CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

General Education
Assessment Report 2017-2018

Submitted to: New Mexico Higher Education Department

www.clovis.edu/assessment

August 24, 2018

Contact Person

Raymond Walker
Clovis Community College
417 Schepps Boulevard Clovis, NM 88101

raymond.walker@clovis.edu

575.769.4953 ph

Institution Name: Clovis Community College

Core Competencies Report

Attachments:

Area I Communications	*Contact Person* Raymond Walker/Janett Johnson
Area II Math—Algebra	*Contact Person* Raymond Walker /Don Scroggins
Area II Math—Other Math	*Contact Person* Raymond Walker /Don Scroggins
Area III Laboratory Science	*Contact Person* Raymond Walker /Don Scroggins
Area IV Social/Behavioral Sciences	*Contact Person* Raymond Walker /Monica Sanchez
Area V Humanities/Fine Arts	*Contact Person* Raymond Walker /Monica Sanchez

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

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

Area II: Mathematics

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

Area II: Other college-level Mathematics

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

Area III: Laboratory Sciences

Biology for General Education (BIOL 113/NMCCN 1114)
Human Biology & Lab (BIOL 115/NMCCN BIOL 1124)
Human Anatomy and Physiology I & II (BIOL 211 & 212/NMCCN 2414 & 2424)
Microbiology and Lab (BIOL 222/NMCCN BIOL 2513/2511)
Chemistry for General Education & Lab (CHEM 113/NMCCCN CHEM 1114)
General Chemistry I & Lab (CHEM 151/NMCCN CHEM 1214)
Physical Geology and Lab (GEOL 113/NMCCN GEOL 1114)
Survey of Physics & Lab (PHYS 113/NMCCN General Education Elective)
General Physics I & Lab (PHYS 151/NMCCN PHYS 1114)
General Physics II & Lab (PHYS 152/NMCCN PHYS 1124)

Area IV: Social/Behavior Sciences

Introduction to Cultural Anthropology (ANTH 243/NMCCN ANTH 2113)
Principles of Macro Economics (ECON 221/NMCCM ECON 2113)
Principles of Micro Economics (ECON 222/NMCCN ECON 2123)
American National Government (PSCI 102/NMCCN 1213)
Introductory Psychology (PSY 101/NMCCN PSYC 1113)
Human Growth & Development (PSY 106/ NMCCN General Education Elective)
Child Psychology (PSY 201/ NMCCN General Education Elective)
Introductory Sociology (SOC 101/NMCCN SOCI 1113)
Contemporary Social Issues (SOC 212/NMCCN SOCI 2113)
Child, Family, and Community (SOC 215/NMCCN SOCI 2213)

Area V: Humanities and Fine Arts

Drawing I & II (ART 101 & 102/NMCCN General Education Elective)
Design I & II (ART 106/107 NMCCN General Education Elective)
Art Appreciation (ART 131/NMCCN ARTS 1113)
Photography I (ART 210/ NMCCN General Education Elective)
Digital Photography (ART 217/NMCCN General Education Elective)
Painting I (ART 221/NMCCN General Education Elective)
Art History I (ART 261/NMCCN ARTS 2113)
Introduction to Dance (DNC 101/NMCCN DANC 1013)
Types of Literature/Short Story (ENG 202/NMCCN ENGL 2343)
Introduction to Literature (ENG 211/NMCCN ENGL 2213)
Survey of American History to 1865 (HIST 101/NMCCN HIST 1113)
Survey of American History since 1865 (HIST 102/NMCCN HIST 1213)
World Civilization I & II (HIST 121 & 122/NMCCN HIST 1053 & 1063)
New Mexico History (HIST 203/NMCCN HIST 2113)
Introduction to Humanities II (HUM 222/NMCCN General Education Elective)
Music Appreciation (MUS 113/NMCCN MUSI 1113)
Introduction to Philosophy (PHIL 201/NMCCN PHIL 1113)
Ethics (PHIL 211/NMCCN PHIL 2113)
Beginning Spanish I & II (SPAN 101 & 102/NMCCN 1114 & 1124)
Introduction to Theater Arts (THTR 111/NMCCN THTR 1013)
The Motion Picture (THTR 275/NMCCN General Elective)

Clovis Community College
Core Competencies Assessment 2017-18—Area I: Communications
Class: COMM 101 – Interpersonal Communication **Faculty: Chavez, Hardin, Meza**
Common Core No.: NMCCN COMM 1213

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Sections: 19 (4 Su17, 7 Fa17, 8 Sp18) Students: 352 assessed	**How Results Will Be Used To Make Improvements**
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 to make informed decisions.	The students in Interpersonal Communication are assessed using exams, projects, 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. Each essay evidences learning on the paradigms presented for a theory. The theories include self-concept, perception, and language. Each essay requires the student to understand, identify terms, and apply them to a real life personal experience.	During the Summer, Fall and Spring semesters, 352 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. By this fourth essay (out of four): 84.4% of the students evidenced an understanding of the material and can apply theoretical concepts from lecture. 2% of the students show some understanding of the material but have some difficulty applying the concepts. 1.1% of the students neither understand nor attempt to apply the concepts in their essay. 12.5% did not submit any essays.	During the Summer, Fall and Spring semesters, the instructor collected the final essay from students. 84.4% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 85.0%. I continued having the Writing Center come in and present to each section on writing academic papers and provide PowerPoint presentation for the online sections to assist the students in their writing assignments. For the students that made up the 2% and 1.1%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center. 12.5% attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.
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.	Students completed a writing essay on Nonverbal Communication.	During the Summer, Fall and Spring semesters, 352 students were enrolled in COMM 101. 79.5 % of the students evidenced an understanding of the material and can apply theoretical concepts from lecture.	79.5% 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, it did decrease from the previous year from 82%. I will work with students on giving better instructions and providing an example, so this standard can be higher next time.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Sections: 19 (4 Su17, 7 Fa17, 8 Sp18) Students: 352 assessed	**How Results Will Be Used To Make Improvements**
		6.8% of the students show some understanding of the material but have some difficulty applying the concepts. 2% of the students neither understand nor attempt to apply the concepts in their essay. 11.7% did not submit any essays.	Fort the students that made up the 6.8% and 2%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit the Writing Center for assistance. 11.7% attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).	Students 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.	During the Summer, Fall and Spring semesters, 352 students were enrolled in COMM 101. 85.2 % of the students evidenced an understanding of the material and can apply theoretical concepts from lecture. 1.7% of the students show some understanding of the material but have some difficulty applying the concepts. 0.3% of the students neither understand nor attempt to apply the concepts in their essay. 13.1% did not submit any essays.	85.2% 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%. The results remained consistent with last assessment where 85% meet the standard. I gave better instructions and gave an example of the work to be completed. I will continue using this method in order to maintain standard next assessment year. Fort the students that made up the 1.7% and 0.3%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. 13.1% attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.

Clovis Community College
Core Competencies Assessment 2017-2018—Area I: Communication

 Course: COMM 101 – Interpersonal Communication **Common Core No.: NMCCN COMM 1213**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Sections: 19 (4 Su17, 7 Fa17, 8 Sp18) Students: 352 assessed	**How Results Will Be Used To Make Improvements**
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.	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.	During the Summer, Fall and Spring semesters, 352 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. By this fourth essay (out of four): 84.4% of the students evidenced an understanding of the material and can apply theoretical concepts from lecture. 2% of the students show some understanding of the material but have some difficulty applying the concepts. 1.1% of the students neither understand nor attempt to apply the concepts in their essay. 12.5% did not submit any essays.	During the Summer, Fall and Spring semesters, the instructor collected the final essay from students. 84.4% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 85.0%. I continued having the Writing Center come in and present to each section on writing academic papers and provide PowerPoint presentation for the online sections to assist the students in their writing assignments. Fort the students that made up the 2% and 1.1%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center. 12.5% attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should:	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.	During the Summer, Fall and Spring semesters, 352 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. By this fourth essay (out of four):	During the Summer, Fall and Spring semesters, the instructor collected the final essay from students. 84.4% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. Last year it was 85.0%. I continued having the Writing Center come in and present to each section on writing academic papers 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.

Clovis Community College
Core Competencies Assessment 2017-2018—Area I: Communication

Page 4 of 4 . . . . Course: COMM 101 – Interpersonal Communication Common Core No.: NMCCN COMM 1213

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Sections: 19 (4 Su17, 7 Fa17, 8 Sp18) Students: 352 assessed	**How Results Will Be Used To Make Improvements**
Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		84.4% of the students evidenced an understanding of the material and can apply theoretical concepts from lecture. 2% of the students show some understanding of the material but have some difficulty applying the concepts. 1.1% of the students neither understand nor attempt to apply the concepts in their essay. 12.5% did not submit any essays.	provide PowerPoint presentation for the online sections to assist the students in their writing assignments. Fort the students that made up the 2% and 1.1%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. I will also encourage students to visit with the Writing Center. 12.5% attended class intermittently or quit attending altogether and did not submit any essays. For the students that quit attending, Starfish was used to contact students and to try to get students to return to the course.
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 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: 5/18/18**

Reviewed by: Raymond Walker **Date: 5/20/18**
(Division chair)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area I: Communications

Class: COMM 102 – Public Speaking **Faculty: Chavez, Hardin, Meza, Regnier**

Common Core No.: NMCCN COMM 1113

<table>
<tr><th><u>Competencies</u>
(Learning Outcomes Being Measured)</th><th><u>Assessment Procedures</u>
(Process/Instrument named or described – rubric attached)</th><th><u>Assessment Results</u>
Sections: 8 (1 Su17, 4 Fa17, 3 Sp18)
Students: 83 assessed</th><th><u>How Results Will Be Used To Make Improvements</u></th></tr>
<tr><td>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.</td><td>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.</td><td>Peer critique forms are distributed to students prior to presentation of peer speeches. For the Summer, Fall, and Spring, a total of 83 students were enrolled in COMM 102.

<table><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><tr><td>9</td><td>15</td><td>22</td><td>34</td><td>68%</td></tr></table>
3 students did not submit assignment.</td><td>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.</td></tr>
<tr><td>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.</td><td>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 ¾ through the semester and their final speeches.
Benchmark: 75% of students are required to receive a score of average or better on the assessment results.</td><td>2a. Speech Goal
<table><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><tr><td>2</td><td>13</td><td>20</td><td>43</td><td>76%</td></tr></table>
2b. Thesis Statement
<table><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><tr><td>2</td><td>13</td><td>20</td><td>43</td><td>76%</td></tr></table></td><td>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.</td></tr>
</table>

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<tr><td></td><td></td><td>2c. Organization of Main Points
<table>
<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>
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5 students did not submit assignment.</td><td></td></tr>
<tr><td>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).</td><td>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.</td><td>3a. Survey & Analysis
<table>
<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>
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3b. PowerPoint ™ Visual Aid
<table>
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3 students did not submit assignment.</td><td>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.</td></tr>
</table>

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Clovis Community College
Core Competencies Assessment 2017-2018—Area I: Communication

Page 3 of 4 . . . . Course: COMM 102 – Public Speaking — Common Core No.: NMCCN COMM 1113

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<tr><td>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.</td><td>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.</td><td>4a. Delivery
<table><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><tr><td>9</td><td>15</td><td>22</td><td>34</td><td>68%</td></tr></table>4b. Outline
<table><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><tr><td>9</td><td>15</td><td>22</td><td>34</td><td>68%</td></tr></table>4c. Essays
<table><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 Average</th></tr><tr><td>9</td><td>15</td><td>22</td><td>34</td><td>68%</td></tr></table></td><td>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. The standard for this area is 75%. Falling under this standard, new examples will be provided to increase this standard.</td></tr>
<tr><td>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</td><td>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</td><td>5a. Documentation & Oral Citations
<table><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><tr><td>11</td><td>19</td><td>17</td><td>33</td><td>60%</td></tr></table></td><td>Most students grasp these concepts. Focus is on using stronger sources rather that 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</td></tr>
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<tr><td>plagiarizing, misinforming or distorting.</td><td>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.</td><td>5b. Reference Page
<table>
<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>
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</table>
3 Students did not submit assignment.</td><td>sources are evaluated by the instructor. Develop a rubric for assessing strength of sources for student evaluation.</td></tr>
<tr><td>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.</td><td>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.</td><td>Civic Discourse Topics
<table>
<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>
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</table>
5 students did not submit assignment.</td><td>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.</td></tr>
</table>

Faculty Member Completing Assessment: Simon Chavez **Date: 05/18/2018**

Reviewed by: Raymond Walker **Date: 5/20/18**
(Division chair)

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Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 30

Class/Semester(s): English 102 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Annetta Lasley

Common Core No.: ENG 102/NMCCN ENGL 1113

Competencies (Learning Outcomes Being Measured)

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.

Assessment Procedures (Process/Instrument named or described – rubric attached)

A total of 438 students (N) were assessed

Outcomes Assessment Rubric used to assess the following:

Assessment Tool:
Research Essay

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.
The benchmark is an agreed-upon standard established by the English faculty. C (70-79%) average is required in ENG 102 in order to register for ENG 104.

Assessment Results based on Writing Rubric

N =438

Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, 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"
3	24	207	204	93.8%

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.

(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	53	202	181	87.44%

Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	34	206	193	91.09%

How Results Will Be Used To Make Improvements

2017-2018 Year end objectives *(reflected on the left)* ***MET (90.78%*** *of 438 students scored a 3 or higher meeting the benchmark for this objective)*

2-Year Comparison: Below is a summary of the score comparisons between this year's data and 2016-2017 (+ equals improvement, - equals improvement needed).

Situation & Purpose:
Met 17-18 (+6.8% from 16-17)

Aesthetics:
Met 17-18 (+5.44% from 16-17)

Diverse Points of View:
Met 17-18 (-.91% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 30

Class/Semester(s): English 102 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Annetta Lasley

Common Core No.: ENG 102/NMCCN ENGL 1113

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.
Students should:
Organize their thinking to express their viewpoints clearly, concisely, and effectively.

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	67	168	193	82.4%

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"
4	62	178	194	84.93%

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	59	192	186	86.3%

2017-2018 Year end objectives *(reflected on the left)* ***MET (84.54%*** *of 438 students scored a 3 or higher meeting the benchmark for this objective)*

Thesis:
Met 17-18 (-1.6% from 16-17)

Organization:
Met 17-18 (+2.93% from 16-17)

Development:
Met 17-18 (+5.3% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 30

Class/Semester(s): English 102 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Annetta Lasley

Common Core No.: ENG 102/NMCCN ENGL 1113

3. Students will use effective rhetorical strategies to persuade, inform, and engage.
Students should:
Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, 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"
4	64	169	201	84.47%

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"
4	50	187	197	87.67%

2017-2018 Year end objectives *(reflected on the left)* ***MET (86.07%*** *of 438 students scored a 3 or higher meeting the benchmark for this objective)*

Unity/Development/Coherence:
Met 17-18 (-.53% from 16-17)

Value and Creativity:
Met 17-18 (-1.33% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 30

Class/Semester(s): English 102 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Annetta Lasley

Common Core No.: ENG 102/NMCCN ENGL 1113

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.

Students should:

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

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

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
6	67	203	162	83.33%

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"
3	64	220	151	84.7%

2017-2018 Year end objectives *(reflected on the left)* ***MET (84.01%*** *of 438 students scored a 3 or higher meeting the benchmark for this objective)*

Expression:
Met 17-18 (+2.33% from 16-17)

Grammar/Punctuation/Mechanics/Spelling:
Met 17-18 (+3.7% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 30

Class/Semester(s): English 102 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Annetta Lasley

Common Core No.: ENG 102/NMCCN ENGL 1113

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"
31	56	177	174	80.13%

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"
42	60	191	145	76.71%

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"
39	60	184	155	77.39%

2017-2018 Year end objectives *(reflected on the left)* ***MET (78.08%*** *of 438 students scored a 3 or higher meeting the benchmark for this objective)*

Integrating Quotations/Paraphrases:
Met 17-18 (+.13% from 16-17)

In-Text Citations and Integrating Research:
Met 17-18 (-6.69% from 16-17)
Discussion will take place within department regarding improvements required to meet this objective.

Works Cited or References:
Met 17-18 (-3.61% from 16-17)
Discussion will take place within department regarding improvements required to meet this objective.

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 30

Class/Semester(s): English 102 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Annetta Lasley

Common Core No.: ENG 102/NMCCN ENGL 1113

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	43	213	173	88.13%

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"
7	47	190	194	87.67%

2017-2018 Year end objectives *(reflected on the left)* ***MET (87.9%*** *of 438 students scored a 3 or higher meeting the benchmark for this objective)*

Analysis and discussion:
Met 17-18 (+2.13% from 16-17)

Resourcefulness and Independence:
Met 17-18 (+4.67% from 16-17)

Faculty Members Completing Assessment: Emilee Nieman and Gregory Rapp **Date: 06/10/2018**

Reviewed by: Janett Johnson **Date: 06/12/2018**
(Division chair)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 21

Class/Semester(s): English 104 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Terry Murphy

Common Core No.: ENG 104

<table>
<tr><th><u>Competencies</u>
(Learning Outcomes Being Measured)</th><th><u>Assessment Procedures</u>
(Process/Instrument named or described – rubric attached)</th><th><u>Assessment Results based on Writing Rubric</u>

N =325</th><th>How Results Will Be Used To Make Improvements</th></tr>
<tr>
<td>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.</td>
<td><u>A total of 325 students (N</u>) were assessed

Outcomes Assessment Rubric used to assess the following:

Assessment Tool:
Research Essay

BENCHMARK: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.
The benchmark is an agreed-upon standard established by the English faculty. C (70-79%) average is required in ENG 102 in order to register for ENG 104.</td>
<td>Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.
<table>
<tr><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>
<tr><td>3</td><td>4</td><td>143</td><td>175</td><td>97.8%</td></tr>
</table>
Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.
<table>
<tr><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>
<tr><td>2</td><td>6</td><td>128</td><td>189</td><td>97.5%</td></tr>
</table>
Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.
<table>
<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>
<tr><td>3</td><td>14</td><td>113</td><td>195</td><td>94.76%</td></tr>
</table>
</td>
<td>2017-2018 Year end objectives (reflected on the left) MET (96.68% of 325 students scored a 3 or higher meeting the benchmark for this objective)

2-Year Comparison: Below is a summary of the score comparisons between this year’s data and 2016-2017 (+ equals improvement, - equals improvement needed).

Situation & Purpose:
Met 17-18 (+12.8% from 16-17)

Aesthetics:
Met 17-18 (+7.5% from 16-17)

Diverse Points of View:
Met 17-18 (+8.76% from 16-17)</td>
</tr>
</table>

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 21

Class/Semester(s): English 104 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Terry Murphy

Common Core No.: ENG 104

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"
12	30	97	186	87.07%

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	7	107	209	97.23%

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	14	125	184	95.07%

2017-2018 Year end objectives *(reflected on the left)* ***MET (93.12%*** *of 325 students scored a 3 or higher meeting the benchmark for this objective)*

Thesis:
Met 17-18 (+2.07% from 16-17)

Organization:
Met 17-18 (+10.23% from 16-17)

Development:
Met 17-18 (+8.07% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 21

Class/Semester(s): English 104 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Terry Murphy

Common Core No.: ENG 104

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 (PowerPointTM, 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	11	122	190	96%

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"
2	11	109	203	96%

2017-2018 Year end objectives *(reflected on the left)* ***MET*** *(**96%** of 325students scored a 3 or higher meeting the benchmark for this objective)*

Unity/Development/Coherence:
Met 17-18 (+11% from 16-17)

Value and Creativity:
Met 17-18 (+9% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 21

Class/Semester(s): English 104 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Terry Murphy

Common Core No.: ENG 104

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"
2	12	107	204	95.69%

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"
2	19	132	172	93.53%

2017-2018 Year end objectives *(reflected on the left)* ***MET (94.61%*** *of 325 students scored a 3 or higher meeting the benchmark for this objective)*

Expression:
Met 17-18 (+11.69% from 16-17)

Grammar/Punctuation/Mechanics/Spelling:
Met 17-18 (+9.53% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 21

Class/Semester(s): English 104 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Terry Murphy

Common Core No.: ENG 104

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	23	120	172	89.84%

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"
16	27	120	162	86.76%

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"
12	11	122	180	92.92%

2017-2018 Year end objectives *(reflected on the left)* ***MET (89.84%*** *of 325 students scored a 3 or higher meeting the benchmark for this objective)*

Integrating Quotations/Paraphrases:
Met 17-18 (+.9.84% from 16-17)

In-Text Citations and Integrating Research:
Met 17-18 (+10.76% from 16-17)

Works Cited or References:
Met 17-18 (+9.92% from 16-17)

Clovis Community College - Core Competencies Assessment 2017-2018—Area I: Communications

# of Sections Assessed: 21

Class/Semester(s): English 104 (Fall & Spring)

Faculty: Janett Johnson (Division Chair), Gregory Rapp, Emilee Nieman, Paul Nagy, Gina Hochhalter & Terry Murphy

Common Core No.: ENG 104

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"
2	8	151	164	96.92%

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"
2	10	128	185	96.3%

2017-2018 Year end objectives *(reflected on the left)* ***MET (96.61%*** *of 325 students scored a 3 or higher meeting the benchmark for this objective)*

Analysis and discussion:
Met 17-18 (+7.92% from 16-17)

Resourcefulness and Independence:
Met 17-18 (+10.3% from 16-17)

Faculty Member Completing Assessment: Emilee Nieman and Gregory Rapp **Date: 06/05/2018**

Reviewed by: Janett Johnson **Date: 06/12/2018**
(Division chair)

Clovis Community College
Core Competencies Assessment 2017-2018—Area I: Communications
Class: English 233.3N0 Technical Communication **Faculty: Gina Hochhalter**
Common Core No.: NMCCN ENGL 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** N=5	**How Results Will Be Used To Make Improvements**
Course Objectives Students will… 1. Understand the basic components of technical descriptions, definitions, reports, and process explanations, and identify additional common concepts of technical writing to include audience, purpose, jargon, ethics, format, and visuals. 2. Be able to edit technical expressions for correctness, conciseness, accuracy, and clarity. 3. Write technical communication documents such as the research report and technical description with the accuracy of structure, organization, and style appropriate to accommodating purpose and audience. **4.** Be able to use basic methods of research and documentation including on-line research. Writers will be able to synthesize and integrate material from sources with their own ideas in a research report. 5. 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.	A total of 5 students (N) were assessed. The two assessment tools used were the 1) Pre/Post multiple choice test (Objective #1) and 2) a Technical Descriptions writing assignment written by students ¾ way through the semester (Objectives #2-4). **BENCHMARKS**: **1) Multiple choice: I would expect a 10% increase in the average of overall scores between pre and post.** This test asked general, almost simple questions about clarity/grammar, audience/purpose, tense/voice, graphics, design, types of technical communication, and APA format mechanics. **2) Technical Descriptions: 100% of students should meet all categories in the rubric at 85% or higher.** The assignment was to write a technical description to both high-tech and low-tech audiences. **The rubric** for the Technical Descriptions Assignment is basic, maybe even too	**Pre/Post MC Test** The pre-test: Average Score: 73.6% Highest Score: 80% Lowest Score: 60% The post-test: Average Score: 79.2% Highest Score: 94% Lowest Score: 60% *Differences*: Average score: + 5.6% Highest score: + 14% Lowest score: 0% **Fall 2017 ----------** **Technical Descriptions Writing Assignment** N=3 ---------- Only 3 of 5 students completed this final assignment. Average out of 100: 96% Lowest: 89% (1) Highest: 100% (1) **As a comparison point:** **Fall 2016, N=8 ----------** Average out of 100: 98% Lowest: 93% (1) Highest: 100% (3)	Average score increase: 5.6% 1) Not met Highest score increase: 14% An increase in the highest score by 14% looks great – the increase occurred with one students. One student decreased by 2 points. This indicates to me that students may not be taking the post-test seriously. The lowest score of 60 in pre and post was also the same student. I am not seeing the point of this assessment as it does not convey accurate learning results. I do think a different testing strategy should be employed. Nonetheless, the average score increased by 5.6%. In 2016, the increase was by 4%. The highest score for 2016 was increased by 10% and this semester by 14%, not perhaps significant, but higher. 2) Met The writing assignment is much more sufficient in giving me an idea of how the course is going. Grammar, clarity, format, word choice, audience, and design are all a part inherently of this assignment.

Page 2 of 2 . . . . Course: English 233.3N0 Technical Communication

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** N=5	**How Results Will Be Used To Make Improvements**
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	simplistic, and still under revision for Assessment purposes. However, here is the rubric categories and points used. **Description 1:** Grammar, accuracy, conciseness, and sentence clarity. ___/20 Word choice is consistent with Audience expectations. ___/10 **Description 2:** Grammar, accuracy, conciseness, and sentence clarity. ___/20 Word choice is consistent with Audience expectations. ___/10 **Both:** Format of Technical Descriptions are accurate. ___/20 An image or graphic has been included as a design element. ___/20 Total = _____/100	**Fall 2015, N=11 ----------** Average out of 100: 93.8% Lowest: 82% (1) Highest: 100% (4)	**Concern**: Only 3/5 students completed this assignment. Yet all students completed the course successfully. Also, enrollment in this course continues to decrease. It could be that it is a 200 level course which does not transfer to the university. Also, in CCC programs, many times students can choose between 104 and 233. English 104 does transfer to ENMU (for example) but 233 does not. **Improvement**: It's difficult to say how I will use this information to improve the course only because of the change in outcomes that is sure to alter the current course. Because of the success with the Technical Descriptions Assignment later in the semester, there is relatively good evidence that students are meeting the objectives of the course as stated at present. The MC test should be altered to reflect the actual learning levels of the course.

