>7</td> <td>5</td> <td>1</td> <td>40%</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>1</td> <td>7</td> <td>6</td> <td>1</td> <td>46%</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"	2	7	5	1	40%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	1	7	6	1	46%	<p>Benchmark Not Met. In general, more work with research skills looks to be needed; the challenge is preventing this course from turning into a research writing course.</p> <p>Benchmark Not Met. This is a skill which takes practice, and again, since documentation is only introduced in this class, their skill level is not highly developed. Our class does two exercises; perhaps another will boost the skill level in this area.</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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<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>0</td> <td>4</td> <td>25</td> <td>7</td> <td>89%</td> </tr> </tbody> </table> <p>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.</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>0</td> <td>11</td> <td>19</td> <td>6</td> <td>69%</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"	0	4	25	7	89%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	0	11	19	6	69%	<p>Benchmark met</p> <p>Benchmark Not Met. To address this uniqueness question, students will be asked to read more satire (in addition to an ironic proposal). Satire is a good device for demonstrating how unconventional ideas can constitute meaningful critique.</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 2015-2016—Area I: Communications

Class: Three EN 102 sections 2015-2016

Faculty: Paul Nagy

Faculty Member Completing Assessment: Paul Nagy

Date: 6/13/2016

Reviewed by: Shelley Denton

(Division chair)

Date: 6/13/2016

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: G. Hochhalter, G. Rapp, E. Nieman, J. Johnson, P. Nagy

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.

A total of 246 Students were assessed.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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"
7	46	79	114	78%

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	45	69	125	79%

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"
7	35	94	110	83%

Benchmark was met.

Benchmark was met.

Benchmark was met.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: G. Hochhalter, G. Rapp, E. Nieman, J. Johnson, P. Nagy

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).

A total of 246 Students were assessed.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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	33	102	103	83%

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"
6	32	95	113	208

Benchmark was met.

Benchmark was met.

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

A total of 246 Students were assessed.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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	44	105	88	78%

Benchmark was met.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: G. Hochhalter, G. Rapp, E. Nieman, J. Johnson, P. Nagy

generating documents or oral presentations independently and in groups in order to learn how to produce (and edit) writing without errors.		<p>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.</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>7</td> <td>39</td> <td>130</td> <td>70</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"	7	39	130	70	81%	<p>Benchmark was met.</p>																				
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<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>A total of <u>246 Students</u> were assessed.</p> <p>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.</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>40</td> <td>31</td> <td>75</td> <td>100</td> <td>75%</td> </tr> </tbody> </table> <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>39</td> <td>52</td> <td>93</td> <td>62</td> <td>63%</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>41</td> <td>40</td> <td>80</td> <td>85</td> <td>67%</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"	40	31	75	100	75%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	39	52	93	62	63%	(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"	41	40	80	85	67%	<p>Benchmark was met.</p> <p>Benchmark was not met. More emphasis will be placed on this area. Students will be encouraged to use the Writing Center and CCC's online tutoring program.</p> <p>Benchmark was not met. More emphasis will be placed on this area. Students will be encouraged to use the Writing Center and CCC's online tutoring program.</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 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: G. Hochhalter, G. Rapp, E. Nieman, J. Johnson, P. Nagy

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

A total of 246 Students were assessed.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	29	126	85	86%

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"
5	24	122	95	88%

Benchmark was met.

Benchmark was met.

Faculty Member Completing Assessment: G. Hochhalter, J. Johnson, P. Nagy, E. Nieman, G. Rapp

Date: 6/13/2016

Reviewed by: Shelley Denton

(Division chair)

Date: 6/13/2016

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Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): English 102 2015-2016

Common Core No.: NMCCN ENGL 1113

Faculty: Gina Hochhalter

<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=58	<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>A total of <u>58 students (N)</u> were assessed.</p> <p>A new curriculum (book, assignment descriptions, lectures, and classroom collaborations and activities) was instituted in the Fall of 2015. This means that outcomes results in particular categories could be more or less than for 2014-2015. Certain skill sets improved between Fall and Spring because I grew more familiar with the pace of the class and needs of students.</p> <p>The Assessment tool used was the Outcomes Assessment Rubric used for English 102/104.</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 40%;">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> <td style="text-align: center;">49</td> <td style="text-align: center;">97%</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 40%;">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">17</td> <td style="text-align: center;">38</td> <td style="text-align: center;">93%</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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 40%;">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">17</td> <td style="text-align: center;">38</td> <td style="text-align: center;">93%</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"	1	1	8	49	97%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	1	3	17	38	93%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	1	3	17	38	93%	<p>Met: Spring 2014 this category was met at 83%. The new curriculum allowed students to become more familiar with the assignment. Also, the three essay assignments were geared more toward students' immediate experiences than in the past. For instance, I asked students to write an argument espousing (or not) technology in Higher Education while they were in the process of using new technologies (Surface tablets, eg. or Word programs to print assignments). And I spend much more time in the classroom focused on collaboration and mentally inspiring activities.</p> <p style="text-align: center; margin-top: 20px;">Met</p> <p style="text-align: center; margin-top: 20px;">Met – We spent a lot of time in class on cultural approaches to events (etc.), which gave students a solid foundation in Diverse points of view, eg. SES and technology or race and access or culture and holidays.</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 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: Gina Hochhalter

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"
2	7	7	43	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"
2	0	2	55	97%

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"
2	3	19	35	92%

Met: Not as high as I'd like, but successful overall. I continue to focus on the thesis – it takes a while (sometimes more than one semester) to learn the technique, purpose, and power of the thesis.

Met: This category impressed me the most! It might be because we spent more class time having fun (eg. learning) about organizing our thoughts through outlines (and other prewriting strategies).

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: Gina Hochhalter

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”
1	2	18	38	95%

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”
1	3	12	43	93%

Met: Again, we spent much time developing our thoughts by exploring, discovering, writing, rewriting, discussing, and researching.

Met: This means students are going beyond cliché and beyond ideas as expressed during class. They take the ideas and add unique evidence, eg.

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	3	17	39	95%

Met: I am impressed again in this area. Not sure why it's 95%, but it might be because we spent time deconstructing words like “family” or “normal” while prewriting and developing ideas for essays.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: Gina Hochhalter

generating documents or oral presentations independently and in groups in order to learn how to produce (and edit) writing without errors.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	17	39	95%

Met: Again, this is high! I focus on grammar and provide resources and an attitude of curiosity about grammar. It becomes less intimidating that way, and students just write, and write well! Also, I have been using the Surface tablets in the classroom and students revise and edit during class. The tablets allow them to engage in the recursive nature of the writing process.

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"
3	3	10	42	90%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	9	14	30	76%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	9	14	30	76%

Met

Met: This category is typically low, but my goal is to increase this to 85% Fall of 2016. I admit I did not spend time on this as much, as the content and ideas of the course were fascinating! I would run out of time.

Met: Even though this has met, it's too low. My

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 2015-2016

Faculty: Gina Hochhalter

		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">8</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">43</td> <td style="width: 20%;">81%</td> </tr> </table>	8	3	4	43	81%	goal is 85% or higher for Fall.														
8	3	4	43	81%																		
<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;"> <thead> <tr> <th style="width: 20%;">(1) Number of Beginning Students</th> <th style="width: 20%;">(2) Number of Developing Students</th> <th style="width: 20%;">(3) Number of Good Students</th> <th style="width: 20%;">(4) Number of Exemplary Students</th> <th style="width: 20%;">Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">15</td> <td style="text-align: center;">35</td> <td style="text-align: center;">89%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">(1) Number of Beginning Students</th> <th style="width: 20%;">(2) Number of Developing Students</th> <th style="width: 20%;">(3) Number of Good Students</th> <th style="width: 20%;">(4) Number of Exemplary Students</th> <th style="width: 20%;">Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">15</td> <td style="text-align: center;">42</td> <td style="text-align: center;">98%</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"	0	6	15	35	89%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	0	1	15	42	98%	<p style="text-align: center;">Met</p> <p style="text-align: right;">Met: Students went out of their way to become independent and empowered as writers.</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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Faculty Member Completing Assessment: Gina Hochhalter

Date: 6/06/2016

Reviewed by: Shelley Denton
(Division chair)

Date: 6/06/2016

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): English 102 2015-2016

Common Core No.: ENG 102-309 201530 (Fall 2015)

Faculty: Janett Johnson

<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=21	<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>A total of <u>21 students (N)</u> were assessed.</p> <p>A new curriculum (book, assignment descriptions, lectures, and classroom collaborations and activities) was instituted in the Fall of 2015.</p> <p>The Assessment tool used was the Outcomes Assessment Rubric used for English 102/104.</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" style="width: 100%; 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>0</td> <td>0</td> <td>10</td> <td>11</td> <td>100%</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" style="width: 100%; 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>0</td> <td>3</td> <td>8</td> <td>10</td> <td>86%</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" style="width: 100%; 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>0</td> <td>4</td> <td>10</td> <td>7</td> <td>80%</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"	0	0	10	11	100%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	3	8	10	86%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	4	10	7	80%	<p>The benchmark was met for the entire competency. I will continue to address diversity that exists on all levels in my short writing assignments and class discussion. The new book we chose for this semester is very helpful as it addresses different points of view when it comes to backgrounds, culture, religion, politics, family, and origin.</p> <p>The benchmark was met by 100%</p> <p>The benchmark was met by 86%.</p> <p>The benchmark was met by 80%.</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 2015-2016—Area I: Communications

Class: English 102 -309 201530 (Fall 2015)

Faculty: Janett Johnson

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

Students should:
Organize their thinking to express their viewpoints clearly, concisely, and effectively.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	8	10	86%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	10	7	80%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	8	9	80%

The benchmark was met for the entire competency.

Since some students still had issues concerning the thesis statement and with the support of the thesis, I will intensify the lecture on this subject matter and offer more exercises and more time so that this (for many) new concept can manifest in their mind.

The competency was met by 86%.

The benchmark was met by 80%.

The benchmark was met by 80%.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 -309 201530 (Fall 2015)

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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).

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	12	9	100%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	7	11	86%

The benchmark was met for the entire competency.

I am always surprised by how creative and inventive our students are when it comes to observations and solutions once their fear of failure in the English class subsides and once they feel welcomed and grounded amongst their peers. Therefore, I will continue to use our classroom 143 that is structured for "community" and promote discussions and creative exercises to "ease" the flow of thought.

The benchmark was met by 100%.

The benchmark was met by 86%.

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	9	10	90%

The benchmark was met by 90%.

The benchmark was met for the entire competency.

Students entered class with a well-established vocabulary and great skills in composition. Since some students took developmental classes for English before taking this class, their knowledge in language was grounded. Additionally, I believe that the support of the tutors from the Writing Center as well as the peer-evaluations for the draft helped to write a successful research paper. I will continue to promote the Writing Center and

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 -309 201530 (Fall 2015)

Faculty: Janett Johnson

generating documents or oral presentations independently and in groups in order to learn how to produce (and edit) writing without errors.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	12	6	86%

"Brainfuse," our online tutoring service, by requiring students to visit twice during the semester so they get to know all available resources on campus for all their classes. Additionally, I will continue having peer-evaluations so students get to know each other better and learn from one another.

The benchmark was met by 86%.

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"
0	5	5	11	76%

The benchmark was met by 76%.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	12	4	76%

The benchmark was met for the entire competency.

Since for many students research writing is an entirely new concept, many struggle during this process. Students who are absent on the days (and since we have classes twice per week this can add up quickly) when the subject of research and implementation of sources is introduced, have even more difficulties to "find their way back" into the subject matter. In my future ENG 102 classes, I will start off with smaller writing and research applications and continue it until the end of the semester, so that students will enter ENG 104 more confident.

The benchmark was met by 76%.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 -309 201530 (Fall 2015)

Faculty: Janett Johnson

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	10	6	76%

The benchmark was met by 76%.

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	12	6	86%

The benchmark was met by 86%.

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"
0	0	11	10	100%

The benchmark was met for the entire competency.

Students who entered the classroom with fear and trepidation as well as boredom discovered that language is amazing in its power, creativity, meaning, and concepts. The texts that we as a faculty have chosen enhanced this process of awareness and realization. Many students developed a love and appreciation for their heritage, culture, background, origins, and country. They grew passionate, more tolerant and understanding and recognized the danger of manipulation by accepting false "truth" that is not supported by research and by the spoken and written word. I will continue to use the same open and supportive approach and resources in the upcoming classes.

The benchmark was met by 100%.

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 102 -309 201530 (Fall 2015)

Faculty: Janett Johnson

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Faculty Member Completing Assessment: Janett Johnson

Date: 6/10/2016

Reviewed by: Shelley Denton
(Division chair)

Date: 6/10/2016

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): **ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)**

Faculty: **Emilee Nieman**

<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=108	<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>A total of <u>number of 108 students</u> were assessed</p> <p>60 students – Fall 2015 48 students* – Spring 2016 *19 online students</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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and “Exemplary”</td> </tr> <tr> <td>5</td> <td>13</td> <td>37</td> <td>53</td> <td>83.33%</td> </tr> </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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and “Exemplary”</td> </tr> <tr> <td>5</td> <td>15</td> <td>38</td> <td>50</td> <td>81.4%</td> </tr> </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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and “Exemplary”</td> </tr> <tr> <td>4</td> <td>10</td> <td>60</td> <td>34</td> <td>87.0%</td> </tr> </table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”	5	13	37	53	83.33%	(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	15	38	50	81.4%	(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”	4	10	60	34	87.0%	<p>Fall 2015 Objectives MET (85.6%) <i>Situation & Purpose 86.7%</i> <i>Aesthetics 85.0%</i> <i>Diverse Points of View 85.0%</i> Although objectives were met, Fall 2015, I made a few course adjustments for Spring 2016 (adding more samples for assignments – to give students a better idea on the type of essays they will be instructed to write, how to structure specific essays and how to organize their essays in order to answer the assignment question and meet assignment criteria)</p> <p>Spring 2016 Objectives MET (81.9%) <i>Situation & Purpose 79.2%</i> <i>Aesthetics 77.1%</i> <i>Diverse Points of View 89.6%</i> Although objectives were met, I noticed my percentages were lower in both the Situation and Purpose and Aesthetics categories. I separated my assessments from my in-person (29 students) and online course (19 students) and noticed that the percentages for my in-person courses were much higher (Low and high 90s) than those from Fall 2015. My percentages from my online course were low (50s-70s). I think this was due to several students who completed the assignment, but did not fulfill assignment requirements. For example, according to the grade rubric, students had to type, at least, a three page essay and incorporate two out of the four provided sources. Several students did not meet the minimum essay requirements which resulted in a lower grade and lower assessments in these categories. This in turn, lowered the overall percentages of all three objectives for all classes. For those online students who were struggling meeting assignment objectives, I gave them instructions on their rough drafts (which I viewed before they submitted their final drafts). I noticed that the same errors existed on their final drafts. It seemed like some students submitted the same essay, again, with minimal or no corrections.</p> <p>Year end objectives (reflected on the left) MET (83.91%)</p>
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)

Faculty: Emilee Nieman

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"
5	26	32	45	71.3%

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"
5	25	30	48	72.2%

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"
4	22	35	47	76.0%

Fall 2015 Objectives NOT MET (73.3%)

Thesis 73.3%

Organization 70.0%

Development 76.7%

In my Fall assessment report I noted that although we spent a significant amount of time discussing and developing thesis statement writing skills I decided to restructure how I presented the concept of "thesis statement" within my courses. In addition I noted that I wanted to spend more time explaining the basics of a paragraph and how to effectively support claims in essays as well as incorporating activities that give students opportunities to practice making a claim and supporting it using valid details and/or examples. I did incorporate all of these changes into the Spring semester classes.

Spring 2016 Objectives NOT MET (72.9%)

Thesis 68.8%

Organization 75.0%

Development 75%

For Spring classes, I again separated my assessments for my in-person classes and the assessments for my class of online students (19 students) and noticed that the objectives were met in my in-person classes and not in my online class. Since I did not design the online course or the assignments I think that made me a bit uncomfortable assessing the students using the assignment criteria and grade rubric that had been created by another instructor. Looking back on the essay directions, for the online class, I believe I could have made them clearer and I could have reminded students how they would be assessed rather than assume they would read the grade rubric (although one of their assignments required them to do this). Upon grading the essay, it was clear that several students seemed to be writing a narrative about their personal experiences with education. So the essays did not have a clear thesis or organizational pattern. I think many students did not understand that they could still use their personal experience, but they would need to still make a clear statement (thesis) regarding some point about education. Since I will be able to design the next online course I teach I plan on making sure the assignment instructions and grading rubrics are clearer so students understand the assignment criteria.

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): **ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)**

Faculty: **Emilee Nieman**

			<p>Year end objectives (reflected on p. 2, on the left) NOT MET (73.16%)</p> <p>I was discouraged to see, that overall, the year-end objectives were not met. I plan on again revising how I explain thesis statements and incorporating more in class activities to help them organize their essays. In viewing these objectives for my Spring 2016 in-person classes they were met in comparison to the objectives for my online classes. So I think I definitely need to make sure I am consistently presenting the information in an understandable and clear way to both my online and in-person students.</p>																				
<p>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</p> <p>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>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.</p> <table border="1" data-bbox="824 804 1563 938"> <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>4</td> <td>23</td> <td>42</td> <td>39</td> <td>75%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 1102 1563 1236"> <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>4</td> <td>16</td> <td>49</td> <td>39</td> <td>81.4%</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"	4	23	42	39	75%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	4	16	49	39	81.4%	<p>Fall 2015 Objectives MET (75%) Unity/Development/Coherence 73.3% Value/Creativity 76.7%</p> <p>Spring 2016 Objectives MET (82.3%) Unity/Development/Coherence 77.1% Value/Creativity 87.5%</p> <p>Year end objectives (reflected on the left) MET (78.2%)</p> <p>Although the objective was considered MET for this academic year, I still plan on working on paragraph formation and clear sentence structure with students. I found that the "Value and Creativity" category was the most difficult to assess because this category is subjective depending on the person evaluating the essay. However, I still plan on being much more specific (using activities, visual aids, the textbook) when teaching students how paragraphs should be formed and how to write a convincing and clear paragraph.</p>
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): **ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)**

Faculty: **Emilee Nieman**

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"
6	25	58	19	71.2%

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"
5	17	69	17	80.0%

Fall 2015 Objectives MET (76.7%)

Expression 75.0%

Grammar/Punctuation/Mechanics/Spelling 78.3%

Although objectives were met I still noted, in my Fall assessment, that I planned on incorporating more activities regarding the difference between academic and conversational language. I think students misunderstand the difference which results in unclear sentence structure.

Spring 2016 Objectives NOT MET (74.0%)

Expression 66.7%

Grammar/Punctuation/Mechanics/Spelling 81.3%

Although the Grammar objective improved, the expression category lowered. I think I really tried to focus on "academic language" during the Spring semester. I had incorporated activities and discussions regarding the difference between "the way we speak" and "the way we write." Although I think students did generally well in writing their essays. I think I definitely assessed this category a bit more "harshly" Spring semester because it was something I focused on improving from the Fall semester.

Year end objectives (reflected on the left) MET (75.6%)

I only briefly focus on grammar and punctuation in my courses. I have realized that students still struggle with basic grammar rules and, to my surprise, they desire to know more about grammar and punctuation. For each essay I plan to focus on 1-2 different grammar rules that are considered "common errors" as they relate to the type of essay being written. I did this for the first essay, but not the second and third.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): **ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)**

Faculty: **Emilee Nieman**

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"
8	13	45	43	81.4%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	24	53	25	72.2%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	22	50	30	74%

*Fall 2015 Objectives **NOT MET (74.4%)***

*Integrating Quotations/Paraphrases 78.3%
In-text Citations and Integrating Research 68.3%
Works Cited (MLA) or References (APA) 76.7%*

In my Fall assessment I planned on incorporating more in-class practice of these skills allowing students to practice in-text citations and integrating sources with their OWN sources from their OWN research. In addition I planned on showing more examples of in-text citations and integrating research.

*Spring 2016 Objectives **MET (77.8%)***

*Integrating Quotations/Paraphrases 85.4%
In-text Citations and Integrating Research 77.1%
Works Cited (MLA) or References (APA) 70.8%*

This time all of my percentages increased except the WC and APA category. Several of my students did not fulfill assignment requirements (missing or incorrect WC and References) which resulted in a low assessment percentage.

For next year I hope to incorporate more one on one activities which will help me help specific students who may still be struggling with citations. Although I indicate the errors on their rough drafts, many students still don't make the changes. I am hoping one on one conferences may help address this.

***Year end objectives (reflected on the left)
MET (75.86%)***

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): **ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)**

Faculty: **Emilee Nieman**

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	11	64	26	83.3%

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"
5	10	71	22	86.1%

Fall 2015 Objectives MET (79.7%)

Analysis and discussion 79.3%

Resourcefulness and Independence 80.0%

Spring 2016 Objectives MET (92.7%)

Analysis and discussion 91.7%

Resourcefulness and Independence 93.8%

Year end objectives (reflected on the left) MET (84.7%)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)

Faculty: Emilee Nieman

Common Core No.: 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=108	<u>How Results Will Be Used To Make Improvements</u>																														
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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 <u>number of 108 students</u> were assessed</p> <p>60 students – Fall 2015 48 students* – Spring 2016 *19 online students</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">5</td> <td style="text-align: center;">13</td> <td style="text-align: center;">37</td> <td style="text-align: center;">53</td> <td style="text-align: center;">83.33%</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">5</td> <td style="text-align: center;">15</td> <td style="text-align: center;">38</td> <td style="text-align: center;">50</td> <td style="text-align: center;">81.4%</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" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">4</td> <td style="text-align: center;">10</td> <td style="text-align: center;">60</td> <td style="text-align: center;">34</td> <td style="text-align: center;">87.0%</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"	5	13	37	53	83.33%	(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	15	38	50	81.4%	(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"	4	10	60	34	87.0%	<p>Fall 2015 Objectives MET (85.6%) <i>Situation & Purpose 86.7%</i> <i>Aesthetics 85.0%</i> <i>Diverse Points of View 85.0%</i> Although objectives were met, Fall 2015, I made a few course adjustments for Spring 2016 (adding more samples for assignments – to give students a better idea on the type of essays they will be instructed to write, how to structure specific essays and how to organize their essays in order to answer the assignment question and meet assignment criteria)</p> <p>Spring 2016 Objectives MET (81.9%) <i>Situation & Purpose 79.2%</i> <i>Aesthetics 77.1%</i> <i>Diverse Points of View 89.6%</i> Although objectives were met, I noticed my percentages were lower in both the Situation and Purpose and Aesthetics categories. 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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016) Common Core No.: NMCCNENGL1113

			(83.91%)
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016) **Common Core No.:** NMCCNENGL1113

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.
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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.

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5	26	32	45	71.3%

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"
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Organization 70.0%

Development 76.7%

In my Fall assessment report I noted that although we spent a significant amount of time discussing and developing thesis statement writing skills I decided to restructure how I presented the concept of "thesis statement" within my courses. In addition I noted that I wanted to spend more time explaining the basics of a paragraph and how to effectively support claims in essays as well as incorporating activities that give students opportunities to practice making a claim and supporting it using valid details and/or examples. I did incorporate all of these changes into the Spring semester classes.

Spring 2016 Objectives NOT MET (72.9%)

Thesis 68.8%

Organization 75.0%

Development 75%

For Spring classes, I again separated my assessments for my in-person classes and the assessments for my class of online students (19 students) and noticed that the objectives were met in my in-person classes and not in my online class. Since I did not design the online course or the assignments I think that made me a bit uncomfortable assessing the students using the assignment criteria and grade rubric that had been created by another instructor. Looking back on the essay directions, for the online class, I believe I could have made them clearer and I could have reminded students how they would be assessed rather than assume they would read the grade rubric (although one of their assignments required them to do this). Upon grading the essay, it was clear that several students seemed to be writing a narrative about their personal experiences with education. So the essays did not have a clear thesis or organizational pattern. I think many students did not understand that they could still use their personal experience, but they would need to still make a clear statement (thesis) regarding some point about education. Since I will be able to design the next online course I teach I plan on making sure the assignment instructions and grading rubrics are clearer so students understand the assignment criteria.

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016)

Common Core No.: NMCCNENGL1113

			<p><i>Year end objectives (reflected on p. 2, on the left) NOT MET (73.16%)</i></p> <p>I was discouraged to see, that overall, the year-end objectives were not met. I plan on again revising how I explain thesis statements and incorporating more in class activities to help them organize their essays. In viewing these objectives for my Spring 2016 in-person classes they were met in comparison to the objectives for my online classes. So I think I definitely need to make sure I am consistently presenting the information in an understandable and clear way to both my online and in-person students.</p>																				
<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 in order to learn how to produce (and edit) writing without errors.</p>		<p>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.</p> <table border="1" data-bbox="824 738 1563 874"> <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>25</td> <td>58</td> <td>19</td> <td>71.2%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 1137 1563 1273"> <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>5</td> <td>17</td> <td>69</td> <td>17</td> <td>80.0%</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	25	58	19	71.2%	(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	17	69	17	80.0%	<p><i>Fall 2015 Objectives MET (76.7%)</i> <i>Expression 75.0%</i> <i>Grammar/Punctuation/Mechanics/Spelling 78.3%</i></p> <p>Although objectives were met I still noted, in my Fall assessment, that I planned on incorporating more activities regarding the difference between academic and conversational language. I think students misunderstand the difference which results in unclear sentence structure.</p> <p><i>Spring 2016 Objectives NOT MET (74.0%)</i> <i>Expression 66.7%</i> <i>Grammar/Punctuation/Mechanics/Spelling 81.3%</i></p> <p>Although the Grammar objective improved, the expression category lowered. I think I really tried to focus on "academic language" during the Spring semester. I had incorporated activities and discussions regarding the difference between "the way we speak" and "the way we write." Although I think students did generally well in writing their essays. I think I definitely assessed this category a bit more "harshly" Spring semester because it was something I focused on improving from the Fall semester.</p> <p><i>Year end objectives (reflected on the left) MET (75.6%)</i></p> <p>I only briefly focus on grammar and punctuation in my courses.</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 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016) **Common Core No.:** NMCCNENGL1113

			<p>I have realized that students still struggle with basic grammar rules and, to my surprise, they desire to know more about grammar and punctuation. For each essay I plan to focus on 1-2 different grammar rules that are considered “common errors” as they relate to the type of essay being written. I did this for the first essay, but not the second and third.</p>																													
<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>Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and “Exemplary”</td> </tr> <tr> <td>8</td> <td>13</td> <td>45</td> <td>43</td> <td>81.4%</td> </tr> </table> <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;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and “Exemplary”</td> </tr> <tr> <td>6</td> <td>24</td> <td>53</td> <td>25</td> <td>72.2%</td> </tr> </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;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and “Exemplary”</td> </tr> <tr> <td>6</td> <td>22</td> <td>50</td> <td>30</td> <td>74%</td> </tr> </table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”	8	13	45	43	81.4%	(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	24	53	25	72.2%	(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	22	50	30	74%	<p><i>Fall 2015 Objectives NOT MET (74.4%)</i> <i>Integrating Quotations/Paraphrases 78.3%</i> <i>In-text Citations and Integrating Research 68.3%</i> <i>Works Cited (MLA) or References (APA) 76.7%</i></p> <p>In my Fall assessment I planned on incorporating more in-class practice of these skills allowing students to practice in-text citations and integrating sources with their OWN sources from their OWN research. In addition I planned on showing more examples of in-text citations and integrating research.</p> <p><i>Spring 2016 Objectives MET (77.8%)</i> <i>Integrating Quotations/Paraphrases 85.4%</i> <i>In-text Citations and Integrating Research 77.1%</i> <i>Works Cited (MLA) or References (APA) 70.8%</i></p> <p>This time all of my percentages increased except the WC and APA category. Several of my students did not fulfill assignment requirements (missing or incorrect WC and References) which resulted in a low assessment percentage.</p> <p>For next year I hope to incorporate more one on one activities which will help me help specific students who may still be struggling with citations. Although I indicate the errors on their rough drafts, many students still don't make the changes. I am hoping one on one conferences may help address this.</p> <p style="background-color: yellow;">Year end objectives (reflected on the left) MET (75.86%)</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 2015-2016—Area I: Communications

Class/Semester(s): ENG102-301, 306, ITV (Fall 2015) ENG102-103, 105, 1N1 (Spring 2016) Common Core No.: NMCCNENGL1113

<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 style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 20%;">Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>11</td> <td>64</td> <td>26</td> <td>83.3%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 20%;">Percent of "Good and "Exemplary"</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>10</td> <td>71</td> <td>22</td> <td>86.1%</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"	5	11	64	26	83.3%	(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	10	71	22	86.1%	<p><i>Fall 2015 Objectives MET (79.7%)</i> <i>Analysis and discussion 79.3%</i> <i>Resourcefulness and Independence 80.0%</i></p> <p><i>Spring 2016 Objectives MET (92.7%)</i> <i>Analysis and discussion 91.7%</i> <i>Resourcefulness and Independence 93.8%</i></p> <p style="background-color: yellow;">Year end objectives (reflected on the left) MET (84.7%)</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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Faculty Member Completing Assessment: Emilee Nieman

Date: 6/06/2016

Reviewed by: Shelley Denton

Date: 6/06/2016

(Division chair)

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

Clovis Community College
Core Competencies Assessment 2015-2016—Area I: Communications

Class: ENG 102

Faculty: Gregory M. Rapp

Common Core No.: 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=22	<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>Twenty-two (22) students were assessed in my ENG 102 courses during the fall 2015 semester. For this particular assessment, I utilized the final research essay submitted by students at the end of my ENG 102 courses. These papers were graded using the Outcomes Assessment Rubric.</p> <p>This compilation comes from the fall 2014 semester.</p> <p>I utilized the Outcomes Assessment Rubric provided by my division chair. Each paper was assessed based on the rubric’s categories. Each category is subdivided by two or three subcategories. This rubric is based on New Mexico’s benchmark requirements for English composition courses at the collegiate level.</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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and Exemplary”</td> </tr> <tr> <td>0</td> <td>5</td> <td>6</td> <td>11</td> <td>77.3%</td> </tr> </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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and Exemplary”</td> </tr> <tr> <td>2</td> <td>1</td> <td>6</td> <td>13</td> <td>86.4%</td> </tr> </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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of “Good and Exemplary”</td> </tr> <tr> <td>1</td> <td>3</td> <td>12</td> <td>6</td> <td>81.6%</td> </tr> </table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and Exemplary”	0	5	6	11	77.3%	(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”	2	1	6	13	86.4%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and Exemplary”	1	3	12	6	81.6%	<p>Benchmark met. 17/22 = 77.3%</p> <p>I want to push this up to 85-90%. I hope to do so by adding guided discussions, Canvas alerts, mass e-mails, and calendar reminders. Furthermore, I hope to offer future students one-on-one tutoring in order to help them tackle the assignment prompt.</p> <p>Benchmark met. 19/22 = 86.4%</p> <p>I want to push this up to 85-90%. I hope to do this by adding guided discussions, handouts, and bringing professional and/or student essays into the conversation.</p> <p>Benchmark met. 18/22 = 81.6%</p> <p>I wish to push this up to 85-90% in future courses. I hope to do this by offering lectures on addressing diverse points of view and bringing professional and/or student essays into the conversation.</p>
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Clovis Community College
Core Competencies Assessment 2015-2016—Area I: Communication

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.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	1	10	11	95.5%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	5	9	8	77.3%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	3	10	9	86.4%

Benchmark met.
 21/22 = **95.5%**

Students did a wonderful job providing accurate and argumentative thesis statements. However, I am considering offering a thesis statement workshop in future courses. This will help those students who are labelled as "developing."

Benchmark met.
 17/22 = **77.3%**

Although many students did an excellent job in providing a central focus or thesis statement, many students struggled with basic organization. I want to push this percentage up to 85-90% in future courses. I hope to do so by offering more in-depth feedback, guided workshops, and handouts on organization.

Benchmark met.
 19/22 = **86.4%**

I would like to bring this score up to 90% in future courses. To do so, I plan on offering more in-depth feedback, guided workshops, and resources that students can fall back on in times of need.

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

<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>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>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.</p> <table border="1" data-bbox="824 451 1563 584"> <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 align="center">1</td> <td align="center">1</td> <td align="center">11</td> <td align="center">9</td> <td align="center">90.9%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 748 1563 880"> <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 align="center">1</td> <td align="center">1</td> <td align="center">12</td> <td align="center">8</td> <td align="center">90.9%</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"	1	1	11	9	90.9%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	1	1	12	8	90.9%	<p>Benchmark met. 20/22 = 90.9%</p> <p>Benchmark met. 20/22 = 90.9%</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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(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 2015-2016—Area I: Communication

without errors.		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Students</td> <td style="padding: 2px;">Students</td> <td style="padding: 2px;">Students</td> <td style="padding: 2px;">Students</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">0</td> <td style="text-align: center; padding: 2px;">0</td> <td style="text-align: center; padding: 2px;">15</td> <td style="text-align: center; padding: 2px;">7</td> <td style="text-align: center; padding: 2px;">100%</td> </tr> </table>	Students	Students	Students	Students		0	0	15	7	100%	
Students	Students	Students	Students										
0	0	15	7	100%									

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.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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"
5	4	10	3	59.1%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
4	7	9	2	50%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
4	3	10	5	68.2%

Benchmarks not met.
 5a. 13/22 = **59.1%**
 5b. 11/22 = **50%**
 5c. 15/22 = **68.2%**
 Properly integrating sources and offering accurate in-text and Works Cited citations proved to be quite difficult. This is an odd development, as many students did well on their argumentative essays. These argumentative essays were handed in several weeks prior to this final research essay. Students did quite well, and many students integrated sources with little to no effort. It is my belief that students were in a hurry and decided to leave out those necessary signal/attributive phrases and in-text citations from their final drafts.

 I have since implemented a workshop system in ENG 104 to help students with citations (in-text and Works Cited). Moreover, I have provided a number of low-value assignments to encourage students to hone their source integration and citation skills. I hope to implement this approach in my future ENG 102 courses.

 In future courses, I hope to raise these scores to 85-90%.

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

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	5	5	11	72.7%

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"
0	2	5	15	90.9%

Benchmark not met.

16/22 = **72.7%**

Students struggled with this objective. I am hoping to tackle this in future ENG 102 courses. I hope to do this by offering guided discussions, offering more in-depth feedback, and bringing successful professional and/or student essays into the conversation. I would like to raise this score up to 85-90% in future courses.

Benchmark met.

20/22 = **90.9%**

Faculty Member Completing Assessment: Greg Rapp

Reviewed by: Shelley Denton

(Division chair)

Date: 6/06/2016

Date: 6/06/2016

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

ASSESSMENT PROCEDURES FOR ENG 102 AND ENG 104 by JANETT JOHNSON

(2015-2016):

ENG 102 Section 309 (201530), Fall 2015:

The Research Paper (Paper 2) was evaluated for 21 students. Each Research paper was evaluated based on the Course Outcomes (NM state competencies) as reflected in the left column of the Assessment as well as the writing rubric categories that is identified within each course outcome.

RESULTS:

Even though each competency was met, I observed a lower percentage when it came to **outcome # 5, “Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication” and its 3 writing Rubrics.**

REFLECTION AND IMPROVEMENTS:

Those results reflect that many students are still not knowledgeable and/or secure enough to apply the knowledge about Research they received in the classroom. They also show that research is an entire new concept to many of them.

For future classes, I will allow a larger amount of time for practice with application and reflection. I will incorporate a unit where students will work in groups on little projects to understand how to implement sources into their research work.

ENG 104 SECTIONS 302 (201530-Fall 2015), ENG 104-104 (201610-Spring 2016),

ENG 104-107 (11457-Spring 2016):

The last Research Paper was evaluated for 49 students. Each Research paper was evaluated based on the Course Outcomes (NM state competencies) as reflected in the left column of the Assessment as well as the writing rubric categories that is identified within each course outcome.

RESULTS:

Even though the benchmark for each Outcome has been met, I observed a lower percentage for Learning Outcome # 5: **“Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication, writing rubric # 5 b.**

REFLECTION AND IMPROVEMENTS:

The results of the assessment reflect that some students are not knowledgeable and confident enough to apply the knowledge about Research they received in the classroom.

When I taught the unit of research implementation, I noticed that some of the students that lacked proficiency in this competency were absent that day/week.

The results also show that research is an entire new concept to some of the students. I observed especially in my dual credit class, that many students were missing the basics of research that I teach in ENG 102 already.

For future classes, I will allow a larger amount of time for practice with application and reflection. I will incorporate a unit where students will work in groups on little projects to understand how to implement sources into their research work and review the subject matter more.

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: ENG 104 Combined

Faculty: J. Johnson, G. Hochhalter, G. Rapp, E. Nieman

Common Core No.: NMCCNENGL 1123

<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>A total of one hundred ninety-seven (197) students were assessed.</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" 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>0</td> <td>11</td> <td>72</td> <td>114</td> <td>94%</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"	0	11	72	114	94%	Benchmark Met
		(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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<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" 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>1</td> <td>11</td> <td>67</td> <td>118</td> <td>94%</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"	1	11	67	118	94%	Benchmark Met		
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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>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>A total of one hundred ninety-seven (197) students were assessed. BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>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.</p> <table border="1" data-bbox="878 501 1503 660"> <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 align="center">2</td> <td align="center">13</td> <td align="center">52</td> <td align="center">130</td> <td align="center">92%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="878 858 1503 1018"> <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 align="center">0</td> <td align="center">13</td> <td align="center">75</td> <td align="center">109</td> <td align="center">94%</td> </tr> </tbody> </table> <p>Development: the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.</p> <table border="1" data-bbox="878 1150 1503 1332"> <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 align="center">1</td> <td align="center">28</td> <td align="center">71</td> <td align="center">97</td> <td align="center">85%</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"	2	13	52	130	92%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	13	75	109	94%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	1	28	71	97	85%	<p align="center">Benchmark Met</p> <p align="center">Benchmark Met</p> <p align="center">Benchmark Met</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 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>A total of one hundred ninety-seven (197) students were assessed. BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>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.</p> <table border="1" data-bbox="878 632 1505 791"> <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 align="center">0</td> <td align="center">20</td> <td align="center">71</td> <td align="center">106</td> <td align="center">90%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="878 991 1505 1150"> <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 align="center">0</td> <td align="center">8</td> <td align="center">72</td> <td align="center">117</td> <td align="center">96%</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"	0	20	71	106	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"	0	8	72	117	96%	<p align="center">Benchmark Met</p> <p align="center">Benchmark Met</p> <p align="center">Benchmark Met</p>
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<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>A total of one hundred ninety-seven (197) students were assessed. BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.</p> <table border="1" data-bbox="878 534 1505 694"> <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 align="center">3</td> <td align="center">26</td> <td align="center">84</td> <td align="center">84</td> <td align="center">85%</td> </tr> </tbody> </table> <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" data-bbox="878 858 1505 1018"> <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 align="center">3</td> <td align="center">34</td> <td align="center">103</td> <td align="center">57</td> <td align="center">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" data-bbox="878 1118 1505 1278"> <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 align="center">7</td> <td align="center">14</td> <td align="center">90</td> <td align="center">86</td> <td align="center">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"	3	26	84	84	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"	3	34	103	57	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"	7	14	90	86	89%	<p align="center">Benchmark Met</p> <p align="center">Benchmark Met</p> <p align="center">Benchmark Met</p>
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Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): English 104 2015-2016

Faculty: Gina Hochhalter

Common Core No.: NMCCNENGL 1123

<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=46	<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>A total of 46 students (N) were assessed.</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">41</td> <td style="text-align: center;">96%</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">10</td> <td style="text-align: center;">33</td> <td style="text-align: center;">94%</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" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">9</td> <td style="text-align: center;">37</td> <td style="text-align: center;">100%</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"	0	2	3	41	96%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	3	10	33	94%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	0	9	37	100%	<p>In the assessment report from 2014-2015, a small group of students (N=12) met all categories at 100% except for one at 95%. Next year, I will alter the curriculum and classroom lectures, collaborations, and activities which I think will improve outcomes. I am also moving students out of the computer lab so they can be more mindful of what is going on in the classroom. I will move to a classroom where we will use the Surface Tablets intermittently. I think that technology (as per Title V grant) impacts students' success.</p> <p>Met</p> <p>Met</p> <p>Met: This impressed me. One semester of students in this report were conceptual and theoretical in their understandings which made argumentation easy to teach and accomplish, but citation style very difficult.</p>
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 104 2015-2016

Faculty: Gina Hochhalter

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"
1	3	10	32	91%

Met

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	4	42	100%

Met

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	7	36	94%

Met

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 104 2015-2016

Faculty: Gina Hochhalter

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

Students should:

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	1	10	35	98%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	0	6	40	100%

Met

Met: The students were creative!

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:

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and “Exemplary”
0	3	12	31	94%

Met

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 104 2015-2016

Faculty: Gina Hochhalter

<p>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.</p>		<p>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.</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>1</td> <td>5</td> <td>9</td> <td>31</td> <td>87%</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"	1	5	9	31	87%	<p>Met – a little low. I will be mindful of this and spend more time in this category. I spend more time on documenting sources than grammar (in English 102 I spend more time on grammar than on documentation). When I change the assignments and classroom lectures, collaborations, and activities, I will allot more time (as I did in 102) to write, think, and develop.</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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<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>Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.</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>2</td> <td>0</td> <td>9</td> <td>35</td> <td>96%</td> </tr> </tbody> </table> <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>1</td> <td>8</td> <td>13</td> <td>24</td> <td>80%</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>5</td> <td>1</td> <td>15</td> <td>25</td> <td>87%</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"	2	0	9	35	96%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	1	8	13	24	80%	(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	1	15	25	87%	<p>Met</p> <p>Met: This category is typically lower, but the last group of students assessed met this category at 100% so I know it's possible. Students were more indifferent to the importance of citations – and they did better Fall than Spring semester.</p> <p>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 2015-2016—Area I: Communications

Class: English 104 2015-2016

Faculty: Gina Hochhalter

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	12	31	96%

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"
0	0	5	41	100%

Met – As more conceptual, the students performed well in this category.

Met

Faculty Member Completing Assessment: Gina Hochhalter

Date: 6/06/2016

Reviewed by: Shelley Denton

(Division chair)

Date: 6/06/2016

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): English 104 2015-2016

Faculty: Janett Johnson

Common Core No.: ENG 104-302 (201530-Fall 2015); ENG 104-104 (201610-Spring 2016); ENG 104-107 (11457-Spring 2016)

<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=49	<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>A total of 49 students (N) were assessed.</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">8</td> <td style="text-align: center;">41</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The benchmark has been met with 100%.</p> <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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">9</td> <td style="text-align: center;">40</td> <td style="text-align: center;">100%</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" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">24</td> <td style="text-align: center;">100%</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"	0	0	8	41	100%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	0	9	40	100%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	0	25	24	100%	<p>The benchmark for this competency was met. Students came to class with a very strong background in English. I contribute this to our curriculum of ENG 095/097 and 102. Most of the students were confident and resourceful. By letting students build on their knowledge that we explored during exercises, discussions and readings, many students reached their highest potential. I will continue to build on the students' skills and knowledge during future ENG104 classes and then introduce new skills and concepts.</p> <p>The benchmark has been met with 100%.</p> <p>The benchmark has been met with 100%.</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 2015-2016—Area I: Communications

Class: English 104 2015-2016

ENG 104-302(201530-Fall 2015); ENG 104-104 (201610-Spring 2016); ENG 104-107 (11457-Spring 2016).

Faculty: Janett Johnson

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

Students should:

Organize their thinking to express their viewpoints clearly, concisely, and effectively.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	10	34	90%

The benchmark has been met by 90%.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	1	25	23	98%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	8	18	23	84%

The benchmark for this Outcome has been met. Many students had knowledge of the concept of research papers from previous classes. Because of peer-evaluations and the requirement to go to the Writing Center during the semester twice or to log on to online tutoring "Brainfuse," students that still needed support, found it in those resources. I will continue to make it a requirement for my students to use the support of the tutoring and Writing Center as well as the Peer-evaluation of the drafts before a Final is due.

The benchmark has been met by 98%.

The benchmark has been met by 84%.

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

Met

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 104 2015-2016

ENG 104-302(201530-Fall 2015); ENG 104-104 (201610-Spring 2016); ENG 104-107 (11457-Spring 2016).

Faculty: Janett Johnson

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

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	15	31	94%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	20	29	100%

The benchmark for this Outcome has been met.
Students love creative assignments that enhances their flow in thought, creativity, and writing. Therefore, I will continue to offer creative exercises and discussions (for example, use of visuals, drawing, music), and presentations in my future ENG 104 classes.

The benchmark has been met with 94%.

The benchmark has been met with 100%.

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,

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	21	24	92%

The benchmark was met for this Outcome.

Students had a wonderful foundation in expressing themselves and writing. They actually asked for exercises with vocabulary! Therefore, I will include Word Search games and Word puzzles in my future ENG 104 classes.

The benchmark has been met by 92%.

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Clovis Community College

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Class: English 104 2015-2016

ENG 104-302(201530-Fall 2015); ENG 104-104 (201610-Spring 2016); ENG 104-107 (11457-Spring 2016).

Faculty: Janett Johnson

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.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	15	30	92%

The benchmark has been met by 92%.

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"
0	10	22	17	80%

The benchmark has been met with 80%.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	10	28	10	78%

The benchmark has been met for this Outcome.

Many of my students had issues with the smooth transition from sources to their own text, vice versa. They forgot to use the attributions and signal phrases or to have the right amount of sources documented. Therefore, in my future English classes, I will add more applications and exercises.

The benchmark has been met with 78%.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 104 2015-2016

ENG 104-302(201530-Fall 2015); ENG 104-104 (201610-Spring 2016); ENG 104-107 (11457-Spring 2016).

Faculty: Janett Johnson

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	19	25	90%

The benchmark has been met with 90%.

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	24	25	100%

The benchmark has been met with 100%.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	15	24	100%

The benchmark for this Outcome has been met. Students learned the difference between primary and secondary sources and became aware of the importance of both to support their claims with this form of evidence. They also displayed a wonderful confidence when it came to exploring subjects and topics and to inventing new methods and ideas. I will continue to implement many online sources and online media sites to promote an even higher diversity and opportunity for thought and creation in writing and speech.

The benchmark has been met by 100%.

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: English 104 2015-2016

ENG 104-302(201530-Fall 2015); ENG 104-104 (201610-Spring 2016); ENG 104-107 (11457-Spring 2016).

Faculty: Janett Johnson

Faculty Member Completing Assessment: Janett Johnson

Date: 6/10/2016

Reviewed by: Shelley Denton

(Division chair)

Date: 6/10/2016

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class/Semester(s): ENG104-301, 307 (Fall 2015) ENG104-102, 103, ITV (Spring 2016)

Faculty: Emilee Nieman

Common Core No.: NMCCNENGL 1123

<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=48	<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>A total of number of 48 students were assessed</p> <p>11 students – Fall 2015 37 students – Spring 2016</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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></td> <td style="text-align: center;">2</td> <td style="text-align: center;">24</td> <td style="text-align: center;">22</td> <td style="text-align: center;">95.8%</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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></td> <td style="text-align: center;">8</td> <td style="text-align: center;">22</td> <td style="text-align: center;">18</td> <td style="text-align: center;">83.3%</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" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">4</td> <td style="text-align: center;">6</td> <td style="text-align: center;">23</td> <td style="text-align: center;">15</td> <td style="text-align: center;">79.1%</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"		2	24	22	95.8%	(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	22	18	83.3%	(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"	4	6	23	15	79.1%	<p>Fall 2015 Objective MET (97.0%) <i>Situation & Purpose 100%</i> <i>Aesthetics 100%</i> <i>Diverse Points of View 90.9%</i></p> <p>Spring 2016 Objective MET (82.9%) <i>Situation & Purpose 94.6%</i> <i>Aesthetics 78.4%</i> <i>Diverse Points of View 75.7%</i></p> <p>I noticed that the percentage went down for the Spring semester. I think because I did have some students who did not meet the basic requirements of the assignment which tended to affect whether or not they met the purpose of the assignment. Even though I read all of their rough drafts, and offered comments, students still submit a final draft with the same or similar errors. I am still trying to think of ways I can illustrate concepts and/or decided where the miscommunication is occurring between the rough and final draft.</p> <p>Year end objective (reflected on the left) MET (86.06% of 48 students scored a 3 or higher meeting the benchmark for this objective)</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 2015-2016—Area I: Communications

Class: ENG104-301, 307 (Fall 2015) ENG104-102, 103, ITV (Spring 2016)

Common Core No.: NMCCNENGL 1123

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"
	5	24	19	90.00%

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"
	12	19	17	75%

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"
	15	18	15	69%

Fall 2015 Objective MET (78.8%)

*Thesis 100%
Organization 72.7%
Development 63.6%*

Organization & Development: Many students struggled with organization and developing their points.

Essays either did not "flow" or students would make a suggestion via a sentence or example, but never elaborate or explain how the sentence or example proved the point(s).

It was clear in reviewing the final essays that although sentence structure improved, students still struggled with basic paragraph structure.

I plan to spend more class time explaining the basics of a paragraph and how to effectively support claims in essays. In addition to using a writing outline (as I have in the past) I want to incorporate more activities that give students opportunities to practice making a claim and supporting it using valid details and/or examples.

Spring 2016 Objectives MET (77.5%)

*Thesis 86.5%
Organization 75.7%
Development 70.3%*

I still plan on devising new ways in which I can help students know how to organize their essays. I focused on explaining outlines and organizational methods should use to plan their essays. For 16-17 I plan to focus more on the importance of explanation and examples in writing.

Year end objective (reflected on the left) MET (78% of 48 students scored a 3 or higher meeting the benchmark for this objective)

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

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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).

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"
	15	15	18	69%

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"
	8	22	18	83.33%

*Fall 2015 Objective **NOT MET (63.6%)***

Unity 54.5%

Value and Creativity 72.7%

Unity/Development/Coherence: this area was difficult to assess because overall I feel like the students greatly improved their sentence structure over the course of the semester.

I think the major reason I assessed students within the "developing" category pertains to the "organization" category above. Although students may have had clear sentences, their ideas were sometimes underdeveloped. I am hoping to improve this area by implementing the activities as listed above.

Value and Creativity: I also felt like this area was difficult to assess because many students were writing about topics that have been previously discussed in writing by other authors. Although I think all students effectively presented the topics I could probably spend more time teaching techniques on how to make writing interesting or captivating to readers. We spent a lot of time discussing this, but I think in class activities would be more useful in helping students develop skills.

*Spring 2016 Objectives **MET (79.7%)***

Unity 73.0%

Value and Creativity 86.5%

I think my course improvements, from Fall semester, helped students focus on unity and development within their essays. I can see that this objective is improved from last semester. I still plan on incorporating more activities to help students first understand what this is and secondly understand how to add value and creativity to their writing.

Year end objective (reflected on the left) **MET (76.16% of 48 students scored a 3 or higher meeting the benchmark for this objective)**

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Core Competencies Assessment 2015-2016—Area I: Communications

Class: ENG104-301, 307 (Fall 2015) ENG104-102, 103, ITV (Spring 2016)

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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	17	17	70.8%

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"
	10	26	12	79.1%

*Fall 2015 Objective **NOT MET (54.5%)***

Expression 54.5%

Grammar/Punctuation/Mechanics/Spelling 54.5%

It occurred to me after the first essay was submitted that many students still struggled with grammar, word choice and sentence structure as appropriate in academic writing. I spent a lot of time discussing the research process, but given the results of this assessment and my initial observations I think I am going to spend more time incorporating grammar activities and discussing the difference between academic and conversational language. I plan to do this during the beginning of the semester and then introduce research in the later half of the semester.

I feel it is more important that students develop (or continue to develop) basic academic writing skills before introducing them to the research process.

*Spring 2016 Objective **MET (81.1%)***

Expression 75.7%

Grammar/Punctuation/Mechanics/Spelling 86.5%

I am happy to see some improvement, but I am hoping to continue to add more grammar, punctuation activities within the course. Students seem to want to do these types of activities and they seem to write better if they have been given instruction on how to improve their sentence structure.

Year end objective (reflected on the left) MET (75% of 48 students scored a 3 or higher meeting the benchmark for this objective)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: ENG104-301, 307 (Fall 2015) ENG104-102, 103, ITV (Spring 2016)

Common Core No.: NMCCNENGL 1123

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"
	10	21	17	79.1%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
	11	21	16	77.0%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
	5	27	16	90%

Fall 2015 Objective MET (75.8%)

*Integrating Quotations/Paraphrases 72.7%
In-text Citations and Integrating Research 63.6%
Works Cited (MLA) or References (APA) 90.9%*

I felt like we spent a lot of time in class discussing integration of sources and citations. Students did well on the References (APA) category because I instructed them to submit this prior to their final essay so I could check it, we also spent a lot of time going through their individual References list in class.

I want to duplicate this technique for in-text citations and integrating sources. I think more in-class practice of these skills would be much more beneficial to students. I plan to include more in-class activities allowing students to practice in-text citations and integrating sources with their OWN sources from their OWN research. I think this will make the activities more meaningful since they will directly relate to what each individual is writing.

Spring 2016 Objective MET (83.5%)

*Integrating Quotations/Paraphrases 80.6%
In-text Citations and Integrating Research 80.6%
Works Cited (MLA) or References (APA) 89.2%*

I am happy to see some improvement, but I really want to focus more time on teaching students how they can properly cite sources. There are so many rules that it is impossible to cover them all, but I would like to improve the "steps" I have taught students to better help them know what resources to use in order to cite sources properly.

Year end objective (reflected on the left) MET (82.03% of 48 students scored a 3 or higher meeting the benchmark for this objective)

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

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: ENG104-301, 307 (Fall 2015) ENG104-102, 103, ITV (Spring 2016)

Common Core No.: NMCCNENGL 1123

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
	9	27	12	81.25%

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"
	4	32	12	91.6%

Fall 2015 Objective MET (95.2%)

Analysis and discussion 90.9%

Resourcefulness and Independence 95.2%

Spring 2016 Objective MET (83.8%)

Analysis and discussion 78.4%

Resourcefulness and Independence 89.2%

I noticed that the percentage went down for the Spring semester. I think because, perhaps, I am assessing my students a bit more critically now. Now that I have had the opportunity to review the content once I really tried to focus on whether or not students were able to clearly support the points they were making. I think this objective encompasses all of the previous objectives. If I can continue to develop ways to help my students meet the other objectives I think their essays will meet this objective as well.

Year end objective (reflected on the left) MET (86.4% of 48 students scored a 3 or higher meeting the benchmark for this objective)

Faculty Member Completing Assessment: Emilee Nieman

Reviewed by: Shelley Denton

(Division chair)

Date: 6/06/2016

Date: 6/06/2016

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

Clovis Community College
Core Competencies Assessment 2015-2016—Area I: Communications

Class: ENG 104

Faculty: Gregory M. Rapp

Common Core No.: NMCCNENGL 1123

<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=54	<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>Fifty-four (54) students were assessed in my ENG 104 classes during the spring 2016 semester. For this particular assessment, I utilized the final research essay submitted by students at the conclusion of my ENG 104 courses. These papers were then graded using the Outcomes Assessment Rubric.</p> <p>I utilized the Outcomes Assessment Rubric provided by my division chair. Each paper was assessed based on the rubric's categories. Each category is subdivided by two or three subcategories. This rubric is based on New Mexico's benchmark requirements for English composition courses at the collegiate level.</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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of "Good and Exemplary"</td> </tr> <tr> <td>0</td> <td>7</td> <td>37</td> <td>10</td> <td>87%</td> </tr> </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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of "Good and Exemplary"</td> </tr> <tr> <td>1</td> <td>0</td> <td>26</td> <td>27</td> <td>98.1%</td> </tr> </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" style="width: 100%; text-align: center;"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of "Good and Exemplary"</td> </tr> <tr> <td>1</td> <td>0</td> <td>26</td> <td>27</td> <td>98.1%</td> </tr> </table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	7	37	10	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"	1	0	26	27	98.1%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	1	0	26	27	98.1%	<p>Benchmark met. 47/54 = 87%</p> <p>I hope to incorporate more in-class announcements, Canvas announcements, and mass e-mail messaging to help students understand the requirements established in the assignment prompts. Moreover, I will offer one-on-one tutoring sessions to those students who are having trouble with assignment directions.</p> <p>Benchmark met. 53/54 = 98.1%</p> <p>I will utilize more examples to help students tackle the aesthetics of writing. I have collected a number of professional and student essays to utilize in future class lectures and discussions covering aesthetics.</p> <p>Benchmark met. 53/54 = 98.1%</p> <p>I hope to incorporate more textual examples in order to tackle this benchmark requirement. I have collected a number of professional and student essays to utilize in future lectures and discussions covering diverse points of view.</p>
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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.

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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"
1	0	8	45	98.1%

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	27	27	100%

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"
1	2	28	23	94.4%

Benchmark met.
 53/54 = **98.1%**

I was quite impressed with my students. They listened to my advice and utilized the handouts I provided on thesis statements. With that said, I want to eliminate the number of beginning students from future assessment reports by offering more in-depth feedback and writing resources.

Benchmark met.
 54/54 = **100%**

I hope to continue to work with students to improve their organization. In order to help future students, I hope to bring in sample essays written by students and professionals alike.

Benchmark met.
 51/52 = **94.4%**

A number of students still struggle with development. I hope to bring sample essays into the conversation in order to help students tackle this benchmark requirement. Furthermore, I will be sure to provide detailed feedback that reflects on the development of the papers in question.