Faculty Member Completing Assessment: Gina Hochhalter **Date: 06/12/2018**

Reviewed by: Janett Johnson **Date: 06/12/2018**
(Division chair)

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 113 – Biology for General Ed **Faculty: Cory Roberts**

Common Core No.: NMCCN BIOL 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following: 1) Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions. 2) Explain how chemical and physical principles apply to biological processes at the cellular level. 3) Understand basic concepts of cell biology. 4) Understand that all organisms share properties of life as a consequence of their common ancestry. 5) Understand fundamental processes of molecular biology. 6) Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow. 7) Understand the criteria for species status and the mechanisms by which new species arise. 8) Understand methods for inferring phylogenetic relationships and the basis for biological classification. 9) Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems. 10) Explain the importance of the scientific method for addressing important contemporary biological issues.	Students perform a variety of labs and pre-lab assignments to achieve the desired objectives, including but not limited to a scientific method worksheet, an enzyme lab write-up, and a phylogeny worksheet (1,10,8). A comprehensive final is administered and the data analyzed in an excel document for proficiency of the other objectives.	**Fall 2017** 18 students Objectives 1,10 = 90% Objective 2 = 81% Objectives 3,5 = 64% Objective 4 = 75% Objectives 6,7 = 90% Objective 8 = 80% Objective 9 = 72% **Spring 2018** 20 students Objectives 1,10 = 85% Objective 2 = 79% Objectives 3,5 = 63% Objective 4 = 78% Objectives 6,7 = 94% Objective 8 = 80% Objective 9 = 75%	This course is new for me as of Fall 2017. Based on this assessment data, the only objective not meeting proficiency is cell and molecular biology. Knowing this, next semester I can spend more time in class going over the components of the cell, and practice with the organelles. I will also assign a pre-lab for the diffusion and osmosis lab to increase understanding in this area.

Faculty Member Completing Assessment: *Cory Roberts* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science
Class: BIOL 115 – Human Biology and Lab **Faculty: Meredith Arth**
Common Core No.: NMCCN BIOL 1124

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	Students investigate many examples in which scientists have developed reliable knowledge about the human body through class exercise, quizzes, lab activates, discussions, and lecture exams. A post- Test was given to evaluate students and determine the percentages provided.	Fall 2017 = 70.0% Spring 2018= 74% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	A minimum of 70% correct for each competency was used as the standard that we aspire to reach. During the Fall 2017 and the Spring of 2018 all of the competency goals were met. The lowest score occurred in Competency 1 during the Fall 2017 semester. Next semester I plan to incorporate an assessment over the final exam as well. While this is not a requirement to assess the core competencies, I feel that this will help me to better understand the learners overall knowledge after competing this course.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	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.	Fall 2017 = 77.72% Spring 2018= 87.93% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	

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 submit lab reports on current A&P information and topics.	Fall 2017 = 84.47% Spring 2018= 89% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	
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 heart rate, nerve receptors and reflexes. Charts graphs, and lab reports are used.	Fall 2017 = 80.56% Spring 2018= 87.84% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	

Page 3 of 3 . . . . Course: BIOL 115 – Human Biology and Lab 115 **Common Core No.: NMCCN BIOL 1124**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	Threaded discussion topics make the students apply what they have learned to actual case studies oh human anatomy and physiology	Fall 2017 = 96.30% Spring 2018= 96.66% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	

Faculty Member Completing Assessment: *Meredith Arth* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Meredith Arth**

Common Core No.: NMCCN BIOL 2414

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 were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas: 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. (Chapter 2) 3. Describe multi-cellular organization. (Chapters 3 & 4) 4. Distinguish and describe major tissue types. 5. Describe the structure and function of the integumentary system. 6. Describe the structure and function of the skeletal system. 7. Describe the structure and function of the muscular system. 8. Describe the structure and function of the nervous system. 9. Describe the structure and function of the special senses.	The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 74 multiple choice questions and 26 fill-in the-blank diagrams. The final consists of 60 multiple choice and 42-45 fill-in-the-blank diagrams. Canvas data analysis information was used in conjunctions with a Excel file to calculate the assessment results. One 16-week BIOL 211 courses was assessed during the Fall 2017 semester. The course was analyzed and the results for each objective were calculated.	Fall 2017: Objective 1 = 79% Objective 2 = 60% Objective 3 = 65% Objective 4 = 63% Objective 5 = 72% Objective 6 = 72% Objective 7 = 66% Objective 8 = 63% Objective 9 = 68%	During the Fall semester, new quizzes and practice quizzes were introduced into the curriculum. While Objectives 1, 5, & 6 met the minimum 70% requirement, objectives 2, 3, 4, 7, 8, & 9 were slightly below the desired average. I would like to go back and make sure that these new quizzes and practices sheets are prepping the students for the exam in the way that we hoped.

Faculty Member Completing Assessment: *Meredith Arth* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Krista Clapp**

Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Objective 1: Describe and apply anatomical terminology (Ch. 1) Objective 2: Describe multi-cellular organization (Ch. 2)	Proctored Midterm Exam – including multiple choice questions and diagram labeling Proctored Midterm Exam – including multiple choice questions	Fall 2017 – 81% Spring 2018 – 79% Fall 2017 – 68% Spring 2018 – 68%	Objective 1: This is a strong section for students. To maintain that high level I will continue to encourage students to start on the course right away at the beginning of the semester. Objective 2: Chemistry is a challenging subject for most students. Hopefully the new textbook will present the information better and I will have skype virtual hours to offer more assistance.
Objective 3: Describe multi-cellular organization (Ch. 3/4) Objective 4: Distinguish and describe major tissue types	Proctored Midterm Exam – including multiple choice questions and diagram labeling Proctored Midterm Exam – including multiple choice questions	Fall 2017 – 74% Spring 2018 – 74% Fall 2017 – 71% Spring 2018 – 79%	Ojective 3/4: These have been strong areas of student success. I will work to support students by encouraging them to participate in the extra practice assignments to learn about cells and tissues.
Objective 5: Describe the structure and function of the integumentary system Objective 6: Describe the structure and function of the skeletal system	Proctored Midterm Exam – including multiple choice questions and diagram labeling Proctored Final Exam – including multiple choice questions and diagram labeling	Fall 2017 – 78% Spring 2018 – 79% Fall 2017 – 70% Spring 2018 – 79%	Objective 5:. This topic is one of the best for student success. I don't think additional improvement is really necessary. Objective 6: This area is strong, but I will encourage students to use some extra learning tools for skeletal system practice.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Objective 7: Describe the structure and function of the muscular system Objective 8: Describe the structure and function of the nervous system	Proctored Final Exam – including multiple choice questions and diagram labeling Proctored Final Exam – including multiple choice questions and diagram labeling	Fall 2017 – 61% Spring 2018 – 72% Fall 2017 – 68% Spring 2018 – 70%	Objective 7/8:. I have some additional utube videos I might suggest for learning about muscle contraction physiology and nerve impulses. I am also going to send messages out to encourage students to start learning the muscles early, since there are so many to commit to memory.
Objective 9: Describe the structure and function of the special senses	Proctored Final Exam – including multiple choice questions and diagram labeling	Fall 2017 – 68% Spring 2018 – 70%	Objective 9: I am going to encourage students to practice with diagrams by printing a practice copy, putting it in a plastic sleeve, and using dry erase markers to label and map out how they function.

Faculty Member Completing Assessment: *Krista Clapp* **Date:** *5/17/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Cory Roberts**

Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process described)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas: 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. 3. Distinguish and describe major tissue types. 4. Describe the structure and function of the integumentary system. 5. Describe the structure and function of the skeletal system. 6. Describe the structure and function of the muscular system. 7. Describe the structure and function of the nervous system. 8. Describe the structure and function of the special senses.	The students take a midterm and final exam that have sections that corresponds to the course objectives. The exams consist of multiple choice questions and fill-in-the-blank diagrams. The percent of correct answers in each objective section is calculated in Excel files.	**Fall 2017 - Face to Face Classes:** 2 sections, 32 total students Objective 1 = 81% Objective 2 = 78% Objective 3 = 80% Objective 4 = 81% Objective 5 = 85% Objective 6 = 63% Objective 7 = 78% Objective 8 = 75% **Spring 2018 – Face to Face Classes:** 1 section, 13 total students Objective 1 = 83% Objective 2 = 76% Objective 3 = 80% Objective 4 = 82% Objective 5 = 80% Objective 6 = 61% Objective 7 = 73% Objective 8 = 74%	With exception of Objective 6, all the other objectives meet the desired outcome for demonstrating proficiency. The muscle system is notoriously hard to grasp. While I already have in place activities designed to help learn the physiology, and we work on the muscles in class, next year I will incorporate pre-class muscle physiology homework, and we will also designate more lab time to practicing the names of the muscles.

Page 2 of 2 . . . . Course: BIOL 211 – Human Anatomy and Physiology I Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process described)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas: 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. 3. Distinguish and describe major tissue types. 4. Describe the structure and function of the integumentary system. 5. Describe the structure and function of the skeletal system. 6. Describe the structure and function of the muscular system. 7. Describe the structure and function of the nervous system. 8. Describe the structure and function of the special senses.	The students take a midterm and final exam that have sections that corresponds to the course objectives. The exams consist of multiple choice questions (which come from test bank questions for each chapter) and fill-in-the-blank diagrams. The percent of correct answers in each objective section is calculated in Excel files using data downloaded from Canvas.	**Fall 2017 - Online Class:** 24 total students Objective 1 = 80% Objective 2 = 63% Objective 3 = 67% Objective 4 = 75% Objective 5 = 71% Objective 6 = 63% Objective 7 = 60% Objective 8 = 71% **Spring 2018 – Online Class:** 45 total students Objective 1 = 74% Objective 2 = 60% Objective 3 = 65% Objective 4 = 71% Objective 5 = 57% Objective 6 = 59% Objective 7 = 55% Objective 8 = 62%	Online class averages on these exams are innately lower due to the difficulty of completing this class online, and the nature of the test bank exams. See the above comment about the muscle system for here as well. The two primary areas of immediate concern based on this data are objective 2 and 7. For next year, I would like to incorporate two more practice activities for objective 2 (one on the atoms/bonding and one on the cell) to improve proficiency on this objective. As for objective 7, I will collaborate with my colleagues and see what might aid online students in better understanding the difficult nervous system topic. Also, the average on the final (objectives 5-8) for the spring was quite low. I will watch this for a future trend.

Faculty Member Completing Assessment: *Cory Roberts* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Don Scroggins**

Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas: 1. Objective 1 (Ch 1) Describe and apply anatomical terminology. 2. Objective 2 (Ch 2) Describe multi-cellular organization. 3. Objective 3 (Ch 3/4) Describe multi-cellular organization. 4. Objective 4 (Ch 5) Distinguish and describe major tissue types. 5. Objective 5 (Ch 6) Describe the structure and function of the integumentary system. 6. Objective 6 (Ch 7/8) Describe the structure and function of the skeletal system. 7. Objective 7 (Ch 9) Describe the structure and function of the muscular system. 8. Objective 8 (Ch 10/11) Describe the structure and function of the nervous system. 9. Objective 9 (Ch 12) Describe the structure and function of the special senses.	Two exams are administered during the course; a mid-term exam and a final each consisting of a section of multiple choice questions and a diagram/illustration labeling section. An item analysis is applied to the results of the exam scores and success rates for the appropriate learning outcomes are calculated. In this report six face to face sections of BIOL 211 were assessed: **Fall 2017 – 48 students** **Spring 2018 – 39 students** **(87 students assessed in this report.)**	Fall 2017: Objective 1 = 94.20% Objective 2 = 78.75% Objective 3 = 79.65% Objective 4 = 77.27% Objective 5 = 86.71% Objective 6 = 88.99% Objective 7 = 71.10% Objective 8 = 78.95% Objective 9 = 71.35% Spring 2018: Objective 1 = 91.25% Objective 2 = 78.50% Objective 3 = 81.15% Objective 4 = 91.82% Objective 5 = 81.90% Objective 6 = 90.60% Objective 7 = 74.52% Objective 8 = 78.82% Objective 9 = 72.19%	Improvements need to be made in Objectives: 7 and 9 Additional and more intensive pedagogical methods should be implemented consisting of more frequent anatomy model drill and practice, formative assessments, and collaborative study/discussion assignments.

Faculty Member Completing Assessment: *Don Scoggins* **Date:** *5/17/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 212 – Human Anatomy and Physiology II **Faculty: Meredith Arth**

Common Core No.: NMCCN BIOL 2424

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Describe the structure & function of the Blood (Ch 14) 2a. Describe the structure & function of the Heart (Ch 15) 2b. Describe the structure & function of the Cardiac Vessels (Ch 15) 3. Describe the structure & function of the Lymph & Immunity Sys. (Ch 16) 4. Describe the structure & function of the Endocrine Sys. (Ch 13) 5. Describe the structure & function of the Digestives Sys. (Ch 17) 6. Describe the structure & function of the Respiratory Sys. (Ch 19) 7. Describe the structure & function of the Urinary Sys. (Ch 20) 8. Explain fluid and electrolyte balance in the body (Ch 21) 9a. Describe the structure & function of the Male Repro Sys. (Ch 22) 9b. Describe the structure & function of the Female Repro Sys. (Ch 22) 10. Describe human growth and development. (Ch 23) 11. Define basic terms and concepts applied to human genetics. (Ch 24)	The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 70multiple choice questions and 35 fill-in the-blank diagrams. The final consists of 75 multiple choice and 29 -31 fill-in-the-blank diagrams. Canvas data analysis information was used in conjunctions with an Excel file to calculate the assessment results. One 16-week BIOL 212 courses was assessed during the Fall 2017 semester and once course was assessed during the Spring 2018 semester. The course was analyzed and the results for each objective were calculated.	Fall 2017 Objectives: 1. 62% 2. 58% 3. 59% 4. 64% 5. 59% 6. 76% 7. 65% 8. 74% 9. 79% 10. 71% 11. 69% Spring 2018 bjectives: 1. 74% 2. 71% 3. 60% 4. 73% 5. 70% 6. 77% 7.68% 8. 68% 9. 81% 10. 69% 11. 78%	During the Spring semester, new quizzes and practice quizzes were introduced into the curriculum. As you can see, the assessment results improved dramatically from the fall semester. Objective 3 will need to be evaluated but all other objectives met or were very close to meeting the minimum required percentage.

Faculty Member Completing Assessment: *Meredith Arth* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 222 – Microbiology & Lab **Faculty: Michelle Hughes**

Common Core No.: BIOL 2513/2511

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 were assessed in regard to the following objectives. By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas: Understand and be able to explain these major objectives: 1. History/Chemistry/Metabolism 2. Cell types 3. Public Health /Host-microbe relationships 4. Immunity 5. Etiologies of skin, eyes, wounds and bites, urogenital and respiratory system 6. Etiologies in human and oral gastrointestinal systems, cardiovascular and lymphatic systems, and nervous system. 7. Bacterial Identification	Six 16 week BIOL 222 – Microbiology courses were assessed during the Fall 2017 semester. Student knowledge was assessed through the midterm and final exams which consisted of 90 multiple choice and matching questions covering lecture curriculum and 30 questions covering lab curriculum and techniques. Five 16 week BIOL 222 – Microbiology courses were assessed during the Spring 2018 semester. Student knowledge was assessed through the midterm and final exams which consisted of 90 multiple choice and matching questions covering lecture curriculum and 30 questions covering lab curriculum and techniques. One Chemistry 113 class was assessed both in the Fall of 2017 as well as in the Spring of 2018		Fall 2017 • For my f/f Microbiology class, I scored at least a 70 on each objective, including objective 4! The changes I have been implementing all year have finally paid off . • For my online microbiology class , comparing from last year, only objectives 1 and 2 were lower than objectives 3-7. Last year objectives 1-3 were significantly lower than objectives 4-7. My class count dropped a bit, which may have impacted the data. I noticed the same trend for Samuel Wright. While I did change the format of my online class to mirror my f/f class, including a midterm and a final exam, I did not expect to see such low scores. I did notice that my students scored exceptionally well on all of the lecture exams (most made a high 90%) but when it came to the midterm and final (with the same or very similar questions included) they failed it. While I put a disclaimer that students are to work independentally without notes or their book, I also believe since I am not there to monitor them, that may not always be the case. Spring 2018 • For my f/f Microbiology class, I scored at

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			least a 70 on each objective, including objective 4! The changes I have been implementing all year have finally paid off . • For my online microbiology class, I noticed the same trend. Objectives 1 and 2 were below 70 percent, while objectives 3-7 were above. Robinos class averaged a bit less, but the same trend occurs. • I finished work from the Title V grant, and the changes implemented seemed to improve overall data… especially for objective 3, which they passed this year, but failed last.

Faculty Member Completing Assessment: *Michelle Hughes* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area II: Mathematics—Algebra
Class: MATH 110 – Intermediate Algebra **Faculty: Mary E. Caffey**
Common Core No.: MATH 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Upon completion of the course, the student should understand the basic concepts of graphing functions. 1-1 – Sketch the graph of a linear function. 1-2 – Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic function. 1-3 – Sketch the graph of a quadratic function by using key characteristics such as vertex, axis of symmetry, intercepts or by using basic transformations. 1-4 – Sketch a polynomial function of degree three or higher making use of leading term properties, end behavior, and intercepts. 1-5 – Sketch a rational function making use of asymptotes, intercepts, and symmetry. 1-6 – Sketch an absolute value function making use of basic transformation techniques. 1-7 – Sketch a radical function making use of basic transformation techniques.	The assessment is for an online section of College Algebra that was offered in the Spring of 2018. The assessment is based on a set of four general and 32 specific objectives that are common across all sections. The course objectives were provided to students as part of the syllabus at the beginning of the semester and referenced again near the end of the semester. The assessment instrument was a 32 question comprehensive online free-response final exam that was correlated to the set of specific objectives. An objective was considered "mastered" if 70% or more of the students answered a final exam question correctly.	Forty-six students took the final exam. All four of the general objectives were "mastered", all scoring above 70%. The overall percentage of students getting General Objective 1 correct was 74%. The overall percentage of students getting the following specific objectives correct were: 1-1 – 76% 1-2 – 67% 1-3 – 67% 1-4 – 76% 1-5 – 47% 1-6 – 98% 1-7 – 98% 1-8 – 79% 1-9 – 57%	To address the results of objectives that were "not mastered", the following improvements will be made: The main problem that students have with both specific objectives 1-2 and 1-3 pertains to identifying the x-intercepts since it sometimes involves the use of the quadratic formula and is not easily found by using their graphing calculators. The students will be reminded that not all x-intercepts can be accurately found using a calculator. A problem that students have with both specific objectives 1-5 and 1-9 is again related to not being able to identify a concept such as an asymptote by using their graphing calculator since the asymptote is not shown on the graphing calculator. Also, it is not clear whether students actually know what an asymptote is on a rational or logarithmic function and the concept will be addressed through a student to student participation activity developed by the instructor.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1-8 – Sketch an exponential function making use of basic transformation techniques. 1-9 – Sketch a logarithmic function making use of basic transformation techniques.			
Upon completion of the course, the student should be able to use and solve various kinds of equations. 2-1 – Solve a quadratic equation using techniques such as factoring, the square root method, completing the square, and the quadratic formula. 2-2 – Determine the center and radius of a circle by first putting the equation of the circle in standard form. 2-3 – Solve an equation using inverse operations for powers/roots. 2-4 – Solve an equation containing exponential expressions. 2-5 – Solve an equation containing logarithmic expressions. 2-6 – Solve a third degree or higher equation using a variety of		The overall percentage of students getting General Objective 2 correct was 73%. The overall percentage of students getting the following specific objectives correct were: 2-1 – 78% 2-2 – not tested on the final exam since it is not part of the state Core Competencies 2-3 – 58% 2-4 – 80% 2-5 – 74% 2-6 – 80% 2-7 – 67%	Students have no problem solving a radical equation which involves using an inverse operation (specific objective 2-3) but do show difficulty in knowing that this type of equation must be checked for extraneous roots. The difficulty will be addressed in a student to student participation activity developed by the instructor. Students will again be reminded that the solution to a system of equations (specific objective 2-7) should be checked.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
techniques which may include factoring, the Rational Root Theorem, Des Cartes Rule of Signs, etc. 2-7 – Solve a system of linear equations in two or three variables.			
Upon completion of the course, the student should be able to demonstrate an understanding of function, the use of function notation and vocabulary, and perform operations on functions. 3-1 – Determine if a table of values, a set of ordered pairs, an equation, a graph, or a description is a function. 3-2 – Determine the key features of a function such as domain and range, intercepts, asymptotes, etc. 3-3 – Use the equation of a function to determine its domain. 3-4 – Find the value of a function for a given domain value or expression.		The overall percentage of students getting General Objective 3 correct was 80%. The overall percentage of students getting the following specific objectives correct were: 3-1 – 80% 3-2 – 86% 3-3 – 97% 3-4 – 86% 3-5 – 72% 3-6 – 74% 3-7 – 66% 3-8 – 68% 3-9 – 84% 3-10 – 86%	A video by the instructor was developed to address specific objective 3-7 and students will be strongly urged to watch the video. Specific objective 3-8 shows "not mastered" primarily because of inattention by students in basic arithmetic/algebraic skills such as subtracting and dividing. Students know how to read the notation for adding, subtracting, multiplying and dividing functions but cannot always follow through to the correct answer because of inattention to signs, etc. The students will be reminded to "watch your signs".

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
3-5 – Determine the symmetry of a function and if it is odd, even or neither. 3-6 – Determine if a function is one-to-one. 3-7 – Determine the inverse of a function. 3-8 – Add, subtract, multiply, and divide functions. 3-9 – Find the composite of two or more functions. 3-10 – Determine the interval on which a function is increasing, decreasing and/or constant.			
Upon completion of the course, the student should be able to demonstrate problem solving skills within the context of mathematical applications. 4-1 – Use and understand slope as a rate of change. 4-2 – Solve an application problem requiring the maximization or minimization of a quadratic function. 4-3 – Solve an applied problem involving direct, inverse, or joint variation.		The overall percentage of students getting General Objective 4 correct was 74%. The overall percentage of students getting the following specific objectives correct were: 4-1 – 70% 4-2 – 77% 4-3 – 74% 4-4 – 67% 4-5 – 76% 4-6 – 74% 4-7 – 89% 4-8 – 65%	Specific objective 4-4 is a "real world" problem involving the maximization of the size of a rectangle. Because of the size of the numbers involved in this problem, a score of 67% is "acceptable" at this time. Specific objective 4-8 is an application problem in which the student must recall a specific formula and use it appropriately. Students will be encouraged to practice this type of problem more, especially appropriate use of their calculators.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
4-4 – Interpret the results of an application problem in terms of its real-world context. 4-5 – Use systems of equations to solve an application problem. 4-6 – Solve a compound interest problem. 4-7 – Solve an exponential growth/decay problem. 4-8 – Apply the knowledge of functions to identify an appropriate type of function to solve an application problem.			

Faculty Member Completing Assessment: *Mary E. Caffey* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area II: Mathematics—Algebra
Class: MATH 110 – Intermediate Algebra **Faculty: Erin Schwertner-Watson**
Common Core No.: MATH 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 26 Face-to-face students only	**How Results Will Be Used To Make Improvements**
1. Students will construct and analyze graphs and/or data sets. Students should: a. Sketch the graphs of linear, quadratic, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. 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. c. Determine the key features a function such as domain/range, intercepts, and asymptotes.	A combination of a midterm and final exam were utilized to assess students on these objectives. Questions assessing competency *a* were strictly free-hand graphing. Questions used to assess competency *b* were embedded as multiple parts to the graphing questions. Questions used to assess competency *c* were strictly multiple choice questions. All competencies were assessed with a benchmark of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies. Students who repeated the class were excluded in the fall count.	Overall success for the objective was 61%. Competency A: 56% Competency B: 54% Competency C: 73%	Note: This academic year I lost several very close relatives, including my mother. I think part of the results seen here are due to my not being able to teach to the best of my ability. Students' performance dropped significantly from last year. I will give the videos one additional year to see if there is any improvement. If not they will be scrapped.
2. Students will use and solve various kinds of equations. Students should: a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.	A combination of a midterm and final exam were utilized to assess students on these objectives. All questions for this competency were multiple choice. All competencies were assessed with a benchmark of 70%. Only students who completed both the	Success for the objective was 71% overall. Competency A: 73% Competency B: 76% Competency C: 63%	Students have greatly improved overall in this objective. No planned changes for the upcoming semester.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 26 Face-to-face students only	**How Results Will Be Used To Make Improvements**
b. Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations. c. Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function.	midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies. Students who repeated the class were excluded in the fall count.		
3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should: 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.	A combination of a midterm and final exam were utilized to assess students on these objectives. All questions for this competency were multiple choice. All competencies were assessed with a benchmark of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies. Students who repeated the class were excluded in the fall count.	Overall objective success was 66%. Competency A: 67% Competency B: 65%	Note: This academic year I lost several very close relatives, including my mother. I think part of the results seen here are due to my not being able to teach to the best of my ability. There was a significant decrease in student success with this particular objective. The concepts that gave students the most difficulty were understanding how to identify one-to-one functions, dividing functions and determining the composition of functions. I made the mistake of changing one of the questions considerably from the fall to spring semester, so in the future all questions will be consistent between semesters. Historically, I haven't given this objective much emphasis. I can see now I need to give a more even distribution of attention to each objective.