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

<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>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>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.</p> <table border="1" data-bbox="824 416 1561 550"> <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 align="center">0</td> <td align="center">1</td> <td align="center">31</td> <td align="center">22</td> <td align="center">98.1%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 683 1561 817"> <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 align="center">0</td> <td align="center">0</td> <td align="center">24</td> <td align="center">30</td> <td align="center">100%</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"	0	1	31	22	98.1%	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	0	24	30	100%	<p>Benchmark met. 53/54 = 98.1%</p> <p>Benchmark met. 54/54 = 100%</p> <p>I hope to keep both of these scores above the benchmark percentage. To do so, I will continue to stress the importance of development/unity/coherence, and push for students to be explorers and offer their unique view on everyday objects, phenomena, etc.</p>
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(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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<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 in order to learn how to produce (and edit) writing</p>	<p>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>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.</p> <table border="1" data-bbox="824 1038 1561 1173"> <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 align="center">0</td> <td align="center">0</td> <td align="center">26</td> <td align="center">28</td> <td align="center">100%</td> </tr> </tbody> </table> <p>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.</p> <table border="1" data-bbox="824 1369 1561 1449"> <thead> <tr> <th>(1) Number of Beginning</th> <th>(2) Number of Developing</th> <th>(3) Number of Good</th> <th>(4) Number of Exemplary</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></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"	0	0	26	28	100%	(1) Number of Beginning	(2) Number of Developing	(3) Number of Good	(4) Number of Exemplary	Percent of "Good and Exemplary"						<p>Benchmark met. 54/54 = 100%</p> <p>This year I covered diction in all of my courses. I believe my discussions on diction (i.e., word and phrase choices) really helped students with their writing projects.</p> <p>Benchmark met. 54/54 = 100%</p> <p>I discussed grammar, punctuation, mechanics, and spelling during a number of class lectures. Furthermore, I offered students resources to help them with grammar, punctuation, etc.</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 2015-2016—Area I: Communication

without errors.		<table border="1"> <tr> <td>Students</td> <td>Students</td> <td>Students</td> <td>Students</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td>35</td> <td>19</td> <td align="right">100%</td> </tr> </table>	Students	Students	Students	Students		0	0	35	19	100%																					
Students	Students	Students	Students																														
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<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>BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.</p>	<p>Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.</p> <table border="1"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of "Good and Exemplary"</td> </tr> <tr> <td>1</td> <td>6</td> <td>32</td> <td>15</td> <td align="right">87%</td> </tr> </table> <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"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of "Good and Exemplary"</td> </tr> <tr> <td>1</td> <td>5</td> <td>41</td> <td>7</td> <td align="right">88.9%</td> </tr> </table> <p>Works Cited (MLA) entries or References (APA) entries and page are formatted accurately and correctly.</p> <table border="1"> <tr> <td>(1) Number of Beginning Students</td> <td>(2) Number of Developing Students</td> <td>(3) Number of Good Students</td> <td>(4) Number of Exemplary Students</td> <td>Percent of "Good and Exemplary"</td> </tr> <tr> <td>2</td> <td>3</td> <td>29</td> <td>20</td> <td align="right">88.9%</td> </tr> </table>	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	1	6	32	15	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"	1	5	41	7	88.9%	(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"	2	3	29	20	88.9%	<p>Benchmark met. 47/54 = 87%</p> <p>This benchmark proved to be a struggle for my students, despite a number of class discussions on integrating sources. I will continue to offer workshops, guided assignments, and detailed feedback to increase these numbers. I would like to reach 90% next year.</p> <p>Benchmark met. 48/54 = 88.9%</p> <p>In-text citations and integrated sources accurately proved to be another challenge for my students. I offered a number of workshops, assignments, detailed feedback, and resources. I will continue to do so in the future. I would like to reach 90% next year.</p> <p>Benchmark met. 49/54 = 88.9%</p> <p>Students struggled to organize Works Cited pages for their research papers. Will offer feedback, workshops, and resources to help in future classes.</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 2015-2016—Area I: Communication

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

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	2	35	16	94.4%

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"
0	1	15	38	98.1%

Benchmark met.
51/54 = **94.4%**

Benchmark met.
53/54 = **98.1%**

Faculty Member Completing Assessment: Greg Rapp

Reviewed by: Shelley Denton
(Division chair)

Date: 6/06/2016

Date: 6/06/2016

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communications

Class: 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 Fall and Spring semesters, 161 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>75.7 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>1% 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>22.4% did not submit any essays.</p>	<p>During the Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>Over 75.7% 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%. Even though it meet my goal, it was lower than last years. I will develop methods to increase this number for the next coming years.</p> <p>Fort the students that made up the 1% 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.</p> <p>22.4% 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>75.8 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>2.4% of the students show some understanding of the material but have some difficulty applying the concepts.</p>	<p>Over 75.8% 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>Fort the students that made up the 2.4%, 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</p>

Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

Page 2 of 4 Course: COMM 101

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>21.7% did not submit any essays.</p>	<p>groups next assessment year.</p> <p>21.7% 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>80.1 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>1.9% of the students show some understanding of the material but have some difficulty applying the concepts.</p> <p>3.7% of the students neither understand nor attempt to apply the concepts in their essay.</p> <p>14.2% did not submit any essays.</p>	<p>Over 80.1% 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 57%. I gave better instructions and also gave an example of the work to be completed.</p> <p>Fort the students that made up the 1.9% and 3.7%, 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>14.2% 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>

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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

Page 3 of 4 Course: COMM 101

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, 161 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>75.7 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p> <p>1% 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>22.4% did not submit any essays.</p>	<p>During the Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>Over 75.7% 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%. Even though it meet my goal, it was lower than last years. I will develop methods to increase this number for the next coming years.</p> <p>Fort the students that made up the 1% 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.</p> <p>22.4% 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, 161 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>75.7 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</p>	<p>During the Fall and Spring semesters, the instructor collected the final essay from students.</p> <p>Over 75.7% 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%. Even though it meet my goal, it was lower than last years. I will develop methods to increase this number for the next coming years.</p> <p>Fort the students that made up the 1% 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 2015-2016—Area I: Communication

Page 4 of 4 Course: COMM 101

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>
		1% of the students show some understanding of the material but have some difficulty applying the concepts. 1% of the students neither understand nor attempt to apply the concepts in their essay. 22.4% did not submit any essays.	these groups next assessment year. 22.4% 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.
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: 5/19/16

Reviewed by: Shelley Denton

(Division chair)

Date: 6/06/16

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Clovis Community College

Core Competencies Assessment 2015-2016—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.</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;">18</td> <td style="text-align: center;">12</td> <td style="text-align: center;">25</td> <td style="text-align: center;">104</td> <td style="text-align: center;">81%</td> </tr> </tbody> </table>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	18	12	25	104	81%	<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>										
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.																			
18	12	25	104	81%																			
<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 the semester and their final speeches.</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;">11</td> <td style="text-align: center;">5</td> <td style="text-align: center;">28</td> <td style="text-align: center;">115</td> <td style="text-align: center;">90%</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;">11</td> <td style="text-align: center;">5</td> <td style="text-align: center;">28</td> <td style="text-align: center;">115</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	11	5	28	115	90%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	11	5	28	115	90%	<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.</p>
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.																			
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

Page 2 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>																				
	Benchmark: 75% of students are required to receive a score of average or better on the assessment results.	<p align="center">2c. Organization of Main Points</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">11</td> <td align="center">5</td> <td align="center">28</td> <td align="center">115</td> <td align="center">90%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	11	5	28	115	90%											
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11	5	28	115	90%																							
<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>	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.	<p>3a. Survey & Analysis</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">10</td> <td align="center">13</td> <td align="center">62</td> <td align="center">60</td> <td align="center">84%</td> </tr> </tbody> </table> <p>3b. PowerPoint™ Visual Aid</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">11</td> <td align="center">12</td> <td align="center">62</td> <td align="center">60</td> <td align="center">84%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	10	13	62	60	84%	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	11	12	62	60	84%	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 information, persuasive appeal, clarification of details, and ease of reading along with if it enhances the speech or is a deterrent.
# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.																							
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

Page 3 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>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 vivid 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>	<p>4a. Delivery</p>					<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.</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">4</td> <td align="center">28</td> <td align="center">121</td> <td align="center">93%</td> </tr> </tbody> </table>	# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent		Percent of Students Above Avg.	6	4	28	121	93%				
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Clovis Community College

Core Competencies Assessment 2015-2016—Area I: Communication

Page 4 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>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. Develop a rubric for assessing strength of sources for student evaluation.</p>					
<table border="1"> <thead> <tr> <th data-bbox="996 416 1167 555"># of students Needs Improvement</th> <th data-bbox="1167 416 1317 555"># of students Average</th> <th data-bbox="1317 416 1467 555"># of Students Above Average</th> <th data-bbox="1467 416 1617 555"># of Students Excellent</th> <th data-bbox="1617 416 1780 555">Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center" data-bbox="996 555 1167 619">19</td> <td align="center" data-bbox="1167 555 1317 619">2</td> <td align="center" data-bbox="1317 555 1467 619">23</td> <td align="center" data-bbox="1467 555 1617 619">115</td> <td align="center" data-bbox="1617 555 1780 619">87%</td> </tr> </tbody> </table>		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.		19	2	23	115	87%
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Clovis Community College

Core Competencies Assessment 2015-2016—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.</p> <p>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="1003 411 1162 544"># of students Needs Improvement</th> <th data-bbox="1162 411 1314 544"># of students Average</th> <th data-bbox="1314 411 1467 544"># of Students Above Average</th> <th data-bbox="1467 411 1619 544"># of Students Excellent</th> <th data-bbox="1619 411 1771 544">Percent of Students Above Avg.</th> </tr> </thead> <tbody> <tr> <td align="center" data-bbox="1003 544 1162 603">12</td> <td align="center" data-bbox="1162 544 1314 603">2</td> <td align="center" data-bbox="1314 544 1467 603">31</td> <td align="center" data-bbox="1467 544 1619 603">114</td> <td align="center" data-bbox="1619 544 1771 603">92%</td> </tr> </tbody> </table>					# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	12	2	31	114	92%	<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.													
12	2	31	114	92%													

Faculty Member Completing Assessment: Simon Chavez

Reviewed by: Shelley Denton
(Division chair)

Date: 06/08/2016

Date: 06/08/2016

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Clovis Community College

Core Competencies Assessment 2015-2016—Area II: Mathematics—Algebra

Class: Math 110 – College Algebra

Faculty: Erin Akhtar

<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>All measurements were done by use of a comprehensive final for the online class. Measurements for face-to-face classes consisted of a midterm exam and final exam.</p> <p>All competencies were assessed with a benchmark of 70%.</p>	<p>Success for the objective is 64%.</p> <p>Competency a had success of 62%. Competency b had success of 63%. The benchmark was exceeded for competency c with 74%.</p>	<p>Homework for all graphing will be paper-based for face-to-face students. Online students showed greater proficiency than face-to-face students (71% overall for objective 1), so no changes are planned for the online course.</p>
<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>All measurements were done by use of a comprehensive final for the online class. Measurements for face-to-face classes consisted of a midterm exam and final exam.</p> <p>All competencies were assessed with a benchmark of 70%.</p>	<p>Success for the objective is 71%.</p> <p>The benchmark was exceeded for competencies a and b with 77% and 71% respectively. Competency c had success of 64%.</p>	<p>Paper-based homework will be used for domain and range problems for face-to-face students. Online students showed greater proficiency than face-to-face students (72% overall for objective 2), so no changes are planned for the online course.</p>

Page 2 of 3 Course: Math 110 – College Algebra

<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. 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>All measurements were done by use of a comprehensive final for the online class. Measurements for face-to-face classes consisted of a midterm exam and final exam.</p> <p>All competencies were assessed with a benchmark of 70%.</p>	<p>Overall objective success was 73%.</p> <p>Competency a exceeded the benchmark with 89%.</p> <p>Competency b fell short at 65%.</p>	<p>More emphasis will be placed on features of functions with practice during graphing for face-to-face students.</p> <p>Online students exceeded the benchmark on all competencies, so no changes are planned.</p>
<p>4. Students will demonstrate problem solving skills within the context of mathematical application. Students should:</p> <ul style="list-style-type: none"> a. Apply the knowledge of functions to identify an appropriate type of function to solve application problems b. Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. c. Interpret the results of application problems in terms of their real world context. <p style="text-align: right;">End – Area II - Algebra</p>	<p>All measurements were done by use of a comprehensive final for the online class. Measurements for face-to-face classes consisted of a midterm exam and final exam.</p> <p>All competencies were assessed with a benchmark of 70%.</p>	<p>Overall objective success was 87%.</p> <p>All competencies exceeded the benchmark.</p>	<p>No changes planned.</p>

Faculty Member Completing Assessment: Erin Akhtar

Date: 5/13/2016

Reviewed by: Todd Kuykendall

Date: 5/13/2016

(Division chair's name)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area II: Mathematics—Statistics

Class: STAT 213 – Statistical Methods 1

Faculty: Erin Akhtar

Common Core No.: MATH 2114

<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 final was administered at the end of each semester. The Fall semester final was computer-based, and the Spring semester final was paper-based. Target benchmark for each competency is 70%.</p>	<p>Both competencies were exceeded. Competency a with 83% and competency b with 76%.</p>	<p>Bench-mark was met, so no plans to change.</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>A comprehensive final was administered at the end of each semester. The Fall semester final was computer-based and did not cover competencies e, f and i; and the Spring semester final was paper-based and tested all competencies. Target benchmark for each competency is 70%.</p>	<p>Five of the nine competencies were exceeded: a, b, c, g and h with scores of 83%, 83%, 88%, 75% and 95% respectively. Competencies d-f and i all had 60% or less achievement rate.</p>	<ul style="list-style-type: none"> d) More time will be spent reviewing the binomial distribution at the end of the term. e-f) More time will be spent in class constructing sampling distributions of sample means and calculating the mean and standard deviation through paper-based problems. i) More emphasis will be placed on learning the notation used in calculating sample statistics.

<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>g. Calculate margin of error given sample size and sample size given margin of error.</p> <p>h. Construct confidence intervals for population means and proportions.</p> <p>i. Calculate test statistics</p>			
<p>3. Students will understand and write mathematical explanations using appropriate definitions and symbols.</p> <p>Students should be able to:</p> <p>a. Use Z-scores appropriately</p> <p>b. Construct probability distributions</p> <p>c. Write confidence intervals</p> <p>d. Understand the Central Limit Theorem and when to apply it</p> <p>e. Write null and alternate hypotheses</p> <p>f. Understand the concept of significance level and P values</p> <p>g. Apply the steps for inference/hypothesis testing</p> <p>h. Describe the basic elements of sampling and experimental design</p> <p>i. Define parameters and statistics</p>	<p>A comprehensive final was administered at the end of each semester. The Fall semester final was computer-based and did not cover competencies b-e, hand i; and the Spring semester final was paper-based did not cover competencies a-c. Target benchmark for each competency is 70%.</p>	<p>Four of the seven measured competencies either met or exceeded the benchmark: a, e, f and g had pass-rates of 70%, 80%, 75% and 80% respectively.</p> <p>Competencies d, h and i had success rates less than 65%. No student was able to correctly use the Central Limit theorem (competency i).</p>	<p>Future exams will be paper-based and assess objectives a-c.</p> <p>d) Clearly more time and practice needs to be dedicated to learning, understanding and using the central limit theorem. More paper-based practice for that competency will be used.</p> <p>h) More practice will be given throughout the semester to help students truly understand sampling types and experimental design better. In-class activities will be considered for this.</p> <p>i) More time will be spent learning and understanding definitions of parameter and statistic.</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>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 style="text-align: right;">End Area II – Statistics</p>	<p>A comprehensive final was administered at the end of each semester. The Fall semester final was computer-based and did not cover competencies a-c, e and g; and the Spring semester final was paper-based and tested all competencies. Target benchmark for each competency is 70%.</p>	<p>Three of the seven competencies exceeded the benchmark: d, e and f with success rates of 75%, 100% and 80% respectively.</p> <p>Competencies a-c and g had success rate of 65% or less with c having the lowest score of 40%.</p>	<p>Students clearly need more specific practice with the material related to each of the low-scoring competencies. More time will be spent practicing these techniques together as a class, as opposed to individually with assigned homework problems.</p>

Faculty Member Completing Assessment: Erin Akhtar

Reviewed by: Todd Kuykendall

(Division Chair)

Date: 5/13/2016

Date: 5/13/2016

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Clovis Community College

Core Competencies Assessment 2015-2016—Area III: Laboratory Science

Class: Biology for General Education / Lab

Faculty: Anne Luna

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>	<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>Pre- and post- test taken by students in the summer, fall and spring semester. A minimum of 70% correct for each competency is the standard that we aspired to reach.</p> <p>Students work through problems via the Scientific Method and correlate historical scientific investigations to important concepts in Biology</p>	<p>Results for Pre/Post Test:</p> <p>Summer 2015: Online Pretest (n=28) – 68.2% Online Posttest (n=21) – 91.9%</p> <p>Fall 2015: Online Pretest (n=42) – 64.9% Online Posttest (n=28) – 78.8%</p>	<p>Emphasize the difference between quantitative and qualitative data, further distinguish between results/data and conclusion (interpreting results)</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>The scientific method is used by students to solve problems and make observations using tools such as microphones, electronic scales, Punnett Squares, hypothesis are constructed and tested through lab reports, problem sets, quizzes and lecture exams.</p>	<p>Face to Face Pretest (n=20)– 65.2% Face to Face Posttest (n=20) – 83%</p> <p>Spring 2016: Online Pretest (n=41) – 68% Online Posttest (n=32) – 90%</p> <p>Face to Face Pretest (n=14) – 56.4% Face to Face Posttest (n=13) – 74.62%</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)	Students communicate effectively about science through lab reports , Biology in the news (current events) and in-class presentations		Have students use more graphs in their data and incorporate more test questions involving interpreting graphical data.
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students perform calculations involving metrics, plant growth, energy, populations, and genetics through lab reports , problem sets, quizzes and lecture exams.		

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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>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>Students critically evaluate current developments in biology, incorporating basic scientific facts to make their evaluation through Biology in the news, in-class presentations and class discussions</p> <p>A final assessment quiz that has specific ties to each of the five competencies is given at the end of the semester</p>		<p>Continue to bring current topics to discuss and evaluate</p>

Faculty Member Completing Assessment: Anne Luna

Date: June 17, 2016

Reviewed by: Todd Kuykendall

Date: June 17, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—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 activities, discussions, and lecture exams. A post- Test was given to evaluate students and determine the percentages provided.</p>	<p>Fall 2015 = 79% Spring 2016= 81%</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 2015 all of the competency goals were met. During the Spring of 2016, 3 out of 5 were met. The competency involving quantitative analysis were lower than expected. Next year more effort will be put into make sure the students understand the calculations that they are being asked to do.</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 2015 = 91% Spring 2016= 63%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70% in the fall of 2015. However, the spring of 2016 was slightly lower than our desired goal.</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>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 2015 = 94% Spring 2016= 76%</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 2015 = 89% Spring 2016= 62%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70% for the fall semester. The spring semester was slightly lower that our stated objective 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: center;">End – Laboratory Science</p>	<p>Threaded discussion topics make the students apply what they have learned to actual case studies oh human anatomy and physiology</p>	<p>Fall 2015= 93% Spring 2016= 97%</p> <p>Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%</p>	

Faculty Member Completing Assessment: Meredith Arth

Date: 5/17/2016

Reviewed by: Todd Kuykendall

Date: June 10, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—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 214 online students in the fall of 2015 and the spring of 2016 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 = 96% correct – up from 83% correct in 2014</p>	<p>We used a minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies did reach that mark. We addressed the two lowest results from 2014 (competency 1 and 3) and we stressed scientific inquiry and scientific thinking more in online Chemistry 113, fall 2015 and spring 2016. This assessment shows an increase in competency 1 (from 83% to 96%), but slight drops in the other competencies from 2014 to 2015 and 2016.</p> <p>With this assessment, we saw a very small drop in competency 2 (from 95% to 92%) and a decrease in competency 3 (from 89% to 87%). Competencies 4 and 5 also reflected small decreases (from 96% to 93% for 4 and from 90% to 88% 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. Although the results were good, scientific computation is always an area of concern. Additionally, student communication of scientific information will continue to be a</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
			focus. 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 and showed increase in competency 1 but a slight drop in competency 5 with this assessment. Our overall score for competency 4 showed a strong result and we will continue our successful teaching methods in that area.
<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). 	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	Comp. 2 = 92% correct – down from 95% correct in 2014.	

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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
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 = 87% correct – down from 89% in 2013.	
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams	Comp. 4 = 93% correct – down from 96% in 2014.	

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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 questions that correlate to each of the five competencies is given at the end of the semester</p>	<p>Comp. 5 = 88% correct – down from 90% correct in 2014.</p>	

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

Date: May 18, 2016

Reviewed by: Todd Kuykendall

(Division chair)

Date: May 18, 2016

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Clovis Community College

Core Competencies Assessment 2015-2016—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 2015: Comp. 1 = 84% This competency exceeds the minimum standard by 14%</p> <p>Spring 2016: Comp. 1 = 87% This competency exceeds the minimum standard by 17%</p>	<p>One 16-week CHEM 151 course was assessed during each the Fall 2015 and Spring 2016 semesters.</p> <p>The Fall 2015 session was my first semester teaching this course for CCC. 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.</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 physical universe and relate them to hierarchically 	<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 2015: Comp. 2 = 84% This competency exceeds the minimum standard by 14%</p> <p>Spring 2016: Comp. 2 = 87% This competency exceeds the minimum standard by 17%</p>	<p>The course used home lab kits to expose distance students to basic lab equipment and 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 qualitative data on lab reports and on their final lab project. Discussion and feedback was offered in this area, however this continues to</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
organized explanatory frameworks (theories).			be a problem. A new lab exercise that teaches the difference between qualitative/quantitative data will be introduced. The goal is to increase the use of quantitative data over qualitative data.
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.)	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 Final lab project – Students will develop and perform a scientific experiment to solve a particular problem/question of their choosing Discussions – students will discuss current topics in chemistry and will conduct literature reviews of current issues in popular media	Fall 2015: Comp. 3 = 82% This competency exceeds the minimum standard by 12% Spring 2016: Comp. 3 = 90% This competency exceeds the minimum standard by 20%	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. The biggest issue that was observed 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 circumvent this problem, the final lab project was introduced during the Spring semester, 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. The

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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 did an exceptional job when forced to “think on their own” and showed that they are capable of effective scientific communication. These activities will remain a part of the class curriculum, and no improvements are currently planned as I would like to continue to assess them over the next school year.
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform calculations and quantitative analyses throughout the course via the following assessments: Homework problem sets Lab reports Midterm/final exams	Fall 2015: Comp. 4 = 76% This competency exceeds the minimum standard by 6% Spring 2016: Comp. 4 = 83% This competency exceeds the minimum standard by 13%	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. A new lab exercise that teaches the difference between qualitative/quantitative data will be introduced. In addition, exam questions asking the students to analyze quantitative data will be included.
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,	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	Fall 2015: Comp. 5 = 81% This competency exceeds the minimum standard by 11% Spring 2016: Comp. 5 = 93% This competency exceeds the	Applying the scientific method to the real world is a concept that many students never really thought about. Following a discussion of the use of the scientific method in our daily lives, in addition to discussions of various types of research and global issues, the students appear to have a better grasp of this concept. No improvements are planned for this

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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>
cosmology), and ask informed questions about those issues. End – Laboratory Science		minimum standard by 23%	competency. I aim to maintain the exercises and updating the topics as new discoveries are made to keep the material current and relevant.

Faculty Member Completing Assessment: Lilly Robino

Date: June 10, 2016

Reviewed by: Todd Kuykendall

Date: June 10, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—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 2015: Comp. 1 = 83% This competency exceeds the minimum standard by 13%</p> <p>Spring 2016: Comp. 1 = 88% This competency exceeds the minimum standard by 18%</p>	<p>One 16-week CHEM 152 course was assessed during each the Fall 2015 and Spring 2016 semesters.</p> <p>The Fall 2015 session was my first semester teaching this course for CCC. 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.</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 physical universe and relate them to hierarchically 	<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 2015: Comp. 2 = 83% This competency exceeds the minimum standard by 14%</p> <p>Spring 2016: Comp. 2 = 88% This competency exceeds the minimum standard by 18%</p>	<p>The course used home lab kits to expose distance students to basic lab equipment and 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 qualitative data on lab reports and on their final lab project. Discussion and feedback was offered in this area, however this continues to</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
organized explanatory frameworks (theories).			be a problem. A new lab exercise that teaches the difference between qualitative/quantitative data will be introduced. The goal is to increase the use of quantitative data over qualitative data.
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.)	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 Final lab project – Students will develop and perform a scientific experiment to solve a particular problem/question of their choosing Discussions – students will discuss current topics in chemistry and will conduct literature reviews of current issues in popular media	Fall 2015: Comp. 3 = 84% This competency exceeds the minimum standard by 14% Spring 2016: Comp. 3 = 90% This competency exceeds the minimum standard by 20%	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. The biggest issue that was observed 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 circumvent this problem, the final lab project was introduced during the Spring semester, 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. The

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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 did an exceptional job when forced to “think on their own” and showed that they are capable of effective scientific communication. These activities will remain a part of the class curriculum, and no improvements are currently planned as I would like to continue to assess them over the next school year.
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform calculations and quantitative analyses throughout the course via the following assessments: Homework problem sets Lab reports Midterm/final exams	Fall 2015: Comp. 4 = 77% This competency exceeds the minimum standard by 7% Spring 2016: Comp. 4 = 83% This competency exceeds the minimum standard by 13%	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. A new lab exercise that teaches the difference between qualitative/quantitative data will be introduced. In addition, exam questions asking the students to analyze quantitative data will be included.
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,	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	Fall 2015: Comp. 5 = 86% This competency exceeds the minimum standard by 16% Spring 2016: Comp. 5 = 90% This competency exceeds the	Applying the scientific method to the real world is a concept that many students never really thought about. Following a discussion of the use of the scientific method in our daily lives, in addition to discussions of various types of research and global issues, the students appear to have a better grasp of this concept. No improvements are planned for this

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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>
cosmology), and ask informed questions about those issues. End – Laboratory Science		minimum standard by 20%	competency. I aim to maintain the exercises and updating the topics as new discoveries are made to keep the material current and relevant.

Faculty Member Completing Assessment: Lilly Robino

Date: June 10, 2016

Reviewed by: Todd Kuykendall

Date: June 10, 2016

(Division chair)

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Clovis Community College

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

Class: Geology 113 Physical Geology and Lab

Faculty: Harry F. Pomeroy

Common Core No.: Geol 1114

	<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>The first three labs require students to learn to observe the physical properties of minerals – luster, heft (specific gravity), hardness, cleavage/fracture, etc. -- so they can identify the 26 minerals in the collection.</p>	<p>Students learn how to use flow charts to identify minerals. The labs use oral (non-graded) tests by the instructor with immediate explanation why the answers are correct or incorrect. Also, students are instructed which of the properties are important to I.D. each mineral. A written (graded) quiz is given after three week and a average for the quiz is 60.6%</p>	<p>Due to time constrains, students don't have the opportunity to become "experts," but stress is placed on the the rock-forming minerals, so they can use this information in the following rock-identification labs. Still, most students develop a minimum proficiency in minerals and rocks in this level course which is primarily for non-majors in geology.</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>About midway through the course, after learning geologic principles, i.e. uniformity of process, original horizontality, superposition, the students go on a required field trip to observe examples of these features. Discussions at various sites are held, and oral questioning of students is done to see if they can correctly explain about these outcrops.</p>	<p>About two weeks after the field trip, student turn in field reports explaining about the areas that were visited. They also locate the sites visited on a map supplied to them, along with turning in a minimum of three sedimentary rocks which they identify. Two different species of fossils are also part of each student's collection. A report is assigned, and the average was 84.3%</p>	<p>The reports are graded and returned to the students. We discuss their reports and collections to reinforce their knowledge of geologic hypotheses/theories about the outcrop genesis using the appropriate geologic principle(s) which was involved.</p>

Page 2 of 3 Geology 113 Physical Geology and Lab

	<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>There is a lab for each class of rock: igneous, sedimentary, and metamorphic. Students explain how these rocks are classified by their modes of formation in the Earth in their exercise and identify the rocks in each group.</p>	<p>Students group each class of rock by their genesis, and using flow sheets learn how to identify rocks by name. There were three separate labs (igneous, sedimentary, and metamorphic), and the average for them was 89.8%</p>	<p>Only sedimentary rocks are seen on the field trip, so only reinforcement of sedimentary rocks is possible. Due to geography, our school is too far from sites for igneous and metamorphic rocks. Our field trip is on a Saturday, so students have to do it on their “own time.” It would not be possible to have more than one field trip each semester.</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>Studies of ground water is of high importance in this region of the state. Students learn to use scales to plot water well fluctuations at three past years. Math is used to calculate recharge rates based on annual precipitation – out only source of recharge. Maps skills are taught in lab exercises and as part of the field trip.</p>	<p>Graphic results of a dozen water wells shows loss of water from the Ogallala aquifer. Students have to use the English (not metric) system because all the water data uses English – gallons, acre-feet, etc. – and not available in metric. This assignment had an average of 84.1%</p>	<p>In a beginning course in geology, there are few areas which we cover that uses metric units. If we use odometers on the field trip, most cars use English on the odometers.</p>

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Page 3 of 3 Geology 113 Physical Geology and Lab

	<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>Plotting earthquake epicenters on map does use metric distances. Learning how earthquakes are located and their magnitudes (Richter) scale work (which is what the popular media uses. The majority of my students have to be retaught about latitude and longitude. (see next for Field Trip rubric)</p>	<p>Students get reinforcement with latitude and longitude with topographic maps and earthquake maps when locating epicenters. The only metric units we use are on the earthquake exercise: time-travel charts and world maps. With topographic maps we use English. This assignment had an average of 96.3%</p>	

Faculty Member Completing Assessment: Harry F. Pomeroy

Date: 26 May 2016

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 2015-2016—Area III: Laboratory Science

Class: Physics 113 Survey of Physics and Lab

Faculty: Carl Armstrong

Common Core No.: General Elective Area III

<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 were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method. A minimum of 70% correct for each competency is the standard that was aspired to reach.</p>	<p>The students were able to select the correct answer 100 percent of the time on the multiple-choice questions. They had an average score of 84 percent on the short answer questions.</p>	<p>This semester, students were presented with additional examples of correct and incorrect responses to questions dealing with the scientific method. Their performance on the chapter quizzes and final exam improved from a 95 percent to a 100 percent success rate on these questions.</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 and with performing the calculations associated with these labs. They continue to be less capable when it comes to discussing why they might have deviations from the accepted values.</p>	<p>I will continue to provide students with examples of hypothetical results before they conduct labs. They will be instructed how they might explain why these results vary from the accepted values. I will continue to give students additional guidance while they are preparing their lab reports to improve their ability to address variations from the accepted values.</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>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 improved from 84 to 91 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>There has always been wide differences in the level of math proficiency among the students. Most are comfortable using calculators to perform calculations, but some students scored noticeably lower on their calculations compared to their scores on multiple-choice and short answer questions.</p>	<p>I will continue to provide all students additional opportunities to practice calculations during the first three weeks of class. (This is before the first quiz and 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>

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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>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>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 to support their conclusions.</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>

Faculty Member Completing Assessment: Carl Armstrong

Date: June 17, 2016

Reviewed by: Todd Kuykendall

Date: June 17, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area III: Laboratory Science

Class: Physics 151 General Physics I and Lab

Faculty: Carl Armstrong

Common Core No.: NMCCN PHYS 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 were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method. A minimum of 70% correct for each competency is the standard that was aspired to reach.</p>	<p>The students were able to select the correct answer 98 percent of the time on the multiple-choice questions. They had an average score of 95 percent on the short answer questions.</p>	<p>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>

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 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 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>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>

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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>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>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 to support their conclusions.</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>

Faculty Member Completing Assessment: Carl Armstrong

Date: June 17, 2016

Reviewed by: Todd Kuykendall

Date: June 17, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area III: Laboratory Science

Class: Physics 152 General Physics I and Lab

Faculty: Carl Armstrong

Common Core No.: NMCCN PHYS 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 were required to answer multiple choice and short answer questions on a chapter quiz and on the final exam dealing with the scientific method. A minimum of 70% correct for each competency is the standard that was aspired to reach.</p>	<p>The students were able to select the correct answer 100 percent of the time on the multiple-choice questions. They had an average score of 90 percent on the short answer questions.</p>	<p>Students have demonstrated that they do not have many problems answering multiple-choice questions dealing with the terms associated with the scientific method. Next year, I will include an open response question on the final examine asking them to explain how they would use the scientific method to examine an observed phenomenon.</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. 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>

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 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 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>

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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>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 to support their conclusions.</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>

Faculty Member Completing Assessment: Carl Armstrong

Date: June 17, 2016

Reviewed by: Todd Kuykendall

Date: June 17, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221)

Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) Opportunity cost, 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 = 3.52 73.9% of the students (34 out of 46) scored a 3 or higher on this assignment</p>	<p>Although the average score for Objective 1 was 3.52, which is above the benchmark of 3, it is lower than it has been for the last few years (4.06 last year and 3.7 the previous year). In addition, only 73.9% of the students met the objective of 3 or higher. This is lower than the 77.6% and 87.0% over the two previous years. 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 in the online classes. Students are now required to post their original discussion using the same topic guidelines. Then they must respond to two other student posts. They are graded on how well they address the competency in their original post as well as how well they are able to add something significant to the discussion for other student posts. I feel the responses help reinforce the competencies because it shows students' knowledge and ability to relate multiple topics as it relates to human behavior. Although I believe this change itself was good, I believe it had an adverse impact on overall grades. In order for both responses to count, students must post one of the responses 24 hours after the original post. The purpose of this is to ensure that everyone does not wait until the last minute, making it very difficult for students to complete their assignment prior to the hours before the deadline. Unfortunately, several students did</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 = 4.21 88.3% of the students (30 out of 34) scored a 3 or higher on this assignment</p>	<p>not follow instructions and, therefore, did not get credit for one of their responses causing overall grades to be lower. 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. I do feel the assignment set up as a discussion is much more valuable for students as it promotes stronger critical thinking, interaction with other students, and collaborative learning, so I do not plan to make any changes at this time. I would like to see how the data ends up.</p> <p>Another concern I noticed is the total number of students who completed each objective. The data is as follows:</p> <p>Objective 1: In 2015-2016, 46 total students completed objective assignment (compared to 76 in 2013-2014 and 69 in 2014-2015) Objective 2: 34 total students completed objective assignment (compared to 74 in 2013-2014 and 61 in 2014-2015) Objective 3: 36 total students completed objective assignment (compared to 65 in 2013-2014 and 63 in 2014-2015)</p> <p>This shows a significant decline in the total number of students enrolled in the class. I am not certain of the reasons for this significant decline, but I plan to examine options to enhance the course to make it more enticing as a general education course.</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 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 = 4.58 91.7% of the students (33 out of 36) scored a 3 or higher on this assignment</p>	<div style="text-align: center;"> <p>Overall Competency Average (Scale 1-5)</p> <table border="1"> <caption>Overall Competency Average (Scale 1-5)</caption> <thead> <tr> <th>Year</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>4.5</td> <td>4.2</td> <td>4.3</td> </tr> <tr> <td>2013-2014</td> <td>4.0</td> <td>4.5</td> <td>4.6</td> </tr> <tr> <td>2013-2014</td> <td>3.8</td> <td>4.4</td> <td>4.8</td> </tr> <tr> <td>2015-2016</td> <td>3.8</td> <td>4.4</td> <td>4.8</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>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>Year</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>95%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>2013-2014</td> <td>80%</td> <td>98%</td> <td>95%</td> </tr> <tr> <td>2013-2014</td> <td>90%</td> <td>92%</td> <td>98%</td> </tr> <tr> <td>2015-2016</td> <td>75%</td> <td>90%</td> <td>95%</td> </tr> </tbody> </table> </div>	Year	1	2	3	2012-2013	4.5	4.2	4.3	2013-2014	4.0	4.5	4.6	2013-2014	3.8	4.4	4.8	2015-2016	3.8	4.4	4.8	Year	1	2	3	2012-2013	95%	90%	92%	2013-2014	80%	98%	95%	2013-2014	90%	92%	98%	2015-2016	75%	90%	95%
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<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. – 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 = 79.5% 4b = 77.3% 4c = 75.0% 4d = 78.9% 4e = 70.6%</p> <p><u>Students scoring 70% or higher on each objective</u> 4a = 80.5% 4b = 79.7% 4c = 74.8% 4d = 79.0% 4e = 65.8%</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. Objective e barely met the 70% average and had less than 75% of the students meeting the 70% benchmark. I will reevaluate these chapters and look to add some additional instruction to help increase understanding of these concepts. I found some YouTube videos that I plan to add as well to see if this helps increase student understanding.</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 with Spring 2016 data being lower than the other semesters.</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>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr> <td>4a</td> <td>81.0%</td> <td>80.5%</td> <td>84.0%</td> <td>84.5%</td> <td>80.5%</td> </tr> <tr> <td>4b</td> <td>80.0%</td> <td>81.0%</td> <td>81.5%</td> <td>81.5%</td> <td>78.0%</td> </tr> <tr> <td>4c</td> <td>79.0%</td> <td>81.0%</td> <td>81.5%</td> <td>82.0%</td> <td>76.0%</td> </tr> <tr> <td>4d</td> <td>73.0%</td> <td>83.0%</td> <td>82.0%</td> <td>85.0%</td> <td>80.0%</td> </tr> <tr> <td>4e</td> <td>70.0%</td> <td>79.0%</td> <td>78.0%</td> <td>79.0%</td> <td>70.6%</td> </tr> </tbody> </table>	Objective	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	4a	81.0%	80.5%	84.0%	84.5%	80.5%	4b	80.0%	81.0%	81.5%	81.5%	78.0%	4c	79.0%	81.0%	81.5%	82.0%	76.0%	4d	73.0%	83.0%	82.0%	85.0%	80.0%	4e	70.0%	79.0%	78.0%	79.0%	70.6%	<p style="text-align: center;">Percentage of Students Scoring 70% of Higher</p> <table border="1"> <caption>Percentage of Students Scoring 70% of Higher Data</caption> <thead> <tr> <th>Objective</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr> <td>4a</td> <td>87.0%</td> <td>83.0%</td> <td>88.0%</td> <td>85.0%</td> <td>82.0%</td> </tr> <tr> <td>4b</td> <td>81.0%</td> <td>82.0%</td> <td>83.0%</td> <td>84.0%</td> <td>81.0%</td> </tr> <tr> <td>4c</td> <td>81.0%</td> <td>80.0%</td> <td>82.0%</td> <td>83.0%</td> <td>76.0%</td> </tr> <tr> <td>4d</td> <td>74.0%</td> <td>85.0%</td> <td>88.0%</td> <td>86.0%</td> <td>80.0%</td> </tr> <tr> <td>4e</td> <td>68.0%</td> <td>79.0%</td> <td>74.0%</td> <td>76.0%</td> <td>65.8%</td> </tr> </tbody> </table>	Objective	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	4a	87.0%	83.0%	88.0%	85.0%	82.0%	4b	81.0%	82.0%	83.0%	84.0%	81.0%	4c	81.0%	80.0%	82.0%	83.0%	76.0%	4d	74.0%	85.0%	88.0%	86.0%	80.0%	4e	68.0%	79.0%	74.0%	76.0%	65.8%
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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.**

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: *May 17, 2016*

Reviewed by: *Becky Carruthers*

Date: *May 2016*

(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.

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 2015

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		5		5
4		3		0		3
3		2		2		0
2		1		0		1
1		1		0		1
Total # Students	0	11	0	7	0	10
Average	3.73		4.57		4.00	
% of students 3 or higher	81.8%		100.0%		80.0%	

Fall 2015

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		5		2		8
4		1		4		1
3		4		3		2
2		2		2		1
1		3		1		0
Total # Students	0	15	0	12	0	12
Average	3.20		3.50		4.58	
% of students 3 or higher	66.7%		75.0%		91.7%	

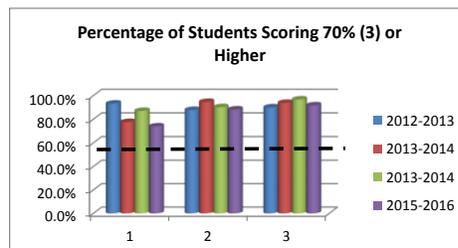
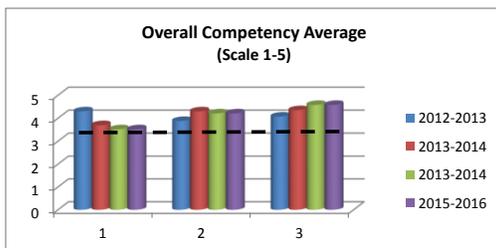
Spring 2016

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	5	4	6	4	8	4
4	3	0	3	0	1	1
3	3	0	1	0	0	0
2	1	1	0	1	0	0
1	1	2	0	0	0	0
Total # Students	13	7	10	5	9	5
Average	3.65		4.60		5.00	
% of students 3 or higher	75.0%		93.3%		100.0%	

Composite 2015-2016

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	5	13	6	11	8	17
4	3	4	3	4	1	5
3	3	6	1	5	0	2
2	1	4	0	3	0	2
1	1	6	0	1	0	1
Total # Students	13	33	10	24	9	27
Average	3.52		4.21		4.58	
% of students 3 or higher	73.9%		88.2%		91.7%	

Comparison Data for Competencies 1-3								
Competency	Overall Average				% of Students Scoring 70% or higher (3)			
	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016
1	4.3	3.7	4.06	3.52	93.2%	77.6%	87.0%	73.9%
2	3.88	4.3	4.07	4.21	87.8%	94.6%	90.2%	88.3%
3	4.07	4.35	4.35	4.58	90.0%	93.8%	96.7%	91.7%



ECON 221-Summer 2015

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)	Ch 1			#DIV/0!	88.53	15	15	100.0%	86.2%	96.8%	
State Obj 1	Ch 2			#DIV/0!	83.79	16	15	93.8%			
(4b)	Ch 3			#DIV/0!	83.10	14	13	92.9%	85.1%	95.0%	
State Obj 2	Ch 4			#DIV/0!	85.00	14	13	92.9%			
	Ch 5			#DIV/0!	87.1	12	12	100.0%			
(4c)	Ch 6			#DIV/0!	80.12	13	12	92.3%	78.1%	83.6%	
State Obj 3	Ch 7			#DIV/0!	79.94	13	12	92.3%			
	Ch 8			#DIV/0!	75.32	12	9	75.0%			
	Ch 9			#DIV/0!	77.86	12	10	83.3%			
	Ch 10			#DIV/0!	77.08	11	8	72.7%			
(4d)	Ch 12			#DIV/0!	84.03	12	11	91.7%	80.6%	77.8%	
State Obj 4	Ch 13			#DIV/0!	77.75	12	9	75.0%			
	Ch 14			#DIV/0!	79.9	12	8	66.7%			
(4e)	Ch 15			#DIV/0!	71.2	11	7	63.6%	71.6%	68.2%	
State Obj 5	Ch 11			#DIV/0!	72.02	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)	Ch 1			#DIV/0!	81.56	16	15	93.8%	76.3%	75.0%	
State Obj 1	Ch 2			#DIV/0!	70.94	16	9	56.3%			
(4b)	Ch 3			#DIV/0!	70.70	14	10	71.4%	71.9%	66.7%	
State Obj 2	Ch 4			#DIV/0!	70.00	14	10	71.4%			
	Ch 5			#DIV/0!	75	11	6	54.5%			
(4c)	Ch 6			#DIV/0!	80.77	13	9	69.2%	76.4%	75.0%	
State Obj 3	Ch 7			#DIV/0!	85.77	13	12	92.3%			
	Ch 8			#DIV/0!	72.5	12	8	66.7%			
	Ch 9			#DIV/0!	71.67	12	8	66.7%			
	Ch 10			#DIV/0!	71.5	10	8	80.0%			
(4d)	Ch 12			#DIV/0!	81.3	12	9	75.0%	76.3%	69.4%	
State Obj 4	Ch 13			#DIV/0!	75	12	9	75.0%			
	Ch 14			#DIV/0!	72.5	12	7	58.3%			
(4e)	Ch 15			#DIV/0!	58.75	12	6	50.0%	67.1%	56.5%	
State Obj 5	Ch 11			#DIV/0!	75.45	11	7	63.6%			

Composite Summer 2015		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	81.2%	85.7%
4b State Obj 2	78.5%	81.0%
4c State Obj 3	77.3%	79.3%
4d State Obj 4	78.4%	73.6%
4e State Obj 5	69.4%	62.2%

ECON 221-Fall 2015

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) State Obj 1	Ch 1				#DIV/0!	89.1	16	15	93.8%	81.4%	82.4%
	Ch 2				#DIV/0!	73.7	18	13	72.2%		
(4b) State Obj 2	Ch 3				#DIV/0!	76.8	13	9	69.2%	81.4%	83.0%
	Ch 4				#DIV/0!	85.3	17	16	94.1%		
	Ch 5				#DIV/0!	82.2	17	14	82.4%		
(4c) State Obj 3	Ch 6				#DIV/0!	79.7	14	10	71.4%	79.0%	75.7%
	Ch 7				#DIV/0!	79.1	15	11	73.3%		
	Ch 8				#DIV/0!	74.6	14	11	78.6%		
	Ch 9				#DIV/0!	82.6	14	12	85.7%		
(4d) State Obj 4	Ch 10				#DIV/0!	78.9	13	9	69.2%	85.9%	92.1%
	Ch 12				#DIV/0!	91.1	13	13	100.0%		
	Ch 13				#DIV/0!	79.7	13	11	84.6%		
(4e) State Obj 5	Ch 14				#DIV/0!	86.8	12	11	91.7%	80.4%	80.0%
	Ch 15				#DIV/0!	79.8	13	10	76.9%		
	Ch 11				#DIV/0!	80.9	12	10	83.3%		

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) State Obj 1	Ch 1				#DIV/0!	82.4	17	14	82.4%	78.2%	77.1%
	Ch 2				#DIV/0!	73.9	18	13	72.2%		
(4b) State Obj 2	Ch 3				#DIV/0!	72.2	16	12	75.0%	73.5%	72.9%
	Ch 4				#DIV/0!	72.5	16	12	75.0%		
	Ch 5				#DIV/0!	75.9	16	11	68.8%		
(4c) State Obj 3	Ch 6				#DIV/0!	71.4	14	9	64.3%	74.5%	74.0%
	Ch 7				#DIV/0!	81.25	16	13	81.3%		
	Ch 8				#DIV/0!	70	15	9	60.0%		
	Ch 9				#DIV/0!	79.6	14	12	85.7%		
(4d) State Obj 4	Ch 10				#DIV/0!	70	14	11	78.6%	79.2%	78.9%
	Ch 12				#DIV/0!	87.7	13	12	92.3%		
	Ch 13				#DIV/0!	72.7	13	8	61.5%		
(4e) State Obj 5	Ch 14				#DIV/0!	77.1	12	10	83.3%	74.7%	68.0%
	Ch 15				#DIV/0!	67.7	13	7	53.8%		
	Ch 11				#DIV/0!	81.7	12	10	83.3%		

Composite Fall 2015		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	79.8%	79.7%
4b State Obj 2	77.5%	77.9%
4c State Obj 3	76.7%	74.8%
4d State Obj 4	82.5%	85.5%
4e State Obj 5	77.5%	74.0%

ECON 221-Spring 2016

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	87.2	13	13	100.0%	79.0	8	7	87.5%	78.2%	78.6%
	Ch 2	78.4	12	9	75.0%	68.0	9	4	44.4%		
(4b) State Obj 2	Ch 3	82.4	13	12	92.3%	77.9	8	7	87.5%	80.4%	90.5%
	Ch 4	87.7	13	13	100.0%	81.2	8	8	100.0%		
	Ch 5	75.0	13	12	92.3%	78.2	8	5	62.5%		
(4c) State Obj 3	Ch 6	82.2	12	12	100.0%	74.5	6	4	66.7%	75.1%	76.1%
	Ch 7	75.9	13	10	76.9%	71.7	7	4	57.1%		
	Ch 8	74.8	12	8	66.7%	74.8	5	4	80.0%		
	Ch 9	77.6	11	9	81.8%	78.0	6	5	83.3%		
(4d) State Obj 4	Ch 10	69.3	11	7	63.6%	72.1	5	4	80.0%	79.4%	86.4%
	Ch 12	80.2	10	9	90.0%	84.3	5	5	100.0%		
	Ch 13	81.0	9	8	88.9%	72.5	5	3	60.0%		
(4e) State Obj 5	Ch 14	78.9	11	9	81.8%	79.4	4	4	100.0%	69.2%	55.2%
	Ch 15	69.6	9	6	66.7%	66.2	5	2	40.0%		
	Ch 11	73.8	9	5	55.6%	67.0	6	3	50.0%		

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	76.7	12	9	75.0%	80.6	8	7	87.5%	76.6%	75.6%
	Ch 2	80.0	12	10	83.3%	68.9	9	5	55.6%		
(4b) State Obj 2	Ch 3	74.6	12	9	75.0%	59.4	9	3	33.3%	71.0%	69.8%
	Ch 4	74.2	13	10	76.9%	70.6	8	6	75.0%		
	Ch 5	76.1	13	11	84.6%	71.3	8	5	62.5%		
(4c) State Obj 3	Ch 6	80.8	12	9	75.0%	70	7	5	71.4%	71.0%	67.1%
	Ch 7	76.5	12	11	91.7%	67.1	7	5	71.4%		
	Ch 8	66.8	11	6	54.5%	70	5	3	60.0%		
	Ch 9	67.7	11	6	54.5%	73.3	6	4	66.7%		
(4d) State Obj 4	Ch 10	67.3	11	6	54.5%	70	3	2	66.7%	75.2%	69.6%
	Ch 12	80.0	9	8	88.9%	70.8	6	4	66.7%		
	Ch 13	81.1	9	7	77.8%	70	6	3	50.0%		
(4e) State Obj 5	Ch 14	73.2	11	6	54.5%	76	5	4	80.0%	67.6%	67.9%
	Ch 15	69.4	9	6	66.7%	52	5	3	60.0%		
	Ch 11	67.8	9	6	66.7%	81	5	4	80.0%		

Composite Spring 2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	77.4%	77.1%
4b State Obj 2	75.7%	80.2%
4c State Obj 3	73.5%	71.7%
4d State Obj 4	77.3%	77.8%
4e State Obj 5	68.4%	61.4%

ECON 221-Online Courses 2015-2016

Objective		Aplia Assignments													
		ECON 221-101 (Online) Summer 2015				ECON 221-101 (Online) Fall 2015				ECON 221-1N0 (Online) Spring 2016					
		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) State Obj 1	Ch 1	88.53	15	15	100.0%	89.1	16	15	93.8%	79.0	8	7	87.5%	80.4%	84.1%
	Ch 2	83.79	16	15	93.8%	73.7	18	13	72.2%	68.0	9	4	44.4%		
(4b) State Obj 2	Ch 3	83.1	14	13	92.9%	76.8	13	9	69.2%	77.9	8	7	87.5%	81.9%	87.4%
	Ch 4	85	14	13	92.9%	85.3	17	16	94.1%	81.2	8	8	100.0%		
	Ch 5	87.1	12	12	100.0%	82.2	17	14	82.4%	78.2	8	5	62.5%		
(4c) State Obj 3	Ch 6	80.12	13	12	92.3%	79.7	14	10	71.4%	74.5	6	4	66.7%	77.1%	78.1%
	Ch 7	79.94	13	12	92.3%	79.1	15	11	73.3%	71.7	7	4	57.1%		
	Ch 8	75.32	12	9	75.0%	74.6	14	11	78.6%	74.8	5	4	80.0%		
	Ch 9	77.86	12	10	83.3%	82.6	14	12	85.7%	78.0	6	5	83.3%		
(4d) State Obj 4	Ch 10	77.08	11	8	72.7%	78.9	13	9	69.2%	72.1	5	4	80.0%	81.7%	85.2%
	Ch 12	84.03	12	11	91.7%	91.1	13	13	100.0%	84.3	5	5	100.0%		
	Ch 13	77.75	12	9	75.0%	79.7	13	11	84.6%	72.5	5	3	60.0%		
(4e) State Obj 5	Ch 14	79.9	12	8	66.7%	86.8	12	11	91.7%	79.4	4	4	100.0%	72.9%	69.0%
	Ch 15	71.2	11	7	63.6%	79.8	13	10	76.9%	66.2	5	2	40.0%		
	Ch 11	72.02	11	8	72.7%	80.9	12	10	83.3%	67.0	6	3	50.0%		

Objective		Quizzes													
		ECON 221-101 (Online) Summer 2015				ECON 221-101 (Online) Fall 2015				ECON 221-1N0 (Online) Spring 2016					
		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) State Obj 1	Ch 1	81.56	16	15	93.8%	82.4	17	14	82.4%	80.6	8	7	87.5%	76.4%	75.0%
	Ch 2	70.94	16	9	56.3%	73.9	18	13	72.2%	68.9	9	5	55.6%		
(4b) State Obj 2	Ch 3	70.7	14	10	71.4%	72.2	16	12	75.0%	59.4	9	3	33.3%	70.8%	67.0%
	Ch 4	70	14	10	71.4%	72.5	16	12	75.0%	70.6	8	6	75.0%		
	Ch 5	75	11	6	54.5%	75.9	16	11	68.8%	71.3	8	5	62.5%		
(4c) State Obj 3	Ch 6	80.77	13	9	69.2%	71.4	14	9	64.3%	70	7	5	71.4%	73.7%	73.3%
	Ch 7	85.77	13	12	92.3%	81.25	16	13	81.3%	67.1	7	5	71.4%		
	Ch 8	72.5	12	8	66.7%	70	15	9	60.0%	70	5	3	60.0%		
	Ch 9	71.67	12	8	66.7%	79.6	14	12	85.7%	73.3	6	4	66.7%		
(4d) State Obj 4	Ch 10	71.5	10	8	80.0%	70	14	11	78.6%	70	3	2	66.7%	75.9%	72.5%
	Ch 12	81.25	12	9	75.0%	87.7	13	12	92.3%	70.8	6	4	66.7%		
	Ch 13	75	12	9	75.0%	72.7	13	8	61.5%	70	6	3	50.0%		
(4e) State Obj 5	Ch 14	72.5	12	7	58.3%	77.1	12	10	83.3%	76	5	4	80.0%	69.4%	63.8%
	Ch 15	58.75	12	6	50.0%	67.7	13	7	53.8%	52	5	3	60.0%		
	Ch 11	75.45	11	7	63.6%	81.7	12	10	83.3%	81	5	4	80.0%		

Composite Online Courses 2015-2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	78.4%	79.5%
4b State Obj 2	76.4%	77.1%
4c State Obj 3	75.5%	75.7%
4d State Obj 4	78.8%	78.8%
4e State Obj 5	71.1%	66.4%

ECON 221-Face-to-Face Courses 2015-2016

Objective		Aplia Assignments									
		5				ECON 221-101 (Face-to-Face) Spring 2016					
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!	87.2	13	13	100.0%	82.8%	88.0%		
State Obj 1 Ch 2			#DIV/0!	78.4	12	9	75.0%				
(4b) Ch 3			#DIV/0!	82.4	13	12	92.3%	81.7%	94.9%		
State Obj 2 Ch 4			#DIV/0!	87.7	13	13	100.0%				
Ch 5			#DIV/0!	75.0	13	12	92.3%				
(4c) Ch 6			#DIV/0!	82.2	12	12	100.0%	76.0%	78.0%		
State Obj 3 Ch 7			#DIV/0!	75.9	13	10	76.9%				
Ch 8			#DIV/0!	74.8	12	8	66.7%				
Ch 9			#DIV/0!	77.6	11	9	81.8%				
Ch 10			#DIV/0!	69.3	11	7	63.6%				
(4d) Ch 12			#DIV/0!	80.2	10	9	90.0%	80.0%	86.7%		
State Obj 4 Ch 13			#DIV/0!	81.0	9	8	88.9%				
Ch 14			#DIV/0!	78.9	11	9	81.8%				
(4e) Ch 15			#DIV/0!	69.6	9	6	66.7%	71.7%	61.1%		
State Obj 5 Ch 11			#DIV/0!	73.8	9	5	55.6%				

Objective		Quizzes									
		ECON 221-101 (Face-to-Face) Fall 2015				ECON 221-101 (Face-to-Face) Spring 2016					
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!	76.7	12	9	75.0%	78.4%	79.2%		
State Obj 1 Ch 2			#DIV/0!	80.0	12	10	83.3%				
(4b) Ch 3			#DIV/0!	74.6	12	9	75.0%	75.0%	78.9%		
State Obj 2 Ch 4			#DIV/0!	74.2	13	10	76.9%				
Ch 5			#DIV/0!	76.1	13	11	84.6%				
(4c) Ch 6			#DIV/0!	80.8	12	9	75.0%	71.8%	66.7%		
State Obj 3 Ch 7			#DIV/0!	76.5	12	11	91.7%				
Ch 8			#DIV/0!	66.8	11	6	54.5%				
Ch 9			#DIV/0!	67.7	11	6	54.5%				
Ch 10			#DIV/0!	67.3	11	6	54.5%				
(4d) Ch 12			#DIV/0!	80.0	9	8	88.9%	78.1%	72.4%		
State Obj 4 Ch 13			#DIV/0!	81.1	9	7	77.8%				
Ch 14			#DIV/0!	73.2	11	6	54.5%				
(4e) Ch 15			#DIV/0!	69.4	9	6	66.7%	68.6%	66.7%		
State Obj 5 Ch 11			#DIV/0!	67.8	9	6	66.7%				

Composite F2F Courses		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	80.6%	83.7%
4b State Obj 2	78.3%	87.0%
4c State Obj 3	73.9%	72.4%
4d State Obj 4	79.1%	79.7%
4e State Obj 5	70.2%	63.9%

**ECON 221-Composite
2015-2016**

Aplia Assignments											
Objective		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) State Obj 1	Ch 1	87.2	13	13	100.0%	85.5	39	37	94.9%	81.6%	85.0%
	Ch 2	78.4	12	9	75.0%	75.2	43	32	74.4%		
(4b) State Obj 2	Ch 3	82.4	13	12	92.3%	79.3	35	29	82.9%	81.8%	89.3%
	Ch 4	87.7	13	13	100.0%	83.8	39	37	94.9%		
	Ch 5	75	13	12	92.3%	82.5	37	31	83.8%		
(4c) State Obj 3	Ch 6	82.2	12	12	100.0%	78.1	33	26	78.8%	76.5%	78.1%
	Ch 7	75.9	13	10	76.9%	76.9	35	27	77.1%		
	Ch 8	74.8	12	8	66.7%	74.9	31	24	77.4%		
	Ch 9	77.6	11	9	81.8%	79.5	32	27	84.4%		
(4d) State Obj 4	Ch 10	69.3	11	7	63.6%	76.0	29	21	72.4%	80.9%	85.6%
	Ch 12	80.2	10	9	90.0%	86.5	30	29	96.7%		
	Ch 13	81	9	8	88.9%	76.7	30	23	76.7%		
(4e) State Obj 5	Ch 14	78.9	11	9	81.8%	82.0	28	23	82.1%	72.3%	67.1%
	Ch 15	69.6	9	6	66.7%	72.4	29	19	65.5%		
	Ch 11	73.8	9	5	55.6%	73.3	29	21	72.4%		

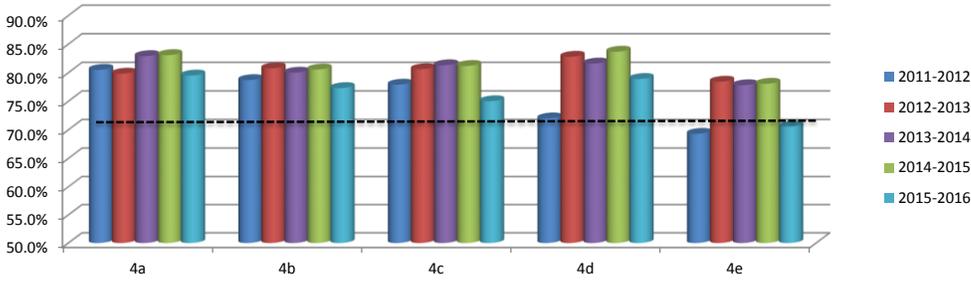
Quizzes											
Objective		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1	76.7	12	9	75.0%	81.5	41	36	87.8%	77.4%	75.9%
	Ch 2	80	12	10	83.3%	71.2	43	27	62.8%		
(4b) State Obj 2	Ch 3	74.6	12	9	75.0%	67.4	39	25	64.1%	72.9%	70.0%
	Ch 4	74.2	13	10	76.9%	71.0	38	28	73.7%		
	Ch 5	76.1	13	11	84.6%	74.1	35	22	62.9%		
(4c) State Obj 3	Ch 6	80.8	12	9	75.0%	74.1	34	23	67.6%	72.7%	71.6%
	Ch 7	76.5	12	11	91.7%	78.0	36	30	83.3%		
	Ch 8	66.8	11	6	54.5%	70.8	32	20	62.5%		
	Ch 9	67.7	11	6	54.5%	74.9	32	24	75.0%		
(4d) State Obj 4	Ch 10	67.3	11	6	54.5%	70.5	27	21	77.8%	77.0%	72.5%
	Ch 12	80	9	8	88.9%	79.9	31	25	80.6%		
	Ch 13	81.1	9	7	77.8%	72.6	31	20	64.5%		
(4e) State Obj 5	Ch 14	73.2	11	6	54.5%	75.2	29	21	72.4%	69.0%	64.5%
	Ch 15	69.4	9	6	66.7%	59.5	30	16	53.3%		
	Ch 11	67.8	9	6	66.7%	79.4	28	21	75.0%		

All Courses for 2015-2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
4a State Obj 1	79.5%	80.5%
4b State Obj2	77.3%	79.7%
4c State Obj 3	75.0%	74.8%
4d State Obj 4	78.9%	79.0%
4e State Obj 5	70.6%	65.8%

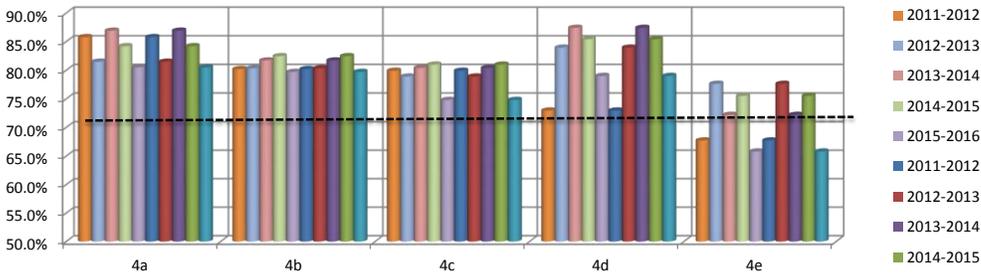
ECON 221—Composite Trend Data

Objective	Overall Objective Average					% of Students Scoring 70% or higher				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4a	80.5%	79.8%	82.9%	83.1%	79.5%	85.8%	81.5%	86.9%	84.2%	80.5%
4b	78.7%	80.8%	80.0%	80.6%	77.3%	80.2%	80.3%	81.7%	82.4%	79.7%
4c	77.9%	80.6%	81.3%	81.2%	75.0%	79.9%	78.9%	80.4%	81.0%	74.8%
4d	72.0%	82.8%	81.6%	83.7%	78.9%	73.0%	83.9%	87.4%	85.4%	79.0%
4e	69.3%	78.4%	77.8%	78.1%	70.6%	67.7%	77.6%	72.2%	75.5%	65.8%

Overall Objective Average



Percentage of Students Scoring 70% of Higher



Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222)

Faculty: Robin Kuykendall

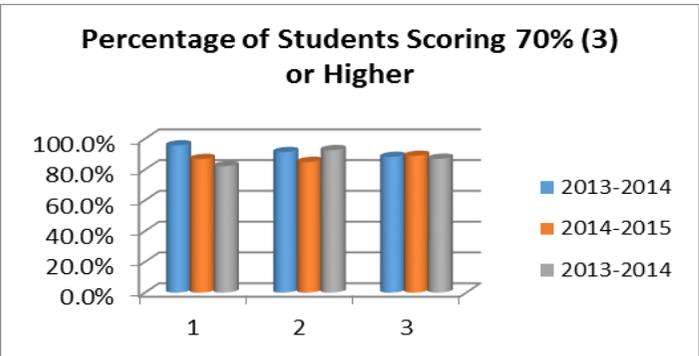
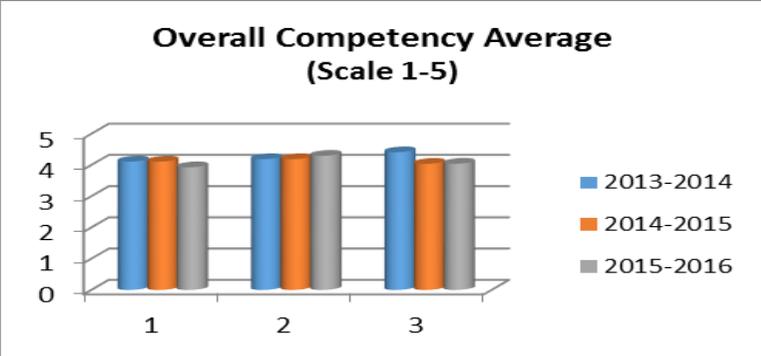
Common Core No.: NMCCN ECON 2123

<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 = 3.93 82.1% of the students (23 out of 28) 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>They are a little lower than previous years. I attribute that to a change that was made in the assignment for online classes. I changed this assignment to a discussion in the online classes. Students are now required to post their original discussion using the same topic guidelines. Then they must respond to two other student posts. They are graded on how well they address the competency in their original post as well as how well they are able to add something significant to the discussion for other student posts. I feel the responses help reinforce the competencies because it shows students' knowledge and ability to relate multiple topics as it relates to human behavior. Although I believe this change itself was good, I believe it had an adverse impact on overall grades. In order for both responses to count, students must post one of the responses 24 hours after the original post. The purpose of this is to ensure that everyone does not wait until the last minute, making it very difficult for students to complete their assignment prior to the hours before the deadline. Unfortunately, several students did not follow instructions and, therefore,</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 = 4.30 92.6% of the students (25 out of 27) scored a 3 or higher on this assignment</p>	<p>did not get credit for one of their responses causing overall grades to be lower. 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. I do feel the assignment set up as a discussion is much more valuable for students as it promotes stronger critical thinking, interaction with other students, and collaborative learning, so I do not plan to make any changes at this time. I would like to see how the data ends up.</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 = 4.04 87.0% of the students (20 out of 23) 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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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. –

Demonstrate an understanding of the following competencies at a rate of 70% or higher

- 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 (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, monopoly, monopolistic competition, and oligopoly (state competency No. 6*)

Quizzes and Assignments including graphical analysis.