Page 3 of 3 . . . . Course: MATH 110 – Intermediate Algebra **Common Core No.: MATH 1113**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 26 Face-to-face students only	**How Results Will Be Used To Make Improvements**
4. Students will demonstrate problem solving skills within the context of mathematical application. Students should: 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. End – Area II - Algebra	A combination of a midterm and final exam were utilized to assess students on these objectives. All questions for this competency were multiple choice. All competencies were assessed with a benchmark of 70%. Only students who completed both the midterm and final exams were included in the sample size to avoid assumptions on the understanding or lack thereof regarding the competencies. Students who repeated the class were excluded in the fall count.	Overall objective success was 71%. Competency A: 85% Competency B: 59% Competency C: 69%	Students improved significantly in this objective. Reordering of material seemed to help the students. For the upcoming year, additional problems of maximization/minimization of quadratics will be included.

Faculty Member Completing Assessment: *Erin Schwertner-Watson* **Date:** *5/14/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area II: Mathematics—Liberal Arts Mathematics

Class: Math 113 **Faculty: Donna Pharies**

Common Core No.: NM General Education Elective

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will display, analyze, and interpret data. Students should: a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations.	In Chapter 5, 6 & 7 we teach Probability and Statistics. The students were tested on this material.	The Fall Semester we only taught Statistics in Chapter 5 & 6. The overall average for this test in two classes was 84% The test scores fell to 72% in the spring semester when we added Chapter 7, probability.	I will not be teaching this class next years. But if I were I would take out Section 7E. It was just a little too hard for our students and too much material.
2. Students will demonstrate knowledge of problem-solving strategies. Students should: a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem.	In Chapter One, of our text I taught Critical Thinking. This chapter included Living in the Media Age and Analyzing Arguments. The students were tested over the material.	The overall average in four classes was 78.	I feel this is material is well covered. I would not make any changes to this section.
3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.	In Chapter Two, Approaches to Problem Solving and Chapter Three, Numbers in the Real World. The students were tested over this material.	The overall average, 71, was a little low for this material.	If I were teaching this material again, I would give more specific examples of problems. The students don't go from general explanation to the actual problem.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
4. Students will display an understanding of the development of mathematics. Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.	The students were assigned a group project/presentation. They could select their topic from a list of famous Mathematicians and famous mathematical concepts. They had to research their topic and present it as group to the class. See attached rubric for grading.	The students did so well on their projects. I enjoyed their creativity and involvement so much. Every group did a great job.	If I were teaching this class again I would defiantly do this again. I think I would add some other kind of group project in the first half of the semester.
5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics. Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life. End – Area II Liberal Arts Math	In Chapter 10, Modeling with Geometry and Chapter 11, Mathematics and the Arts were taught and a test was given. The student were also required to create a Tessellation.	This is a fun and interesting section. The overall average in all 4 classes was 83% Most of the students did well on creating a tessellation.	If I were teaching this again I would like to replace the tessellation with an art of their choice. Sing, play an instrument, draw or report on famous people.

Faculty Member Completing Assessment: Donna Pharis **Date:** May 8, 2016

Reviewed by: (Division chair's name) Don Scroggins **Date:** 10/16/2018

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.

Math 113 - Research Project/Presentation

Grading Rubric:

Involvement of all group members. Any individuals not participating will receive a grade that corresponds to his/her involvement or lack thereof. This includes attendance during designated group work periods in class.	10
Sources cited, minimum 3. Remember, proper citation is important!! If I can't locate your sources you need to clarify. All sources must be typed and submitted at the time of presentation.	10
Creative effort. This is your chance to really think outside the box and show me what you can do. While this is subjective, feel free to ask me any question about what I consider to be "1" versus "10" standard of work.	10
Accuracy of information. I will be checking your sources to verify that your information is accurate and that nothing was misunderstood or taken out of context. If you have questions on context, ask!!	20
Total point value	**50**

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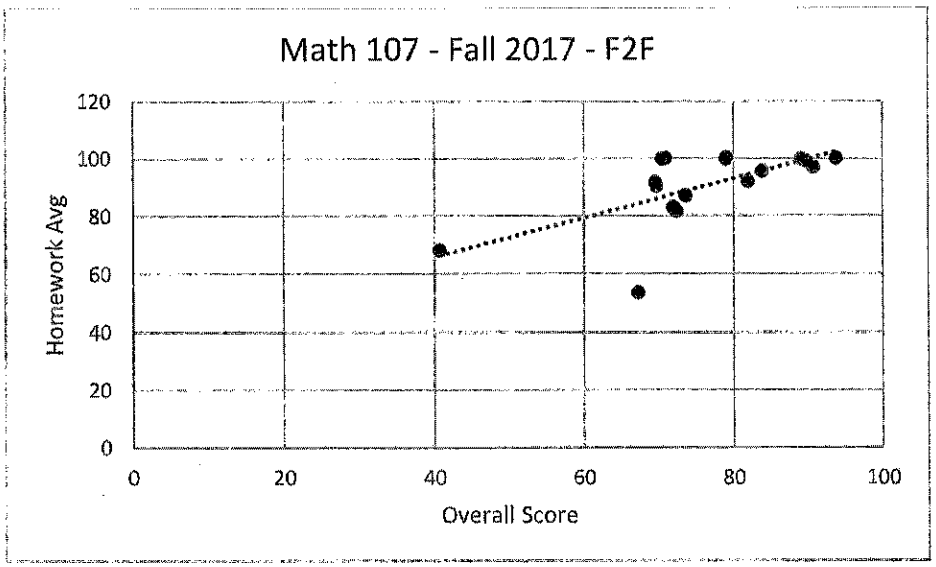
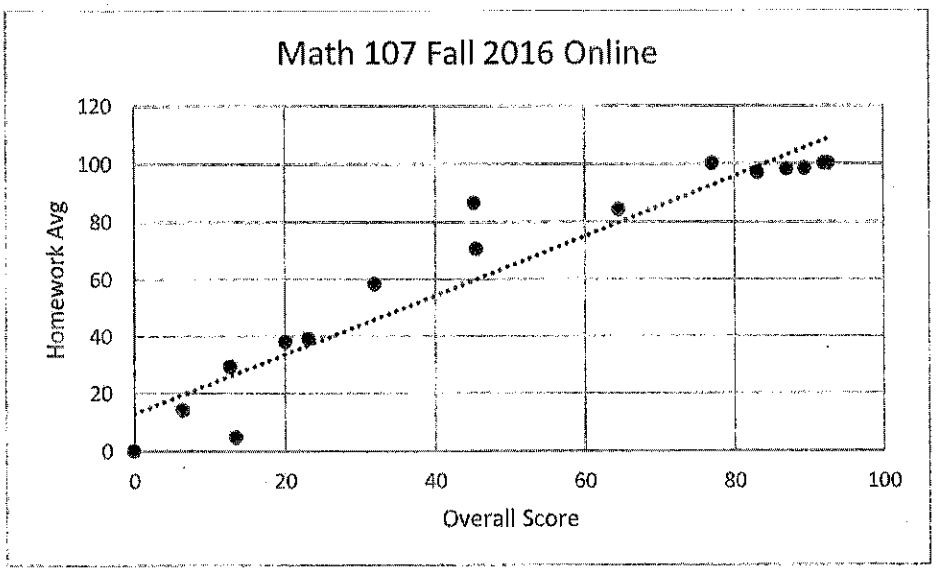
Analysis of Three Intermediate Math classes.



76.16647	Overall avg
90.32412	Homework Avg
0.651423	Correlation between Overall score and homework score.



49.02313	Overall Avg
63.65938	Homework Avg
0.950768	Correlation between Overall and Homework Avg

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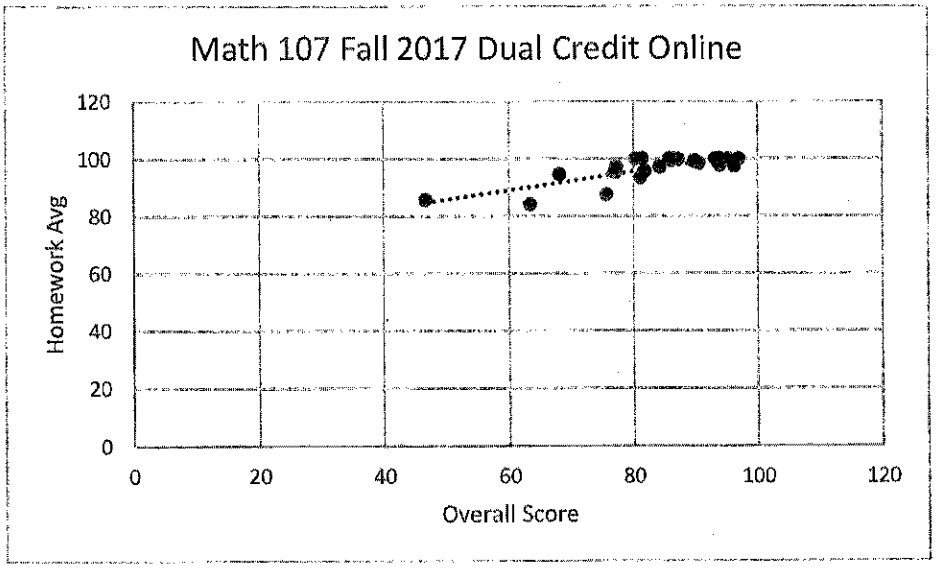

84.62259	Overall Avg
97.01037	Homework Avg
0.816446	Correlation of Overall avg to Homework Avg.

These are graphs of 3 classes I taught last Fall.

The Dual Credit class did so much better than the Face-to-Face class and the regular on-line class. There are so many variables here. Some of these variables can not be quantified.

As a rule, the Dual Credit students are stronger Math students.

The Dual Credit students have class period everyday to work on their homework. They also have a teacher and a counselor who checks on their progress.

I have the Online classes set up were they have an assignment due every few days. They cannot do an assignment until they make a 70% on the previous one. They also can not take a Test until they make a 70% on the review.

Many of the regular CCC students in the online class did very poorly. They did not drop but did not keep up with work and complete the class. It could be because of the lack of flexibly I have with the assignments

The Face-to-Face class only meets once a week, 6:00 – 9:15 p.m. It is exhausting for the students since most of them have worked all day. I am lenient about their homework. I don't require that they have it done when they come back to class the next week. Instead they have until the night of the test to get the homework and review done. I have been thinking that next semester I am going to require that they have the homework done each week when they come back to class.

The lowest Correlation ratio between Overall Score and Homework Avg is in the Face-to-Face class. I plan to change having the assignments due each week when the come back to class. I will rerun this

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data and see if there is a higher correlation. Since Algebra is built precept on precept I think it is difficult for the students to learn new concepts each week if they have not mastered the previous ones.

I think next time I will use the Test Avg to the Homework Avg instead of Overall to Homework.

It is interesting that the best correlation ratio is in the class that preformed the worst. I think the explanation is the students are isolated and the only way they can learn is doing their homework.

Math 113 - Research Project/Presentation

GROUP MEMBERS:_____ **DUE DATE:**_____

General Instructions:

- For this project you may work in groups of 2 or 3. Working alone is not an option. If needed, groups will be selected for the class. Each group will be assigned a math topic or mathematician to research. There are 12 math topics and 16 mathematicians, from which someone in each group will draw randomly. No two groups will be researching the same thing.

- In your research, you are required to have a minimum of 3 sources, which may be either print, online, audio or video. When choosing sources, be sure to avoid websites like Wikipedia, which can be edited by anyone. Also, be cautious of using YouTube videos as a source since they, too, can be created and posted by anyone. If your group is unsure of a video or website, feel free to ask me.

- Be sure you cite all your sources as accurately and completely as possible. Any material found online MUST be accompanied by the exact URL. *References or descriptions of how to search for a source is unacceptable.* For help with adequate citations, students are encouraged to visit the Writing Center in the library.

Research/Presentation Instructions:

- After researching your group's assigned topic or mathematician, create a presentation in order to share what you learned with the class.
- Acceptable presentation formats may include, but are not limited to:
  - Video to be played for class
  - Create a theme song and perform it
  - Powerpoint
  - Game for the class to play
  - Skit performed by group members
- Each presentation should be 5 – 10 minutes in length and involve all members of the group.
- *Some* class time will be allotted for work on the project, but come to class each day prepared for a new lesson also.

Possible Topics and Mathematicians:

Math Topics: Egyptian pyramids, Fibonacci Numbers in Nature, Fractals, Genomes, Golden Spirals, Konigsberg bridges, Pascal's Triangle, Pi, Tangrams, Tessellations, Zeno's paradox, Zero.

Mathematicians: Andrew Wiles, Archimedes, Cantor, Descartes, Einstein, deFermat, Fibonacci, Leibniz, Mandelbrot, Newton, Pascal, Pythagoras, Julia Robinson, Turing, Zeno, Katherine Gobel

If you want to choose a topic not listed here, you must have it approved by me FIRST, or you will not receive any credit.

Clovis Community College
Core Competencies Assessment 2017-2018—Area II: Mathematics—Algebra
Class: MATH 113 – Math for General Education **Faculty: Erin Schwertner-Watson**
Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 40	**How Results Will Be Used To Make Improvements**
1. Students will construct and analyze graphs and/or data sets. Students should: a. Gather and organize information b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc. c. Interpret results through graphs, lists, tables, sequences, etc. d. Draw conclusions from data or various graphical representations.	Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 40 students in two traditional classes. Questions for competency 1 were restricted to Test #4 (Ch 5 & 6). Target achievement is 70%. Note: Chapter 7 (probability) was added for Spring 2018, but is not included in this assessment.	Overall proficiency: 85% Competency A: 83% Competency B: 70% Competency C: 95% Competency D: 91%	Probability questions will be included in the assessment in the future.
2. Students will use and solve various kinds of equations. Students should: a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem.	Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 40 students in 2 traditional classes. Questions for competency 2 were included in Test #1 and Test #2. (Ch 1, 2 & 10). Target achievement is 70%.	Overall proficiency: 72% Competency A: 72% Competency B: 74% Competency C: 71%	No changes planned for the upcoming term.
3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should:	Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 40	Overall proficiency: 87% Competency A: 90% Competency B: 91%	No changes planned for the upcoming term.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 40	**How Results Will Be Used To Make Improvements**
a. Translate mathematical information into symbolic form. b. Define mathematical concepts in student's own words. c. Use basic mathematical skills to solve problems.	students in two traditional classes. Questions for competency 3 were included in Test #2 and Test #3 (Ch 2, 10, 11, 3 & 4). Target achievement is 70%.	Competency C: 79%	
4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should: a. Show an understanding of a mathematical application both orally and in writing. b. Choose an effective strategy to solve a problem. c. Gather and organize relevant information for a given application. d. Draw conclusions and communicate findings.	Competencies were assessed using four objective-based exams. The results presented in this assessment were those of 40 students in two traditional classes. Questions for competency 3 were restricted to Test #3 (Ch 4). Target achievement is 70%.	Overall proficiency: 73% Competency A: 89% Competency B: 38% Competency C: 71% Competency D: 93%	Students have had a lot of difficulty knowing which financial formulas apply to different situations. In the coming term, I plan to start emphasizing key words that can serve as clues to help students understand what is being described.

Faculty Member Completing Assessment: *Erin Schwertner-Watson* **Date:** *5/14/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area II: Mathematics—Statistics
Class: STAT 213 – Statistical Methods 1 (online only) **Faculty: Erin Schwertner-Watson**
Common Core No.: MATH 2114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 17	**How Results Will Be Used To Make Improvements**
1. Students will construct and analyze graphs and/or data sets. Students should: 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	A comprehensive online final was administered at the end of each semester. Target benchmark for each competency is 70%.	Objective proficiency: 89% Competency A: 82% Competency B: 95%	No changes planned for the upcoming term.
2. Students will use and solve various kinds of questions. Students should: 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	A comprehensive online final was administered at the end of each semester. Target benchmark for each competency is 70%.	Objective proficiency: 85% Competencies A,C,H: All ≥ 80% Competencies B,D-F: All ≥ 90% Competency G: 74% Competency I: 65%	No changes planned for the upcoming term.

g. Calculate margin of error given sample size and sample size given margin of error. h. Construct confidence intervals for population means and proportions. i. Calculate test statistics			
3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should be able to: a. Use Z-scores appropriately b. Construct probability distributions c. Write confidence intervals d. Understand the Central Limit Theorem and when to apply it e. Write null and alternate hypotheses f. Understand the concept of significance level and P values g. Apply the steps for inference/hypothesis testing h. Describe the basic elements of sampling and experimental design i. Define parameters and statistics	A comprehensive online final was administered at the end of each semester. Target benchmark for each competency is 70%.	Objective proficiency: 86% Competencies A,E,F,H: All > 90% Competencies C, I: Both > 80% Competencies B,D,G: All > 70%	No changes planned for the upcoming term.

4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should: 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 of random variables are continuous or discrete g. Choose and construct appropriate hypothesis tests for population means and proportions End Area II – Statistics	A comprehensive online final was administered at the end of each semester. Target benchmark for each competency is 70%.	Objective proficiency: 89% Competencies A,C,E,F: All > 90% Competencies B,D: Both > 80% Competency G: 71%	No changes planned for the upcoming term.

Faculty Member Completing Assessment: *Erin Schwertner-Watson* **Date:** *5/14/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area II: Mathematics—Statistics
Class: STAT 213 – Statistical Methods 1 **Faculty: Erin Schwertner-Watson**
Common Core No.: MATH 2114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** n = 12	**How Results Will Be Used To Make Improvements**
1. Students will construct and analyze graphs and/or data sets. Students should: 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	A comprehensive paper final was administered at the end of each semester. Competency *a* was assessed using free-response style questions. Competency *b* was assessed using primarily free-response style questions and one multiple choice question. Target benchmark for each competency is 70%.	Overall objective success: 59% Competency A: 47% Competency B: 70%	Note: This academic year I lost several very close relatives, including my mother. I think part of the results seen here are due to my not being able to teach to the best of my ability. Students had increased difficulty this year with construction of frequency distributions, which seemed to have a poor effect on graphing. Next term, I will incorporate more work with the various graph types into the class projects/activities.
2. Students will use and solve various kinds of questions. Students should: 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	A comprehensive paper final was administered at the end of each semester. Competencies *a, b, c* and *d* were assessed using only multiple choice questions. Competencies *e* and f were assessed using only free-response style questions. Competencies *g* and *h* were assessed using a combination of free-response and multiple choice questions. Competency *i* was assessed with a multiple choice question. Target benchmark for each competency is 70%.	Overall success of the objective was 81%. Competencies A-E, H,I: All $\geq 75\%$ Competency F: 42% Competency G: 54%	Overall, student performance as significantly improved. Students struggled with everything about confidence intervals. Additional class time will be spent practicing these with students.

g. Calculate margin of error given sample size and sample size given margin of error. h. Construct confidence intervals for population means and proportions. i. Calculate test statistics			
3. Students will understand and write mathematical explanations using appropriate definitions and symbols. Students should be able to: a. Use Z-scores appropriately b. Construct probability distributions c. Write confidence intervals d. Understand the Central Limit Theorem and when to apply it e. Write null and alternate hypotheses f. Understand the concept of significance level and P values g. Apply the steps for inference/hypothesis testing h. Describe the basic elements of sampling and experimental design i. Define parameters and statistics	A comprehensive paper final was administered at the end of each semester. Competencies *a, d, e* and *f* were assessed using only multiple choice questions. Competencies *b, c, g, h* and *i* were assessed using only free-response style questions. Target benchmark for each competency is 70%.	Overall proficiency for the objective was 69%. Competencies A, E: Each $> 90\%$ Competencies B,C,D: Each 58% Competencies F,G,H: 67%, 67%, 69% resp. Competency I: 50%	Note: This academic year I lost several very close relatives, including my mother. I think part of the results seen here are due to my not being able to teach to the best of my ability. Additional class time will be allotted for probability distributions and applying the Central Limit Theorem.

4. Students will demonstrate problem solving skills within the context of mathematical applications. Students should: 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 of random variables are continuous or discrete g. Choose and construct appropriate hypothesis tests for population means and proportions End Area II – Statistics	A comprehensive paper final was administered at the end of each semester. Competencies *a, b, d, e* and *f* were assessed using only multiple choice questions. Competencies *c* and *g* were assessed using only free-response style questions. Target benchmark for each competency is 70%.	Overall proficiency for the objective was 61%. Competency A: 25% Competencies B-D, F: All $\geq 75\%$ Competency E: 33% Competency G: 67%	Note: This academic year I lost several very close relatives, including my mother. I think part of the results seen here are due to my not being able to teach to the best of my ability. Students continue to have difficulties distinguishing between different graph types for displaying data, as well as choosing appropriate sampling for a given situation. In the coming year, students will be asked more in-depth questions regarding this and asked to illustrate understanding regularly throughout the semester. They seem to need more practice.

Faculty Member Completing Assessment: *Erin Schwertner-Watson* **Date:** *5/14/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area III: Laboratory Science

Class: BIOL 113 – Biology for General Ed **Faculty: Cory Roberts**

Common Core No.: NMCCN BIOL 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following: 1) Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions. 2) Explain how chemical and physical principles apply to biological processes at the cellular level. 3) Understand basic concepts of cell biology. 4) Understand that all organisms share properties of life as a consequence of their common ancestry. 5) Understand fundamental processes of molecular biology. 6) Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow. 7) Understand the criteria for species status and the mechanisms by which new species arise. 8) Understand methods for inferring phylogenetic relationships and the basis for biological classification. 9) Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems. 10) Explain the importance of the scientific method for addressing important contemporary biological issues.	Students perform a variety of labs and pre-lab assignments to achieve the desired objectives, including but not limited to a scientific method worksheet, an enzyme lab write-up, and a phylogeny worksheet (1,10,8). A comprehensive final is administered and the data analyzed in an excel document for proficiency of the other objectives.	**Fall 2017** 18 students Objectives 1,10 = 90% Objective 2 = 81% Objectives 3,5 = 64% Objective 4 = 75% Objectives 6,7 = 90% Objective 8 = 80% Objective 9 = 72% **Spring 2018** 20 students Objectives 1,10 = 85% Objective 2 = 79% Objectives 3,5 = 63% Objective 4 = 78% Objectives 6,7 = 94% Objective 8 = 80% Objective 9 = 75%	This course is new for me as of Fall 2017. Based on this assessment data, the only objective not meeting proficiency is cell and molecular biology. Knowing this, next semester I can spend more time in class going over the components of the cell, and practice with the organelles. I will also assign a pre-lab for the diffusion and osmosis lab to increase understanding in this area.

Faculty Member Completing Assessment: *Cory Roberts* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science
Class: BIOL 115 – Human Biology and Lab **Faculty: Meredith Arth**
Common Core No.: NMCCN BIOL 1124

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	Students investigate many examples in which scientists have developed reliable knowledge about the human body through class exercise, quizzes, lab activates, discussions, and lecture exams. A post- Test was given to evaluate students and determine the percentages provided.	Fall 2017 = 70.0% Spring 2018= 74% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	A minimum of 70% correct for each competency was used as the standard that we aspire to reach. During the Fall 2017 and the Spring of 2018 all of the competency goals were met. The lowest score occurred in Competency 1 during the Fall 2017 semester. Next semester I plan to incorporate an assessment over the final exam as well. While this is not a requirement to assess the core competencies, I feel that this will help me to better understand the learners overall knowledge after competing this course.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	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.	Fall 2017 = 77.72% Spring 2018= 87.93% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	

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 submit lab reports on current A&P information and topics.	Fall 2017 = 84.47% Spring 2018= 89% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	
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 heart rate, nerve receptors and reflexes. Charts graphs, and lab reports are used.	Fall 2017 = 80.56% Spring 2018= 87.84% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	

Page 3 of 3 . . . . Course: BIOL 115 – Human Biology and Lab 115 **Common Core No.: NMCCN BIOL 1124**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	Threaded discussion topics make the students apply what they have learned to actual case studies oh human anatomy and physiology	Fall 2017 = 96.30% Spring 2018= 96.66% Students work showed satisfactory results as indicated by meeting our desired minimum score of 70%	

Faculty Member Completing Assessment: *Meredith Arth* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Meredith Arth**

Common Core No.: NMCCN BIOL 2414

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 were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas: 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. (Chapter 2) 3. Describe multi-cellular organization. (Chapters 3 & 4) 4. Distinguish and describe major tissue types. 5. Describe the structure and function of the integumentary system. 6. Describe the structure and function of the skeletal system. 7. Describe the structure and function of the muscular system. 8. Describe the structure and function of the nervous system. 9. Describe the structure and function of the special senses.	The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 74 multiple choice questions and 26 fill-in the-blank diagrams. The final consists of 60 multiple choice and 42-45 fill-in-the-blank diagrams. Canvas data analysis information was used in conjunctions with a Excel file to calculate the assessment results. One 16-week BIOL 211 courses was assessed during the Fall 2017 semester. The course was analyzed and the results for each objective were calculated.	Fall 2017: Objective 1 = 79% Objective 2 = 60% Objective 3 = 65% Objective 4 = 63% Objective 5 = 72% Objective 6 = 72% Objective 7 = 66% Objective 8 = 63% Objective 9 = 68%	During the Fall semester, new quizzes and practice quizzes were introduced into the curriculum. While Objectives 1, 5, & 6 met the minimum 70% requirement, objectives 2, 3, 4, 7, 8, & 9 were slightly below the desired average. I would like to go back and make sure that these new quizzes and practices sheets are prepping the students for the exam in the way that we hoped.