Overall Objective Average

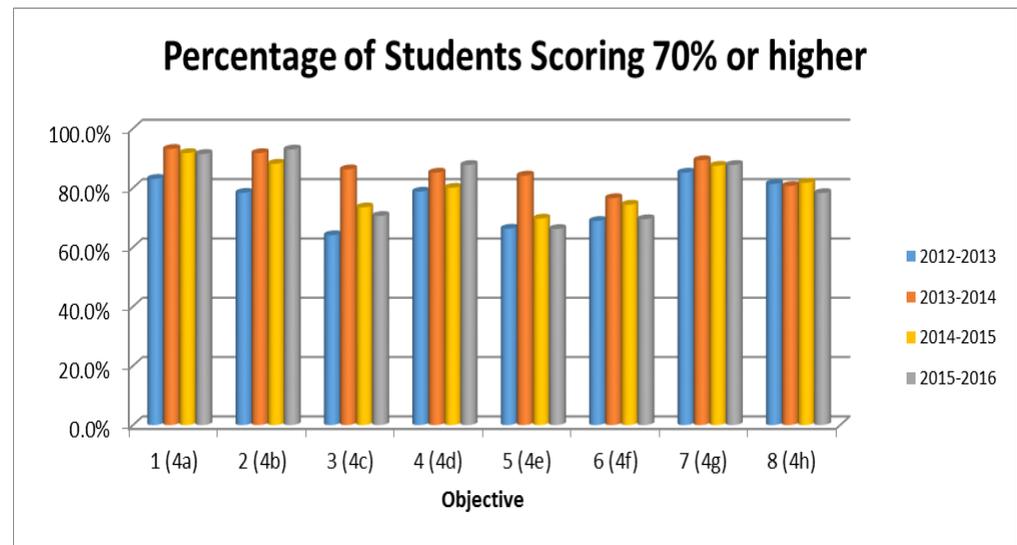
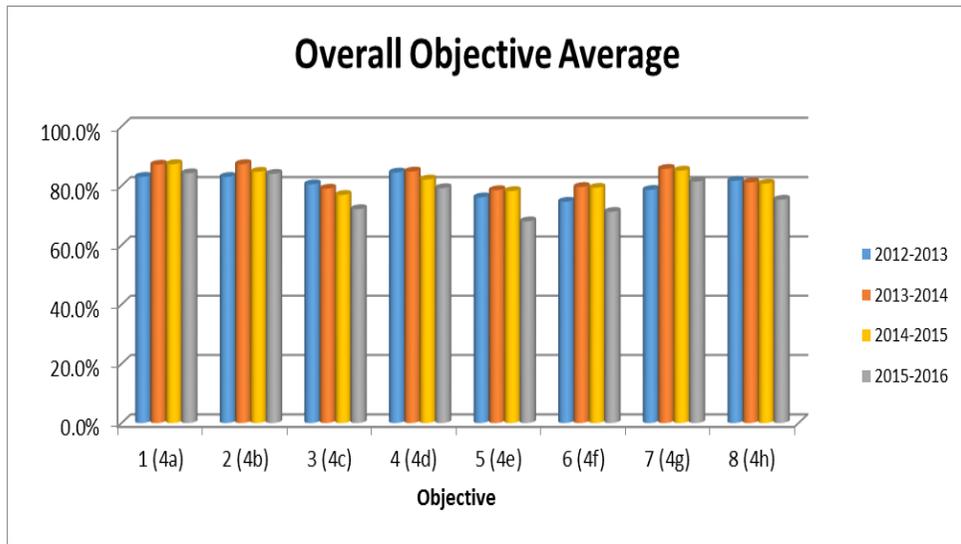
4a = 84.2%
4b = 84.0%
4c = 72.1%
4d = 79.2%
4e = 68.0%
4f = 71.2%
4g = 81.4%
4h = 75.3%

Students scoring 70% or higher on each objective

4a = 91.4%
4b = 92.9%
4c = 70.5%
4d = 87.7%
4e = 66.1%
4f = 69.4%
4g = 87.7%
4h = 78.2%

With the exception of Objective e, all objectives met the average benchmark. The data for this objective is relatively comparable over the last couple years, but lower than I would like to see. Therefore, my goal is to add some additional lecture resources and assignments to see if I can help with increasing the understanding of this objective. I will also examine possible YouTube videos that might serve as additional resources for students to view in online classes.

<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>
4g—impact of government intervention in markets including price ceilings and price floors (state competency No. 7*) 4h—role of labor and capital markets (state competency No. 8*) *Meets NM business articulation competencies End – Social/Behavioral Sciences			



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 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
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: *May 17, 2016*

Reviewed by: *Becky Carruthers*
(Division chair)

Date: *May 2016*

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 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 2015

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		7		9		7
4		2		1		1
3		2		3		3
2		0		0		1
1		2		0		0
Total # Students	0	13	0	13	0	12
Average	3.92		4.62		4.33	
% of students 3 or higher	84.6%		100.0%		91.7%	

Fall 2015

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		3		2
4		1		3		2
3		1		0		0
2		1		0		0
1		1		1		2
Total # Students		8	0	7	0	6
Average	3.75		4.00		3.17	
% of students 3 or higher	75.0%		85.7%		66.7%	

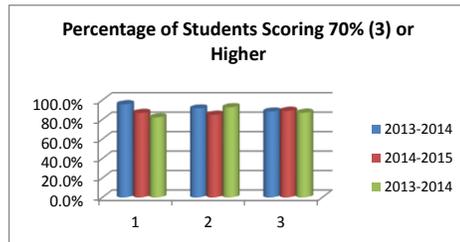
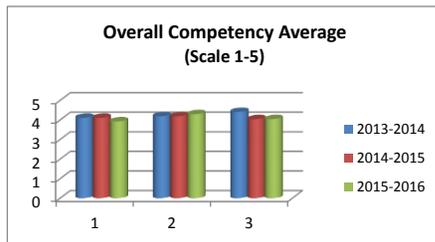
Spring 2016

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		3		2		3
4		3		4		1
3		0		0		1
2		1		1		
1		0				
Total # Students	0	7	0	7	0	5
Average	4.14		4.00		4.40	
% of students 3 or higher	85.7%		85.7%		100.0%	

Composite 2015-2016

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	0	14	0	14	0	12
4	0	6	0	8	0	4
3	0	3	0	3	0	4
2	0	2	0	1	0	1
1	0	3	0	1	0	2
Total # Students	0	28	0	27	0	23
Average	3.93		4.30		4.04	
% of students 3 or higher	82.1%		92.6%		87.0%	

Comparison Data for Competencies 1-3						
Competency	Overall Average			% of Students Scoring 70% or higher (3)		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2013-2014
1	4.11	4.11	3.93	95.7%	86.8%	82.1%
2	4.19	4.19	4.30	91.3%	84.9%	92.6%
3	4.41	4.04	4.04	88.2%	88.9%	87.0%



ECON 222-Summer 2015

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!	92.5	15	15	100.0%	90.9%	96.7%
	Ch 2				#DIV/0!	89.3	15	14	93.3%		
State Obj 2 (4b)	Ch 3				#DIV/0!	88.9	13	13	100.0%	91.6%	97.4%
	Ch 4				#DIV/0!	91.1	14	13	92.9%		
	Ch 5				#DIV/0!	94.8	12	12	100.0%		
State Obj 3	Ch 6				#DIV/0!	78.0	14	12	85.7%	78.0%	85.7%
State Obj 4 (4d)	Ch 7				#DIV/0!	81.2	14	12	85.7%	81.2%	85.7%
State Obj 5 (4e)	Ch 8				#DIV/0!	77.1	12	9	75.0%	77.1%	75.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	78.1	11	8	72.7%	81.6%	81.1%
	Ch 10				#DIV/0!	81.3	13	11	84.6%		
	Ch 11				#DIV/0!	85.5	13	11	84.6%		
State Obj 7	Ch 12				#DIV/0!	87.9	13	12	92.3%	87.9%	92.3%
State Obj 8 (4h)	Ch 13				#DIV/0!	79.3	13	11	84.6%	83.7%	88.0%
	Ch 14				#DIV/0!	88.0	12	11	91.7%		

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!	88.0	15	15	100.0%	84.7%	96.7%
	Ch 2				#DIV/0!	81.3	15	14	93.3%		
State Obj 2 (4b)	Ch 3				#DIV/0!	82.6	14	14	100.0%	82.4%	94.9%
	Ch 4				#DIV/0!	75.0	14	12	85.7%		
	Ch 5				#DIV/0!	89.5	11	11	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	70.7	14	10	71.4%	70.7%	71.4%
State Obj 4 (4d)	Ch 7				#DIV/0!	84.6	14	13	92.9%	84.6%	92.9%
State Obj 5 (4e)	Ch 8				#DIV/0!	80.0	13	13	100.0%	80.0%	100.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	69.6	11	7	63.6%	76.2%	78.4%
	Ch 10				#DIV/0!	77.3	13	12	92.3%		
	Ch 11				#DIV/0!	81.7	13	10	76.9%		
State Obj 7	Ch 12				#DIV/0!	87.7	13	13	100.0%	87.7%	100.0%
State Obj 8 (4h)	Ch 13				#DIV/0!	81.9	13	12	92.3%	77.6%	88.0%
	Ch 14				#DIV/0!	73.3	12	10	83.3%		

Composite Summer 2015		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.8%	96.7%
State Obj 2 4b	87.0%	96.2%
State Obj 3 4c	74.4%	78.6%
State Obj 4 4d	82.9%	89.3%
State Obj 5 4e	78.6%	73.1%
State Obj 6 4f	78.9%	79.7%
State Obj 7 4g	87.8%	96.2%
State Obj 8 4h	80.6%	88.0%

ECON 222-Fall 2015

		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				#DIV/0!	89.1	7	7	100.0%	78.7%	86.7%
	Ch 2				#DIV/0!	68.3	8	6	75.0%		
State Obj 2 (4b)	Ch 3				#DIV/0!	79.3	8	7	87.5%	80.0%	92.3%
	Ch 4				#DIV/0!	83.8	9	9	100.0%		
	Ch 5				#DIV/0!	76.9	9	8	88.9%		
State Obj 3	Ch 6				#DIV/0!	62.9	8	5	62.5%	62.9%	62.5%
State Obj 4 (4d)	Ch 7				#DIV/0!	73.4	8	6	75.0%	73.4%	75.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	55.6	6	3	50.0%	55.6%	50.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	48.4	6	1	16.7%	55.1	42.1%
	Ch 10				#DIV/0!	54.5	7	3	42.9%		
	Ch 11				#DIV/0!	62.3	6	4	66.7%		
State Obj 7	Ch 12				#DIV/0!	75.5	7	6	85.7%	75.5%	85.7%
State Obj 8 (4h)	Ch 13				#DIV/0!	64.8	7	4	57.1%	71.5%	71.4%
	Ch 14				#DIV/0!	78.1	7	6	85.7%		

		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				#DIV/0!	85.0	8	7	87.5%	81.7%	82.4%
	Ch 2				#DIV/0!	78.3	9	7	77.8%		
State Obj 2 (4b)	Ch 3				#DIV/0!	74.4	8	6	75.0%	78.0%	80.0%
	Ch 4				#DIV/0!	72.2	9	6	66.7%		
	Ch 5				#DIV/0!	87.5	8	8	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	67.1	7	4	57.1%	67.1%	57.1%
State Obj 4 (4d)	Ch 7				#DIV/0!	73.1	8	7	87.5%	73.1%	87.5%
State Obj 5 (4e)	Ch 8				#DIV/0!	55.7	7	4	57.1%	55.7%	57.1%
State Obj 6 (4f)	Ch 9				#DIV/0!	61.4	7	3	42.9%	66.2	50.0%
	Ch 10				#DIV/0!	62.1	7	3	42.9%		
	Ch 11				#DIV/0!	75	6	4	66.7%		
State Obj 7	Ch 12				#DIV/0!	75	7	5	71.4%	75.0%	71.4%
State Obj 8 (4h)	Ch 13				#DIV/0!	67.9	7	4	57.1%	65.8%	50.0%
	Ch 14				#DIV/0!	63.6	7	3	42.9%		

Composite Fall 2015		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	80.2%	84.4%
State Obj 2 4b	79.0%	86.3%
State Obj 3 4c	65.0%	60.0%
State Obj 4 4d	73.3%	81.3%
State Obj 5 4e	55.7%	53.8%
State Obj 6 4f	60.6%	46.2%
State Obj 7 4g	75.3%	78.6%
State Obj 8 4h	68.6%	60.7%

ECON 222-Spring 2016

		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!	91.9	9	9	100.0%	86.5%	88.9%
	Ch 2				#DIV/0!	81.1	9	7	77.8%		
State Obj 2 (4b)	Ch 3				#DIV/0!	90.3	9	9	100.0%	90.3%	100.0%
	Ch 4				#DIV/0!	92.0	9	9	100.0%		
	Ch 5				#DIV/0!	88.7	9	9	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	76.3	9	5	55.6%	76.3%	55.6%
State Obj 4 (4d)	Ch 7				#DIV/0!	79.3	7	6	85.7%	79.3%	85.7%
State Obj 5 (4e)	Ch 8				#DIV/0!	65.3	8	4	50.0%	65.3%	50.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	66.9	8	4	50.0%	72.3	70.8%
	Ch 10				#DIV/0!	76.4	8	7	87.5%		
	Ch 11				#DIV/0!	73.6	8	6	75.0%		
State Obj 7	Ch 12				#DIV/0!	85.3	8	7	87.5%	85.3%	87.5%
State Obj 8 (4h)	Ch 13				#DIV/0!	68.8	8	6	75.0%	78.5%	87.5%
	Ch 14				#DIV/0!	88.2	8	8	100.0%		

		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!	88.3	9	9	100.0%	83.1%	88.9%
	Ch 2				#DIV/0!	77.8	9	7	77.8%		
State Obj 2 (4b)	Ch 3				#DIV/0!	78.9	9	7	77.8%	81.5%	88.9%
	Ch 4				#DIV/0!	78.9	9	8	88.9%		
	Ch 5				#DIV/0!	86.7	9	9	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	77.8	9	7	77.8%	77.8%	77.8%
State Obj 4 (4d)	Ch 7				#DIV/0!	83.3	6	6	100.0%	83.3%	100.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	74.4	8	6	75.0%	74.4%	75.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	70.0	8	5	62.5%	75.6	73.9%
	Ch 10				#DIV/0!	71.9	8	5	62.5%		
	Ch 11				#DIV/0!	85.0	7	7	100.0%		
State Obj 7	Ch 12				#DIV/0!	77.2	9	7	77.8%	77.2%	77.8%
State Obj 8 (4h)	Ch 13				#DIV/0!	76.9	8	6	75.0%	74.7%	68.8%
	Ch 14				#DIV/0!	72.5	8	5	62.5%		

Composite Spring 2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	84.8%	88.9%
State Obj 2 4b	85.9%	94.4%
State Obj 3 4c	77.1%	66.7%
State Obj 4 4d	81.3%	92.3%
State Obj 5 4e	69.9%	64.7%
State Obj 6 4f	74.0%	72.3%
State Obj 7 4g	81.3%	82.4%
State Obj 8 4h	76.6%	78.1%

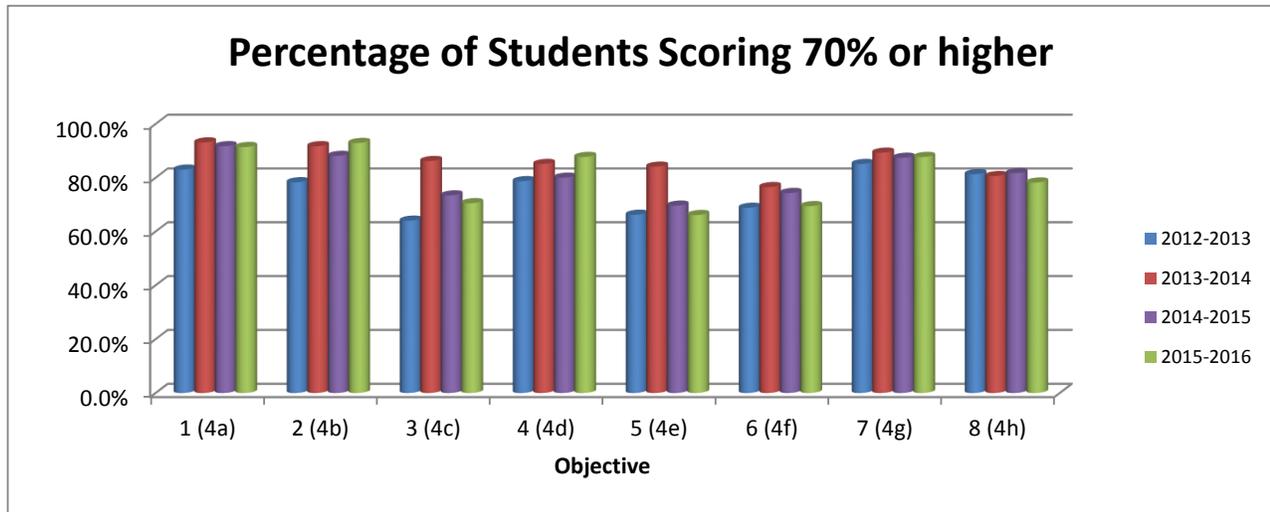
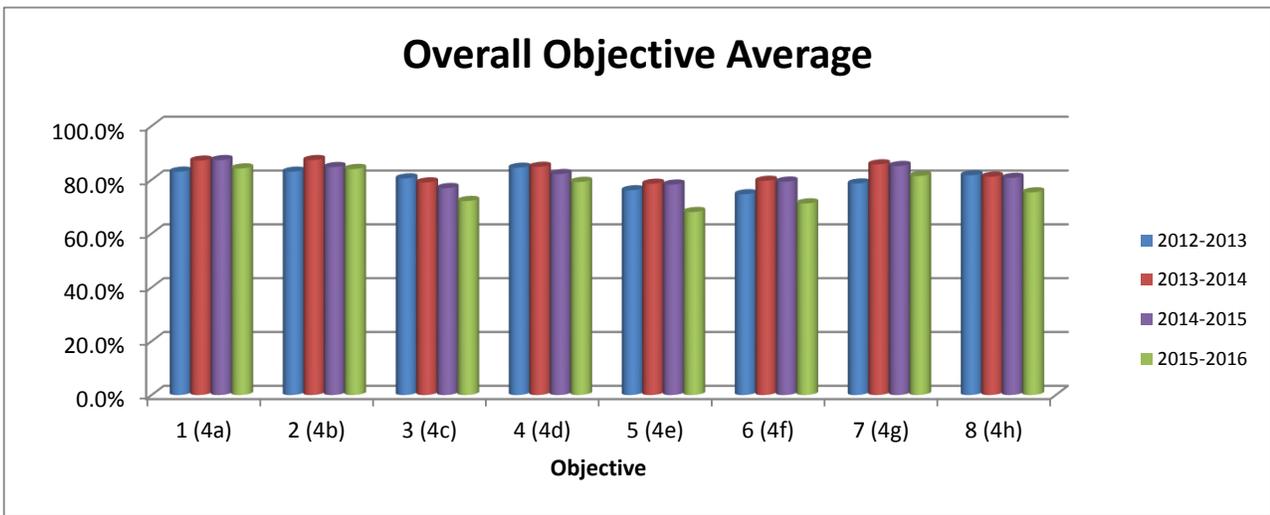
ECON 222-Composite

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!	91.2	31	31	100.0%	85.4%	92.1%	
	Ch 2			#DIV/0!	79.6	32	27	84.4%			
State Obj 2 (4b)	Ch 3			#DIV/0!	86.2	30	29	96.7%	86.8%	96.7%	
	Ch 4			#DIV/0!	89.0	32	31	96.9%			
	Ch 5			#DIV/0!	86.8	30	29	96.7%			
State Obj 3	Ch 6			#DIV/0!	72.4	31	22	71.0%	72.4%	71.0%	
State Obj 4 (4d)	Ch 7			#DIV/0!	78.0	29	24	82.8%	78.0%	82.8%	
State Obj 5 (4e)	Ch 8			#DIV/0!	66.0	26	16	61.5%	66.0%	61.5%	
State Obj 6 (4f)	Ch 9			#DIV/0!	64.5	25	13	52.0%	69.7%	68.8%	
	Ch 10			#DIV/0!	70.7	28	21	75.0%			
	Ch 11			#DIV/0!	73.8	27	21	77.8%			
State Obj 7	Ch 12			#DIV/0!	82.9	28	25	89.3%	82.9%	89.3%	
State Obj 8 (4h)	Ch 13			#DIV/0!	71.0	28	21	75.0%	77.9%	83.6%	
	Ch 14			#DIV/0!	84.8	27	25	92.6%			

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!	87.1	32	31	96.9%	83.1%	90.8%	
	Ch 2			#DIV/0!	79.1	33	28	84.8%			
State Obj 2 (4b)	Ch 3			#DIV/0!	78.6	31	27	87.1%	87.9%	100.0%	
	Ch 4			#DIV/0!	75.4	32	26	81.3%			
	Ch 5			#DIV/0!	87.9	28	28	100.0%			
State Obj 3 (4c)	Ch 6			#DIV/0!	71.9	30	21	70.0%	71.9%	70.0%	
State Obj 4 (4d)	Ch 7			#DIV/0!	80.3	28	26	92.9%	80.3%	92.9%	
State Obj 5 (4e)	Ch 8			#DIV/0!	70.0	28	23	82.1%	70.0%	82.1%	
State Obj 6 (4f)	Ch 9			#DIV/0!	67.0	26	15	57.7%	72.7%	70.0%	
	Ch 10			#DIV/0!	70.4	28	20	71.4%			
	Ch 11			#DIV/0!	80.6	26	21	80.8%			
State Obj 7	Ch 12			#DIV/0!	80.0	29	25	86.2%	80.0%	86.2%	
State Obj 8 (4h)	Ch 13			#DIV/0!	75.6	28	22	78.6%	72.7%	72.7%	
	Ch 14			#DIV/0!	69.8	27	18	66.7%			

All Courses for 2015-2016		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	84.2%	91.4%
State Obj 2 4b	84.0%	92.9%
State Obj 3 4c	72.1%	70.5%
State Obj 4 4d	79.2%	87.7%
State Obj 5 4e	68.0%	66.1%
State Obj 6 4f	71.2%	69.4%
State Obj 7 4g	81.4%	87.7%
State Obj 8 4h	75.3%	78.2%

ECON 222 Composite Trend Data								
Objective	Overall Objective Average				% of Students Scoring 70% or higher			
	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016
1 (4a)	83.0%	87.1%	87.3%	84.2%	83.0%	93.1%	91.7%	91.4%
2 (4b)	83.0%	87.3%	84.7%	84.0%	78.3%	91.7%	88.1%	92.9%
3 (4c)	80.5%	79.0%	76.9%	72.1%	64.0%	86.2%	73.4%	70.5%
4 (4d)	84.5%	84.8%	82.1%	79.2%	78.7%	85.1%	80.0%	87.7%
5 (4e)	76.1%	78.5%	78.2%	68.0%	66.2%	84.1%	69.6%	66.1%
6 (4f)	74.6%	79.6%	79.3%	71.2%	68.8%	76.5%	74.3%	69.4%
7 (4g)	78.6%	85.7%	85.1%	81.4%	85.1%	89.3%	87.4%	87.7%
8 (4h)	81.6%	81.1%	80.7%	75.3%	81.3%	80.6%	81.7%	78.2%



Clovis Community College

Core Competencies Assessment 2015-Area IV: Social and Behavioral Science

Class: Political Science 102 American National Government

Common Core No.: POLS 1123

Faculty: Anderson

<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>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 context and processes used by social and behavioral sciences to discover, describe, explain and predict human behaviors and social systems.</p>	<p>A total of 75 students were assessed.</p> <p>This is a compilation of results from Spring 2015-Fall 2015. Select final exam questions were used as instrument.</p> <p>BENCHMARK: 75% of students answer selected topic test questions correctly</p>	<p>A. Explain the origins, importance and evolution of the U.S. Constitution. 66% correct (50/75)</p> <p>B. Explain the U.S. Federal system, changes it has undergone, and issues related to federalism. 83 % correct (62/75) Total 75%</p>	<p align="center">Met the Benchmark</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>A total of 75 students were assessed.</p> <p>This is a compilation of results from Spring 2015-Fall 2015. Select final exam questions were used as instrument for A and B. Discussion essay was also used in B and C.</p> <p>BENCHMARK: 75% of students answer selected topic test questions correctly and/or 75% of students should receive a score of 2.5 or better on essay.</p>	<p>A. Profile the United States in terms of its cultural and demographic characteristics and explain how these relate to the system of government adopted in the United States. 81% correct (61/75)</p> <p>B. Explain the roles of political parties and interest groups in the political process. Test questions-80 % correct (60/75) Discussion essay-89% (67/75)</p> <p>C. Explain the lawmaking process, roles of members of Congress, and</p>	<p align="center">Met the 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></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>
		<p>the politics of legislation. Discussion essay-77.5% (58/75)</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>A total of 75 students were assessed. This is a compilation of results from Spring 2015-Fall 2015. Select final exam questions and journal/portfolio were used as instrument. BENCHMARK: 75% of students answer selected topic test questions correctly and/or 75% of students should receive a score of 2.5 or better on journal/portfolio.</p>	<p>A. Demonstrate an awareness of the powers and priorities that determine federal government activity, including foreign policy and national defense. Test questions-67% correct (51/75) Journal/portfolio score-85% (64/75) Total score of 76%</p>	<p>Met the benchmark Instructor plans on adding a research-based essay assignment to reinforce student understanding of functions of U.S. government</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.

<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 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>A total of 75 students were assessed.</p> <p>This is a compilation of results from Spring 2015-Fall 2015. Select final exam questions were used as instrument for A and B. Discussion essay and research paper were also used in B.</p> <p>BENCHMARK: 75% of students answer selected topic test questions correctly and/or 75% of students should receive a score of 2.5 or better on essay and/or paper.</p>	<p>A. Identify the Constitutional basis, significant changes in the law, and current policy with respect to individual rights and liberties and due process of law. Test questions-90% correct (68/75)</p> <p>B. Demonstrate awareness of the powers and scope of activities of the federal government in economic and social policy. Test questions-72% correct (56/75) Discussion essay score-85% (64/75) Research paper-82% (62/75) Total 79.6%</p>	<p align="center">Met the benchmark</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>

Faculty Member Completing Assessment: Deborah Anderson

Date: June 13, 2016

Reviewed by: Shelley Denton

Date: June 13, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: PSY 101

Faculty: Dana Albright

Common Core No.: NMCCN PSY 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 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 specific competency. Also a pre-test and the 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 95 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 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>Same Size = 95</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 also apply to how their cultural influences then. Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities, and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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: 81% Competency 2: 78% Competency 3: 82% Competency 4: 84%</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 understand 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 (87%) as opposed to exams and discussion questions. The course is also offered online, where scores are within a normal standard deviation for the traditional course.</p>	<p>Instructions will be made clearer about what is expected on the paper and presentations. Turnitin.com was implemented this semester for papers and will be used again next year.</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</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 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 87%. Students were more interested in national controversies as opposed to local and state issues. Same sex marriage, euthanasia, the Presidential election, and abortion 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>

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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>
and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences			

Faculty Member Completing Assessment: Dana Albright

Date: June 9, 2016

Reviewed by: Shelley Denton

Date: June 9, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: PSY 106

Faculty: Dana Albright

Common Core No.: NMCCN PSY 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 identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Students complete four exams and a pre/post-test. They write a paper and short answer questions. The required exams and activities are matched to the state competencies and are identified as such. A paper and/or presentation requires research on topics related to course content. A project is required that allows them to have a better understanding of themselves and the culture they live in. Sample size was 60 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%).</p> <p>Sample Size: 60</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 for 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.</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 for competencies. Previous units have addressed each competency before the assignment.</p>	<p>Average scores on the projects indicated the following:</p> <p>Competency 1: 85% Competency 2: 87% Competency 3: 88% Competency 4: 86%</p>	<p>They need to be more clear what critical thinking is and how it is used in real world situations. They also need to better understand how their culture influences their behavior.</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>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 85%. 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 behavior. I will have their paper or presentation give more focus on the influence society has on their behavior. I will be clearer about the instructions for the assignments and Turnitin.com was implemented for use on their paper and I will continue to use it for the 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 framework</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 (85%).</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>

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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 understanding and justice. End – Social/Behavioral Sciences			

Faculty Member Completing Assessment: Dana Albright

Date: June 13, 2016

Reviewed by: Shelley Denton

Date: June 13, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: PSY 201

Faculty: Dana Albright

Common Core No.: NMCCN PSY 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 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 13 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 86% (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 13.</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</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. They debated</p>	<p>Average scores on the individual presentation indicated the following: Competency 1: 87% Competency 2: 84% Competency 3: 85% Competency 4: 86%</p> <p>(Each higher than the 83% 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>

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
of their society and other societies and cultures in the world.	Abortion, Same Sex Marriage, the Death Penalty, and the Presidential election.		
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to write a paper or give a presentation that gives them a better understanding of how society shapes human behavior. They are also required to complete four exams covering all the chapters in the text except one.	A summary analysis of final scores was higher for this activity (87%) than for exams and discussions questions (82%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	Will have the paper and presentation give more focus on the influence of society on their behavior. Also will make the instructions more clearly 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 instructions for the paper and presentation projects.
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	A required project designed to understand Piaget’s Theory and integrate all four competencies is required of each student. They are also required to complete a paper or presentation that serves them a more in depth analysis of a topic in the text book.	The class project was the most successful activity of and thoroughly integrated al four competencies with significant outcome of 87%.	Instruction will be clearer about what is expected for the Three Ages project and how it applies to Piaget’s Theory.

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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>
quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences			

Faculty Member Completing Assessment: Dana Albright

Date: June 9, 2016

Reviewed by: Shelley Denton

Date: June 13, 2016

(Division chair)

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Clovis Community College

Core Competencies Assessment 20xx-20xx—Area IV: Social and Behavioral Science

Class: Sociology 101: Introductory Sociology

Faculty: J. Scott Richeson

Common Core No.: 101

<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. 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 74 percent.</p>	<p>It is 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.</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>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 79 percent.</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.</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 73 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 shall search for a few could articles and provide 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 64 percent.</p>	<p>The problem here is that a lot of students just listed 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>

Faculty Member Completing Assessment: J. Scott Richeson

Date: June 5, 2016

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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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Reviewed by:
(Division chair)

Date:

Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: SOC 212, Contemporary Social Issues

Faculty: Rosie Corrie

Common Core No.: NMCCN 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. 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>34 students were assessed. Essay questions for each chapter are required for the course. A final project is required on the subject of “Personal Actions for a Brighter Future”. A final exam is required giving them a better understanding of the functionalist perspective.</p>	<p>Average grades on the assignments, final project and exam is 88%. The course is currently offered online only with the analysis of final scores. The passing rate for the course is 90%</p>	<p>A pre-test/post-test will be offered. Faculty will continue to integrate the study of social problems and what sociological imagination into each exam, project and discussion questions. Student will have a clearer expectation for each assignment and feedback on grading.</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>Students are given a grading rubric for each assignment. The grading is consistent with the rubric.</p>	<p>Average scores on the individual presentation is 90%.</p>	<p>I will continue to improve the students’ understanding of a social problem that affect our society today and the social context of social problems. They will be able to define the three theoretical perspectives on social problems and explain how social problems are socially constructed.</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>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>A required project is designed to have students think globally but act personally. Students have to develop and submit 35 strategies to address the global political and social environment. They must write a brief explanation.</p>	<p>Final scores were high for this activity (90%). Students find this an interesting assignment. The passing rate for this course is 95%.</p>	<p>I will continue to use this assignment. Students will continue to have an overview of global issues including the environment.</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>A required project is designed to have students think globally but act personally. Students have to develop and submit 35 strategies to address the global political and social environment. They must write a brief explanation of each idea.</p>	<p>Students find this an interesting assignment. The passing rate for this course is 95%.</p>	<p>Instruction will be clearer about what is expected and more feedback to students.</p>

Faculty Member Completing Assessment: Rosie Corrie

Date: 6/7/16

Reviewed by: Shelley Denton

Date: 6/8/2016

(Division chair)

Clovis Community College

Core Competencies Assessment 2015-2016—Area IV: Social and Behavioral Science

Class: SOC 215, Child, Family and Community

Faculty: Rosie Corrie

Common Core No.: NMCCN 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. 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>35 students were assessed. Essay questions for each are required for the course. A final composition is required. The students can choose a topic from 10 topics. A final exam is required giving them a better understanding of family relationships, the role of the family in society and the definition of a successful family in society today.</p>	<p>Average grades on the assignments, final composition and exam is 85%. This course is currently offered online only. The passing rate for the course is 95%.</p>	<p>Faculty will continue to integrate the study of roles of parents today, planning for and parenting of children. Evaluate the different patterns of marriage relationships today and the factors that contribute to divorce, and remarriage issues. Identify, describe, and explain human behaviors and how they affect marriage and families today. Students will have a clearer expectation of each assignment and feedback on grading.</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>Students are given a grading rubric for each assignment. The grading is consistent with the rubric.</p>	<p>Average scores on the individual composition is 95% and the final exam is 90%.</p>	<p>The course will continue to improve the understanding of the comprehensive understanding of relationships and interactions occurring between families and society today.</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>A required final composition is required and designed to have students research a problem that families are faced with today i.e. Compare and contrast the traditional nuclear family, the two-person career, dual earners, and commuter marriages. What are the advantages/disadvantages of each?</p>	<p>Students like the idea of having different topics to choose from. The passing rate for this assignment is 95%.</p>	<p>Students will continue to have an assignment that families are faced with today and the impact it has on families and society.</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>A required final composition is required and designed to have students research a problem that families are faced with today. The composition requires extensive research and personal opinions.</p>	<p>Students find this an interesting assignment. The passing rate for the course is 95!</p>	<p>Instruction will be clearer about is expected and more feedback to students. Also, grades will be posted in a timely manner.</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: Rosie Corrie

Date: 6/8/2016

Reviewed by: Shelley Denton

Date: 6/8/2016

(Division chair)

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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 2015-2016—Area IV: Social and Behavioral Science

Class: ANT 243 Introduction to Cultural Anthropology

Faculty: Laura W. Steele

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>
<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>Ethnographic Review Assignment With No Direction Home Ch 1 & 2 Essay Comfort Zone Assignment Tiv Reading Assignment R.A.C.E. Assignment Weekly Discussion Questions</p>	<p>When calculating the results of 21 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for the Ethnographic Review Assignment was 76.1%. Out of 21 participating students, the pass rate for the Ethnographic Review Assignment with a 70% or higher (a grade of “C” or higher) was 16/21 or 76.2% of students.</p> <p>When calculating the results of 21 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for the essay on the assigned chapters from “With No Direction Home” was 85.8%. Out of 21 participating students, the pass rate for the essay on the assigned chapters from “With No Direction Home” with a 70% or higher (a grade of “C” or higher) was 18/21 or 85.7% of students.</p> <p>When calculating the results of 15 out of 15 students participating in the online section of ANTH 243 in Spring 2016, the average score for the Comfort Zone</p>	<p>Based on the scores students earned after completing each assignment, it is important that the ethnography students are required to read is changed every few semesters to incorporate the changing world. An outline needs to be required before the final assignment is due so the instructor may assess each student’s progress to make sure he/she is properly addressing the rubric. It is important students are aware this is a critical thinking paper, not a book report.</p> <p>The essay on the work <i>With No Direction Home: Homeless Youth on the Road and in the Streets</i> is to help students understand the application of cultural anthropology in an urban area. This reading is paired with the textbook <i>Conformity and Conflict</i> so students may be introduced to the formal terms of cultural anthropology alongside the “not-so-traditional study”. It is recommended a non-traditional ethnographic work be continually used to show the versatility of the discipline.</p> <p>It is recommended the <i>Comfort Zone Assignment</i> be continually used as it was very successful and students were able to engage in their own chosen experiment to experience</p>

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		<p>Assignment was 93.0%. Out of 15 participating students, the pass rate for the Comfort Zone Assignment with a 70% or higher (a grade of “C” or higher) was 14/15 students, or 93.3% of students.</p> <p>When calculating the results of 15 out of 15 students participating in the online section of ANTH 243 in Spring 2016, the average score for the Tiv Reading Essay was 80.0%. Out of 15 participating students, the pass rate for the Tiv Reading Essay with a 70% or higher (a grade of “C” or higher) was 13/15 students, or 86.7% of students.</p> <p>When calculating the results of 21 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for the Race Assignment was 93.6%. Out of 21 participating students, the pass rate for the Race Assignment with a 70% or higher (a grade of “C” or higher) was 21/21 students, or 100.0%.</p> <p>Students engage in weekly discussion boards. These topics range widely to</p>	<p>doing cultural anthropology.</p> <p>The Tiv Reading Essay focuses on the use of language and how language may cause a cross-cultural misunderstanding. It is recommended students continue to be challenged by considering the importance of language and communication.</p> <p>It is recommended the Race Assignment go unchanged as students respond well to this assignment.</p> <p>It is recommended that students continually engage in weekly discussion boards, as it is a way for the instructor to monitor their reading progress and understanding of the concepts being presented.</p>

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		cover each larger theme from the textbook. Students are required to engage with one another and provide thoughtful, critical responses to each question and provide examples from their textbooks.	
<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>Cultural Interview Term Project R.A.C.E. Assignment Comfort Zone Assignment Tiv Reading Assignment Exam 1 Exam 2 Exam 3 Weekly Discussion Questions</p>	<p>When calculating the results of 21 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for the Cultural Interview Term Project was 80.5%. Out of 21 participating students, the pass rate for the Cultural Interview Term Project with a 70% or higher (a grade of "C" or higher) was 16/21 students, or 76.2%.</p> <p>When calculating the results of 22 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for Exam 1 was 73.1%. Out of 22 participating students, the pass rate for the Cultural Interview Term Project with a 70% or higher (a grade of "C" or higher) was 14/22 students, or 63.6%.</p>	<p>Improvements to the Cultural Interview Term Project can include adding a list of questions students may use to conduct their interviews along with other questions they come up with themselves. Students seem to struggle with generating their own questions on occasion, however the quality of most of the projects is very good.</p> <p>Improvements to the overall exam scores are as follows: provide students with exam examples before the exam and provide students with thorough PowerPoint presentations for each exam that are a general "review" or "overview" of the material presented. The time limit on each exam did not seem to be a factor when calculating grades. Students who took longer on the exam as a whole did much better than those who took very little time to complete the exam. Students need to be encouraged to</p>

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		<p>When calculating the results of 21 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for Exam 2 was 62.3%. Out of 21 participating students, the pass rate for the Cultural Interview Term Project with a 70% or higher (a grade of "C" or higher) was 8/21 students, or 38.1%.</p> <p>When calculating the results of 20 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for Exam 3 was 70.8%. Out of 20 participating students, the pass rate for the Cultural Interview Term Project with a 70% or higher (a grade of "C" or higher) was 10/20 students, or 50.0%.</p>	take the full time allotted. Questions are tailored to reflect the content students are required to review. Exams are not comprehensive and only cover current material being reviewed in class. Exams may be limited to 2 exams per semester as is done during the Summer sessions.
<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>Kinship Chart Assignment Comfort Zone Assignment Tiv Reading Assignment Cultural Interview Term Project Weekly Discussion Questions</p>	<p>When calculating the results of 21 out of 26 students participating in the online section of ANTH 243 from Fall 2015 to Spring 2016, the average score for the Kinship Chart Assignment was 73.1%. Out of 21 participating students, the pass rate for the Kinship Chart Assignment with a 70% or higher (a grade of "C" or higher) was 14/21 students, or 66.7%.</p>	<p>Recommendations for the Kinship Chart Diagram may be to change the format of the diagram and add associated questions such as: is your kinship more matrilineal or patrilineal; how does your diagram reflect this; why is kinship an important part of our civilization? The kinship diagram is incorporated in the Cultural Interview Term Project; however scaling back the diagram to one per student for this assignment may raise</p>

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			the success rate of the assignment.
<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>Ethnographic Review Assignment R.A.C.E. Assignment Travels of a Chocolate Bar Assignment Weekly Discussion Questions</p>	<p>When calculating the results of 12 out of 15 students participating in the online section of ANTH 243 during Spring 2016, the average score for the Travels of a Chocolate Bar Assignment was 82.2%. Out of 12 participating students, the pass rate for the Cultural Interview Term Project with a 70% or higher (a grade of “C” or higher) was 11 students, or 91.7%.</p>	<p>The Travels of a Chocolate Bar Assignment helps students understand globalization. It is recommended this exercise go unchanged, as it is a way students can engage in their community and learn about both American trade and trade globally.</p>

Faculty Member Completing Assessment: Laura Steele

Date: June 13, 2016

Reviewed by: Shelley Denton

Date: June 13, 2016

(Division chair)

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Ethnographic Review Rubric

<ul style="list-style-type: none"> • Conveys student has read and understood the text. References the text with specific page number citations (author: page number). Paraphrases appropriately (uses own words) instead of quoting the text directly. 	Points Received	Points Total /25
<ul style="list-style-type: none"> • Does not simply summarize the reading. Critically analyzes the reading by: <ul style="list-style-type: none"> ○ Condenses the larger themes/patterns of cultural anthropology covered in the text (i.e., kinship, gender, modernization, religion, migration, globalization, etc.). ○ Reflects on those themes in light of larger topics and examples covered in the course materials (films, lectures, in-class activities, etc.). ○ Answers the question of how this text or specific culture representative of larger cross-cultural patterns and how this group is similar to or different from other cultural groups student has learned about in class. ○ Considers the authors arguments; evaluates for inconsistencies. 	Points Received	Points Total /25
<ul style="list-style-type: none"> • Discusses the research methods the author of this particular text utilized. <ul style="list-style-type: none"> ○ Answers why or why not work is ethnographic research. ○ Answers the question what makes this cultural anthropology. ○ Lists specific ethnographic methods the author employed to conduct his research, draw conclusions, and write his analysis. ○ Evaluates adequacy of methods employed in his study to answer the questions Lee sets out to answer in this text. 	Points Received	Points Total /25
<ul style="list-style-type: none"> • Student reflects how he/she personally reacted to the reading. <ul style="list-style-type: none"> ○ Answers: did student agree with the author's point of view? ○ Answers: did student learn from this reading that was new, shocking, contradictory or particularly challenging to your understanding of geography, the world, humans and culture? 	Points Received	Points Total /25
<ul style="list-style-type: none"> • Paper exudes correct spelling; punctuation; grammar; etc. 	Points Received	Points Total /10
	Total Points Received	Total /110

Comments:

Kinship Diagram Assignment

30 pts

This week we have discussed kinship and decent. As we have learned a kinship system consists of connections between people by "blood", marriage, or adoption, and the beliefs and practices by which people regard and treat one another as relatives" (Bonvillain 187:2012). You will be creating your own bilateral kinship diagrams. Make sure to indicate on your diagrams which colors indicate your ego's kin group. Follow Figure 8.1 when creating your diagrams (Figure 8.2 & 8.3 may also be useful as well as Pg. 55 from Bruce Knauft). If you don't know or have extended family, this only applies to significant people in your life. Add a key to your kinship diagram that tells me what your symbols mean! You may draw, paste, cut, scrapbook, or digitally create this diagram.

Circles indicating females, triangles males, horizontal lines link siblings, vertical lines link generations, and equal signs link husband and wife. Abbreviations used to designate kin in a kin diagram are: M = Mother; F = Father; Z = Sister; B = Brother; D = Daughter; S = Son
H = Husband; W = Wife

*An extra PDF download is available as an example and examples of symbols/figures in your module.

Kinship Diagram Rubric

Student created one matrilineal diagram following correct symbols, colors, has a key for the reader, and exhibits neatness.	/15
Student created one patrilineal diagram following correct symbols, colors, has a key for the reader, and exhibits neatness.	/15
	Total: /30

Comments:

Cultural Interview Rubric

	Points	Points Received:
Kinship Chart: <ul style="list-style-type: none"> Exhibits proper symbols; identifies ego; exhibits key; neat; easily followed 	(100 pts Total)	
Culture: <ul style="list-style-type: none"> Identifies cultures, sub-cultures, ethnic groups, social groups, etc. Identifies how strongly informant belongs to each group identified; identifies how important each group is to the informant. 	(100 pts Total) 50 pts 50 pts	
Methods: <ul style="list-style-type: none"> Goal of project How individual met the informant & interviewed the informant How individual took notes & recorded information. Overall perspective (emic or etic) Problems/areas of improvement for the future Own bias: how did it affect the questions asked and/or interpretations? 	(110 pts Total) 15 pts 20 pts 20 pts 15 pts 20 pts 20 pts	
Paper Structure: <ul style="list-style-type: none"> 5 pages; 12pt Times New Roman; 1" margins Spelling/Grammatical Errors 	(40 pts Total) 20 pts 20 pts	
	<u>Total:</u> 350 pts	<u>Total:</u>

Comments:

R.A.C.E. Assignment

40 points

Over the past week and a half, we read Part Six: Identity, Roles, and Gender. This weekend, for fun and for a grade, you will do two activities from the website: R.A.C.E. are we so different? (<http://www.understandingrace.org/home.html>). Before you go to the activities, you will want to explore the website to answer some of the questions below. Once you have answered these questions, I would like to you to complete two activities, located under the link "Lived Experience". One activity is your choice; the other is to watch again "A Girl Like Me". Think of what activity is showing you – compare and contrast the messages to answer these questions below (5 pts each):

- Define race in your own words (from the website – how do anthropologists explain race).
- What is a stereotype (in your own words – how do anthropologists explain stereotypes)?
- How do stereotypes define what is important to the culture featured in "A Girl Like Me"?
- How are these stereotypes perpetuating racism and sexism? Do similar stereotypes exist within your own culture?
- What is the message of each activity and how are they different (this is where you explain the second activity you did and how it compares to the message and the purpose of "A Girl Like Me")? How are they the same?
- What is the purpose of this website?
- Please include who founded the website and why.

Please include your name, title, and complete answers in Times New Roman, 12pt font, double spaced.

Race Assignment Rubric

After accessing the website generated by the American Anthropological Association "R.A.C.E., Are We So Different", student is able to accurately define "race" and understands how the concept of "race" is defined among anthropologists.	/5
Student is able to accurately define the concept of a "stereotype" and understands how a "stereotype" is defined among anthropologists.	/5
Student is able to understand how stereotypes affect the culture in the short film "A Girl Like Me" and can extrapolate how stereotypes also affect other cultures.	/5
Student is able to assess how stereotypes may be sexist and racist and is able to critically think about his/her own culture and how stereotypes are perpetuated within his/her own culture.	/5
Student chose another activity and then compared this activity with "A Girl Like Me" video. Student is able to critically analyze activities and see the similarities between both activities.	/10
Student is able to give a brief description of the importance of the website.	/5
Student is able to provide who founded the website and the purpose of the organization by creating it.	/5
	Total: /40

With No Direction Home Short Essay

This week we read Ch 1 & 2 from *With No Direction Home: Homeless Youth on the Road and in the Streets*, by Marni Finkelstein. Your homework, for fun and for a grade, is to answer the following questions in paragraph form. This response should be no more than two pages in length, double spaced, Times New Roman, 12pt font, and 1" margins. Make sure to answer the questions as completely as possible and incorporate your own personal experiences and insights as well. You will need to use proper grammar and punctuation (5 points are allotted for this). You may draw outside information from the class text as well as this ethnographic study, **but make sure to cite your sources.**

Remember: any outside sources you use must be **peer reviewed**, or **scholarly**. See your syllabus for acceptable material or email me.

As a student of anthropology, you now realize anthropologists can study anywhere in the world, including the inner city streets. Has this changed your perspective about anthropology or what anthropologists do? How has this changed your perspective on anthropology as a discipline? What surprised you about Finkelstein's study? What did not surprise you? If you wanted to conduct your own ethnographic work, would you want to work in an urban or more rural setting? Why is it important to study both urban and rural communities? Would you conduct research in the United States or in another country? Why? How do anthropologists like Finkelstein help under-represented or misunderstood groups? Do you think this type of research might hurt misunderstood groups or individuals within the studied community? Why or why not?

With No Direction Home Essay Rubric

Student is able to assess how his/her perspective of anthropology has changed or has been redefined since beginning of the class.	/5
Student is able to accurately define the discipline of anthropology.	/5
Student articulates clearly different aspects of the study he or she found surprising and not surprising while referencing the text.	/5
Student is able to choose whether or not he or she would want to work in a rural and urban setting and the merits of both.	/5
Student is able to choose whether or not he or she would want to work in the United States or abroad and where.	/5
Student is able to understand how anthropologists and the discipline of anthropology may help misunderstood or marginalized groups.	/5
Student is able to critically analyze how this type of research could hurt misunderstood groups or communities.	/5
	Total: /35

Tiv Reading Assignment

15 pts

Instead of a discussion this week, I would like you to use what you have learned about culture to reflect on Laura Bohannan's experience with the Tiv of West Africa, as described in *Shakespeare in the Bush* (pages 41-48 in your textbook). To begin your essay, describe three aspects of *Hamlet* that Bohannan expected to be universal, but proved not to be when she told the play to the Tiv elders. How does western culture (that of Europeans, Canadians, and Americans) view each of these three aspects of the play, and how were they differently interpreted by the Tiv? What are you able to discern about traditional Tiv culture from these misunderstandings? Finally, put on your "anthropology hat" and think about experiences in your own life in which someone from another culture failed to understand your "story." Describe this experience and what you learned from it. Do you better understand such events now that you have a clearer understanding of the importance of culture?

Reminder, your essays should be 2 to 2 ½ pages in length, type-written, double-spaced, in 12 point font, Times New Roman, with 1 inch margins, written to the best of your ability and **IN YOUR OWN WORDS!!!!** It will benefit you greatly to compose your essay in Microsoft Word and then upload it into this assignment (Word can help with some grammatical and spelling mistakes!).

Tiv Assignment Rubric

Student is able to accurately represent his/her textbook reading and pick three aspects thought to be universal by the author.	/2.5
Student is able to articulate how these aspects are seen in American culture vs. Tiv culture.	/5
Student is able to better understand Tiv culture and articulate traditional Tiv culture.	/2.5
Student is able to describe a cultural misunderstanding in his/her own life.	/2.5
Student shows understanding of other cultural conflicts may help him/her better navigate his/her own life.	/5
	Total: /15

Comments:

Clovis Community College

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

Class: HIST 101

Faculty: Aaron Anderson

Common Core No.: HIST NMCCN 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>End – Humanities/Fine Arts</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 32 students took the final exam and 28 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 87% of the total students scored at the benchmark or higher, while the average exam score was 78%.</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>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 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.</p>

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	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.		
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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		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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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 Early American History influence contemporary problems, modes of expression, and intellectual constructs within the context of the modern American nation state.	See the procedural description listed above.

Faculty Member Completing Assessment: Aaron Anderson

Date: 6/6/2016

Reviewed by: Shelley Denton
(Division chair)

Date: 6/6/2016

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Clovis Community College

Core Competencies Assessment 2014-2015—Area IV: Social and Behavioral Science

Class: HIST 101

Faculty: Aaron Anderson /Michael Powers

Common Core No.: NMCNN 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 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 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 Social Sciences. 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 human behavior, the nature and</p>	<p>In the sections of HIST 101, a total of thirty-eight (38) students took the final exam and fourteen students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate an 87% of the total students scored at the benchmark or higher.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the understanding of social structures and institutions in the context of Early American social and political development.</p> <p>Students will identify the individual role of economy, society, government, religion, and culture in American history. They will discuss the factors and influences that combined to create an American society and they will learn to recognize the path to revolution and how it affected the development of a new American republic.</p> <p>They will trace the effects of industrialization and the rise of</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 will occur. These include the role of a Eurocentric world view the relations with native Americans, western religious and 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.</p> <p>The overall 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.</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
	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.	democracy as well as the causes for sectionalism and its consequences in the America’s history.	
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.	See the procedural description listed above.	The assessment results indicate an 87% of the total students scored at the benchmark or higher. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the pivotal role of the developing political economy and territorial expansion in the development of the American nation state.	See the use of results description listed above.
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.	See the procedural description listed above.	The assessment results indicate an 87% of the total students scored at the benchmark or higher. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of role of developing	See the use of results 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>
		nationalism and Eurocentric cultural expansion in formation of American society and character – particularly in the relationship with Native Americans and land use.	
<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>	See the procedural description listed above.	The assessment results indicate an 87% of the total students scored at the benchmark or higher. Core Competency Four Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the role of belief systems or religion, social mores, and the application of enlightenment ideals of justice in the formation of the American political system, laws, and application of these ideals in practice.	See the use of results description listed above.

Faculty Member Completing Assessment: Aaron Anderson/Michael Powers

Date: 5/28/2015

Reviewed by: Shelley Denton

(Division chair)

Date: 7/9/2015

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

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

Clovis Community College

Class Assessment 2015-2016

Class: Survey of American History to 1865 History 101 (Fall 2015)

Faculty: Michael Powers

Common Core No.: HIST NMCCN HIST 1113

<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>1. Students will analyze and critically interpret significant and primary texts and/or works of art.</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>The History 101 class of twenty-two students exceeded the benchmark of 70%. The mean score was 83.45 while the median score was 84.00.</p> <p>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.</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>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures</p>	<p>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:</p> <ul style="list-style-type: none"> 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 trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in 	<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>

Page 2 of 3 Course: Survey of American History to 1865 History 101 (Fall 2015)

		America's history	
<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</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>	<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>
<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>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>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</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.

Page 3 of 3 Course: Survey of American History to 1865 History 101 (Fall 2015)

	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.	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	
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Faculty Member Completing Assessment: Michael Powers

Date: 06/09/16

Reviewed by: Shelley Denton

(Division chair)

Date: 06/09/16

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 2015-2016—Area V: Humanities and Fine Arts

Class: HIST 102

Faculty: Aaron Anderson

Common Core No.: HIST NMCCN HIST 1213

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>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>End – Humanities/Fine Arts</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 one section of HIST 102, a total of 9 students took the final exam and 6 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 66% of the total students scored at the benchmark or higher, while the average exam score was 71%.</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>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 Movement, American western religious and ideological belief systems as related to America’s increasing role as world hegemony and imperial power, and the essential role of industrialization and the emergence of the modern political economy, and the continued American sense of nationalism and American Exceptionalism as a global power in modern world history.</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>
	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 trial of the Civil War through to the modern era.		See the procedural description listed above.
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 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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 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>institutions in the development of the modern American nation state</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>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>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.</p>	<p>See the procedural description listed above.</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>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: 6/6/2016

Reviewed by: Shelley Denton
 (Division chair)

Date: 6/6/2016

*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 2015-2016—Area IV: Social and Behavioral Science

Class: HIST 102

Faculty: Aaron Anderson

Common Core No.: NMCCN HIST 1213

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>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 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. 1114 in the area of Social Sciences. 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 human behavior, the nature and</p>	<p>In the sections of HIST 102, a total of thirty-two (32) students took the final exam and all of the students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate 100% of the total students scored at the benchmark or higher.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the understanding of social structures and institutions in the context of modern American social and political development.</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 will occur. These include the role of a Eurocentric world view the emergence of greater racial diversity and the 3 Civil Rights Movement, American western religious and ideological belief systems as related to America’s increasing role as world hegemony and imperial power, and the essential role of industrialization and the emergence of the modern political economy, and the continued American sense of nationalism and American Exceptionalism as a global power in modern world history.</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
	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 modern American nation state from the Civil War to the present. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films.		
<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>	See the procedural description listed above.	<p>In the sections of HIST 102, a total of thirty-two (32) students took the final exam and all of the students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate 100% of the total students scored at the benchmark or higher.</p> <p>Core Competency Two Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the crucial role of the modern political</p>	See the use of results 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
		economy and political means that drove international territorial, economic, and military expansion that characterize the development of the modern American nation state.	
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.	See the procedural description listed above.	In the sections of HIST 102, a total of thirty-two (32) students took the final exam and all of the students exceeded the minimum state benchmark of 70%. The assessment results indicate 100% of the total students scored at the benchmark or higher. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of role of continued nationalism and American cultural expansion in formation of modern American society and character – particularly in the relationship with the development of the Civil Rights Movement and increasing interaction	See the use of results 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
		with varied racial, ethnic, and religious constructs on the world stage.	
<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>	See the procedural description listed above.	<p>In the sections of HIST 102, a total of thirty-two (32) students took the final exam and all of students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate 100% of the total students scored at the benchmark or higher.</p> <p>Core Competency Four Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the role of belief systems, religion, social mores, and the application of enlightenment ideals of justice in the transformation of the American political system, laws, and application of these ideals in practice.</p>	See the use of results 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>

Faculty Member Completing Assessment: Aaron Anderson/Michael Powers

Date: 5/28/2015

Reviewed by: Shelley Denton
 (Division chair)

Date: 7/9/2015

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Clovis Community College

Class Assessment 2015-2016

Class: Survey of American History since 1865 History 102 (Spring 2016)

Faculty: Michael Powers

Common Core No.: NMCNN HIST 1113

<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>1. Students will analyze and critically interpret significant and primary texts and/or works of art.</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>The History 102 class of eighteen students exceeded the benchmark of 70%. The mean score was 84.56 while the median score was 87.50.</p> <p>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.</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>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.</p>	<p>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</p>	<p>Course Goals:</p> <ul style="list-style-type: none"> 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 	<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>

Page 2 of 3 Course: Survey of American History since 1865 History 102 (Spring 2016)

<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>
	ideas and topics presented in the last class meeting.	foreign policies of the United States and the world	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	<p>Course Goals:</p> <p>To identify the individual role of economy, society, government, religion, and culture in American history</p> <p>To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States</p> <p>To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society</p> <p>To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world</p>	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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All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

Page 3 of 3 Course: Survey of American History since 1865 History 102 (Spring 2016)

<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.	<p>Course Goals:</p> <p>To identify the individual role of economy, society, government, religion, and culture in American history</p> <p>To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States</p> <p>To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society</p> <p>To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world</p>	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: 06/09/16

Reviewed by: Shelley Denton

(Division chair)

Date: 06/09/16

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 2015-2016—Area V: Humanities and Fine Arts

Class: HIST 121

Faculty: Aaron Anderson

Common Core No.: NMCCN 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>End – Humanities/Fine Arts</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 one section of HIST 121, a total of 12 students took the final exam and 12 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 83%.</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>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 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 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>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>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.*

<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 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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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
		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: 6/6/2016

Reviewed by: Shelley Denton
 (Division chair)

Date: 6/6/2016

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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 2015-2016—Area V: Humanities and Fine Arts

Class: HIST 122

Faculty: Aaron Anderson

Common Core No.: NMCCN 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>End – Humanities/Fine Arts</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 10 students took the final exam and 9 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 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 global social and political development.</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 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.</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>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.</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 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</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.*

<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>
		influence the political economy and trade expansion in the development Asia, Africa, Europe, and the Western Hemisphere in the modern era.	
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	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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<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: 6/6/2016

Reviewed by: Shelley Denton
(Division chair)

Date: 6/6/1016

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Clovis Community College

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

Class: HIST 203

Faculty: Aaron Anderson

Common Core No.: HIST NMCCN 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 style="text-align: center;">End – Humanities/Fine Arts</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 54 students took the final exam and 51 students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate that 94% of the total students scored at the benchmark or higher, while the average exam score was 88%.</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>Over the summer 2016 I will be completely restructuring the online version of HIST 203 under the aegis of the Title V grant to bring the course more closely in line with best practices put forth in the Quality Matters initiative at CCC. In terms of pedagogy, greater 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.</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>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.</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 New Mexico 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 drove the</p>	<p>See the procedural description listed above.</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></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
		<p>development of unique culture in New Mexico.</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>See the procedural description listed above.</p>	<p>See the procedural description listed above.</p> <p>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.</p>	<p>See the procedural description listed above.</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>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: 6/6/2016

Reviewed by: Shelley Denton
 (Division chair)

Date: 6/6/2016

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Clovis Community College

Core Competencies Assessment for Introduction to Philosophy (online)

Class: Introduction to Philosophy

Faculty: Rajka Rush Ph.D.