Faculty Member Completing Assessment: *Meredith Arth* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Krista Clapp**

Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Objective 1: Describe and apply anatomical terminology (Ch. 1) Objective 2: Describe multi-cellular organization (Ch. 2)	Proctored Midterm Exam – including multiple choice questions and diagram labeling Proctored Midterm Exam – including multiple choice questions	Fall 2017 – 81% Spring 2018 – 79% Fall 2017 – 68% Spring 2018 – 68%	Objective 1: This is a strong section for students. To maintain that high level I will continue to encourage students to start on the course right away at the beginning of the semester. Objective 2: Chemistry is a challenging subject for most students. Hopefully the new textbook will present the information better and I will have skype virtual hours to offer more assistance.
Objective 3: Describe multi-cellular organization (Ch. 3/4) Objective 4: Distinguish and describe major tissue types	Proctored Midterm Exam – including multiple choice questions and diagram labeling Proctored Midterm Exam – including multiple choice questions	Fall 2017 – 74% Spring 2018 – 74% Fall 2017 – 71% Spring 2018 – 79%	Ojective 3/4: These have been strong areas of student success. I will work to support students by encouraging them to participate in the extra practice assignments to learn about cells and tissues.
Objective 5: Describe the structure and function of the integumentary system Objective 6: Describe the structure and function of the skeletal system	Proctored Midterm Exam – including multiple choice questions and diagram labeling Proctored Final Exam – including multiple choice questions and diagram labeling	Fall 2017 – 78% Spring 2018 – 79% Fall 2017 – 70% Spring 2018 – 79%	Objective 5:. This topic is one of the best for student success. I don't think additional improvement is really necessary. Objective 6: This area is strong, but I will encourage students to use some extra learning tools for skeletal system practice.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Objective 7: Describe the structure and function of the muscular system Objective 8: Describe the structure and function of the nervous system	Proctored Final Exam – including multiple choice questions and diagram labeling Proctored Final Exam – including multiple choice questions and diagram labeling	Fall 2017 – 61% Spring 2018 – 72% Fall 2017 – 68% Spring 2018 – 70%	Objective 7/8:. I have some additional utube videos I might suggest for learning about muscle contraction physiology and nerve impulses. I am also going to send messages out to encourage students to start learning the muscles early, since there are so many to commit to memory.
Objective 9: Describe the structure and function of the special senses	Proctored Final Exam – including multiple choice questions and diagram labeling	Fall 2017 – 68% Spring 2018 – 70%	Objective 9: I am going to encourage students to practice with diagrams by printing a practice copy, putting it in a plastic sleeve, and using dry erase markers to label and map out how they function.

Faculty Member Completing Assessment: *Krista Clapp* **Date:** *5/17/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Cory Roberts**

Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process described)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas: 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. 3. Distinguish and describe major tissue types. 4. Describe the structure and function of the integumentary system. 5. Describe the structure and function of the skeletal system. 6. Describe the structure and function of the muscular system. 7. Describe the structure and function of the nervous system. 8. Describe the structure and function of the special senses.	The students take a midterm and final exam that have sections that corresponds to the course objectives. The exams consist of multiple choice questions and fill-in-the-blank diagrams. The percent of correct answers in each objective section is calculated in Excel files.	**Fall 2017 - Face to Face Classes:** 2 sections, 32 total students Objective 1 = 81% Objective 2 = 78% Objective 3 = 80% Objective 4 = 81% Objective 5 = 85% Objective 6 = 63% Objective 7 = 78% Objective 8 = 75% **Spring 2018 – Face to Face Classes:** 1 section, 13 total students Objective 1 = 83% Objective 2 = 76% Objective 3 = 80% Objective 4 = 82% Objective 5 = 80% Objective 6 = 61% Objective 7 = 73% Objective 8 = 74%	With exception of Objective 6, all the other objectives meet the desired outcome for demonstrating proficiency. The muscle system is notoriously hard to grasp. While I already have in place activities designed to help learn the physiology, and we work on the muscles in class, next year I will incorporate pre-class muscle physiology homework, and we will also designate more lab time to practicing the names of the muscles.

Page 2 of 2 . . . . Course: BIOL 211 – Human Anatomy and Physiology I Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process described)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Students were assessed on course objectives with the expectation that they should be able to obtain a 70% proficiency in the following areas: 1. Describe and apply anatomical terminology. 2. Describe multi-cellular organization. 3. Distinguish and describe major tissue types. 4. Describe the structure and function of the integumentary system. 5. Describe the structure and function of the skeletal system. 6. Describe the structure and function of the muscular system. 7. Describe the structure and function of the nervous system. 8. Describe the structure and function of the special senses.	The students take a midterm and final exam that have sections that corresponds to the course objectives. The exams consist of multiple choice questions (which come from test bank questions for each chapter) and fill-in-the-blank diagrams. The percent of correct answers in each objective section is calculated in Excel files using data downloaded from Canvas.	**Fall 2017 - Online Class:** 24 total students Objective 1 = 80% Objective 2 = 63% Objective 3 = 67% Objective 4 = 75% Objective 5 = 71% Objective 6 = 63% Objective 7 = 60% Objective 8 = 71% **Spring 2018 – Online Class:** 45 total students Objective 1 = 74% Objective 2 = 60% Objective 3 = 65% Objective 4 = 71% Objective 5 = 57% Objective 6 = 59% Objective 7 = 55% Objective 8 = 62%	Online class averages on these exams are innately lower due to the difficulty of completing this class online, and the nature of the test bank exams. See the above comment about the muscle system for here as well. The two primary areas of immediate concern based on this data are objective 2 and 7. For next year, I would like to incorporate two more practice activities for objective 2 (one on the atoms/bonding and one on the cell) to improve proficiency on this objective. As for objective 7, I will collaborate with my colleagues and see what might aid online students in better understanding the difficult nervous system topic. Also, the average on the final (objectives 5-8) for the spring was quite low. I will watch this for a future trend.

Faculty Member Completing Assessment: *Cory Roberts* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 211 – Human Anatomy and Physiology I **Faculty: Don Scroggins**

Common Core No.: NMCCN BIOL 2414

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas: 1. Objective 1 (Ch 1) Describe and apply anatomical terminology. 2. Objective 2 (Ch 2) Describe multi-cellular organization. 3. Objective 3 (Ch 3/4) Describe multi-cellular organization. 4. Objective 4 (Ch 5) Distinguish and describe major tissue types. 5. Objective 5 (Ch 6) Describe the structure and function of the integumentary system. 6. Objective 6 (Ch 7/8) Describe the structure and function of the skeletal system. 7. Objective 7 (Ch 9) Describe the structure and function of the muscular system. 8. Objective 8 (Ch 10/11) Describe the structure and function of the nervous system. 9. Objective 9 (Ch 12) Describe the structure and function of the special senses.	Two exams are administered during the course; a mid-term exam and a final each consisting of a section of multiple choice questions and a diagram/illustration labeling section. An item analysis is applied to the results of the exam scores and success rates for the appropriate learning outcomes are calculated. In this report six face to face sections of BIOL 211 were assessed: **Fall 2017 – 48 students** **Spring 2018 – 39 students** **(87 students assessed in this report.)**	Fall 2017: Objective 1 = 94.20% Objective 2 = 78.75% Objective 3 = 79.65% Objective 4 = 77.27% Objective 5 = 86.71% Objective 6 = 88.99% Objective 7 = 71.10% Objective 8 = 78.95% Objective 9 = 71.35% Spring 2018: Objective 1 = 91.25% Objective 2 = 78.50% Objective 3 = 81.15% Objective 4 = 91.82% Objective 5 = 81.90% Objective 6 = 90.60% Objective 7 = 74.52% Objective 8 = 78.82% Objective 9 = 72.19%	Improvements need to be made in Objectives: 7 and 9 Additional and more intensive pedagogical methods should be implemented consisting of more frequent anatomy model drill and practice, formative assessments, and collaborative study/discussion assignments.

Faculty Member Completing Assessment: *Don Scoggins* **Date:** *5/17/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 212 – Human Anatomy and Physiology II **Faculty: Meredith Arth**

Common Core No.: NMCCN BIOL 2424

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Describe the structure & function of the Blood (Ch 14) 2a. Describe the structure & function of the Heart (Ch 15) 2b. Describe the structure & function of the Cardiac Vessels (Ch 15) 3. Describe the structure & function of the Lymph & Immunity Sys. (Ch 16) 4. Describe the structure & function of the Endocrine Sys. (Ch 13) 5. Describe the structure & function of the Digestives Sys. (Ch 17) 6. Describe the structure & function of the Respiratory Sys. (Ch 19) 7. Describe the structure & function of the Urinary Sys. (Ch 20) 8. Explain fluid and electrolyte balance in the body (Ch 21) 9a. Describe the structure & function of the Male Repro Sys. (Ch 22) 9b. Describe the structure & function of the Female Repro Sys. (Ch 22) 10. Describe human growth and development. (Ch 23) 11. Define basic terms and concepts applied to human genetics. (Ch 24)	The students take a midterm and final exam that have sections that corresponds to the course objectives. The midterm consists of 70multiple choice questions and 35 fill-in the-blank diagrams. The final consists of 75 multiple choice and 29 -31 fill-in-the-blank diagrams. Canvas data analysis information was used in conjunctions with an Excel file to calculate the assessment results. One 16-week BIOL 212 courses was assessed during the Fall 2017 semester and once course was assessed during the Spring 2018 semester. The course was analyzed and the results for each objective were calculated.	Fall 2017 Objectives: 1. 62% 2. 58% 3. 59% 4. 64% 5. 59% 6. 76% 7. 65% 8. 74% 9. 79% 10. 71% 11. 69% Spring 2018 bjectives: 1. 74% 2. 71% 3. 60% 4. 73% 5. 70% 6. 77% 7.68% 8. 68% 9. 81% 10. 69% 11. 78%	During the Spring semester, new quizzes and practice quizzes were introduced into the curriculum. As you can see, the assessment results improved dramatically from the fall semester. Objective 3 will need to be evaluated but all other objectives met or were very close to meeting the minimum required percentage.

Faculty Member Completing Assessment: *Meredith Arth* **Date:** *5/18/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 212 – Human Anatomy and Physiology II **Faculty: Cory Roberts**

Common Core No.: BIOL 2424

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process described)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Students should be able to achieve a minimum of 70% proficiency in the following areas: Identify the major anatomical features and analyze the physiological roles in maintaining homeostasis in the: 1) Endocrine system 2) Cardiovascular system 3) Lymphatic system 4) Digestive system 5) Respiratory system 6) Urinary system 7) Reproductive system 8) Explain how fluid and electrolyte balance is maintained in the human body. 9) Describe pregnancy from zygote to newborn including human growth and development. 10) Define the basic terms and concepts applied to human genetics.	The students take a midterm and final exam that have sections that correspond to the course objectives. The exams consist of multiple choice questions and fill-in-the-blank diagrams. The percent of correct answers for each objective section is calculated in Excel files.	**Fall 2017 – Face to Face Class:** 14 total students Objective 1 = 81% Objective 2 = 76% Objective 3 = 76% Objective 4 = 85% Objective 5 = 81% Objective 6 = 80% Objective 7 = 86% Objective 8 = 76% Objective 9 = 79% Objective 10 = 84% **Spring 2017 – Face to Face Class:** 16 total students Objective 1 = 86% Objective 2 = 77% Objective 3 = 74% Objective 4 = 89% Objective 5 = 79% Objective 6 = 81% Objective 7 = 90% Objective 8 = 69% Objective 9 = 91% Objective 10 = 79%	The learning outcomes are being met at minimum proficiency. With these assessment results, I feel that more practice needs done during class time for the lymphatic system and fluid and electrolyte balance (objectives 3 and 8 respectively).

Page 2 of 2 . . . . Course: BIOL 212 – Human Anatomy and Physiology II — Common Core No.: BIOL 2424

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process described)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Students should be able to achieve a minimum of 70% proficiency in the following areas: Identify the major anatomical features and analyze the physiological roles in maintaining homeostasis in the: 1) Endocrine system 2) Cardiovascular system 3) Lymphatic system 4) Digestive system 5) Respiratory system 6) Urinary system 7) Reproductive system 8) Explain how fluid and electrolyte balance is maintained in the human body. 9) Describe pregnancy from zygote to newborn including human growth and development. 10) Define the basic terms and concepts applied to human genetics.	The students take a midterm and final exam that have sections that correspond to the course objectives. The exams consist of multiple choice questions (from test banks) and fill-in-the-blank diagrams. The percent of correct answers for each objective section is calculated in Excel files with data exported from Canvas.	**Spring 2018 – Online Class:** 29 total students Objective 1 = 69% Objective 2 = 68% Objective 3 = 58% Objective 4 = 66% Objective 5 = 74% Objective 6 = 63% Objective 7 = 80% Objective 8 = 66% Objective 9 = 68% Objective 10 = 75%	Due to the challenging nature of the online class, the averages are lower. The two objectives that need the most improvement are lymph and immunity again (3), and urinary (6). For next year, I will highlight for the students the videos in these sections chapter to help them prioritize, and thoroughly evaluate the test bank questions here.

Faculty Member Completing Assessment: *Cory Roberts* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 212 – Human Anatomy and Physiology II **Faculty: Don Scroggins**

Common Core No.: BIOL 2424

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas: Obj 1 (Ch 14 - Blood) Obj 2a (Ch 15 - Heart) Obj 2b (Ch 15 - Vessels) Obj 3 (Ch 16 - Lymph&Immunity) Obj 4 (Ch 13 - Endocrine) Obj 5 (Ch 17 - Digestive) Obj 6 (Ch 19 - Respiratory) Obj 7 (Ch 20 - Urinary) Obj 8 (Ch 21 - Fluid Balance) Obj 9a (Ch 22 - Male Repro) Obj 9b (Ch 22 - Female Repro) Obj 10 (Ch 23 - Fert&Growth) Obj 11 (Ch 24 - Genetics) BIOL 212 Student Learning Outcomes 1. Identify and describe the major anatomical features of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. 2. Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the human body.	Two exams are administered during the course; a mid-term exam and a final each consisting of a section of multiple choice questions and a diagram/illustration labeling section. An item analysis is applied to the results of the exam scores and success rates for the appropriate learning outcomes are calculated. In this report three face to face sections of BIOL 212 were assessed: **Summer 2017 – 12 students** BIOL 212 201 Human Anat / Phys II / Lab 20022 201720 **Fall 2017 – 7 students** BIOL 212 301 Human Anat / Phys II / Lab 30057 201730 **Spring 2018 – 22 students** BIOL 212 101 Human Anat / Phys II / Lab 10062 201810 **(41 students assessed in this report.)**	Summer 2017: Objective 1 = 86% Objective 2a = 90% Objective 2b = 76% Objective 3 = 75% Objective 4 = 92% Objective 5 = 79% Objective 6 = 82% Objective 7 = 76% Objective 8 = 72% Objective 9a = 84% Objective 9b = 87% Objective 10 = 83% Objective 11 = 87% Fall 2017: Objective 1 = 74% Objective 2a = 85% Objective 2b = 70% Objective 3 = 67% Objective 4 = 87% Objective 5 = 71% Objective 6 = 76% Objective 7 = 66% Objective 8 = 62% Objective 9a = 71% Objective 9b = 70% Objective 10 = 62% Objective 11 = 66% Spring 2018: Objective 1 = 74% Objective 2a = 85% Objective 2b = 71%	Improvements need to be made in Objectives: 3, 7, 8, 10, and 11. Additional and more intensive pedagogical methods should be implemented consisting of more frequent anatomy model drill and practice, formative assessments, and collaborative study/discussion assignments.

Page 2 of 2 . . . . Course: BIOL 212 – Human Anatomy and Physiology II — Common Core No.: BIOL 2424

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. Explain how fluid and electrolyte balance is maintained in the human body. 4. Compare and contrast the anatomy and physiology of male and female reproductive systems. 5. Describe pregnancy from conception to parturition including human growth and development from zygote to newborn. 6. Explain heredity and genetic control.		Objective 3 = 73% Objective 4 = 82% Objective 5 = 72% Objective 6 = 76% Objective 7 = 71% Objective 8 = 64% Objective 9a = 74% Objective 9b = 78% Objective 10 = 66% Objective 11 = 77%	

Faculty Member Completing Assessment: *Don Scoggins* **Date:** *5/17/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: BIOL 222 – Microbiology & Lab **Faculty: Michelle Hughes**

Common Core No.: BIOL 2513/2511

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 were assessed in regard to the following objectives. By the end of the course, the student should be able to achieve a minimum of 70% proficiency in the following areas: Understand and be able to explain these major objectives: 1. History/Chemistry/Metabolism 2. Cell types 3. Public Health /Host-microbe relationships 4. Immunity 5. Etiologies of skin, eyes, wounds and bites, urogenital and respiratory system 6. Etiologies in human and oral gastrointestinal systems, cardiovascular and lymphatic systems, and nervous system. 7. Bacterial Identification	Six 16 week BIOL 222 – Microbiology courses were assessed during the Fall 2017 semester. Student knowledge was assessed through the midterm and final exams which consisted of 90 multiple choice and matching questions covering lecture curriculum and 30 questions covering lab curriculum and techniques. Five 16 week BIOL 222 – Microbiology courses were assessed during the Spring 2018 semester. Student knowledge was assessed through the midterm and final exams which consisted of 90 multiple choice and matching questions covering lecture curriculum and 30 questions covering lab curriculum and techniques. One Chemistry 113 class was assessed both in the Fall of 2017 as well as in the Spring of 2018		Fall 2017 • For my f/f Microbiology class, I scored at least a 70 on each objective, including objective 4! The changes I have been implementing all year have finally paid off . • For my online microbiology class , comparing from last year, only objectives 1 and 2 were lower than objectives 3-7. Last year objectives 1-3 were significantly lower than objectives 4-7. My class count dropped a bit, which may have impacted the data. I noticed the same trend for Samuel Wright. While I did change the format of my online class to mirror my f/f class, including a midterm and a final exam, I did not expect to see such low scores. I did notice that my students scored exceptionally well on all of the lecture exams (most made a high 90%) but when it came to the midterm and final (with the same or very similar questions included) they failed it. While I put a disclaimer that students are to work independentally without notes or their book, I also believe since I am not there to monitor them, that may not always be the case. Spring 2018 • For my f/f Microbiology class, I scored at

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			least a 70 on each objective, including objective 4! The changes I have been implementing all year have finally paid off . • For my online microbiology class, I noticed the same trend. Objectives 1 and 2 were below 70 percent, while objectives 3-7 were above. Robinos class averaged a bit less, but the same trend occurs. • I finished work from the Title V grant, and the changes implemented seemed to improve overall data… especially for objective 3, which they passed this year, but failed last.

Faculty Member Completing Assessment: *Michelle Hughes* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017 - 2018—Area III: Laboratory Science
Class: CHEM 113 – Chemistry for Gen Ed / Lab (Online) **Faculty: Carrie Phipps, Larry Powell**
Common Core No.: CHEM 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	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 338 online students in the summer of 2017, the fall of 2017, and the spring of 2018, collectively, and was used to determine the percentages provided in this report.	Chemistry 113 classes did meet the 70% minimum success rate we wanted our students to reach. On the exit assessment test, student results were as follows: Comp. 1 = 93% correct, up from 87% correct last year, down from 96% correct in 2015 - 2016 and up from 83% correct in 2014 - 2015	We used a minimum of 70% correct for each competency as the standard that we aspired to reach. All competencies did exceed that mark. We have addressed the two lowest results from 2014 - 2015 (competency 1 and 3) and competency 3 and 5 from 2015 – 2016, and competency 3 from 2016 - 2017. For 2017 - 2018, we addressed competencies 1 and 4. We stressed scientific inquiry and quantitative analysis more in online Chemistry 113, summer, 2017, fall, 2017, and spring 2018. This assessment shows an increase in competency 1 from last year to this (from 87% to 93%). With this assessment, we saw a rise in competency 2 (from 91% to 96%) and a slight decrease in competency 3 (from 90% to 89.5%) from last year to this. Competency 4 results reflected an increase (from 88% - 93%) and an increase (from 90% to 94%) for 5 from last year to this. 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 focus. We will reemphasize the importance of the processes of scientific problem solving and communication (competencies 2 and 3). Scientific inquiry (competency
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	The Scientific Method will be used to solve problems and problems will be solved in the following areas: density, metrics, formula mass, per cent composition, balancing equations, stoichiometry – Lab reports, problem sets, quizzes, lecture exams	Comp. 2 = 96.3% correct, up from 91% correct last year, up from 92% correct in 2015 - 2016 and up from 95% correct in 2014 - 2016.	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			1) and scientific thinking (5) were stressed in our Chemistry 113 classes this semester. Quantitative analysis (competency 4) showed improvement and we will continue to stress quantitative methods in that area.
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 = 89.5% correct, down from 90% correct last year, up from 87% correct in 2015, 2016 and up from 89% in 2014, 2016.	
4. Students will apply quantitative analysis to scientific problems. Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Students will perform calculations throughout the course in areas listed above – Lab reports, problem sets, lecture exams	Comp. 4 = 93% correct, up from 88% correct last year, equal to 93% correct in 2016 - 2016 and down from 96% in 2014 - 2015.	

Page 3 of 3 . . . . Course: CHEM 113 – Chemistry for Gen Ed / Lab (Online) **Common Core No.: CHEM 1114**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	Threaded discussions, including topics of: Should the United States adopt the Metric System for everyday use? What are your five favorite elements and why? Should we be spending large amounts of money to discover and study the Higgs Boson? Should the United States be held responsible for acid rain damage in Canada? A final assessment quiz that has questions that correlate to each of the five competencies is given at the end of the semester	Comp. 5 = 94.3% correct, up from 90% correct last year, up from 88% correct in 2015 - 2016 and up from 90% correct in 2014 - 2015.	

Faculty Member Completing Assessment: *Larry Powell* **Date:** *5/11/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area III: Laboratory Science

Class: CHEM 151 – General Chemistry I & Lab **Faculty: Carl Armstrong**

Common Core No.: CHEM 1214

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	Students were required to answer multiple-choice questions on a chapter quiz and then additional multiple-choice questions and a short answer question on the final exam dealing with the scientific method.	Some students had difficulty differentiating between a hypothesis and a scientific theory on the chapter quiz. However, every student scored 100 percent on the multiple-choice and short answer questions dealing with the scientific method and the terms and procedures associated with it on the final exam.	Students continue to demonstrate that they are able to answer multiple-choice and short answer questions dealing with the terms and procedures associated with the scientific method. They had been presented with this information during the fall semester and it was reinforced during the spring semester.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	Students conducted thirteen lab exercises dealing with density, physical vs. chemical change, molar mass, precipitation reactions, acid-base titrations, percent yield, gas laws, thermochemistry, Hess's law, chemical kinematics, weak acid equilibrium, electrochemistry, and polyprotic acids. They collected data and performed calculations. They compared their results to the accepted values and they were required to discuss any deviations.	The students in this class had well above average academic abilitite. Most of them had taken a chemistry class prior to enrolling in this class. These students had very few problems collecting data, performing the calculations associated with these labs, and discussing why they might have had deviations from the accepted values.	I had success giving students hypothetical results before they conducted their labs. I demonstrated how data that is too large or too small compared to the actual value would affect their result. The students responded well to this additional instruction and I will continue to provide my students with this guidance in the future.

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 prepared written reports for each of the thirteen lab exercises conducted during the course. The reports were graded and returned to the students.	These students' lab reports were universally very well written. The median grade for lab reports was 93 percent.	The time spent providing the students with guidance before the lab, while they were conducting the lab, while they were performing the lab calculations and their lab reports was well worth it. I plan to use these same techniques with my classes next 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 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.	All 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.	I will continue to 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 appear to be having difficulty performing math calculations will be provided with additional help during class time on the math skills required to be successful in this class.
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	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 support to support their conclusions. I included an open response	The 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. All of the students were able to correctly answer the open response question on the final exam.	I will continue to give students opportunities during class to demonstrate an understanding of the scientific method and how to apply it to real life observations.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	question on the final exam to provide me with a final check of their understanding.		