Common Core No.: PHIL 201

<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. a) Competencies:</p> <ul style="list-style-type: none"> • Students will analyze and interpret relevant philosophical texts that explore the most salient concepts relevant to history of Philosophy and the philosophical disciplines. • Students will learn how to distinctly separate methodological questions, reasoning, and argumentation specific to metaphysics, epistemology, political philosophy, ethics, and aesthetics. <p>b) Learning Outcomes Being Measured:</p> <ul style="list-style-type: none"> • Students' review questions responses are evaluated regarding their ability to write a short essay, recognize the important information, give some reflections based on primary texts analyzes, concepts understanding, and research of the historical context that explains the value of the philosophers' arguments; 87%; 	<p>N= 97 students</p> <ul style="list-style-type: none"> • Unit quizzes: multiple choice questions embedded in an online Canvas class. Quizzes complement monthly discussion questions. • Unit Review Questions: a form of required unit assessments/ assignments for the online class designed as the comprehensive analysis of the original texts, philosophers' biographies, which results are the students' well researched and informed short essay responses to the given questions related to a specific philosopher, the original philosophical text, or the complex explanations of the key philosophical concepts. 	<ul style="list-style-type: none"> • Unit quizzes: 86% of students achieve good results. Goal met. Quizzes are a good complement to the class discussions. • Unit Review Questions/Assignments: 88% of students achieve good results in this comprehensive writing assignment. Goal met. The students who don't achieve results in this category are students who do not submit their work, or are not enough detailed in explaining philosophical concepts, or students who do not write with care supporting their written assignments with the sources. 	

<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 style="text-align: center;">Unit quizzes 88%.</p>			
<p>2. a) Competencies:</p> <ul style="list-style-type: none"> • Students will explore the key philosophical topics and concepts in depth in order to strengthen their critical reasoning skills and learn how to present the complex theories and concepts in a systematic way exhibiting the values of the well informed arguments. <p>b) Learning outcomes being measured:</p> <ul style="list-style-type: none"> • Students will be engaged to comment on other students' discussion posts and agree and disagree with different philosophical arguments, positions, or other students' views. 		<ul style="list-style-type: none"> • Unit/Module discussions 92% of students' discussions are very good and interactive. Goal met. 	<p>Introduction to Philosophy class assessment:</p> <ul style="list-style-type: none"> • All class requirements categories: the Unit Quizzes, Unit Review Questions, Unit Discussions, and Final Exam, have met the set goals. Improvements: • The only improvements that should be addressed is to offer to the students the more detailed study sheet for the Final Exam that can help some students who underscore on the Final Exam to be prepared. • To offer the online students more visual and instructional video clips with each Unit/Module i.e. to offer to students more diverse learning styles and make material more appealing for the digital age.
<p>3. Competencies:</p> <ul style="list-style-type: none"> • Students will recognize and articulate the diversity of human experience across a range of historical periods 	<p>Unit Discussions that cover topics of Political Philosophy and Moral Philosophy:</p> <ul style="list-style-type: none"> • Discussions: Students need to 	<ul style="list-style-type: none"> • Unit Discussions that cover topics of Political Philosophy, Ethics, and Aesthetics: 92% of 	

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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></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>and/or cultural perspectives addressing the questions of the best known philosophical topics and disciplines that employ critical reasoning and reading skills, interpretative strategies, an ability to identify and analyze the major key philosophical concepts and to discuss different positions related to the topics that involve argumentation (are we free or determined, does universe has a deeper final beginning and purpose, or is rather indeterministic, do we have an inborn ability to be good or evil, or both behavioral traits are learned, etc.)</p> <p>b) Learning outcomes being measured:</p> <ul style="list-style-type: none"> Students’ responses to the Unit Discussions and Review Questions related to the Political Philosophy and Ethics Units. 	<p>write the three distinctive paragraphs as a response with references to the reading assignment and to write two comments to other students’ posts who hold the opposite positions.</p> <ul style="list-style-type: none"> Unit review questions related to the topics of Political and Moral Philosophy: Informed, well organized short essay answer that offers a strong argumentation that support well the claim and explains why the student supports a specific point of view. 	<p>students achieve grades in range of B to A. Goal Met.</p> <ul style="list-style-type: none"> Unit review questions: students’ responses range from 87 to 93% being above average, B, B+, or A. Goal met. 	
<p>4. a) Competencies:</p> <ul style="list-style-type: none"> Students will exhibit an ability to recognize philosophers and their theories, use the critical reasoning and interpretative skills relevant to the conceptual and systematic thinking when comes to the major divisions of the Philosophical historic epochs: 	<ul style="list-style-type: none"> Final Exam: a comprehensive collection of multiple-choice questions that represents the overview of the Philosophical historic eras with major philosophical theories, philosophers and their 	<p>1. Final exam shows that 85% of the students show good results (80% and above). The goal met.</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>
the Ancient Greek anthropocentrism and rationalism, Theocentric view on the universe, nature and humanity in the Medieval Christian philosophy, Rationalism and Empiricism, the Enlightenment era as the Age of Reason, German Idealism, and Modern Philosophy. b) Learning outcomes being measured: Unit review questions 91%; Final Exam 84%.	major concepts. An objective type of the assessment that combines the pool of all unit quizzes questions and requires of students to exhibit their accumulated knowledge in an exam settings that is timed and doesn't allow any notes or use of the textbook materials. This exam is proctored by the CCC testing center, proctors if a student is out of the Clovis Community College, NM area, or the Proctor U system.		

Faculty Member Completing Assessment:

Date: 06/10/2016

Reviewed by:

(Division chair)

Date:

All class assessment forms are due to your division chair by June 10 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 Ethics Class (online)

Class: Ethics

Faculty: Rajka Rush Ph.D.

Common Core No.: NMCCN PHIL 2113

<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. a) Competencies: Students will analyze and interpret original theoretical texts and essays relevant to major ethical theories such as Virtue Ethics, Deontology, Utilitarianism, and Ethics of Care. Students will understand the major ethical topics and history of Ethics as a philosophical discipline.</p> <p>b) Learning Outcomes Being Measured: Weekly quizzes (Ethics as a philosophical discipline) 87%. Comprehensive Reflection papers (original theoretical texts analyzes), 85%.</p>	<p>N = 128 Students</p> <ul style="list-style-type: none"> • Weekly quizzes: multiple choice questions embedded in an online Canvas class. Quizzes complement monthly discussion questions. • Two reflections papers are requirements for the “Assignments” online class category, and they are designed as the comprehensive analysis of the original texts, which result is a reflection paper written in an essay form with references sources. 	<ul style="list-style-type: none"> • Weekly Discussions: 92% of students follow discussions fulfilling given discussion requirements. Goal met. Weekly Quizzes: 87% of students achieve good results (more than 80%) on weekly quizzes. Goal met. • Two reflection papers/Assignments: 85% of students achieve good results in this comprehensive writing assignment. Goal met. The students who don’t achieve results in this category are students who do not submit their work, but voluntarily choose to lose points, since this work requires independent work and a longer period of time to fulfill the work. 	<p>Ethics class assessment: All class requirements categories meet the goals.</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>
1. a) Competencies: Students will apply ethical theories of relevance to ethical problems that address important contemporary ethical dilemmas featuring social, political, and multi-cultural issues. Additionally, students will apply ethical argumentation skills in evaluating prose/cons of the specific case studies in a field of bioethics (abortion, advanced technologies in medical field, genetics, bioethics and experimentation on animals and human beings). b) Learning Outcomes Being Measured: Argumentations papers based on evaluating special topics as ethical dilemmas in Ethical field of studies (social, political, economic, multicultural issues, bioethics) and class discussions.	<ul style="list-style-type: none"> • Specific weekly discussions that require students to analyze prose/cons, evaluate a specific ethical problem, give their view and judgment on an ethical question (four weekly discussions). 	<ul style="list-style-type: none"> • Specific weekly discussions that require higher skills of ethical evaluation is achieved by 90% of students' submissions. Goal met. 	Ethics class assessment: All class requirements categories meet the goals. Improvement (1): giving students clear message throughout the class to stress the importance of spending enough time on the comprehensive. There is a critical number of students who chose to pass these assignments calculating only their points that are established by weekly module quizzes, discussions, Mid-Term, and Final Exam. Although, these two comprehensive written assignments make a larger percentage of the overall grade (35%), students are willing to lose at least one or two assignments with substantial points. Improvements should be made in. Improvement (2) update: the course with the online interactive digital videos and sources that would appeal to the students with different learning styles.

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 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>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>	<ul style="list-style-type: none"> Argumentation Papers: a part of the “Assignment” online category; a comprehensive writing assignment where by which students are graded on their argumentation writing skills (evaluating prose/cons, taking stand on the issue) and offering a strong conclusion as a result of ethical arguments evaluation. 	<p>Argumentation papers: 86% of students achieve good results in this category. Goal met. Often students do not submit one argumentation paper, losing points as their choice. This writing assignment requires additional research time, and some students chose not to do this assignment.</p>	<p>Ethics class assessment: All class requirements categories meet the goals.</p> <p>Improvement (1): giving students clear message throughout the class to stress the importance of spending enough time on the comprehensive. There is a critical number of students who chose to pass these assignments calculating only their points that are established by weekly module quizzes, discussions, Mid-Term, and Final Exam. Although, these two comprehensive written assignments make a larger percentage of the overall grade (35%), students are willing to lose at least one or two assignments with substantial points. Improvements should be made in.</p> <p>Improvement (2) update: the course with the online interactive digital videos and sources that would appeal to the students with different learning styles.</p>
<p>3) a) Competencies: Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives addressing the questions of ethics and multiculturalism, and/or ethical relativism. b) Learning Outcomes Being Measured: Weekly Discussions and Mid-Term Exam (timed), taking on moral relativism, multiculturalism, and diversity, 92%.</p>	<ul style="list-style-type: none"> Weekly Discussions: write the three distinctive paragraphs as a response with references to the reading assignment and to write two comments to other students’ posts. Participation in weekly discussions is a part of the final grade and the class requirement: every module consists of a weekly discussion questions based on the textbook reading assignment and research. 	<ul style="list-style-type: none"> Weekly Discussions: write the three distinctive paragraphs as a response with references to the reading assignment and to write two comments to other students’ posts. Participation in weekly discussions is a part of the final grade and the class requirement: every module consists of a weekly discussion questions based on the textbook reading assignment and research. Every Module corresponds to 	<p>Ethics class assessment: All class requirements categories meet the goals.</p> <p>Improvement (1): giving students clear message throughout the class to stress the importance of spending enough time on the comprehensive. There is a critical number of students who chose to pass these assignments calculating only their points that are established by weekly module quizzes, discussions, Mid-Term, and Final Exam. Although, these two comprehensive written assignments make a larger percentage of the overall grade (35%), students are willing to lose at least one or two assignments with substantial points. Improvements should be made in.</p> <p>Improvement (2) update: the course with the online</p>

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 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>Every Module corresponds to the one chapter of the textbook and the specific reading and research content, there are fifteen modules and fifteen discussion questions.</p> <ul style="list-style-type: none"> • Mid-term essay questions addressing moral relativism topics and multiculturalism. Students are required to use the textbook case-studies in order to analyze complexity of issues relevant to questions of diversity and moral relativism. Writing skills involve: analysis, comparison, objective and factual knowledge of legal issues, and writing an informed, well organized short essay answer. • Specific weekly discussion questions addressing the ethical issues of diversity and multiculturalism (three specific questions). 	<p>the one chapter of the textbook and the specific reading and research content, there are fifteen modules and fifteen discussion questions.</p> <ul style="list-style-type: none"> • Mid-term essay questions addressing moral relativism topics and multiculturalism results in 94% of students achieving good results. Goal met. • Specific weekly discussions addressing the ethical issues of diversity and multiculturalism result in 92% of students achieving good results. Goal met. 	<p>interactive digital videos and sources that would appeal to the students with different learning styles.</p>

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<p>4. a) Competencies: Students will draw on historical and/or cultural perspectives comparing traditional and modern ethical theories that can show to students comprehensive and dynamic connections between the present and the past in addressing questions of personal morality, underlying ethical and cultural values, and the future of humanity.</p> <p>b) Learning Outcomes Being Measured: Reflection papers 85%; Final Exam 84%.</p>	<p>1. Final Exam: a comprehensive collection of multiple-choice questions that represents the overview of Ethics as a philosophical discipline, recognizing different theories and special topics in Ethics. This exam is proctored by the CCC testing center, proctors if a student is out of the Clovis Community College, NM area, or the Proctor U system.</p>	<p>1. Final exam shows that 85% of the students show good results (80% and above). The</p>	<p>Ethics class assessment: All class requirements categories meet the goals. Improvement (1): giving students clear message throughout the class to stress the importance of spending enough time on the comprehensive. There is a critical number of students who chose to pass these assignments calculating only their points that are established by weekly module quizzes, discussions, Mid-Term, and Final Exam. Although, these two comprehensive written assignments make a larger percentage of the overall grade (35%), students are willing to lose at least one or two assignments with substantial points. Improvements should be made in. Improvement (2) update: the course with the online interactive digital videos and sources that would appeal to the students with different learning styles.</p>

Faculty Member Completing Assessment: Rayka Rush

Reviewed by: Shelley Denton

(Division chair)

Date: 06/16/2016–

Date: 06/16/2016

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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 2015-2016—Area V: Humanities and Fine Arts

Class: HUM 221

Common Core No.: NMCC General Education elective Area V

Faculty: Robin Henry

<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><i>After reading two different articles about explanations of <i>The Iliad</i> and <i>The Odyssey</i> The students wrote a 250 word essay using MLA formatting considering the following questions:</i></p> <p><i>What are the similarities and differences between these two epic stories?</i></p> <p><i>What values of Greek civilization do they reflect?</i></p> <p><i>16 Students were assessed</i></p>	<p>Results here are mixed. 13 met the 70% bench The 3 students who did not meet the benchmark did not turn in the assignment.</p>	<p>The updated rubric helped. I will send out additional reminders to try and get all students to turn it in.</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>The students completed a project about the Roman Civilization using the RAFT method: Role, Audience, Format, Topic. They chose one row from the following diagram for their assignment:</p> <p>16 Students were assessed</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Role</th> <th style="text-align: center;">Audience</th> <th style="text-align: center;">Format</th> <th style="text-align: center;">Topic</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fund Raiser</td> <td style="text-align: center;">Room full of wealthy potential donors</td> <td style="text-align: center;">audio-visual presentation designed to get people to give money to restore the artwork</td> <td style="text-align: center;">See choices below</td> </tr> <tr> <td style="text-align: center;">Art</td> <td style="text-align: center;">newspaper</td> <td style="text-align: center;">Critical piece about the art work</td> <td style="text-align: center;">See</td> </tr> </tbody> </table>	Role	Audience	Format	Topic	Fund Raiser	Room full of wealthy potential donors	audio-visual presentation designed to get people to give money to restore the artwork	See choices below	Art	newspaper	Critical piece about the art work	See	<p>14 met the 70% benchmark.</p> <p>1 student did not turn in the assignment. 1 student came close to meeting the benchmark, but not quite.</p>	<p>The revised instructions helped. I think I will add 1 or 2 examples to help students know what to do for this assignment.</p>
Role	Audience	Format	Topic												
Fund Raiser	Room full of wealthy potential donors	audio-visual presentation designed to get people to give money to restore the artwork	See choices below												
Art	newspaper	Critical piece about the art work	See												

<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>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Critic</td> <td style="width: 40%; padding: 2px;">readers--current</td> <td style="width: 45%; padding: 2px;">choices below</td> </tr> </table> <p>Then chose a topic from the options below...</p> <p>Choices for the artwork/architectural structure (topic):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Coliseum</td></tr> <tr><td style="padding: 2px;">Pantheon</td></tr> <tr><td style="padding: 2px;">Temple of Fortuna Virilis</td></tr> <tr><td style="padding: 2px;">Pont du Gard Aqueducts</td></tr> <tr><td style="padding: 2px;">Roman Forum</td></tr> <tr><td style="padding: 2px;">Column of Trajan</td></tr> <tr><td style="padding: 2px;">Arch of Constantine</td></tr> </table> <p>They were required to use authoritative sources for when gathering information (NOT Wikipedia). They were graded by the following guidelines:</p> <p>An image of the art work-including citation: 2 points Date and Place of creation: 4 points Purpose of Creation: 5 points Creator(s) 3 points How did its purpose change over time? 5 points Current location/purpose: 5 points Organized, logical prose/presentation: 8 points Works Cited: 8 points Total Points: 40</p>	Critic	readers--current	choices below	Coliseum	Pantheon	Temple of Fortuna Virilis	Pont du Gard Aqueducts	Roman Forum	Column of Trajan	Arch of Constantine		
Critic	readers--current	choices below											
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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 recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students were expected to complete Reading/Writing assignments and write responses in our class wiki page. This project required students to understand historical perspectives and translate them to their own experience. The life of Sei Shonagon is one example of the reading material the students were required to write about. The following stories were also included: "Hateful Things," "Rare Things," and Adorable Things." They were required to be original, but follow the format of Sei Shonagon's work. The students were encouraged to add color and images to their work. 16 students were assessed</p>	<p>14 met the 70% benchmark. The 2 did not turn in the assignment. This assignment is usually very successful. Students are very creative in the ways that they adapt the mode of the Pillow Book and because of the wiki format, they often build a collaborative work with others.</p>	<p>I added the rubric. I will add additional reminders to try and get all students to turn it in.</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><i>Students were asked to write a 250 word essay about the Medieval period. For this essay, they chose from the following texts:</i></p> <ul style="list-style-type: none"> • Song of Roland • Magna Carta • Beowulf • Divine Comedy 	<p>11 met the 70% benchmark. 3 students did not turn it in and 2 were below standard. This assignment requires students to</p>	<p>I changed the rubric, but I am going to update it and give examples of how to support and argument in the assignments instructions. I will continue to improve the course.</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>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>	<ul style="list-style-type: none"> • Decameron • Canterbury Tales • The Book of the City of Ladies <p>The students argued why it is the most important culturally or socially during the period of the Middle Ages. They based their choice in literary merit, social or political importance, importance of the author, or any other criteria you prefer. Their arguments had to be taken from the course text book or other scholarly sources. Also, they included parenthetical references to ideas from other sources. A list of sources was included at the end of their essays.</p> <p>16 students were assessed</p>	<p>look at modern ideas of politics and gender through the lens of a historical text.</p> <p>This is the least successful this assignment has ever been. Students did not seem to understand how to support their choices with examples and facts.</p>	

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End – Humanities/Fine Arts			

Faculty Member Completing Assessment: Robin Henry
Reviewed by: Shelley Denton
 (Division chair)

Date: 5-12-2016
Date: 5-13-16

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Clovis Community College

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

Class: HUM 222

Faculty: Robin Henry

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>	<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>6 students were assessed. Students write essays and reflections about some aspect of each time period. The rubrics for grading these essays and reflections include a section on grammar, writing, etc. Vocabulary and word choice are addressed in this section of the rubric when the essays are graded. Rubric attached. I provide individual feedback to each student, especially at the beginning of the course on their writing—addressing specific improvements that need to be made. I also send messages to students and add discussion posts to clarify when something has gone off topic or been misunderstood. Example Assignment: The following is an assignment from this course: “Be sure to read the section about Hegel's theory of historical change in your textbook. Using Hegel's ideas of action and Please explain how Romanticism gave rise to Realism. What would you expect the synthesis of these two movements to look like? Use examples</p>	<p>5 students met the 70% benchmark based on the rubric. One did not turn in the essay and received a failing grade.</p>	<p>I am going to write some additional information on the assignment page to help guide students in understanding how we are using Hegel’s ideas, since we are using a simplified version. I will also record a mini-lecture about this with a transcript to help students with this.</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>
	from the text or other sources. All sources should be included in a list of references.		
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).	Example Assignment: Colonialism Presentation Colonialism had a large impact on the life and culture of people in Africa and the Americas. For this assignment we will explore how colonialism affected art. <ul style="list-style-type: none"> • Choose either Africa or Latin America and describe how colonialism affected an art form there. You will probably need to use sources other than your text book. This is not a report-- please remember to follow the essay guidelines. • This essay should be in the form of a multi-media presentation-- not PowerPoint. • You will work in your discussion groups to complete this assignment. I will be checking the group collaboration 	All 6 students met the benchmark.	This assignment was very successful, but I am going to change the instructions so that the students just copy me in all communication to each other, because we found that the collaboration area in Canvas did not work very well.

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	pages to see what each person contributed. Please be effective group members and help each other. You should also plan on submitting a slide or document listing the responsibilities of each group member with the final product. <ul style="list-style-type: none"> • You should use quality sources for information, so please evaluate the websites you choose carefully. All sources should be properly cited--per the guidelines linked above. If you need help, please contact me. 		
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Each quiz contains art works that students identify from the time periods studied. Quizzes are the main assessment for this learning outcome, but they are also required to write reflections about art works of their choice for their ePortfolio. Example: Chapter 16 quiz 6 students were assessed	6 students met the 70% benchmark.	I will add more instructions at the beginning of the quizzes about the essay portion. Most students do not do well on the essay that is included in each quiz. I will add bullet points to the introduction page to help direct their attention to what they will need for the essay.

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<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</p>	<p>2 Assignments:</p> <p>1) Nietzsche Reflection Post an entry to your commonplace book about Nietzsche. Read the excerpt on pp. 265-268 in your text of Nietzsche's "Beyond Good and Evil." Write a reflection piece of about 200 words on the Impressionism and Post-Impressionism page in your commonplace book. Please submit the URL to this assignment for grading.</p> <p>2) Enlightenment Music Reflection Post a reflection in your common place book about the music you listened to for your essay. Think about the following: What did you like about it? What did you not like about it? How did it make you feel? Why did you choose this piece?</p> <p>6 students were assessed</p>	<p>Rubric: The following criteria was used:</p> <ol style="list-style-type: none"> 1) Formatting is correct MLA style 2) Assignment questions and/or guidelines are addressed 3) Examples are used to support assertions and/or arguments 4) Evidence of research into the topic. <p>Five students met the 70% benchmark, 1 did not submit the assignment.</p>	<p>I was glad to see that even the students who did not like Nietzsche were able to appreciate some of his writing, as it was given in our textbook.</p> <p>The majority of the students met the benchmark.</p> <p>No changes at this time.</p>

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fulfilled by courses from two different disciplines. End – Humanities/Fine Arts			

Faculty Member Completing Assessment: Robin Henry

Date: 5/2/2016

Reviewed by: Shelley Denton
 (Division chair)

Date: 5/11/2016

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Clovis Community College

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

Class: ENG 202 3N0 (201530-Fall 2015); ENG 202 1N0 (201610-Spring 2016)

Faculty: Janett Johnson

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> The assignments were graded on a scale from 1-50, the exams from 1-100. The work of 25 students was assessed.	<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 had to create a short story and use a piece of art 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>Number of Students Assessed- 25</p> <p>Students successfully exceeded the 75% benchmark.</p>	<p>I will encourage students to write more creatively. I noticed that students had difficulty to write from their own imagination. This inspires me to offer more hands-on activities even though this is an online class. For example, I will offer an assignment where students have to write to music and then attach the musical piece to their story.</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 movie (“Apocalypse Now”). The</p>	<p>Students successfully exceeded the 75% benchmark.</p>	<p>Even though I prefer lighter subjects in my classroom since many students experience not so easy life circumstances, I will continue to focus on this book and movie since it makes students aware that our freedom in this country comes at a price. Also, “Heart of</p>

<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 The assignments were graded on a scale from 1-50, the exams from 1-100. The work of 25 students was assessed.</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</p>
	<p>paper was assessed:</p> <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 		<p>Darkness” is a universal literary work and very important for promoting critical thinking. I already included a disclaimer for the movie in case I have a military veteran or a pregnant woman in class or a student who is not “ready” to watch those graphical images of war. Those students are allowed to find a movie that would address some of the same topics as “Apocalypse Now.”</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>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</p>	<p>Students successfully exceeded the 75% benchmark.</p>	<p>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.</p>

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<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 The assignments were graded on a scale from 1-50, the exams from 1-100. The work of 25 students was assessed.</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</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 courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different</p>	<p>The examination and reading of stories, plays, poetry, lectures, and about the background of the writers and poets enhanced knowledge of the past and drew a connection between cultures, their history, and humanity. It taught that we all have the capability and need to create and that we must all follow our “inner voice.” Students had to respond to 14 prompts in the discussion board that required analysis, examination, comparison/contrast, connections and reflections in context with history, politics, societal values and dreams, culture, education, and economics.</p>	<p>Students successfully exceeded the 75% benchmark.</p>	<p>I observed that students love discussions because it gives them a platform to connect, exchange thoughts and observations as well as experiences. Students learn and draw from one another. They give each other comfort and support. I will continue to offer discussion prompts, but also offer that students think of prompts that maybe matter to their lives.</p>

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 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> The assignments were graded on a scale from 1-50, the exams from 1-100. The work of 25 students was assessed.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>disciplines.</p> <p style="text-align: center;">End – Humanities/Fine Arts</p>	<p>After students posted their thoughts, they had to reply to two of their classmates’ posts. The assessment observed:</p> <ol style="list-style-type: none"> 1. Depth of replies 2. Length of replies 3. Validity of replies 4. Were substantial questions asked 5. Composition and writing skills 		

Faculty Member Completing Assessment: Janett Johnson

Date: 6-10-16

Reviewed by: Shelley Denton

Date: 6/10/2016

(Division chair)

Clovis Community College

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

Class: ENG 211—Three sections from Fall/Sp '15-'16

Faculty: Paul Nagy

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>
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 #6 on Final Exam	32 students assessed 28/32 (87.5%) 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 14 used	25/32 (78%) of students got the correct answer for Question 7 24/32 (75%) of students got the correct answer for Question 14	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 #3 (#28 on an earlier exam)	27/32 (84%) 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. Note: For the purposes of the Humanities and	Final exam Question 14	27/32 (84%) of students got the correct answer	Benchmark met

<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>Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: right;">End – Humanities/Fine Arts</p>			

Faculty Member Completing Assessment: Paul Nagy

Date: 05/19/16

Reviewed by: Shelley Denton

(Division chair)

Date: 05/19/16

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.

Assessment—ENG 211 Final Exam

A selection of 5 questions from the ENG 211 Final Exam was chosen that reflect the New Mexico Area V Core Competencies. 75% is the benchmark the department traditionally uses, and I will use here.

1. Matching question #6: denotation/connotation

Answer: literal meaning of words/suggestive, associative meaning of words

This question addresses Competency #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 must be able to understand the difference between the literal meaning of words and the connotative meaning of words to be able to analyze and interpret any literary works.

2. Multiple Choice question #3: The last scene in a Greek drama is known as:

Answer: exodus

This question addresses Competency #3: **3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.**

Students who learn the structure to Greek Drama (prologue, parados, stasimon, episodion, catharsis, exodus) can recognize the rhythm of such plays and the audience expectations which are built upon that rhythm; and this enables students to compare later works. Greek drama is a fundamental and canonical influence in Western culture, and it is necessary to recognize their nature to understand what follows later.

3. Multiple Choice question #7: When a central character talks to himself in a work of Elizabethan drama, for the purposes of character development (and sometimes plot exposition), this is known as:

Answer: soliloquy

This question addresses Competency #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 here label what a soliloquy is, and herein recognize what purpose the speeches play in Elizabethan drama. It is a unique artistic mode in which Elizabethan dramatists

operated; soliloquies are a signature form of Shakespeare, for example, and may be imitated in later forms of drama, but are very rarely used to the same degree and toward the same ends.

4. Multiple Choice question #11: Elizabethan drama was experienced more as performance art than modern drama because:

Plays were not often available as texts

Globe theaters were more facilitative of personal play-going experience

Elizabethan actors were more interactive with the audience

No cameras or audiotapes were used or created

all of the above

Answer: all of the above

This question addresses Competency #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.**

The question asks students to recall both Elizabethan and Modern forms of drama and consider how the cultures that produced them were influenced by particular technologies and cultural forms of the periods. The question requires that students synthesize the information from all potential answers, built of information about Elizabethan and Modern drama, to derive the correct answer. In particular, the question draws attention to how modern technologies altered both the performance of drama and the audience experience of it

5. Multiple Choice question #14: In the film *Apocalypse Now*, the equivalent character to *Heart of Darkness*'s Marlowe is

Answer: Willard

This question addresses Competency #2: **Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).**

The question asks students to compare a character from a 19th century novella by a Polish polyglot émigré writing in English about European imperialism in Africa, with a character in a massive film production of the 1970s by a maverick filmmaker who wanted to add an alternative narrative to the cultural corpus of works about the Vietnam War, which he considered an American imperial misadventure in itself. The similarities and differences are compiled under the umbrella of intertextuality, a critical frame students can apply to most any texts.

Clovis Community College

Core Competencies Assessment 2015-2016—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> 34 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 3 2 2 26 88% scored 3 or above Benchmark was met	Continue to write project criteria on board and have students copy; also have criteria on canvass.
2. VALUE-element of art is used appropriately Value gradation project	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 2 6 13 13 93% scored 3 or above Benchmark was met	Expand on value exercises; show more examples; greater use of reference assignments.
3. SPACE-element of art is used appropriately In-class perspective project; Out-of-class interior perspective project		Rubric Score: 1 2 3 4 5 No. students 3 3 16 12 90% 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;		Rubric Score: 1 2 3 4 5 No. students 2 3 12 17 93% 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 5 11 16 93% scored 3 or above Benchmark was met

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> 34 students assessed in Art 101	<u>How Results Will Be Used To Make Improvements</u>
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 6 10 17 97% scored 3 or above Benchmark was met	Improvement made; continued use of other artists examples

Faculty Member Completing Assessment: Carolyn Lindsey
Reviewed by: Shelley Denton
 (Division chair)

Date: 6/6/16

Date: 6/6/16

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)

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 2015-2016—Area V: Humanities and Fine Arts

Class: Art Appreciation: ART 131

Faculty: Marsha Anderson

Common Core No.: NMCNN ART 131

<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>Twelve students were assessed. Nine students passed with a seventy percent success rate. (3 did not attempt the assignment.)</p>	<p>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.)</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
	Design on an object of the student's choosing. A rubric is provided for student and instructor use to assess performance.		
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 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.	Twelve students were assessed and 9 students achieved the 70% established for success. (100%). One student did not achieve this goal and two did not attempt the assignment.	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.
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	Twelve students attempted this Discussion Board and 10 were successful, scoring over the 70% success rate. (100%) Two did not attempt the assignment.	This is a very successful assignment and I will continue to review ways to make it even better.