Faculty Member Completing Assessment: *Carl Armstrong* **Date:** *5/13/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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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 2017-2018—Area III: Laboratory Science

Class: GEOL 113 – Physical Geology & Lab **Faculty: Nancy Sloan**

Common Core No.: GEOL 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Geological vocabulary-know and explain	Final	64.3	Next semester I will use in class quizzes to assess geological vocabulary.
Geological time scale and its limitations	Final	71.8	
Plate tectonics-explain evidence to support and how it accounts for the structures and feature of the Earth.	Final	67.1	I want to incorporate more diagrams next semester to see if it will help for understanding
Describe the formation of, and describe, compare and classify minerals.	Final	86.5	Use of Lab quiz
Identify and describe the three main rock types, how each form in the context of the rock cycle and what it indicates about its environment of formation.	Final	65	I want to incorporate more diagrams next semester to see if it will help for understanding
Recognize or explain the fundamentals of surface and ground water hydrology and discuss the impacts of human activities on water quality and quantity.	Final	61	Next semester I will use the lab in combination with the final for assessment
Describe or discuss the processes that are responsible for specific geological hazards.	Final	77	
Recognize or describe the geological processes involved in the formation and concentration of geologic resources.	Final	68.1	I'm going to try and develop a lab with emphasizes on resources.

Page 2 of 2 . . . . Course: GEOL 113 – Physical Geology & Lab Common Core No.: GEOL 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Read, use and interpret a topographical map.	Lab quiz given with map locations to find and give data about	79	
Acquire and communicate scientific data, ideas and interpretations through written, oral, and visual means.	Assigned a research paper and a presentation for class on geological hazards.	95.8	
Utilize the principles of stratigraphy to provide an explanation of the geological processes that occurred within a cross section.	Final	55.3	This is taught in lab with the use of diagrams. Next semester the assessment will be done with diagrams instead of the final.

Faculty Member Completing Assessment: *Nancy Sloan* **Date:** *5/25/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science

Class: PHYS 113 – Survey of Physics & Lab **Faculty: Carl Armstrong**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	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.	Every student scored 100 percent on the multiple choice questions dealing with the scientific method and the terms associated with it. They did not appear to have any problems differentiating between how the term theory is used in everyday use vs. how it is used in the scientific method.	Based on my experience with previous classes, I continued to present with additional examples of correct and incorrect responses to questions dealing with the scientific method. This worked well with the students I had in class this year.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	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.	The students had very few problems collecting data. The students this semester did much better than some of my previous students when it came to performing the calculations required after collecting data. They continued to have problems when it came to discussing why they might have deviations from the accepted values.	I spent quite a bit of time demonstrating how to do calculations while we were covering material that they would see during their lab exercises. Before the lab, I would go over these calculations again. Once the students had collected their data, I worked with each lab group and showed them when they were making mistakes on their calculation. In the future, I plan to take additional time to show the students how they can determine why their data that is larger or smaller than the accepted value will affect their results for a lab exercise.

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 prepared written reports for each of the five lab exercises conducted during the course. The reports were graded and returned to the students.	With the exception noted above regarding discussion of deviations from accepted values, the students' lab reports were universally well written. The median grade for lab reports was 85 percent.	See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.
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 were required to perform calculations in order to solve problems on homework assignments, chapter quizzes, lab reports, and the final exam. These calculations involved manipulation of equations, scientific notation, and significant figures.	Most of the students had little difficulty using calculators and performing the calculations required in this class. They had some problems dealing with numbers that included scientific notation. The students generally did well with multiple choice and short answer questions and they also performed well on the test and final exam problems involving math calculations.	I will continue to provide all students with additional opportunities to practice calculations during the first three weeks of class. (This is before the first quiz and the first lab report.) Students who have difficulty with these calculations will then be given additional assistance during class and they will be encouraged to seek assistance from the math tutors on campus.
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	Subjects examined during class included the origin of the universe, alternative sources of energy, the impact of technology on daily life, and uses of nuclear physics. Students were required to discuss these subjects using the	Students were able to distinguish between beliefs that are not supported by scientific evidence and scientific theories used to explain observed phenomenon. The students demonstrated an appreciation of how the scientific	Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	available scientific evidence to support their conclusions.	method is used to explain observations.	

Faculty Member Completing Assessment: *Carl Armstrong* **Date:** *5/13/2015*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science
Class: PHYS 151 – General Physics I & Lab (Dual-Credit) **Faculty: Carl Armstrong**
Common Core No.: PHYS 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	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.	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.	Most of the students had no problems dealing with the scientific method. Students will continue to be presented with examples of correct and incorrect responses to questions dealing with the scientific method.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	Students conducted seven lab exercises dealing with one-dimensional kinematics, two-dimensional kinematics, Newton's 2nd law of motion, conservation of energy, rotational motion, static equilibrium, 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.	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.	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.
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 prepared written reports for each of the seven lab exercises conducted during the course. The reports were graded and returned to the students.	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.	See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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 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.	The students in this class had well above average math skills and they had very little difficulty using calculators to perform the required calculations.	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.
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	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 support to support their conclusions.	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.	Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.

Faculty Member Completing Assessment: *Carl Armstrong* **Date:** *5/13/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science
Class: PHYS 151 – General Physics I & Lab **Faculty: Carl Armstrong**
Common Core No.: PHYS 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	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.	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.	Most of the students had no problems dealing with the scientific method. Students will continue to be presented with examples of correct and incorrect responses to questions dealing with the scientific method.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	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.	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.	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.
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 prepared written reports for each of the five lab exercises conducted during the course. The reports were graded and returned to the students.	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.	See the note above regarding addition instruction in how to evaluate and explain deviations from the accepted value.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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 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.	The students in this class had well above average math skills and they had very little difficulty using calculators to perform the required calculations.	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.
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	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 support to support their conclusions.	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.	Students will continue to be presented with scenarios and examples of phenomenon and they will be expected to examine them using scientific evidence.

Faculty Member Completing Assessment: *Carl Armstrong* **Date:** *5/13/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area III: Laboratory Science
Class: PHYS 152 – General Physics II & Lab **Faculty: Carl Armstrong**
Common Core No.: PHYS 1124

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will describe the process of scientific inquiry. Students should: 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.	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.	While some students had difficulty differentiating between a hypothesis and a scientific theory, every student scored 100 percent on the multiple-choice and short answer questions dealing with the scientific method and the terms and procedures associated with it on the final exam.	Students continue to demonstrate that they are able to answer multiple-choice and short answer questions dealing with the terms and procedures associated with the scientific method. They had been presented with this information during the fall semester and it was reinforced during the spring semester.
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	Students conducted four lab exercises dealing with thermodynamics, direct current electrical circuits, behavior of light waves, and images formed by mirrors and lenses. They collected data and performed calculations. They compared their results to the accepted values and they were required to discuss any deviations.	This was a small class with some very capable students. These students had very few problems collecting data, performing the calculations associated with these labs, and discussing why they might have had deviations from the accepted values.	I had success giving students hypothetical results before they conducted their labs. I demonstrated how data that is too large or too small compared to the actual value would affect their result. The students responded well to this additional instruction and I will continue to provide my students with this guidance in the future.
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 prepared written reports for each of the four lab exercises conducted during the course. The reports were graded and returned to the students.	These students' lab reports were universally very well written. The median grade for lab reports was 95 percent.	The time spent providing the students with guidance before the lab, while they were conducting the lab, while they were performing the lab calculations and their lab reports was well worth it. I plan to use these same techniques with my classes next year.

Page 2 of 2 . . . . Course: PHYS 152 – General Physics II & Lab — Common Core No.: PHYS 1124

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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 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.	All 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.	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 appear to be having difficulty performing math calculations 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.
5. Students will apply scientific thinking to real world problems. Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues. End – Laboratory Science	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 support to support their conclusions. I included an open response question on the final exam to provide me with a final check of their understanding.	The 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. All of the students were able to correctly answer the open response question on the final exam.	I will continue to give students opportunities during class to demonstrate an understanding of the scientific method and how to apply it to real life observations.

Faculty Member Completing Assessment: *Carl Armstrong* **Date:** *5/13/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area IV: Social and Behavioral Science

Class: ANTH 243 – Introduction to Cultural Anthropology **Faculty: Alexandra Schipani**

Common Core No.: ANTH 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts such as culture and society, which form the pillars of the discipline	Each week a different topic is introduced through PowerPoints. Topics include: - Fieldwork - Race and Ethnicity - Sex and Gender -Cultural Relativism	Quiz Topic: Fieldwork - Fall 2017: 74% - Spring 2018: 85%	In order to have a better understanding of the information that is not understood, quizzes should be on each topic separately, not combined bi-weekly quizzes. Quiz questions consistently marked wrong should be recorded.
Comprehend the importance of studying cultural anthropology	- Language - Religion - Marriage and Kinship - Globalization - Politics and Power - Subsistence	Quiz Topic: Medical Anthropology - Fall 2017: 77% - Spring 2018: 81%	Introduction of a new ethnography to improve objective numbers 6, 7, and 8. The current book is very relevant to some individuals and so it does not expose students to other cultures as well as some other ethnography options would.
Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected	- Economics - Food - Medical Anthropology Students participate in weekly discussion boards on each topic.	Quiz Topic: Globalization - Fall 2017: 82% - Spring 2018: 74% Final Paper - Fall 2017: 73% - Spring 2018: 73%	This should help improve final paper scores. It would also be beneficial to alter some of the discussion post questions in order to prepare for the structure of the paper better.
Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures	They also have bi-weekly quizzes. Quizzes consist of 25 multiple choice questions based on the readings from the book, additional articles, and PowerPoints.	Discussion boards - Fall 2017: 85% - Spring 2018: 86%	
Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and	Students submitted a final paper in which they read an ethnography and discussed one of	Quiz Topics: Race and Ethnicity - Fall 2017: 74% - Spring 2018: 85%	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
social structures	the course topics as it pertains to the ethnography. The final exam was 50 multiple questions and 5 short answers. To evaluate each objective, the relevant assignment will be listed and the average score for each year will be listed. (Note: averages do include students who did not take the quizzes or participate in the discussion board. In Fall 2017 there is one student who did not turn in assignments after week 2 and another that was very inconsistent. In Spring 2018 there is consistently one student who did not turn in any assignments after week three. Three students each semester did not take the final exam. This will impact results)	Sex and Gender - Fall 2017:72% - Spring 2018: 75% Language - Fall 2017: 72% - Spring 2018: 75% Religion - Fall 2017: 87% - Spring 2018: 80% Marriage and Kinship - Fall 2017: 87% - Spring 2018: 80% Politics and Power - Fall 2017: 82% - Spring 2018:74% Subsistence - Fall 2017: 78% - Spring 2018: 78% Economics - Fall 2017: 78% - Spring 2018: 78% Food - Fall 2017: 77% - Spring 2018: 81%	
Gain a sense of relationship with people processing different experiences from their own		Discussion board - Fall 2017: 85% - Spring 2018: 85%	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Gain a deeper understanding and appreciation for cultural anthropology from other disciplines that study people		Quiz Topic: Cultural Relativism - Fall 2017: N/A (was not a topic) - Spring 2018: N/A (no quiz) Final Paper: - Fall 2017: 73% - Spring 2018: 73%	
Become more sensitive and engaged global citizens from culturally relative perspectives.		Discussion Board - Fall 2017: 85% - Spring 2018: 86% Final Paper - Fall 2017: 73% - Spring 2018: 73% Final Exam - Fall 2017: 71% - Spring 2018: 69%	

Faculty Member Completing Assessment: *Alexandra Schipani* **Date:** *June 2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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Clovis Community College
Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science
Class: Principles of Macroeconomics (ECON 221) **Faculty: Robin Kuykendall**
Common Core No.: NMCCN ECON 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. Demonstrate an understanding of competencies at a rate of 70% or higher (average of 3 or higher) Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)	Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. Students must pick an economic concept (from a list based on the NM Business Articulation Competencies for Principles of Macroeconomics) and using this concept as a basis explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric: 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	Average = 4.09 86.8% of the students (46 out of 53) scored a 3 or higher on this assignment	A couple years ago I adapted this assignment in the online classes to account for low assessment results. I changed this assignment to a discussion that requires an original post and two responses. I had numerous students who did not follow the guideline of posting the original post 24 hours before the deadline. Therefore, they did not get credit for one of their discussion responses lowering the overall scores. Last year, I set up two additional announcements highlighting the fact that students had to start early in order to be eligible for full credit. This seemed to help because the score last year increased significantly, and this year it was consistent with last year. I will continue this assignment next year as it appears to do a great job of addressing this objective.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher) Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)	Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific macroeconomic topics I provided. Once they analyzed the statement using the macroeconomic topics, they then had to determine whether or not their opinion of the statement was influenced once they considered the micro side of it. Assignments were scored on the same rubric as the first competency.	Average = 4.46 93.5% of the students (43 out of 46) scored a 3 or higher on this assignment	The benchmark was exceeded for this objective, and it appears to be on par with previous data.

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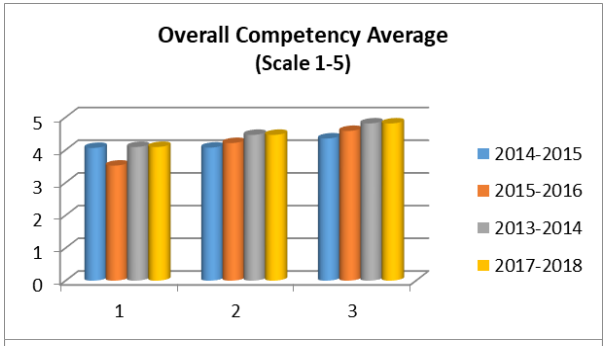
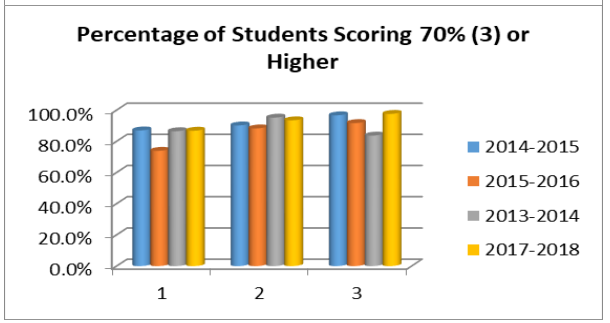
Page 3 of 5 . . . . Course: Principles of Macroeconomics (ECON 221) Common Core No.: NMCCN ECON 2113

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 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 competencies at a rate of 70% or higher (average of 3 or higher): Topics include: opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate supply and aggregate demand, demand for money, supply of money, interest rates, role of financial institutions, fiscal policies, monetary policies, and price ceilings and floors (NM state competencies Nos. 1-5)	Assignment—students were required to pick a macroeconomic topic (from a list based on the NM Business Articulation Competencies) identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact in shaping human behavior and how this is affected by the economic topic selected.	Average = 4.81 97.6% of the students (41 out of 42) scored a 3 or higher on this assignment	The benchmark was exceeded for this objective, and it appears to be on par with previous data.





These charts show a composite picture of the last four years highlighting the overall consistency of these three objectives.

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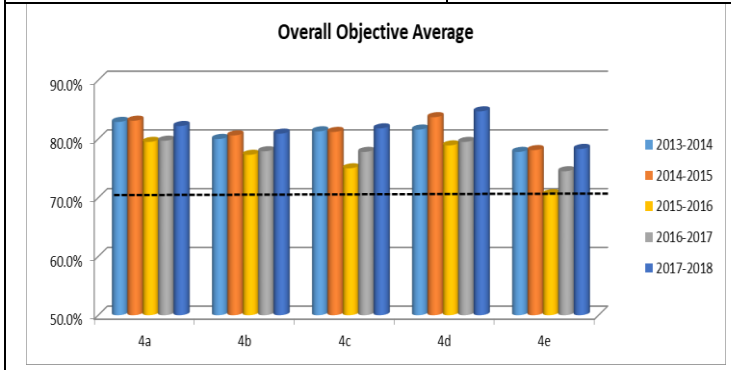
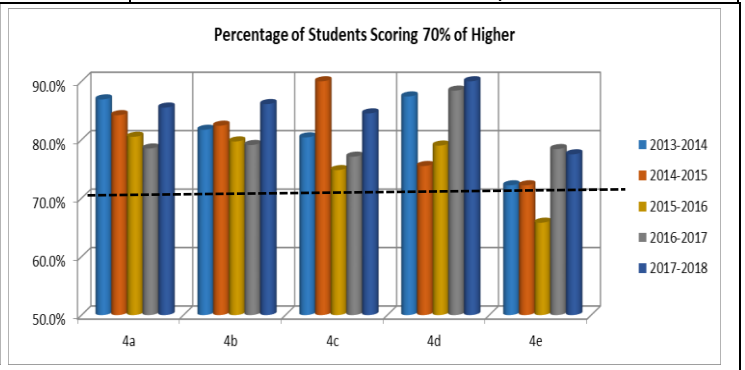
Page 4 of 5 . . . . Course: Principles of Macroeconomics (ECON 221) Common Core No.: NMCCN ECON 2113

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
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	Quizzes and Assignments including graphical analysis. 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.	Overall Objective Average **4a** = 82.2% **4b** = 80.9% **4c** = 81.8% **4d** = 84.7% **4e** = 78.3% Students scoring 70% or higher on each objective **4a** = 85.5% **4b** = 86.1% **4c** = 84.5% **4d** = 91.5% **4e** = 77.5%	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 was consistently low, but I made some adjustments last year and continued those changes this year. Adjustments included a little more instruction and additional videos to help reinforce. This year objective e was even higher than last year, showing the consistent data of improvement (see charts below for comparison data) Through my analysis I also look at the difference in results between face-to-face classes and online classes. This data seemed to be consistent among face-to-face and online courses showing strong uniformity between delivery modes. One area that is of concern is retention. Retention on this course continues to be less than desirable. I plan to examine some adjustments for next year in order to increase successful completion





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NM Business Articulation Competencies for Principles of Macroeconomics

Students should demonstrate an understanding of:

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

Faculty Member Completing Assessment: *Robin Kuykendall* **Date:** *June 5, 2018*

Reviewed by (Division chair): *Monica Sanchez* **Date:** *June 2018*

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NM Common Core General Education Competencies
Area IV—Social and Behavioral Sciences
5 = 100% - 90% 4 = 89% - 80% 3 = 79% - 70% 2 = 69% -60% 1 = Below 60%

Summer 2017

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		4		8
4		3		5		2
3		0		0		0
2		1		1		0
1		2		0		0
Total # Students	0	10	0	10	0	10
Average	**3.60**		**4.40**		**5.00**	
% of students 3 or higher	**70.0%**		**90.0%**		**100.0%**	

Fall 2017

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		4		7		8
4		2		2		0
3		4		1		1
2		1		0		0
1		1		0		0
Total # Students	0	12	0	10	0	9
Average	**3.58**		**4.70**		**4.89**	
% of students 3 or higher	**83.3%**		**100.0%**		**100.0%**	

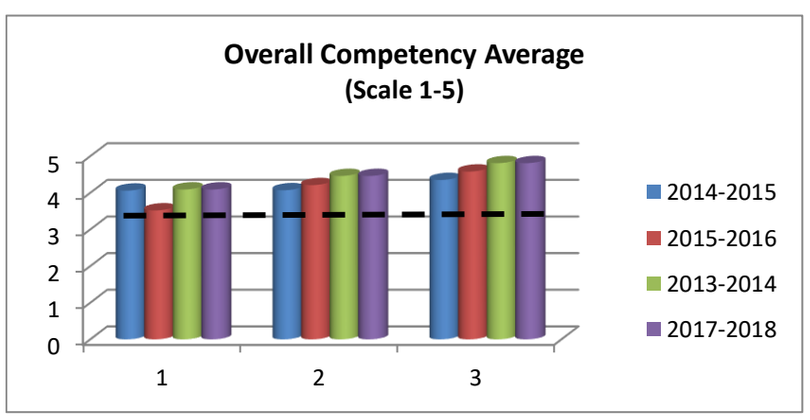
Spring 2018

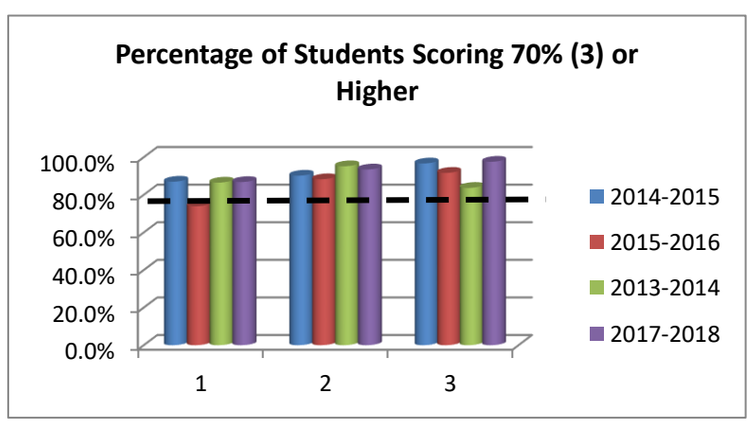
	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	12	10	7	9	9	10
4	2	2	4	2	2	1
3	2	1	0	2	0	0
2	0	1	0	1	0	0
1	0	1	1	0	0	1
Total # Students	16	15	12	14	11	12
Average	**4.45**		**4.38**		**4.70**	
% of students 3 or higher	**93.5%**		**92.3%**		**95.7%**	

Composite 2017-2018

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	12	18	7	20	9	26
4	2	7	4	9	2	3
3	2	5	0	3	0	1
2	0	3	0	2	0	0
1	0	4	1	0	0	1
Total # Students	16	37	12	34	11	31
Average	**4.09**		**4.46**		**4.81**	
% of students 3 or higher	**86.8%**		**93.5%**		**97.6%**	

Comparison Data for Competencies 1-3								
Competency	**Overall Average**				**% of Students Scoring 70% or higher (3)**			
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
1	4.06	3.52	3.94	4.09	87.0%	73.9%	86.5%	86.8%
2	4.07	4.21	4.43	4.46	90.2%	88.3%	95.2%	93.5%
3	4.35	4.58	4.03	4.81	96.7%	91.7%	83.7%	97.6%





Reflection Assign

ECON 221-Summer 2017

Objective		Aplia Assignments									
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1				#DIV/0!	91.3	12	12	100.0%	83.8%	87.0%
	Ch 2				#DIV/0!	76.3	11	8	72.7%		
(4b) State Obj 2	Ch 3				#DIV/0!	82.8	12	11	91.7%	85.7%	97.2%
	Ch 4				#DIV/0!	88.6	12	12	100.0%		
	Ch 5				#DIV/0!	85.7	12	12	100.0%		
(4c) State Obj 3	Ch 6				#DIV/0!	84.8	12	12	100.0%	81.9%	77.2%
	Ch 7				#DIV/0!	81.6	12	11	91.7%		
	Ch 8				#DIV/0!	78.5	9		0.0%		
	Ch 9				#DIV/0!	83	12	11	91.7%		
	Ch 10				#DIV/0!	81.7	12	10	83.3%		
(4d) State Obj 4	Ch 12				#DIV/0!	91.4	11	11	100.0%	85.4%	97.1%
	Ch 13				#DIV/0!	78.2	11	10	90.9%		
	Ch 14				#DIV/0!	86.5	12	12	100.0%		
(4e) State Obj 5	Ch 15				#DIV/0!	81.2	12	10	83.3%	79.5%	83.3%
	Ch 11				#DIV/0!	77.8	12	10	83.3%		

Objective		Quizzes									
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
(4a) State Obj 1	Ch 1				#DIV/0!	85	12	12	100.0%	85.3%	95.7%
	Ch 2				#DIV/0!	85.5	11	10	90.9%		
(4b) State Obj 2	Ch 3				#DIV/0!	77.70	12	10	83.3%	80.7%	88.9%
	Ch 4				#DIV/0!	79.10	12	11	91.7%		
	Ch 5				#DIV/0!	85.4	12	11	91.7%		
(4c) State Obj 3	Ch 6				#DIV/0!	87.3	12	12	100.0%	85.6%	93.3%
	Ch 7				#DIV/0!	88.6	12	12	100.0%		
	Ch 8				#DIV/0!	79.5	12	10	83.3%		
	Ch 9				#DIV/0!	86.8	12	11	91.7%		
	Ch 10				#DIV/0!	85.9	12	11	91.7%		
(4d) State Obj 4	Ch 12				#DIV/0!	93.2	12	12	100.0%	90.1%	97.2%
	Ch 13				#DIV/0!	88.6	12	12	100.0%		
	Ch 14				#DIV/0!	88.6	12	11	91.7%		
(4e) State Obj 5	Ch 15				#DIV/0!	74.5	12	9	75.0%	80.7%	87.5%
	Ch 11				#DIV/0!	86.8	12	12	100.0%		

Composite Summer 2016		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	84.5%	91.3%
4b State Obj2	83.2%	93.1%
4c State Obj 3	83.8%	85.5%
4d State Obj 4	87.8%	97.1%
4e State Obj 5	80.1%	85.4%

ECON 221-Fall 2017

		Aplia Assignments									
		ECON 221-301 (Face-to-Face)				ECON 221-3N0 (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%**		
(4a)	Ch 1				#DIV/0!	86.99	15	13	86.7%	81.7%	82.8%
State Obj 1	Ch 2				#DIV/0!	76.46	14	11	78.6%		
(4b)	Ch 3				#DIV/0!	79.57	15	12	80.0%	80.3%	84.8%
State Obj 2	Ch 4				#DIV/0!	84.23	15	13	86.7%		
	Ch 5				#DIV/0!	77.05	16	14	87.5%		
(4c)	Ch 6				#DIV/0!	77.02	13	10	76.9%	78.8%	78.3%
State Obj 3	Ch 7				#DIV/0!	76.47	14	12	85.7%		
	Ch 8				#DIV/0!	75.45	11	8	72.7%		
	Ch 9				#DIV/0!	87.03	11	9	81.8%		
	Ch 10				#DIV/0!	77.82	11	8	72.7%		
(4d)	Ch 12				#DIV/0!	89.8	11	11	100.0%	82.7%	93.5%
State Obj 4	Ch 13				#DIV/0!	79.35	10	9	90.0%		
	Ch 14				#DIV/0!	78.83	10	9	90.0%		
(4e)	Ch 15				#DIV/0!	74.62	11	8	72.7%	76.3%	75.0%
State Obj 5	Ch 11				#DIV/0!	78.02	9	7	77.8%		

		Quizzes									
		ECON 221-301 (Face-to-Face)				ECON 221-3N0 (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%**		
(4a)	Ch 1				#DIV/0!	81.54	13	11	84.6%	80.1%	87.5%
State Obj 1	Ch 2				#DIV/0!	78.64	11	10	90.9%		
(4b)	Ch 3				#DIV/0!	76.54	13	9	69.2%	75.0%	71.4%
State Obj 2	Ch 4				#DIV/0!	71.43	14	9	64.3%		
	Ch 5				#DIV/0!	77.00	15	12	80.0%		
(4c)	Ch 6				#DIV/0!	87.92	12	12	100.0%	80.6%	82.5%
State Obj 3	Ch 7				#DIV/0!	85.77	13	12	92.3%		
	Ch 8				#DIV/0!	77.50	10	7	70.0%		
	Ch 9				#DIV/0!	75.00	11	8	72.7%		
	Ch 10				#DIV/0!	76.82	11	8	72.7%		
(4d)	Ch 12				#DIV/0!	89.55	11	11	100.0%	81.5%	87.5%
State Obj 4	Ch 13				#DIV/0!	75.50	10	8	80.0%		
	Ch 14				#DIV/0!	79.55	11	9	81.8%		
(4e)	Ch 15				#DIV/0!	69.10	11	6	54.5%	70.5%	68.4%
State Obj 5	Ch 11				#DIV/0!	71.88	8	7	87.5%		

Composite Fall 2017		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	80.9%	84.9%
4b State Obj2	77.6%	78.4%
4c State Obj 3	79.7%	80.3%
4d State Obj 4	82.1%	90.5%
4e State Obj 5	73.4%	71.8%

ECON 221-Spring 2018

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	90.3	17	17	100.0%	88.8	15	14	93.3%	81.8%	83.9%
	Ch 2	70.3	15	9	60.0%	77.8	15	12	80.0%		
(4b) State Obj 2	Ch 3	81.5	15	12	80.0%	78.5	16	14	87.5%	83.3%	90.3%
	Ch 4	88.2	16	15	93.8%	88.8	15	15	100.0%		
	Ch 5	80.4	16	14	87.5%	82.5	15	14	93.3%		
(4c) State Obj 3	Ch 6	85.5	16	15	93.8%	80.4	15	13	86.7%	82.6%	86.9%
	Ch 7	79.2	16	13	81.3%	79.1	15	12	80.0%		
	Ch 8	83.3	14	14	100.0%	88.7	15	15	100.0%		
	Ch 9	83.5	14	11	78.6%	86.5	14	13	92.9%		
	Ch 10	77.6	14	11	78.6%	81.8	12	9	75.0%		
(4d) State Obj 4	Ch 12	89.1	14	14	100.0%	86.6	14	13	92.9%	84.5%	88.8%
	Ch 13	80.1	14	13	92.9%	83.5	14	10	71.4%		
	Ch 14	84.4	14	12	85.7%	83.4	10	9	90.0%		
(4e) State Obj 5	Ch 15	77.5	14	11	78.6%	75.8	12	10	83.3%	78.5%	77.8%
	Ch 11	84.6	14	12	85.7%	76.3	14	9	64.3%		

Objective		Quizzes									
		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (Online)					
		Avg Class Score	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
(4a) State Obj 1	Ch 1	85.9	16	15	93.8%	86.07	14	12	85.7%	82.4%	83.1%
	Ch 2	80.3	16	13	81.3%	77.3	13	9	69.2%		
(4b) State Obj 2	Ch 3	79.4	16	15	93.8%	78	15	12	80.0%	78.4%	83.9%
	Ch 4	79.1	16	13	81.3%	74.3	15	12	80.0%		
	Ch 5	80.1	16	14	87.5%	79.7	15	12	80.0%		
(4c) State Obj 3	Ch 6	86.6	16	14	87.5%	89.3	14	13	92.9%	81.2%	84.6%
	Ch 7	87.8	16	14	87.5%	82.1	15	14	93.3%		
	Ch 8	72.1	14	8	57.1%	78.3	15	12	80.0%		
	Ch 9	81.2	13	11	84.6%	85.71	14	14	100.0%		
	Ch 10	75.8	13	11	84.6%	72.69	13	10	76.9%		
(4d) State Obj 4	Ch 12	88.2	14	13	92.9%	90.36	14	13	92.9%	85.3%	90.2%
	Ch 13	81.9	13	11	84.6%	81.92	13	11	84.6%		
	Ch 14	82.9	14	13	92.9%	86.43	14	13	92.9%		
(4e) State Obj 5	Ch 15	77.1	12	8	66.7%	77.92	12	8	66.7%	78.8%	74.0%
	Ch 11	78.5	13	10	76.9%	81.92	13	11	84.6%		

Composite Spring 2018		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	82.1%	83.5%
4b State Obj2	80.9%	87.1%
4c State Obj 3	82.0%	85.8%
4d State Obj 4	84.9%	89.5%
4e State Obj 5	78.7%	76.0%

ECON 221-Online Courses 2017-2018

Objective		Aplia Assignments													
		ECON 221-101 (Online) Summer 2017				ECON 221-101 (Online) Fall 2017				ECON 221-1N0 (Online) Spring 2018					
		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	91.3	12	12	100.0%	86.99	15	13	86.7%	88.8	15	14	93.3%	82.9%	85.4%
	Ch 2	76.3	11	8	72.7%	76.46	14	11	78.6%	77.8	15	12	80.0%		
(4b) State Obj 2	Ch 3	82.8	12	11	91.7%	79.57	15	12	80.0%	78.5	16	14	87.5%	83.1%	91.4%
	Ch 4	88.6	12	12	100.0%	84.23	15	13	86.7%	88.8	15	15	100.0%		
	Ch 5	85.7	12	12	100.0%	77.05	16	14	87.5%	82.5	15	14	93.3%		
(4c) State Obj 3	Ch 6	84.8	12	12	100.0%	77.02	13	10	76.9%	80.4	15	13	86.7%	81.3%	81.4%
	Ch 7	81.6	12	11	91.7%	76.47	14	12	85.7%	79.1	15	12	80.0%		
	Ch 8	78.5	9	0	0.0%	75.45	11	8	72.7%	88.7	15	15	100.0%		
	Ch 9	83	12	11	91.7%	87.03	11	9	81.8%	86.5	14	13	92.9%		
	Ch 10	81.7	12	10	83.3%	77.82	11	8	72.7%	81.8	12	9	75.0%		
(4d) State Obj 4	Ch 12	91.4	11	11	100.0%	89.8	11	11	100.0%	86.6	14	13	92.9%	84.2%	91.3%
	Ch 13	78.2	11	10	90.9%	79.35	10	9	90.0%	83.5	14	10	71.4%		
	Ch 14	86.5	12	12	100.0%	78.83	10	9	90.0%	83.4	10	9	90.0%		
(4e) State Obj 5	Ch 15	81.2	12	10	83.3%	74.62	11	8	72.7%	75.8	12	10	83.3%	77.3%	77.1%
	Ch 11	77.8	12	10	83.3%	78.02	9	7	77.8%	76.3	14	9	64.3%		

Objective		Quizzes													
		ECON 221-101 (Online) Summer 2017				ECON 221-101 (Online) Fall 2017				ECON 221-1N0 (Online) Spring 2018					
		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	85	12	12	100.0%	81.54	13	11	84.6%	86.07	14	12	85.7%	82.3%	86.5%
	Ch 2	85.5	11	10	90.9%	78.64	11	10	90.9%	77.3	13	9	69.2%		
(4b) State Obj 2	Ch 3	77.7	12	10	83.3%	76.54	13	9	69.2%	78	15	12	80.0%	77.7%	79.7%
	Ch 4	79.1	12	11	91.7%	71.43	14	9	64.3%	74.3	15	12	80.0%		
	Ch 5	85.4	12	11	91.7%	77	15	12	80.0%	79.7	15	12	80.0%		
(4c) State Obj 3	Ch 6	87.3	12	12	100.0%	87.92	12	12	100.0%	89.3	14	13	92.9%	82.6%	88.3%
	Ch 7	88.6	12	12	100.0%	85.77	13	12	92.3%	82.1	15	14	93.3%		
	Ch 8	79.5	12	10	83.3%	77.5	10	7	70.0%	78.3	15	12	80.0%		
	Ch 9	86.8	12	11	91.7%	75	11	8	72.7%	85.71	14	14	100.0%		
	Ch 10	85.9	12	11	91.7%	76.82	11	8	72.7%	72.69	13	10	76.9%		
(4d) State Obj 4	Ch 12	93.2	12	12	100.0%	89.55	11	11	100.0%	90.36	14	13	92.9%	86.0%	91.7%
	Ch 13	88.6	12	12	100.0%	75.5	10	8	80.0%	81.92	13	11	84.6%		
	Ch 14	88.6	12	11	91.7%	79.55	11	9	81.8%	86.43	14	13	92.9%		
(4e) State Obj 5	Ch 15	74.5	12	9	75.0%	69.1	11	6	54.5%	77.92	12	8	66.7%	77.0%	77.9%
	Ch 11	86.8	12	12	100.0%	71.9	8	7	87.5%	81.92	13	11	84.6%		

Composite Online Courses 2017-2018		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	82.6%	85.9%
4b State Obj2	80.4%	85.7%
4c State Obj 3	82.1%	84.8%
4d State Obj 4	85.1%	91.5%
4e State Obj 5	77.2%	77.5%

ECON 221-Face-to-Face Courses 2017-2018

		Aplia Assignments									
		ECON 221-101 (Face-to-Face) Fall 2017				ECON 221-101 (Face-to-Face) Spring 2018					
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%**		
(4a)	Ch 1				#DIV/0!	90.3	17	17	100.0%	80.3%	81.3%
State Obj 1	Ch 2				#DIV/0!	70.3	15	9	60.0%		
(4b)	Ch 3				#DIV/0!	81.5	15	12	80.0%		
State Obj 2	Ch 4				#DIV/0!	88.2	16	15	93.8%	83.4%	87.2%
	Ch 5				#DIV/0!	80.4	16	14	87.5%		
	Ch 6				#DIV/0!	85.5	16	15	93.8%		
(4c)	Ch 7				#DIV/0!	79.2	16	13	81.3%		
State Obj 3	Ch 8				#DIV/0!	83.3	14	14	100.0%	81.8%	86.5%
	Ch 9				#DIV/0!	83.5	14	11	78.6%		
	Ch 10				#DIV/0!	77.6	14	11	78.6%		
(4d)	Ch 12				#DIV/0!	89.1	14	14	100.0%		
State Obj 4	Ch 13				#DIV/0!	80.1	14	13	92.9%	84.5%	92.9%
	Ch 14				#DIV/0!	84.4	14	12	85.7%		
(4e)	Ch 15				#DIV/0!	77.5	14	11	78.6%	81.0%	82.1%
State Obj 5	Ch 11				#DIV/0!	84.6	14	12	85.7%		

		Quizzes									
		ECON 221-101 (Face-to-Face) Fall 2017				ECON 221-101 (Face-to-Face) Spring 2018					
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%**		
(4a)	Ch 1				#DIV/0!	85.9	16	15	93.8%	83.1%	87.5%
State Obj 1	Ch 2				#DIV/0!	80.3	16	13	81.3%		
(4b)	Ch 3				#DIV/0!	79.4	16	15	93.8%		
State Obj 2	Ch 4				#DIV/0!	79.1	16	13	81.3%	79.5%	87.5%
	Ch 5				#DIV/0!	80.1	16	14	87.5%		
	Ch 6				#DIV/0!	86.6	16	14	87.5%		
(4c)	Ch 7				#DIV/0!	87.8	16	14	87.5%		
State Obj 3	Ch 8				#DIV/0!	72.1	14	8	57.1%	80.7%	80.6%
	Ch 9				#DIV/0!	81.2	13	11	84.6%		
	Ch 10				#DIV/0!	75.8	13	11	84.6%		
(4d)	Ch 12				#DIV/0!	88.2	14	13	92.9%		
State Obj 4	Ch 13				#DIV/0!	81.9	13	11	84.6%	84.3%	90.2%
	Ch 14				#DIV/0!	82.9	14	13	92.9%		
(4e)	Ch 15				#DIV/0!	77.1	12	8	66.7%	77.8%	72.0%
State Obj 5	Ch 11				#DIV/0!	78.5	13	10	76.9%		

Composite F2F Courses		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	81.7%	84.4%
4b State Obj2	81.5%	87.4%
4c State Obj 3	81.3%	83.6%
4d State Obj 4	84.4%	91.6%
4e State Obj 5	79.4%	77.4%

F2F Courses

ECON 221-Composite
2017-2018

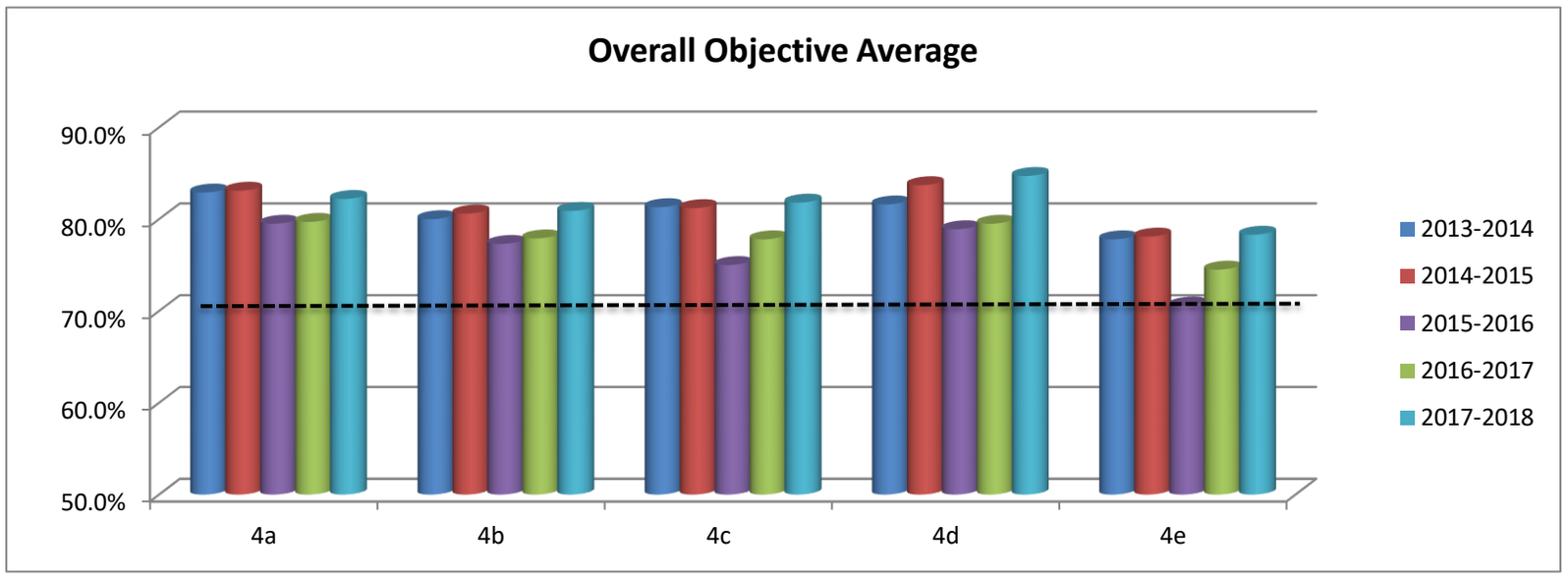
		Aplia Assignments									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
(4a)	Ch 1	90.33	17	17	100.0%	89.0	42	39	92.9%	81.6%	84.2%
State Obj 1	Ch 2	70.28	15	9	60.0%	76.9	40	31	77.5%		
(4b)	Ch 3	81.5	15	12	80.0%	80.3	43	37	86.0%		
State Obj 2	Ch 4	88.2	16	15	93.8%	87.2	42	40	95.2%	83.2%	90.3%
	Ch 5	80.4	16	14	87.5%	81.8	43	40	93.0%		
(4c)	Ch 6	85.5	16	15	93.8%	80.7	40	35	87.5%		
State Obj 3	Ch 7	79.2	16	13	81.3%	79.1	41	35	85.4%		
	Ch 8	83.3	14	14	100.0%	80.9	35	23	65.7%	81.6%	82.8%
	Ch 9	83.54	14	11	78.6%	85.5	37	33	89.2%		
	Ch 10	77.56	14	11	78.6%	80.4	35	27	77.1%		
(4d)	Ch 12	89.07	14	14	100.0%	89.3	36	35	97.2%		
State Obj 4	Ch 13	80.09	14	13	92.9%	80.3	35	29	82.9%	84.3%	91.7%
	Ch 14	84.4	14	12	85.7%	82.9	32	30	93.8%		
(4e)	Ch 15	77.51	14	11	78.6%	77.2	35	28	80.0%	79.2%	78.6%
State Obj 5	Ch 11	84.57	14	12	85.7%	77.4	35	26	74.3%		

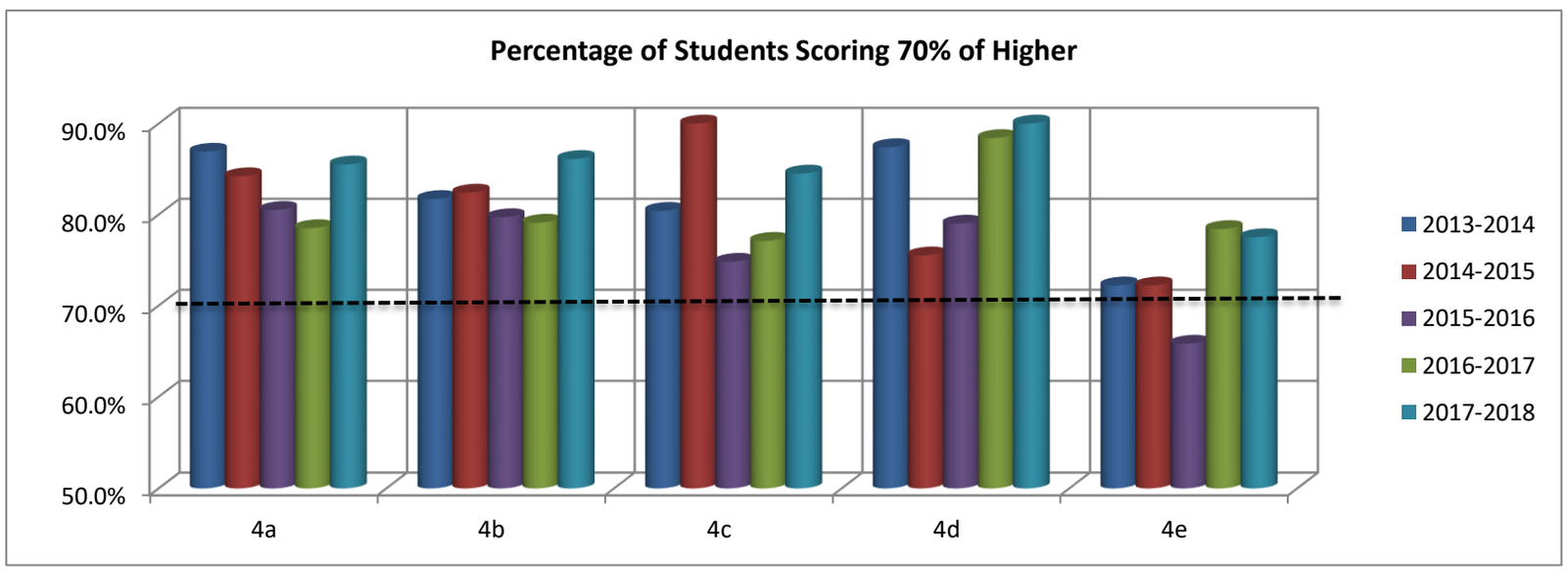
		Quizzes									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
(4a)	Ch 1	85.94	16	15	93.8%	84.2	39	35	89.7%	82.7%	86.8%
State Obj 1	Ch 2	80.31	16	13	81.3%	80.5	35	29	82.9%		
(4b)	Ch 3	79.4	16	15	93.8%	77.4	40	31	77.5%		
State Obj 2	Ch 4	79.1	16	13	81.3%	74.9	41	32	78.0%	78.6%	81.9%
	Ch 5	80.1	16	14	87.5%	80.7	42	35	83.3%		
(4c)	Ch 6	86.6	16	14	87.5%	88.2	38	37	97.4%		
State Obj 3	Ch 7	87.8	16	14	87.5%	85.5	40	38	95.0%		
	Ch 8	72.1	14	8	57.1%	78.4	37	29	78.4%	81.6%	86.2%
	Ch 9	81.15	13	11	84.6%	82.5	37	33	89.2%		
	Ch 10	75.77	13	11	84.6%	78.5	36	29	80.6%		
(4d)	Ch 12	88.21	14	13	92.9%	91.0	37	36	97.3%		
State Obj 4	Ch 13	81.92	13	11	84.6%	82.0	35	31	88.6%	85.1%	91.3%
	Ch 14	82.86	14	13	92.9%	84.9	37	33	89.2%		
(4e)	Ch 15	77.08	12	8	66.7%	73.8	35	23	65.7%	77.4%	76.3%
State Obj 5	Ch 11	78.46	13	10	76.9%	80.2	33	30	90.9%		

All Courses for 2017-2018		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	82.2%	85.5%
4b State Obj2	80.9%	86.1%
4c State Obj 3	81.8%	84.5%
4d State Obj 4	84.7%	91.5%
4e State Obj 5	78.3%	77.5%

Composite

ECON 221—Composite Trend Data										
Objective	Overall Objective Average					% of Students Scoring 70% or higher				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4a	82.9%	83.1%	79.5%	79.7%	82.2%	86.9%	84.2%	80.5%	78.5%	85.5%
4b	80.0%	80.6%	77.3%	77.9%	80.9%	81.7%	82.4%	79.7%	79.1%	86.1%
4c	81.3%	81.2%	75.0%	77.8%	81.8%	80.4%	8185.4%	74.8%	77.1%	84.5%
4d	81.6%	83.7%	78.9%	79.5%	84.7%	87.4%	75.5%	79.0%	88.4%	91.5%
4e	77.8%	78.1%	70.6%	74.5%	78.3%	72.2%	72.2%	65.8%	78.4%	77.5%





Comarison Graphs

Clovis Community College

Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222) **Faculty: Robin Kuykendall**

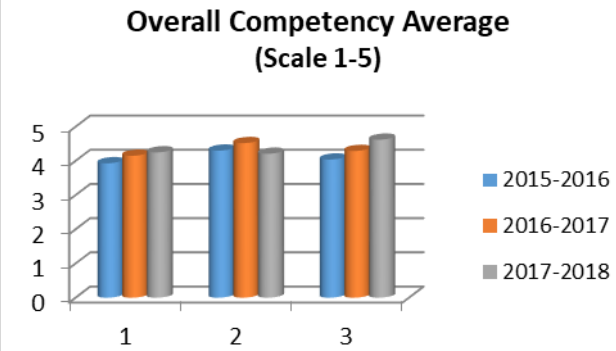
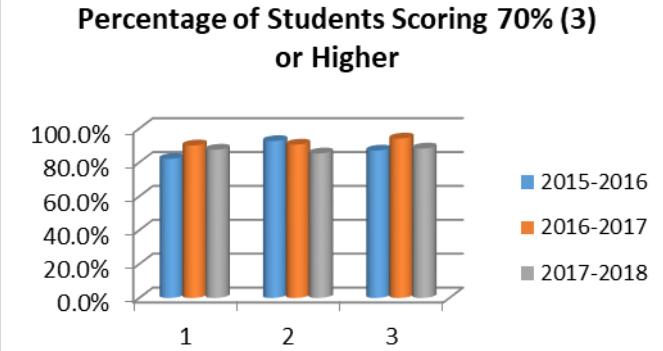
Common Core No.: NMCCN ECON 2123

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. 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	Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work	Average = 4.25 87.5% of the students (35 out of 40) scored a 3 or higher on this assignment	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. The data for Objectives 1-3 is consistent with the data for the last two years (comparison data shown in graphs on page 3). A few semesters ago, I changed the assessment tool for objectives 1-3 from a report to a discussion with required responses. Overall, this has gone really well. Results are above the benchmark and most students pass at the minimum level. In addition, the discussion method fosters a greater level of interaction while meeting the objective requirement. I will continue this method in the future.