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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>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.</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. Question prompts were</p>	<p>Ten students were assessed and eleven students achieved 70% and above scores. (100%) Two students did not attempt the assignment.</p>	<p>I am currently writing a more detailed rubric that will hopefully invite students to use their best writing skills. My goal is to give a strong beginning to this course and urge them to write as well and as carefully as possible with this first essay.</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>
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	provided. MLA/APA format must be observed in their writing as well as solid academic grammar, etc.		

Faculty Member Completing Assessment: Marsha Anderson (online)

Date: 6/6/2016

Reviewed by: Shelley Denton

Date: 6/6/2016

(Division chair)

Clovis Community College
Class Assessment 2015-2016

Class: ART 217 Digital Photography

Common Core No.: NMCC General Education elective Area V

Faculty: Judith Hurlebusch

<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>Ability to follow directions</p>	<p>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.</p>	<p>9 of 9 students received 4 or 5 points on the attached rubrics and followed directions and completed the assignment.</p>	<p>The benchmark of 75% of students completing final projects was met, no improvements needed.</p>
<p>Camera and Software Skills</p>	<p>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.</p>	<p>82% 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 portrait.</p>	<p>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.</p>
<p>Composition</p>	<p>Benchmark: 75% of students are required to receive a score of "4" or better on attached rubric.</p>	<p>83% 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.</p>	<p>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. No changes needed at this time.</p>

Page 2 of 3 Course: ART 217 Digital Photography

<p><u>Competencies</u> (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in “good” range.</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>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 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.</p>	<p>100% of the students completed the assigned research and shared the results with the class.</p>	<p>20% of students could benefit from services provided by both the library and the writing center.</p>

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Page 3 of 3 Course: ART 217 Digital Photography

<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>End – Humanities/Fine Arts</p>			

Faculty Member Completing Assessment: Judith Hurlebusch

Date: January 2, 2015

Reviewed by: Shelley Denton
(Division chair)

Date: February 13, 2016

*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 2015-2016—Area V: Humanities and Fine Arts

Class: Art 221- Painting I

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>	<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- students complete exercise in class then are required to complete project on the element and principle listed. These elements and principles are used as criteria for assessment of final project.	Since this is a studio class and is skill oriented, the state competencies are not required. See note above. Because painting is a skill that must be acquired during the course of the semester, “redo’s” are allowed on up to three projects without a reduction in the grade. Having the option of “redeeming” themselves through “redo’s” students develop the skills necessary to become proficient in this medium. However	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	for the purpose of assessment, the final project does not allow “redo’s” since it is done during the last four weeks. It is a way of testing the	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		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. No changes needed at this time.

<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.SHAPE	students' success in the class.	12 students were assessed in the class. Rubric Score: 1 2 3 4 5 No. students 2 4 6 Benchmark was met.	
6.LINE/EDGES		100% of students scored 3 or above 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.
7.TEXTURE AND PATTERN	In the final assessment, the attached rubric was used to determine the student's success 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	Emphasis on composition of final project through examples and

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

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
		12 students were assessed in the class. Benchmark was met. 95% of students scored 3 or above	discussion.

Faculty Member Completing Assessment: Carolyn Lindsey

Date: 6/6/2016

Reviewed by: Shelley Denton

Date: 6/06/2016

(Division chair)

Clovis Community College

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

Class: Art 222- Painting 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>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will follow directions and complete project		1 student was assessed in the class. Rubric Score: 1 2 3 4 5 No. students 1 Benchmark was met. 100% scored 3 or above	Student followed most directions. Encourage greater use of different materials at this level.
2. VALUE -students complete exercise in class, then are required to complete project on the elements and principles listed during the semester. These elements and principles are used as criteria for assessment of final project.	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 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 is based on the final project. It has a size requirement or must be a multi-canvas project.	Rubric Score: 1 2 3 4 5 No. students 1 Benchmark was met. 100% scored 3 or above	Expand color exercises in the beginning of the semester.
4. SPACE		Rubric Score: 1 2 3 4 5 No. students 2 Benchmark was met. 100% scored 3 or above	Have student measure placement and size of objects before beginning to paint.
5. SHAPE		Rubric Score: 1 2 3 4 5 No. students 2 Benchmark was met. 100% scored 3 or above	Expand use of reference materials for ideas and techniques.
6. LINE/EDGES		Rubric Score: 1 2 3 4 5 No. students 1 Benchmark was met.	Show more examples in addition to line/edge project. Expand reference assignment to this element.

<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 student was assessed in the class.																
		100% scored 3 or above																
7.TEXTURE AND PATTERN	In the final assessment, the attached rubric was used to determine the student’s success in the class.	<table border="1" style="width: 100%;"> <tr> <td>Rubric Score: 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></td> </tr> <tr> <td colspan="5">Benchmark was met.</td> </tr> </table> <p>100% scored 3 or above</p>	Rubric Score: 1	2	3	4	5	No. students			1		Benchmark was met.					Discussion of actual and simulated texture; examples.
Rubric Score: 1	2	3	4	5														
No. students			1															
Benchmark was met.																		
8.INTERVALS AND PROPORTION	Ten criteria were judged, with each criteria given from 1-5 in points: 5=excellent, 4=good; 3=average; 2=improvement needed; 1=poor.	<table border="1" style="width: 100%;"> <tr> <td>Rubric Score: 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></td> </tr> <tr> <td colspan="5">Benchmark was met.</td> </tr> </table> <p>100% scored 3 or above</p>	Rubric Score: 1	2	3	4	5	No. students			1		Benchmark was met.					Have students to look at negative space.
Rubric Score: 1	2	3	4	5														
No. students			1															
Benchmark was met.																		
9.CONTRAST AND EMPHASIS	Four our benchmark, 70% of students should score average or above.	<table border="1" style="width: 100%;"> <tr> <td>Rubric Score: 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></td> </tr> <tr> <td colspan="5">Benchmark was met.</td> </tr> </table> <p>100% scored 3 or above</p>	Rubric Score: 1	2	3	4	5	No. students			1		Benchmark was met.					Emphasis on composition of final project through examples and discussion.
Rubric Score: 1	2	3	4	5														
No. students			1															
Benchmark was met.																		
10.RHYTHM AND MOVEMENT		<table border="1" style="width: 100%;"> <tr> <td>Rubric Score: 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></td> </tr> <tr> <td colspan="5">Benchmark was met.</td> </tr> </table> <p>100% scored 3 or above</p>	Rubric Score: 1	2	3	4	5	No. students			1		Benchmark was met.					Emphasis on composition of final project through examples and discussion.
Rubric Score: 1	2	3	4	5														
No. students			1															
Benchmark was met.																		

Faculty Member Completing Assessment: Carolyn Lindsey

Date: 6/6/2016

Reviewed by: Shelley Denton

Date: 6/6/2016

(Division chair)

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Clovis Community College

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

Class: ART 261 Art History I

Faculty: Marsha Anderson

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.)	In ARTS 261, the students visited an approved gallery or art museum and write a critical review on a chosen work of art seen in a professional art gallery. Students wrote 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 demonstrated 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 was evaluated by proof of gallery attendance, by the completion of a three paragraph critical review addressing the Visual	Eleven students were assessed. Ten students surpassed the 70% benchmark sought. (100%) One student did not attempt the assignment.	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.).

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
	Elements and Principles of Design.		
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 chose an ancient art object or architectural structure of interest and conduct research, with suggested and approved sources. They organized an outline and then wrote a research paper using MLA/APA format.	Eleven students were assessed. Seven students were successful in surpassing the 70% required. Four students did not pass the assignment.	I will continue to improve my online module section on “How to Write a Successful Paper”. I plan to work more closely with the Writing Center in order to assist students with research and citing of good academic sources especially for those who do not yet have the writing skills and research skills to tackle an assignment like this one at a college level.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students took a virtual tour of the first room of the Uffizi Galleries in Florence, Italy using Google Earth. They observed and experienced the three famous and important paintings of the Madonnas by Cimabue, Giotto, and Duccio. Students compared and contrasted these three	Eleven students were assessed. Nine students were successful in achieving the 70% success rate required.	I am developing a more formal rubric to assist students with more clarity in what is expected of them and in what proportions for their final score. I hope this will aid in their understanding of the assignment.

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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></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
	<p>important works and the style used by each of these three important painters in the High Middle Ages. Each student will make observations and comments in a first statement following prompts and questions to guide them in the subtle but important differences in these rule-changing works. They responded and discussed their ideas in a Discussion Board.</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</p>	<p>Students watched a video concerning the use of art and visuals in politics and PR, hosted by world renowned art historian, Nigel Spivey. They were presented with how Caesar Augustus used his own image to forward his designs. They made a first statement in this Discussion Board of their own opinion of observations around them and then commented and discussed with</p>	<p>Eleven students were assessed. Nine students scored above the required 70%. Two students did not attempt the assignment.</p>	<p>As with the first discussion board, I am working on a more specific rubric so that students understand better how they are graded.</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></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>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>each other concerning how this timely subject art and image are used in today’s world as in the ancient past.</p>		

Faculty Member Completing Assessment: Marsha A Anderson

Date: 6/03/16

Reviewed by: Shelley Denton
 (Division chair)

Date: 6/6/16

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Clovis Community College

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

Class: Introduction to Dance

Faculty: Jan Williams

Common Core No.: DNC 101

<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.	97% of students scored 80% or better on aesthetic response.	Students who did not score above 80% did not submit the assignment
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.	97% of 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.	92% of students scored 80% or better on personal perception report.	Students who did not score above 80% did not submit the assignment
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and	Students are required to submit a research paper on a dance topic and include historical/cultural background.	97% of students scored 90% or better on research paper.	Students who did not score 90% did not meet the required length of 3 pages. I need to make sure that students read the directions/guidelines more carefully.

<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>
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. End – Humanities/Fine Arts			

Faculty Member Completing Assessment:

Date:

Reviewed by:

Date:

(Division chair)

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Clovis Community College

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

Class: Music Appreciation MUS 113

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>Twenty-one (21) students were assessed.</p> <p>Quiz #1 Elements: Students are asked to answer multiple choice questions about the elements of music.</p> <p>Discussion #1 Elements: Piano Guys Video: Students are required to analyze timbre and rhythm featured in the Piano Guys Video.</p> <p>Quiz #2 Middle Ages and Renaissance: Students are asked to identify works/elements by listening.</p> <p>Quiz #3 Baroque: Students identify works/elements by listening.</p> <p>Discussion #3 Bach Minuet Animated Score: Students analyze melody, rhythm, and harmony.</p> <p>Quiz #4 Classical: Students identify works/elements by listening.</p> <p>Discussion #4: “America the Beautiful”: Students analyze of</p>	<p>Twenty-one (21) students were assessed. These are the results:</p> <p>Quiz #1 Elements: 91% success (+1% Based on last year’s result.)</p> <p>Discussion #1 Elements: 95% success (-5% Based on last year’s result.)</p> <p>Quiz #2 MA and R: 76% success (-1% Based on last year’s result.)</p> <p>Quiz #3 Baroque: 76% success (+3%)</p> <p>Discussion #3 Elements: 69% success (+1% Based on last year’s result.)</p> <p>Quiz #4 Classical: 86% success (+5% Based on last year’s result.)</p> <p>Discussion #4 Elements: 85% success (no change from last year.)</p> <p>Quiz #5 19th Century: 85%</p>	<p>Quizzes: Quiz success rates are up by a few points from Spring 2015. Lowest scoring questions will continue to be evaluated and either rewritten or study guide adjusted for better understanding.</p> <p>Discussions: I will maintain Discussion #1. The explanation and instructions for Discussion #3 & #4 need to be rewritten again for better understanding.</p> <p>The Performance Response and Listening Project require students to identify music elements within a piece of music without explanation from the instructor. These assignments are a true indication of student understanding!! Without years of musical experience, this is difficult. I am proud of these success rates. I have rewritten many discussions trying to find the right examples to illustrate the elements. I have also written a help page call “Hints for discussing the “elements.” This semester, there was less confusion over dynamics and tempo, but more confusion over texture. I will continue to update the “Hints for discussing the Elements.”</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
	texture, genre/style, and form. Quiz #5 19th Century: Students identify works/elements by listening. Quiz #6 20th Century: Student identify works/elements by listening. Performance Response: Students analyze a favorite song in the concert. Listening Project: Students analyze elements in selected pieces.	success (+7% Based on last year’s result.) Quiz #6 20th Century: 88% success (+3% Based on last year’s result.) Performance Response: 83% success (+3% Based on last year’s result.) Listening Project: 78% success (+2% Based on last year’s result.)	
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	Quiz #2 MA and R: 80% success (-8% Based on results last year.) Quiz #3 Baroque: 80% success (-1% Based on results last year.) Quiz #4 Classical: 78% success (+2% Based on results last year.) Quiz #5 19th Century: 86% success (+3% Based on results last year.)	Quizzes: New success rates varied as noted. I noticed that questions over the supplemental materials were among the lowest scoring questions indicating that students just didn’t take the time to read or watch the material. I will be more emphatic in the study guide as to the importance of the selected supplemental material.

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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
	structures of this historical era. Discussion #4: “America the Beautiful”: Students compare renditions of this song across a range of genre and styles. Listening Project: Students compare the pieces of two composers from different eras (chosen from pairs suggested by instructor) Example: Overtures by Wagner (1813-1883) and Williams (1932 - present) across a range of historical periods.	Quiz #6 20th Century: 75% success (-3% Based on results last year.) Discussion #4: “America the Beautiful” Success 95% (no change from last year) Listening Project: 80% success (-6% Based on results last year.)	Discussion #4: I will maintain this discussion. Listening Project: After changing the requirements in the comparisons and contrasts criteria to go beyond element comparisons to delve into the historical and/or structural aspects the success rate declined 6%. I think a little tweak in the instructions will help this.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Discussion #2: Medieval Instruments: Students recognize and describe the diversity of musical instruments across a range of historical periods. Discussion #5: Folk Dances: Students recognize and describe the diversity of folk dances across a range of cultural	Discussion #2: 80% success (-20% Based on results last year.) Discussion #5: 76% success (-19% Based on results last year.)	Discussion #2: The decline in the success on this assignment is directly related to the addition of a question about how the instrument has been improved in sound and functionality through manufacturing and technology. This requires some basic understanding of instruments and good research. Question will be rewritten. Discussion #5: Again, the question on cultural diversity was apparently confusing. I will clarify what cultural diversity and social function means.

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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
	perspectives. Composer Project: Students compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: Students recognize and describe the diversity of human experience for French/Polish Chopin and Black American Joplin.	Composer Project: 90% success (-2% Based on results last year.)	Composer Project: Students still avoided the more significant comparisons of diversity of the human experience. I will make it a part of the paper format, instead of mentioning it in the general instructions.
<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</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. Composer Project: Students compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor)	80% of students chose at least 1 contemporary concert and were successful. (+5% Based on results last year.) Composer Project: 75% success (no change from last year)	Performance Response Paper: Perhaps the most important assignment of the class, I would like to keep the concert choice as open as possible. I asked students to attend concerts of diverse genre or style. Some students have trouble affording and/or finding a concert near to where they live. Many attend a live concert for the first time and become hooked!! My primary goal is to create educated audiences! Composer Project: I will require within the format at least one comparison that deals with contemporary issues and thought. Presently, the comparisons are completely open to their ideas.

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<p>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>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>		

Faculty Member Completing Assessment: Janet Barnard

Date: May 13, 2015

Reviewed by: Shelley Denton
 (Division chair)

Date: May 13,2015

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Clovis Community College

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

Class: THTR 111 – Introduction to Theater

Faculty: Christy Mendoza

Common Core No.: THTR 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	Students were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective. Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.	Overall average on pre-test was 37%. Overall average on post-test was 83% Questions 1, 2, & 6 Pre-Test Average Score =49% Post-Test Average Score =67%	The benchmark was met for objectives 1, 2 and 4, but was less than 70% for objective 3. Students need more work on critical thinking and analyzing the script of classic plays. As a class we read and analyze several plays together. Next semester, I plan to add an assignment where students will have to read and analyze a play script individually in order to help build their critical thinking skills.
		Questions 3, 5, 7, & 12 Pre-Test Average Score = 27% Post-Test Average Score = 75%	
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).		Questions 10 & 11 Pre-Test Average Score = 53% Post-Test Average Score = 73%	I think this will be improved with the above assignment. In addition, I plan reevaluate the questions to better reflect this objective.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		Questions 4, 8, & 9 Pre-Test Average Score =29% Post-Test Average Score = 96%	
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.			

Faculty Member Completing Assessment:

Christy Mendoza

May 6, 2016

Name

Date

Reviewed by: Shelley Denton

(Division chair)

Date: 5-13-16

Introduction to Theater Assessment Data

Total Number of students

15

Semester:

FALL 2015

Pre-Test

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Total # Correct
Question 1				1		1	1	1	1	1	1	1	1	1	1	11
Question 2			1			1	1	1	1			1				6
Question 3				1		1		1					1		1	5
Question 4	1				1											2
Question 5				1				1								2
Question 6		1		1					1				1		1	5
Question 7	1			1												2
Question 8	1	1				1	1			1	1					6
Question 9		1	1							1		1			1	5
Question 10	1	1	1			1	1	1	1	1	1	1	1	1		12
Question 11	1							1				1		1		4
Question 12		1	1			1	1	1	1	1						7
Pre-Test Average	42%	42%	33%	42%	8%	50%	42%	58%	42%	42%	25%	42%	33%	25%	33%	
Total Class Average on Pre-Test																37%

Post-Test

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Total # Correct
Question 1	1	1	1		1	1	1	1	1	1	1	1	1	1		13
Question 2		1	1	1	1	1	1	1	1			1	1	1		11
Question 3		1	1	1	1	1	1	1		1	1	1			1	11
Question 4	1	1	1		1	1	1	1	1	1	1	1	1	1	1	14
Question 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Question 6	1	1		1	1	1		1								6
Question 7	1	1		1	1	1	1		1						1	8
Question 8	1	1	1	1	1	1	1	1		1	1	1	1	1	1	14
Question 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Question 10		1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Question 11	1	1	1		1			1					1	1	1	8
Question 12	1		1			1	1	1	1		1	1	1	1	1	11
Pre-Test Average	75%	92%	83%	67%	92%	92%	83%	92%	67%	58%	67%	75%	75%	75%	75%	
Total Class Average on Post-Test																83%

	Total Correct			Average by Objective	
	Pre-Test	Post-Test		Pre-Test	Post-Test
Objective 1 (Quest 1, 2, 6)	22	30		49%	67%
Objective 2 (Quest 3, 5, 7, 12)	16	45		27%	75%
Objective 3 (Quest 10, 11)	16	22		53%	73%
Objective 4 (Quest 4, 8, 9)	13	43		29%	96%

Clovis Community College

Core Competencies Assessment 2013-2014—Area V: Humanities and Fine Arts

Class: THTR 275 –The Motion Picture

Faculty: Christy Mendoza

Common Core No.: THTR 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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 were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective.</p>	<p>Overall average on pre-test was 36%. Overall average on post-test was 83%</p> <p>Questions 1, 2, & 6</p> <p>Pre-Test Average Score =42% Post-Test Average Score =77%</p>	<p>The benchmark was met for all objectives . I re-did the questions on my Film Probe for this year. I need to re-tweak questions 3 and 12. I did ask very general questions on the major topics taught in the class. However I can still improve upon it.</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>Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.</p>	<p>Questions 3, 5, 7, & 12</p> <p>Pre-Test Average Score = 38% Post-Test Average Score = 80%</p>	<p>The way I am currently teaching is theory first, then they have to put it to use via their film project which allows them to put theory to practical purposes. Several of the student films that were made do reflect this. I am attaching one that shows the historical impact of Film Noir.</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 given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective. Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.</p>	<p>Questions 10 & 11</p> <p>Pre-Test Average Score = 48% Post-Test Average Score = 95%</p>	<p>I think this will be improved with the above assignment. In addition, I plan reevaluate my questions to better reflect this objective.</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>
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.	Students were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective. Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.	Questions 4, 8, & 9 Pre-Test Average Score =37% Post-Test Average Score = 78%	I will continue to use this process, but will relook and rework my questions

Faculty Member Completing Assessment: Christy Mendoza May 6, 2016

Name

Date

Reviewed by: Shelley Denton
(Division chair)

Date: 5-13-16

THTR 275: The Motion Picture Assessment Data

Total Number of students 20

Semester: Spring 2016

Pre-Test

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Total # Correct	
Question 1						1	1	1					1	1	1	1	1	1	1	1	1	10
Question 2				1	1	1		1			1			1	1	1	1	1	1			11
Question 3	1	1	1	1				1						1	1	1	1					9
Question 4	1	1	1						1	1	1			1	1	1	1					10
Question 5															1		1	1				3
Question 6				1										1		1	1					4
Question 7				1							1			1	1	1	1					6
Question 8		1	1	1		1	1	1					1						1	1		9
Question 9				1	1							1										3
Question 10		1		1		1		1			1	1	1	1	1	1	1	1	1			12
Question 11					1	1					1			1	1	1	1					7
Question 12	1		1	1					1	1				1	1	1	1	1	1	1	1	12
Pre-Test Average	25%	33%	33%	67%	25%	42%	25%	33%	17%	17%	42%	17%	25%	0.75	75%	75%	83%	50%	33%	8%		
Total Class Average on Pre-Test				36%																		

Post-Test

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	16	Student 12	Student 13	Student 14	Student 15	Total # Correct	
Question 1			1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Question 2			1	1	1	1	1	1	1	1	1	1	1					1	1	1	1	14
Question 3	1					1	1			1				1	1	1	1		1			9
Question 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		19
Question 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	19
Question 6	1	1		1	1	1	1	1	1	1	1		1	1	1	1	1	1			1	17
Question 7	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	19
Question 8	1	1	1	1		1	1	1	1				1	1	1	1	1	1				14
Question 9	1	1	1	1		1	1	1	1	1		1						1	1			14
Question 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	19
Question 11	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	19
Question 12	1	1		1	1	1	1	1	1	1	1	1	1		1	1		1	1	1	1	17
Pre-Test Average	83%	75%	75%	83%	67%	100%	100%	83%	92%	83%	83%	67%	92%	75%	83%	83%	75%	83%	75%	83%	67%	
Total Class Average on Post-Test				83%																		

	Total Correct			Average by Objective	
	Pre-Test	Post-Test		Pre-Test	Post-Test
Objective 1 (Quest 1, 2, 6)	25	46		42%	77%
Objective 2 (Quest 3, 5, 7, 12)	30	64		38%	80%
Objective 3 (Quest 10, 11)	19	38		48%	95%
Objective 4 (Quest 4, 8, 9)	22	47		37%	78%

Clovis Community College

Core Competencies Assessment 2013-2014—Area V: Humanities and Fine Arts

Class: THTR 275 –The Motion Picture

Faculty: Christy Mendoza

Common Core No.: THTR 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<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 were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective.</p> <p>Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.</p>	<p>Overall average on pre-test was 31%. Overall average on post-test was 86%</p> <p>Questions 1, 2, & 6</p> <p>Pre-Test Average Score =21% Post-Test Average Score =79%</p>	<p>The benchmark was met for all objectives . I re-did the questions on my Film Probe for this year. I need to re-tweak questions 3 and 12. I did ask very general questions on the major topics taught in the class. However I can still improve upon it. The way I am currently teaching is theory first, then they have to put it to use via their film project which allows them to put theory to practical purposes. Several of the student films that were made do reflect this. I am attaching one that shows the historical impact of Film Noir.</p>
		<p>Questions 3, 5, 7, & 12</p> <p>Pre-Test Average Score = 25% Post-Test Average Score = 81%</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 given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective.</p> <p>Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.</p>	<p>Questions 10 & 11</p> <p>Pre-Test Average Score = 38% Post-Test Average Score = 94%</p>	<p>I think this will be improved with the above assignment. In addition, I plan reevaluate my questions to better reflect this objective.</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 given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective.</p> <p>Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.</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>
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.	Students were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective. Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.	Questions 4, 8, & 9 Pre-Test Average Score =38% Post-Test Average Score = 72%	I will continue to use this process, but will relook and rework my questions

Faculty Member Completing Assessment: Christy Mendoza
Name

May 6, 2016
Date

Reviewed by: Shelley Denton
(Division chair)

Date: 5-13-16

Clovis Community College

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

Class: German 101 3N0 (31236201530-Fall 2015) and German 101 (1 N0 115116201610-Spring 2016)

Faculty: Janett Johnson

Common Core :

<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' 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>Students exceeded the 75% benchmark.</p>	<ul style="list-style-type: none"> • I will continue to encourage students to use the German language in speech, writing, and reading by incorporating different learning activities and exercises as well as additional explanations on assignments. • I will continue to use and introduce short videos and sound bites so that students can “mimic” the language and become familiar with its sounds and structures. • I will continue to use the Discussion board as a platform to exchange dialogue in the German language through audio and video implementation where students have to convey their abilities, knowledge, skills, and talents.

Page 2 of 4 Course: German 101 online

<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 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>Students exceeded the 75% benchmark.</p>	<p>I will continue to implement literary and art works to convey to the students the diversity that exists within the German community and culture and show that diversity enhances this community as much as the American community.</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.</p>	<p>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>

*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>Student examined their observations and articulated their experiences and thoughts through discussions, questions, and writing assignments.</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</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.</p>	<p>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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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>
disciplines. End – Humanities/Fine Arts			

Faculty Member Completing Assessment: Janett Johnson

Date: 6-10-16

Reviewed by: Shelley Denton

Date: 6-10-2016

(Division chair)

Clovis Community College

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

Class: Spanish 101 NMCCN SPAN 1114

Number of Students assessed: 41

Faculty: Teresa Guillen

<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 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. The final exam included the basics of:</p> <ul style="list-style-type: none"> - Vocabulary -Cognate words -Verb conjugation with correct structure and proper grammatical use -Proper use of: >>>>>EL/La/Los/Las -Proper use of: >>>>>Un/Una/Unos/Unas -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. 	<p>Test was graded on a 0-100 point scale.</p> <p>Most students exceeded the 75% benchmark. Students who did not successfully attain the benchmark requirements failed to do so because of failure to attend classes, failure to submit assignments, and/or failure to adequately prepare for tests.</p>	<ul style="list-style-type: none"> • I will encourage students with more in class learning and/or one on one time during office hours. • I will also encourage student to become more involved in class discussions for their benefit and successful improvement. • I will implement learning activities to encourage and develop a strong foundation for the Spanish language. • I will incorporate the use of technology i.e., websites so that students can receive additional instruction on any topic, activity or assignment.

<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 with face to face conversations with peers, and they practiced through reading comprehension and vocabulary development. Students were able to analyze and compare linguistic and social differences.</p>	<p>Test was graded on a 0-100 point scale.</p> <p>Students who participated and completed the assignments successfully exceeded the 75% mark in this category.</p>	<p>This will be an activity that will be continued and used to better assist students in the acquisition of the Spanish language.</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 researched cultural events and reviewed and compared two movies to grasp a deeper sense of the history, culture, influences, behaviors and customs. Students responded their findings through various projects and writing assignments.</p>	<p>Students that fully completed these projects exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family bonds are important.</p>	<p>I will incorporate additional activities so the students may obtain more experiences.</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> Test was graded on a 0-100 point scale.</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 modes of expression, and contemporary thought.</p>	<p>By reviewing movies, and writing research papers/power points, students were able to gain a deeper understanding about why Mexicans/Hispanics engage in certain activities and 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, and with the ESL class. Those that were more versed in the Spanish language were eager to assist and encourage the development of the Spanish language with those individuals who were learning Spanish for the first time. This interaction allowed them the students to see that there is no shame in mispronounced words or grammatical errors, as long as one is willing to keep trying one can and will continue to improve.</p>

Faculty Member Completing Assessment: Teresa Guillen

Date: 12-8-2015

Reviewed by: Shelley Denton

(Division chair)

Date: 2/23/16

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 2015-2016—Area V: Humanities and Fine Arts

Class: SPAN 102

Faculty: Teresa Guillen

Common Core No.: NMCCN SPAN 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>Students' skills and development were evaluated using the final exam. Final exam included:</p> <ul style="list-style-type: none"> - Vocabulary -Verb conjugation -Recognition of sentence structure. -Reading comprehension. -Word translations. -Cultural knowledge and understanding of the materials which were presented and gained throughout the semester. 	<p>Students exceeded the 75% benchmark. Number of Students Assessed- 22</p>	<ul style="list-style-type: none"> • I will introduce a new textbook which may better serve the students learning needs. • I will continue to encourage student by incorporating different learning activities as well as additional explanations on assignments. • I will continue to use and introduce a variety of hands on activities, while continuing to encourage the use of the Spanish language through speaking, reading and discussions.
<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, rituals, via movies, readings and discussions for an in depth knowledge of the cultural dynamics.</p>	<p>Students successfully exceeded the 75% mark in this category.</p>	<p>This activity will be continued with some modifications so as to give students a better understanding of the history and diverse cultures that thrive within the Spanish language and Hispanic community.</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 folk tales and view videos in which cultural events and diversities are discussed and examined. This</p>	<p>Students exceeded the 75% mark. Students were able to increase their understanding as to the</p>	<p>I will incorporate additional activities and topics through which the student may obtain more cultural experiences while actively developing the Spanish language.</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>
	will provide a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through discussions, questions, and writing assignments.	reasons why some customs and traditions are highly valued.	
<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</p>	By reviewing historical folk tales, watching videos and/or documentaries, hands on activities, face to face discussions with ESL individuals and research of specific events, students were able to gain an understanding as to the importance of certain customs in the Hispanics culture.	Students successfully exceeded the 75% benchmark. Students enjoyed the information learned via videos, making piñatas and face to face interaction with ESL students.	I will continue to incorporate these activities, as they proved to be successful. I will incorporate more communication activities to develop appropriate pronunciation and communication skills.

*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>
primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines. End – Humanities/Fine Arts			

Faculty Member Completing Assessment: Teresa Guillen

Date: 5-25-16

Reviewed by: Shelley Denton

Date: 6/06/2016

(Division chair)