Page 2 of 5 . . . . Course: Principles of Microeconomics (ECON 222) **Common Core No.: NMCCN ECON 2123**

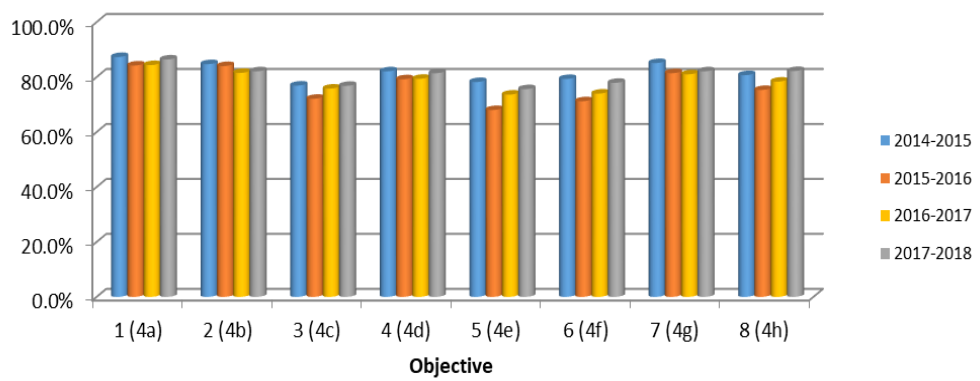
Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such 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. Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher)	Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific microeconomic topics I provided. Once they analyzed the statement using the microeconomic topics, they then had to determine whether or not their opinion of the statement was influenced once they considered the micro side of it. Assignments were scored on the same rubric as the first competency.	Average = 4.21 85.3% of the students (29 out of 34) scored a 3 or higher on this assignment	
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)	Assignment—students were required to pick a macroeconomic topic identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact and are affected by this economic topic.	Average = 4.62 88.2% of the students (30 out of 34) scored a 3 or higher on this assignment	

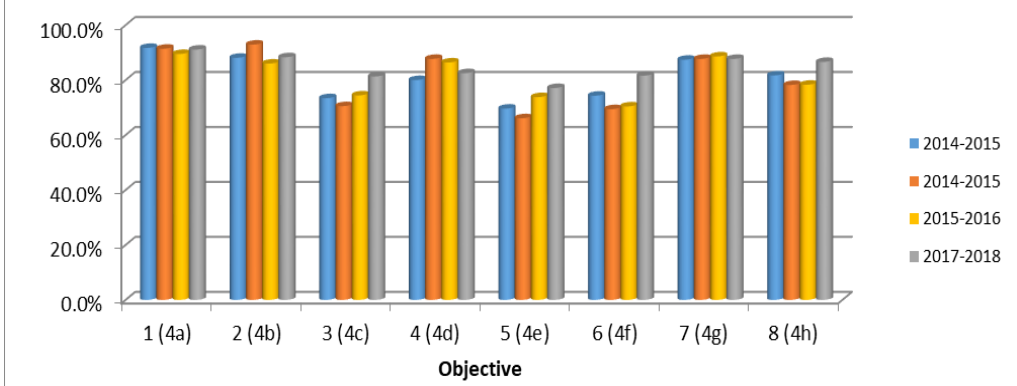
Page 3 of 5 . . . . Course: Principles of Microeconomics (ECON 222) Common Core No.: NMCCN ECON 2123

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
			
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 including price ceilings and floors (state competency No. 2*) 4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*) 4d—consumer choice including utility analysis (state competency No. 4*) 4e—producer choice including cost analysis and break-even point (state competency No. 5*) 4f—comparison and contrast of perfect competition,	Quizzes and Assignments including graphical analysis.	<u>Overall Objective Average</u> **4a** = 86.4% **4b** = 82.1% **4c** = 76.8% **4d** = 81.4% **4e** = 75.6% **4f** = 77.9% **4g** = 82.1% **4h** = 82.2% <u>Students scoring 70% or higher on each objective</u> **4a** = 91.1% **4b** = 88.3% **4c** = 81.3% **4d** = 82.5% **4e** = 77.1% **4f** = 81.6% **4g** = 87.7% **4h** = 86.6%	The overall results this year were somewhat higher than last year. Overall I am pleased with the results as all objectives are well above the benchmark. As shown in the graphs on the next page, the overall trend indicates this year's results are very consistent with the last 3 years. When comparing online and face-to-face classes, data for each objective was very consistent across these two delivery modes. Historically, online results have been a little lower than face-to-face. I believe the addition of audio lectures has increased the results in online classes. Although the enrollment of this course was higher than previous years, retention continues to be a concern. I will evaluate some changes for next year.

All class assessment forms are due to your division chair by end of Week 17 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
monopoly, monopolistic competition, and oligopoly (state competency No. 6*) 4g—impact of government intervention in markets including taxes and antitrust (state competency No. 7*) 4h—role of labor and capital markets (state competency No. 8*) *Meets NM business articulation competencies End – Social/Behavioral Sciences			





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NM Business Articulation Competencies for Principles of Microeconomics

Students should demonstrate an understanding of:

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

Faculty Member Completing Assessment: *Robin Kuykendall* **Date:** *June 5, 2018*

Reviewed by (Division chair): *Monica Sanchez* **Date:** *June 2018*

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NM Common Core General Education Competencies
Area IV—Social and Behavioral Sciences
5 = 100% - 90% 4 = 89% - 80% 3 = 79% - 70% 2 = 69% -60% 1 = Below 60%

Summer 2017

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		8		3		6
4		3		3		1
3		0		1		0
2		0		3		4
1		1		1		
Total # Students	0	12	0	11	0	11
Average	**4.42**		**3.36**		**3.91**	
% of students 3 or higher	**91.7%**		**63.6%**		**63.6%**	

Fall 2017

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	5	9	4	7	4	10
4	1	0	1	3	0	2
3	0	1	0	0	0	0
2	0	1	0	1	0	0
1	0	1	0	0	0	0
Total # Students	6	12	5	11	4	12
Average	**4.44**		**4.63**		**4.94**	
% of students 3 or higher	**88.9%**		**93.8%**		**100.0%**	

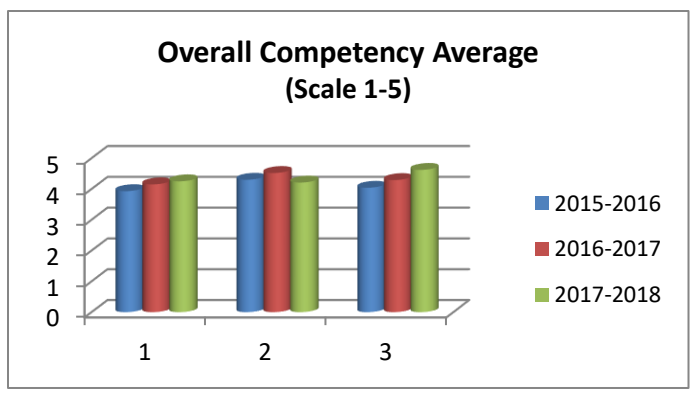
Spring 2018

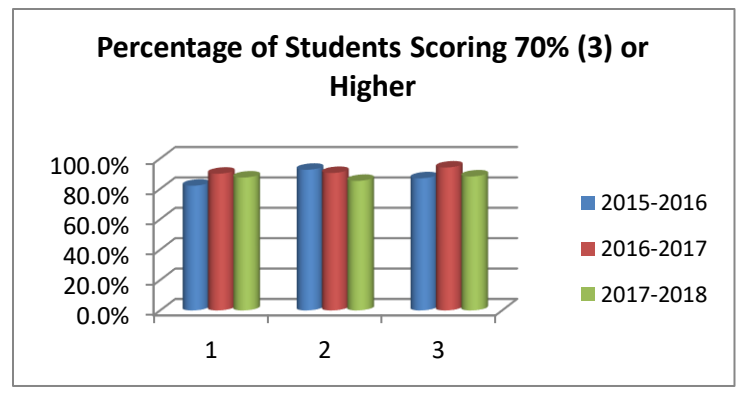
	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		5		3		5
4		1		3		2
3		2		1		0
2		0		0		0
1		2		0		0
Total # Students	0	10	0	7	0	7
Average	**3.70**		**4.57**		**5.00**	
% of students 3 or higher	**80.0%**		**100.0%**		**100.0%**	

Composite 2017-2018

	Assignment 1		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	5	22	4	13	4	21
4	1	4	1	9	0	5
3	0	3	0	2	0	0
2	0	1	0	4	0	4
1	0	4	0	1	0	0
Total # Students	6	34	5	29	4	30
Average	**4.25**		**4.21**		**4.62**	
% of students 3 or higher	**87.5%**		**85.3%**		**88.2%**	

Comparison Data for Competencies 1-3						
Competency	**Overall Average**			**% of Students Scoring 70% or higher (3)**		
	2015-2016	**2016-2017**	**2017-2018**	**2015-2016**	**2016-2017**	**2017-2018**
1	3.93	4.15	4.25	82.1%	90.0%	87.5%
2	4.3	4.52	4.21	92.6%	90.5%	85.3%
3	4.04	4.29	4.62	87.0%	94.1%	88.2%





Reflection Assignments

ECON 222-Summer 2017

Objective		Aplia Assignments									
		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!	92.7	12	12	100.0%	87.8%	95.8%
	Ch 2				#DIV/0!	82.8	12	11	91.7%		
State Obj 2 (4b)	Ch 3				#DIV/0!	79.7	12	11	91.7%	86.8%	94.6%
	Ch 4				#DIV/0!	92.8	12	12	100.0%		
	Ch 5				#DIV/0!	88.0	13	12	92.3%		
State Obj 3	Ch 6				#DIV/0!	74.2	12	10	83.3%	74.2%	83.3%
State Obj 4 (4d)	Ch 7				#DIV/0!	78.9	13	11	84.6%	78.9%	84.6%
State Obj 5 (4e)	Ch 8				#DIV/0!	70.0	10	7	70.0%	70.0%	70.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	75.6	10	8	80.0%	81.5	85.3%
	Ch 10				#DIV/0!	90.6	12	11	91.7%		
	Ch 11				#DIV/0!	78.2	12	10	83.3%		
State Obj 7	Ch 12				#DIV/0!	85.1	11	11	100.0%	85.1%	100.0%
State Obj 8 (4h)	Ch 13				#DIV/0!	77.8	12	10	83.3%	85.4%	91.7%
	Ch 14				#DIV/0!	93.0	12	12	100.0%		

Objective		Quizzes									
		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!	90.4	12	12	100.0%	88.1%	100.0%
	Ch 2				#DIV/0!	85.8	13	13	100.0%		
State Obj 2 (4b)	Ch 3				#DIV/0!	79.6	12	10	83.3%	83.1%	88.9%
	Ch 4				#DIV/0!	82.5	12	10	83.3%		
	Ch 5				#DIV/0!	87.1	12	12	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	80.0	12	10	83.3%	80.0%	83.3%
State Obj 4 (4d)	Ch 7				#DIV/0!	88.1	13	13	100.0%	88.1%	100.0%
State Obj 5 (4e)	Ch 8				#DIV/0!	83.4	13	11	84.6%	83.4%	84.6%
State Obj 6 (4f)	Ch 9				#DIV/0!	75.0	10	7	70.0%	81.5	85.3%
	Ch 10				#DIV/0!	82.5	12	10	83.3%		
	Ch 11				#DIV/0!	87.1	12	12	100.0%		
State Obj 7	Ch 12				#DIV/0!	83.8	12	11	91.7%	83.8%	91.7%
State Obj 8 (4h)	Ch 13				#DIV/0!	83.3	12	10	83.3%	84.8%	91.7%
	Ch 14				#DIV/0!	86.3	12	12	100.0%		

Composite Summer 2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.9%	98.0%
State Obj 2 4b	85.0%	91.8%
State Obj 3 4c	77.1%	83.3%
State Obj 4 4d	83.5%	92.3%
State Obj 5 4e	76.7%	77.3%
State Obj 6 4f	81.5%	85.3%
State Obj 7 4g	84.5%	95.7%
State Obj 8 4h	85.1%	91.7%

ECON 222-Fall 2017

Objective		Aplia Assignments									
		ECON 222-301 (Face-to-Face)				ECON 222-3N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	93.93	6	6	100.0%	91.93	13	13	100.0%	86.4%	89.2%
	Ch 2	81	6	4	66.7%	78.88	12	10	83.3%		
State Obj 2 (4b)	Ch 3	79.8	6	4	66.7%	84.2	12	11	91.7%	86.3%	90.7%
	Ch 4	90.4	6	6	100.0%	92.92	12	12	100.0%		
	Ch 5	81.6	6	5	83.3%	88.68	12	11	91.7%		
State Obj 3	Ch 6	77.72	6	4	66.7%	75.88	11	9	81.8%	76.8%	76.5%
State Obj 4 (4d)	Ch 7	82.77	6	4	66.7%	82.96	12	8	66.7%	82.9%	66.7%
State Obj 5 (4e)	Ch 8	75.96	5	4	80.0%	72.56	10	6	60.0%	74.3%	66.7%
State Obj 6 (4f)	Ch 9	73.6	6	4	66.7%	86.59	10	9	90.0%	80.5	82.0%
	Ch 10	78.82	6	4	66.7%	85.06	10	9	90.0%		
	Ch 11	82.92	6	6	100.0%	76.1	12	9	75.0%		
State Obj 7	Ch 12	81.35	6	3	50.0%	87.87	11	11	100.0%	84.6%	82.4%
State Obj 8 (4h)	Ch 13	75.62	5	3	60.0%	94.77	12	12	100.0%	88.4%	91.4%
	Ch 14	88.57	6	5	83.3%	94.77	12	12	100.0%		

Objective		Quizzes									
		ECON 222-301 (Face-to-Face)				ECON 222-3N0 (Online)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	91.67	6	6	100.0%	86.7	12	12	100.0%	87.8%	91.4%
	Ch 2	84.17	6	4	66.7%	88.6	11	10	90.9%		
State Obj 2 (4b)	Ch 3	78.33	6	4	66.7%	83.85	13	12	92.3%	80.4%	83.9%
	Ch 4	76.67	6	4	66.7%	83.8	12	10	83.3%		
	Ch 5	74.23	6	5	83.3%	85.77	13	12	92.3%		
State Obj 3 (4c)	Ch 6	80	6	4	66.7%	89.09	11	11	100.0%	84.5%	88.2%
State Obj 4 (4d)	Ch 7	80.83	6	5	83.3%	92.5	12	12	100.0%	86.7%	94.4%
State Obj 5 (4e)	Ch 8	75.83	6	4	66.7%	84.58	12	10	83.3%	80.2%	77.8%
State Obj 6 (4f)	Ch 9	68.33	6	4	66.7%	85.45	11	11	100.0%	79.0	86.3%
	Ch 10	78.83	6	4	66.7%	88.5	10	10	100.0%		
	Ch 11	69.17	6	4	66.7%	83.75	12	11	91.7%		
State Obj 7	Ch 12	74.17	6	4	66.7%	87.27	11	10	90.9%	80.7%	82.4%
State Obj 8 (4h)	Ch 13	82	5	4	80.0%	84.5	10	10	100.0%	82.4%	84.8%
	Ch 14	81.67	6	4	66.7%	81.25	12	10	83.3%		

Composite Fall 2017		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.1%	90.3%
State Obj 2 4b	83.4%	87.3%
State Obj 3 4c	80.7%	82.4%
State Obj 4 4d	84.8%	80.6%
State Obj 5 4e	77.2%	72.7%
State Obj 6 4f	79.8%	84.2%
State Obj 7 4g	82.7%	82.4%
State Obj 8 4h	85.4%	88.2%

ECON 222-Spring 2018

		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!	84.2	12	11	91.7%	78.8%	79.2%
	Ch 2				#DIV/0!	73.5	12	8	66.7%		
State Obj 2 (4b)	Ch 3				#DIV/0!	81.1	12	10	83.3%	84.4%	93.8%
	Ch 4				#DIV/0!	85.9	10	10	100.0%		
	Ch 5				#DIV/0!	86.3	10	10	100.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	64.1	9	7	77.8%	64.1%	77.8%
State Obj 4 (4d)	Ch 7				#DIV/0!	70.1	9	6	66.7%	70.1%	66.7%
State Obj 5 (4e)	Ch 8				#DIV/0!	68.6	8	6	75.0%	68.6%	75.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	68.1	8	4	50.0%	76.9	78.3%
	Ch 10				#DIV/0!	81.5	7	7	100.0%		
	Ch 11				#DIV/0!	81.0	8	7	87.5%		
State Obj 7	Ch 12				#DIV/0!	92.5	8	7	87.5%	92.5%	87.5%
State Obj 8 (4h)	Ch 13				#DIV/0!	79.5	7	6	85.7%	79.8%	85.7%
	Ch 14				#DIV/0!	80.2	7	6	85.7%		

		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!	86.4	12	12	100.0%	82.5%	91.7%
	Ch 2				#DIV/0!	78.6	12	10	83.3%		
State Obj 2 (4b)	Ch 3				#DIV/0!	75.6	12	10	83.3%	77.2%	78.1%
	Ch 4				#DIV/0!	75.5	10	7	70.0%		
	Ch 5				#DIV/0!	80.5	10	8	80.0%		
State Obj 3 (4c)	Ch 6				#DIV/0!	65.6	8	6	75.0%	65.6%	75.0%
State Obj 4 (4d)	Ch 7				#DIV/0!	73.9	9	7	77.8%	73.9%	77.8%
State Obj 5 (4e)	Ch 8				#DIV/0!	72.5	8	6	75.0%	72.5%	75.0%
State Obj 6 (4f)	Ch 9				#DIV/0!	67.2	9	4	44.4%	75.1	64.0%
	Ch 10				#DIV/0!	75.6	8	5	62.5%		
	Ch 11				#DIV/0!	82.5	8	7	87.5%		
State Obj 7	Ch 12				#DIV/0!	81.9	8	7	87.5%	81.9%	87.5%
State Obj 8 (4h)	Ch 13				#DIV/0!	61.7	6	3	50.0%	67.1%	58.3%
	Ch 14				#DIV/0!	72.5	6	4	66.7%		

Composite Spring 2018		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
State Obj 1 4a	80.7%	85.4%
State Obj 2 4b	80.8%	85.9%
State Obj 3 4c	64.9%	76.5%
State Obj 4 4d	72.0%	72.2%
State Obj 5 4e	70.6%	75.0%
State Obj 6 4f	76.0%	70.8%
State Obj 7 4g	87.2%	87.5%
State Obj 8 4h	73.5%	73.1%

ECON 222-Composite

2017-2018

Objective		Aplia Assignments									
		ECON 222 (Face-to-Face Classes)				ECON 222 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	93.93	6	6	100.0%	89.6	37	36	97.3%	85.7%	88.2%
	Ch 2	81	6	4	66.7%	78.4	36	29	80.6%		
State Obj 2 (4b)	Ch 3	79.8	6	4	66.7%	81.7	36	32	88.9%	84.6%	92.7%
	Ch 4	90.4	6	6	100.0%	90.5	34	34	100.0%		
	Ch 5	81.6	6	5	83.3%	87.7	35	33	94.3%		
State Obj 3	Ch 6	77.72	6	4	66.7%	71.4	32	26	81.3%	74.6%	78.9%
State Obj 4 (4d)	Ch 7	82.77	6	4	66.7%	77.3	34	25	73.5%	80.1%	72.5%
State Obj 5 (4e)	Ch 8	75.96	5	4	80.0%	70.4	28	19	67.9%	73.2%	69.7%
State Obj 6 (4f)	Ch 9	73.6	6	4	66.7%	76.8	28	21	75.0%	79.4%	82.2%
	Ch 10	78.82	6	4	66.7%	85.7	29	27	93.1%		
	Ch 11	82.92	6	6	100.0%	78.4	32	26	81.3%		
State Obj 7	Ch 12	81.35	6	3	50.0%	88.5	30	29	96.7%	84.9%	88.9%
State Obj 8 (4h)	Ch 13	75.62	5	3	60.0%	84.0	31	28	90.3%	84.4%	90.4%
	Ch 14	88.57	6	5	83.3%	89.3	31	30	96.8%		

Objective		Quizzes									
		ECON 222 (Face-to-Face Classes)				ECON 222 (Online Classes)					
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	91.67	6	6	100.0%	87.8	36	36	100.0%	87.0%	94.0%
	Ch 2	84.17	6	4	66.7%	84.4	36	33	91.7%		
State Obj 2 (4b)	Ch 3	78.33	6	4	66.7%	79.7	37	32	86.5%	79.3%	90.2%
	Ch 4	76.67	6	4	66.7%	80.6	34	27	79.4%		
	Ch 5	74.23	6	5	83.3%	84.5	35	32	91.4%		
State Obj 3 (4c)	Ch 6	80	6	4	66.7%	78.2	31	27	87.1%	79.1%	83.8%
State Obj 4 (4d)	Ch 7	80.83	6	5	83.3%	84.8	34	32	94.1%	82.8%	92.5%
State Obj 5 (4e)	Ch 8	75.83	6	4	66.7%	80.2	33	27	81.8%	78.0%	79.5%
State Obj 6 (4f)	Ch 9	68.33	6	4	66.7%	75.9	30	22	73.3%	76.5%	80.9%
	Ch 10	78.83	6	4	66.7%	82.2	30	25	83.3%		
	Ch 11	69.17	6	4	66.7%	84.5	32	30	93.8%		
State Obj 7	Ch 12	74.17	6	4	66.7%	84.3	31	28	90.3%	79.2%	86.5%
State Obj 8 (4h)	Ch 13	82	5	4	80.0%	76.5	28	23	82.1%	80.0%	82.6%
	Ch 14	81.67	6	4	66.7%	80.0	30	26	86.7%		

All Courses for 2017-2018		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	86.4%	91.1%
State Obj 2 4b	82.1%	88.3%
State Obj 3 4c	76.8%	81.3%
State Obj 4 4d	81.4%	82.5%
State Obj 5 4e	75.6%	77.1%
State Obj 6 4f	77.9%	81.6%
State Obj 7 4g	82.1%	87.7%
State Obj 8 4h	82.2%	86.6%

Composite

ECON 222-Online Courses

2017-2018

		Aplia Assignments													
		ECON 222-3N0 (Online) Summer 2017				ECON 222-1N0 (Online) Fall 2017				ECON 222-1N0 (Online) Spring 2018					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
State Obj 1 (4a)	Ch 1	92.7	12	12	100.0%	91.93	13	13	100.0%	84.2	12	11	91.7%	84.0%	89.0%
	Ch 2	82.8	12	11	91.7%	78.88	12	10	83.3%	73.5	12	8	66.7%		
State Obj 2 (4b)	Ch 3	79.7	12	11	91.7%	84.2	12	11	91.7%	81.1	12	10	83.3%	86.6%	94.3%
	Ch 4	92.8	12	12	100.0%	92.92	12	12	100.0%	85.9	10	10	100.0%		
	Ch 5	88.0	13	12	92.3%	88.68	12	11	91.7%	86.3	10	10	100.0%		
State Obj 3	Ch 6	74.2	12	10	83.3%	75.88	11	9	81.8%	64.1	9	7	77.8%	71.4%	81.3%
State Obj 4 (4d)	Ch 7	78.9	13	11	84.6%	82.96	12	8	66.7%	70.1	9	6	66.7%	77.3%	73.5%
State Obj 5 (4e)	Ch 8	70.0	10	7	70.0%	72.56	10	6	60.0%	68.6	8	6	75.0%	70.4%	67.9%
State Obj 6 (4f)	Ch 9	75.6	10	8	80.0%	86.59	10	9	90.0%	68.1	8	4	50.0%	80.3%	83.1%
	Ch 10	90.6	12	11	91.7%	85.06	10	9	90.0%	81.5	7	7	100.0%		
	Ch 11	78.2	12	10	83.3%	76.1	12	9	75.0%	81.0	8	7	87.5%		
State Obj 7	Ch 12	85.1	11	11	100.0%	87.87	11	11	100.0%	92.5	8	7	87.5%	88.5%	96.7%
State Obj 8 (4h)	Ch 13	77.8	12	10	83.3%	94.77	12	12	100.0%	79.5	7	6	85.7%	86.7%	93.5%
	Ch 14	93.0	12	12	100.0%	94.77	12	12	100.0%	80.2	7	6	85.7%		

		Quizzes													
		ECON 222-3N0 (Online) Summer 2017				ECON 222-3N0 (Online) Fall 2017				ECON 222-1N0 (Online) Spring 2018					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
State Obj 1 (4a)	Ch 1	90.4	12	12	100.0%	86.7	12	12	100.0%	86.4	12	12	100.0%	86.1%	95.8%
	Ch 2	85.8	13	13	100.0%	88.6	11	10	90.9%	78.6	12	10	83.3%		
State Obj 2 (4b)	Ch 3	79.6	12	10	83.3%	83.85	13	12	92.3%	75.6	12	10	83.3%	81.6%	85.8%
	Ch 4	82.5	12	10	83.3%	83.8	12	10	83.3%	75.5	10	7	70.0%		
	Ch 5	87.1	12	12	100.0%	85.77	13	12	92.3%	80.5	10	8	80.0%		
State Obj 3 (4c)	Ch 6	80.0	12	10	83.3%	89.09	11	11	100.0%	65.6	8	6	75.0%	78.2%	87.1%
State Obj 4 (4d)	Ch 7	88.1	13	13	100.0%	92.5	12	12	100.0%	73.9	9	7	77.8%	84.8%	94.1%
State Obj 5 (4e)	Ch 8	83.4	13	11	84.6%	84.58	12	10	83.3%	72.5	8	6	75.0%	80.2%	81.8%
State Obj 6 (4f)	Ch 9	75.0	10	7	70.0%	85.45	11	11	100.0%	67.2	9	4	44.4%	80.8%	83.7%
	Ch 10	82.5	12	10	83.3%	88.5	10	10	100.0%	75.6	8	5	62.5%		
	Ch 11	87.1	12	12	100.0%	83.75	12	11	91.7%	82.5	8	7	87.5%		
State Obj 7	Ch 12	83.8	12	11	91.7%	87.27	11	10	90.9%	81.9	8	7	87.5%	84.3%	90.3%
State Obj 8 (4h)	Ch 13	83.3	12	10	83.3%	84.5	10	10	100.0%	61.7	6	3	50.0%	78.3%	84.5%
	Ch 14	86.3	12	12	100.0%	81.25	12	10	83.3%	72.5	6	4	66.7%		

Composite Online Courses 2017-2018		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
State Obj 1 4a	85.0%	92.4%
State Obj 2 4b	84.1%	90.0%
State Obj 3 4c	74.8%	84.1%
State Obj 4 4d	81.1%	83.8%
State Obj 5 4e	75.3%	75.4%
State Obj 6 4f	80.6%	83.4%
State Obj 7 4g	86.4%	93.4%
State Obj 8 4h	82.5%	89.2%

ECON 222-Face-to-Face Courses

Objective		Aplia Assignments									
		ECON 222-301 (Face-to-Face) Fall 2017									
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	93.93	6	6	100.0%				#DIV/0!	87.5%	83.3%
	Ch 2	81	6	4	66.7%				#DIV/0!		
State Obj 2 (4b)	Ch 3	79.8	6	4	66.7%				#DIV/0!	83.9%	83.3%
	Ch 4	90.4	6	6	100.0%				#DIV/0!		
	Ch 5	81.6	6	5	83.3%				#DIV/0!		
State Obj 3	Ch 6	77.72	6	4	66.7%				#DIV/0!	77.7%	66.7%
State Obj 4 (4d)	Ch 7	82.77	6	4	66.7%				#DIV/0!	82.8%	66.7%
State Obj 5 (4e)	Ch 8	75.96	5	4	80.0%				#DIV/0!	76.0%	80.0%
State Obj 6 (4f)	Ch 9	73.6	6	4	66.7%				#DIV/0!	78.4	77.8%
	Ch 10	78.82	6	4	66.7%				#DIV/0!		
	Ch 11	82.92	6	6	100.0%				#DIV/0!		
State Obj 7	Ch 12	81.35	6	3	50.0%				#DIV/0!	81.4%	50.0%
State Obj 8 (4h)	Ch 13	75.62	5	3	60.0%				#DIV/0!	82.1%	72.7%
	Ch 14	88.57	6	5	83.3%				#DIV/0!		

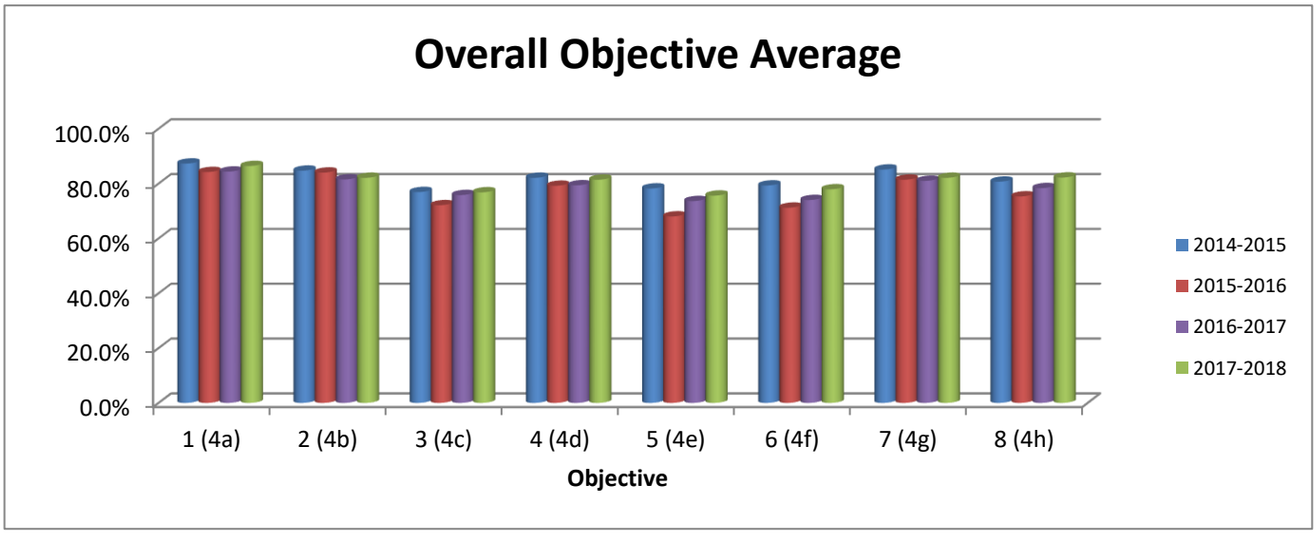
Objective		Quizzes									
		ECON 222-301 (Face-to-Face) Fall 2017									
		Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%	Avg Class Score	# Students Completing	# Students Passed w/ 70%	% Passing with 70%		
State Obj 1 (4a)	Ch 1	91.67	6	6	100.0%				#DIV/0!	87.9%	83.3%
	Ch 2	84.17	6	4	66.7%				#DIV/0!		
State Obj 2 (4b)	Ch 3	78.33	6	4	66.7%				#DIV/0!	76.4%	83.3%
	Ch 4	76.67	6	4	66.7%				#DIV/0!		
	Ch 5	74.23	6	5	83.3%				#DIV/0!		
State Obj 3 (4c)	Ch 6	80	6	4	66.7%				#DIV/0!	80.0%	66.7%
State Obj 4 (4d)	Ch 7	80.83	6	5	83.3%				#DIV/0!	80.8%	83.3%
State Obj 5 (4e)	Ch 8	75.83	6	4	66.7%				#DIV/0!	75.8%	66.7%
State Obj 6 (4f)	Ch 9	68.33	6	4	66.7%				#DIV/0!	72.1	66.7%
	Ch 10	78.83	6	4	66.7%				#DIV/0!		
	Ch 11	69.17	6	4	66.7%				#DIV/0!		
State Obj 7	Ch 12	74.17	6	4	66.7%				#DIV/0!	74.2%	66.7%
State Obj 8 (4h)	Ch 13	82	5	4	80.0%				#DIV/0!	81.8%	72.7%
	Ch 14	81.67	6	4	66.7%				#DIV/0!		

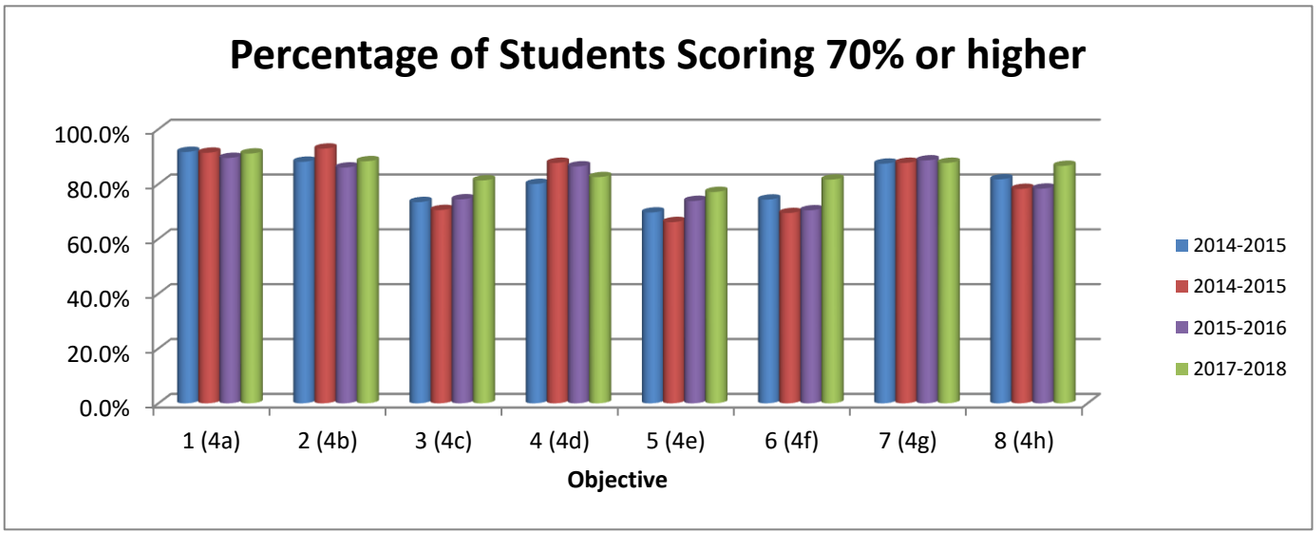
Composite Face-to-Face Courses 2017-2018		
Objective	Overall Objective Average	% of Students Scoring 70% or higher
State Obj 1 4a	87.7%	83.3%
State Obj 2 4b	80.2%	77.8%
State Obj 3 4c	78.9%	66.7%
State Obj 4 4d	81.8%	75.0%
State Obj 5 4e	75.9%	72.7%
State Obj 6 4f	75.3%	72.2%
State Obj 7 4g	77.8%	58.3%
State Obj 8 4h	82.0%	72.7%

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

F2F Course

ECON 222 Composite Trend Data								
Objective	Overall Objective Average				% of Students Scoring 70% or higher			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2014-2015	2015-2016	2017-2018
1 (4a)	87.3%	84.2%	84.4%	86.4%	91.7%	91.4%	89.5%	91.1%
2 (4b)	84.7%	84.0%	81.5%	82.1%	88.1%	92.9%	86.0%	88.3%
3 (4c)	76.9%	72.1%	75.8%	76.8%	73.4%	70.5%	74.4%	81.3%
4 (4d)	82.1%	79.2%	79.4%	81.4%	80.0%	87.7%	86.4%	82.5%
5 (4e)	78.2%	68.0%	73.6%	75.6%	69.6%	66.1%	73.8%	77.1%
6 (4f)	79.3%	71.2%	74.0%	77.9%	74.3%	69.4%	70.4%	81.6%
7 (4g)	85.1%	81.4%	81.0%	82.1%	87.4%	87.7%	88.6%	87.7%
8 (4h)	80.7%	75.3%	78.3%	82.2%	81.7%	78.2%	78.3%	86.6%





Comparison Graphs

Clovis Community College
Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science
Class: PSCI 102 – American National Government (Fall 2017, Spring 2018) **Faculty: Gregory M. Rapp**
Common Core: POLS 1213

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	A total of 59 students were assessed for the 2017–2018 academic year. All 59 students took this political science course as an online class at Clovis Community College. This is a compilation of results from the fall 2017–spring 2018 semesters. Students were assessed using a number of assignments, including weekly quizzes and weekly essays/discussion board essays. **BENCHMARK:** Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a better benchmark than a 70% (i.e., a C). Students need to have at least a C to transfer this class to another higher education institution. Thus, a 75% pushes the bar a bit higher than simply passing.	**Explain the origins, importance, and evolution of the U.S. Constitution.** Weekly Quizzes (Taken from Week 02): **82.03%** Weekly Essays/Discussion Board Essays (Taken from Week 02): **77.11%** **Explain the U.S. federal system, changes it has undergone, and issues related to federalism.** Weekly Quizzes (Taken from Week 03): **88.33%** Weekly Essays/Discussion Board Essays (Taken from Week 03): **80.0096%**	**Benchmark Met.** Overall, I am impressed by the students this academic year. They really tackled some difficult concepts and complex political history for these first two objectives. Nevertheless, I hope to push these scores up by integrating YuJa lecture analytics, built-in video quizzes, and the like to help students prepare for the assignments in question. Moreover, I hope to offer more in-depth lectures to help students tackle the material covered by these objectives.
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.	A total of 59 students were assessed for the 2017–2018 academic year. All 59 students took this political science course as an online class at Clovis Community College. This is a compilation of results from the fall 2017–spring 2018 semesters. Students were assessed using a number of assignments, including open book quizzes, discussion boards, and papers.	**Profile the United States in terms of its cultural and demographic characteristics and explain how these relate to the system of government adopted by the United States.** Weekly Quizzes (Taken from Week 10/11): **85.53%** Weekly Essays/Discussion Board Essays (Taken from Week 10/11): **76.16%**	**Benchmark Met.** Overall, I am satisfied with student progress in these objectives. Again, students have taken complex material and applied it to their assignments with relative ease. Nevertheless, I hope to increase numbers in integrating YuJa analytics, guided (in-depth) lectures, and practice assignments that will better prepare students for assignments covering these objectives.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	BENCHMARK: Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a better benchmark than a 70% (i.e., a C). Students need to have at least a C to transfer this class to another higher education institution. Thus, a 75% pushes the bar a bit higher than simply passing.	**Explain the roles of political parties and interest groups in the political process.** Weekly Quizzes (Taken from Week 12 and Week 13): **84.90%** Weekly Essays/Discussion Board Essays (Taken from Week 12 and Week 13): **76.677%** **Explain the lawmaking process, roles of members of Congress, and the politics of legislation.** Weekly Quizzes (Taken from Week 06): **84.43%** Weekly Essays/Discussion Board Essays (Taken from Week 06): **73.48%**	**General remarks:** The benchmark was not met under the third objective, when it came to my assessment of the weekly essays/discussion board essays. This fell below the **75%** threshold. Nevertheless, I believe that I can push this number up in the coming semesters by prepping students for the weekly essays/discussion board essays.
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.	A total of 59 students were assessed for the 2017–2018 academic year. All 59 students took this political science course as an online class at Clovis Community College. This is a compilation of results from the fall 2017–spring 2018 semesters. Students were assessed using a number of assignments, including open book quizzes, discussion boards, and papers. **BENCHMARK:** Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a better benchmark than a 70% (i.e., a C). Students need to have at least a C to transfer this class to another higher	**Demonstrate an awareness of the powers and priorities that determine federal government activity, including foreign policy and national defense.** Weekly Quizzes (Taken from Week 14/15): **79.44%** Weekly Essays/Discussion Board Essays (Taken from Week 14/15): **70.71%**	**Benchmark Met.** Students didn't submit the highest quality work toward the end of the semester due to various problems, time constraints, etc. With that said, the benchmark has been met. Nevertheless, the weekly essays/discussion board essays did not meet the **75%** threshold, and I will attempt to stress the importance of finishing on the right note and not turning in subpar work toward the end of the semester.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	education institution. Thus, a 75% pushes the bar a bit higher than simply passing.		
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. End – Social/Behavioral Sciences	A total of 59 students were assessed for the 2017–2018 academic year. All 59 students took this political science course as an online class at Clovis Community College. This is a compilation of results from the fall 2017–spring 2018 semesters. Students were assessed using a number of assignments, including open book quizzes, discussion boards, and papers. **BENCHMARK:** Students needed to complete assignments with at least a 75%. It has been decided that a mid-C was a better benchmark than a 70% (i.e., a C). Students need to have at least a C to transfer this class to another higher education institution. Thus, a 75% pushes the bar a bit higher than simply passing.	**Identify the constitutional basis, significant changes in the law, and current policy with respect to individual rights and liberties and due process of law.** Weekly Quizzes (Taken from Week 04 and Week 05): **83.099%** Weekly Essays/Discussion Board Essays (Taken from Week 04 and Week 05): **79.20%** **Demonstrate awareness of the powers and scope of activities of the federal government in economic and social policy.** Weekly Quizzes (Taken from Week 14/15): **79.44%** Weekly Essays/Discussion Board Essays (Taken from Week 14/15): **70.71%**	**Benchmark Met.** Overall, students did quite well toward the beginning (covered in the first objective) and did poorly toward the end (last objective). The weekly essays/discussion board essays did not meet the **75%** threshold, but I believe I can push these numbers up by using announcements, targeted messages, and the like, to make sure students turn in their work and turn in quality work at that.

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

Date: May 22, 2018

Date: July 2018

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 2017-2018—Area IV: Social and Behavioral Science

Class: PSY 101-Introductory Psychology **Faculty: Dana Albright**

Common Core No.: NMCCN PSYC 1113 **Students: 80**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	Essay questions, and four exams are required that cover each unit are correlated to a specific competency. Also a pre-test and post-test is completed. A paper and or presentation requires research on topics related to the course content. A project is required that allows them to have a better understanding of themselves and the culture they live in. Sample size was 80 on Pre-Test and Post-Test. Questions did relate to Pre Exam.	Average grades on the exams, project based activities, and pre-test indicate a pass rate of **80%** (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation for the Intro to Psychology course. **Sample Size: 80**	The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically in the upcoming semesters. Competency 2 can be enhanced with a class debate allowing critical thinking regarding human behavior. Critical thinking will be emphasized in Competency 4 by selecting class projects that matches the social, economic, and ecological climate in the Social and Behavioral Sciences. They can also have a better understanding of how to improve their memory as well as how the left and right hemisphere of the brain differ in their functions. They also need to be more clear what critical thinking is and how to use it in real world situations. They can also apply it to how their cultural influences them.	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. I will strive to improve the course and more closely align the learning objectives with each exam question. More focus on the learning objective will be addressed.

Clovis Community College
Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science

Page 2 of 3 . . . . Course: PSY 101 – Introductory Psychology
Common Core No.: NMCCN PSY 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric. Students will vote on what topic they will debate regarding important social institution that influence them and their society.	Average scores on the individual presentation indicated the following: Competency 1: 80% Competency 2: 83% Competency 3: 79% Competency 4: 82%		
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete a paper or presentation to encourage a better understanding of how society shapes human behavior. They are also required to complete four exams, covering all the chapters in the text except one. A project is required that gives them a better understanding of themselves and their society.	A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (83%) as opposed to exams and discussions questions. The course is also offered online, where scores are within a normal standard deviation from the traditional course.	Instructions will be made clearer about what is expected on the paper and presentations as well as the projects and bonus assignments.	Turnitin.com was implemented this semester for the papers and will be used again next year if possible.

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science

Page 3 of 3 . . . . Course: PSY 101 – Introductory Psychology
Common Core No.: NMCCN PSY 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. End – Social/Behavioral Sciences	Students are required to debate topics that integrate and measure all four competencies noted in the grading rubric. The debates are dedicated to an issue/concern related to each student's community. They complete a portfolio assignment encouraging in the topics and global social issues.	The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 80%. Students were more interested in national controversies as opposed to local and state issues. Same sex marriage, euthanasia, abortion and legalizing marijuana for recreational purposes were the main issues they were interested in.	Will have students vote, prior to each class, concerning what issue they want to debate what they are most interested in.	

Faculty Member Completing Assessment: Dana Albright May 2018
Date

Reviewed by: Monica Sanchez May 2018
(Division Chair) ***Date***

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science
Class: PSY 106 – Human Growth and Development **Faculty: Dana Albright**
Common Core No.: N/A **Students: 42**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	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 42 on both the Pre-test and Post-test.	Average grades on the exams (84%), post-test (81%) and paper (83%) exceeded the benchmark of (75%). Sample Size: 42	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.	Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to interject the global perspectives into each exam, project based activities, and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state. I will give more clear expectations for each assignment in class I will strive to improve the course and more closely align the learning objectives with each exam question. More focus on learning objectives will be addressed.
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:	Prior to required group activities and individual presentations students are provided with a grading rubric that matches the expectations implied in all four competencies. Previous units have addressed each competency before the assignment.	Average scores on the projects indicated the following: Competency 1: 80% Competency 2: 81% Competency 3: 82% Competency 4: 85%		

Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.				
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete a paper or presentation and one activity to encourage understanding of how society shapes human behavior. They complete four exams on textbook readings as they gain experience in academic readings.	Papers and presentation averaged 84%. Activities averaged 81%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.	Will improve their focus on how society and the social groups effect human behavior. I will have their paper or presentation give more focus on the influence society has on their behavior.	I will be more clear about the instructions for the assignments and Turn-it-in.com was implemented for use on their paper and I will continue to use it for future
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	Debates about relevant issues and ethical dilemmas are conducted throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency. A portfolio of assignments encourages engagement in the topics and global social issued.	Debates were a successful learning strategy allowing them to think critically and evaluate relevant issues. The activities were the most successful learning strategy and allowed the instructor to measure the competencies through writing (81%).	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.	

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

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

Faculty Member Completing Assessment: Dana Albright _____ May 2018
Date

Reviewed by: Monica Sanchez _____ May 2018
(Division Chair) ***Date***

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

Clovis Community College

Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science

Class: PSY 201 – Child Psychology **Faculty: Dana Albright**

Common Core No.: N/A **Students: 17**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.	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 17 on the Pre and Post Test.	Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 84% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course. Sample size was 17.	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.	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. I will strive to improve the course more closely align the learning objectives with each exam question. More focus on learning objective will be addressed.
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	Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric. Students will vote on what topics they will debate regarding important social institutions that influence children. The debated on	Average scores on the individual presentation indicated the following: Competency 1: 81% Competency 2: 78% Competency 3: 80% Competency 4: 82% (Each higher than the 75% benchmark)	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	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
other societies and cultures in the world.	Abortion, Same Sex Marriage, Death Penalty and gun control.		how it will improve their knowledge of Piaget's Theory.	
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to write a paper or give a presentation that gives them a better understanding of how society shapes a child's behavior. They are also required to complete four exams covering all the chapters in the text except one.	A summary analysis of final scores was higher for this activity (81%) than for exams and discussions questions (78%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	Will have the paper and presentation give more focus on the influence of society on their behavior. I will also make the instructions clearer about what is expected on the paper and presentation.	Turnitin.com was implemented for use on their paper and will continue to use it in future semesters. I will be clearer about the instructions for the paper, presentation, and project.
		The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%.	Instructions will be clearer about what is expected for the Three Ages project and how it applies to Piaget's Theory.	

Faculty Member Completing Assessment: Dana Albright _____ _____May 2018____
Date

Reviewed by: _Monica Sanchez _____ _____May 2018____
(Division Chair) ***Date***

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

Clovis Community College

Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science

Class: Sociology 101 - Introductory Sociology **Faculty: J. Scott Richeson**

Common Core No.: SOCI 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	This analysis is based on 86 students (29 in the Fall semester of 2017, and 42 in Spring of 2018, and 15 in the summer semester of 2017). 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? As for the proctored final exam, it multiple choice and was administered in two sections in the Spring semester of 2018: one with 34 students and the other with six students (total of 40). It was **NOT** administered in the prior semesters – hence only 40 took it. As for the final exam, students were asked to choose the best definition of a social network.	The benchmark is 70 percent. 97 percent of the students met the benchmark. On the proctored exam question, 38 out of 40 students got the correct answer, which is 95 percent).	I will provide students a more detailed grading rubric that details my expectations for written work. Finally, this year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to the final exam to better assess the objective. In other words, I will broaden the number questions that I will use for the analysis. As for using more of my assignment questions to gather my data, the problem is that I have already selected the most valid indicators to measure the learning outcomes. Rather than add new essay questions, I think the best solution is to modify existing ones to include key components of the state assessment learning outcomes. For example, I shall modify some of my assigned essay questions to include instructions for them to describe the processes used by social scientists to explain, and predict particular human behaviors.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	In Unit 5, students were asked to compose an essay discussing the history of institutionalized discrimination in America and its' current impact on minorities. As for the final exam, one question that measures how values are influenced by geography was, "In terms of an evening of diplomacy, which of the following would be most culturally inappropriate?"	The benchmark is 70 percent. 90.7 percent of the students met the benchmark. On the proctored exam question, 29 out of 40 students got the correct answer. That was 72.5 percent.	More instruction is needed on how religion can influences dietary choices. That is because this topic was an important part of the essay. A more detailed grading rubric (instructions, etc.) will be used. Finally, this year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to the final exam to better assess the objective. I will develop and improve my assignment instructions (expectations) to better explain to students how they will be graded on exactly what my expectations are. I am primarily interested in the content and clarity of their writing, so I will focus on the important matters, which will vary depending on the assignment, but often include discussion and application of the three sociological perspectives. To be specific, I shall inform students how many points they can generally expect to lose by not following the key instructions. In my subject area, I see extremely detailed rubrics as more of a hindrance than a help. I plan to make my instructions more detailed, but I see the rubric as more of a tool for providing certain "red flag" warnings that will result in a predetermined point deduction.

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 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.	In Unit 8, students were asked to compose an essay explaining how socioeconomic status affects educational attainment. As for the final exam, students were asked, "Which of the following best defines Groupthink?"	The benchmark is 70 percent. 82.32 percent of the students met the benchmark. On the proctored exam question, 39 out of 40 students selected the correct definition for Groupthink. That is 97.5 percent.	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 need to encourage them to access online library databases. This can expectation can be included in the assignment instructions and grading criteria. I will provide a few good articles and instructions on how to download them in PDF format. I need to remind students (through announcements) to consult the glossary of the textbook). Finally, this year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to the final exam to better assess the objective. As stated above in my comment for objective number 2, I plan to expand my assignment instructions by including a basic rubric including some important omissions for which students could lose points and how many points they could lose.
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	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). On the final exam, students were asked the following question, "What is institutionalized discrimination?"	The benchmark is 70 percent. 95 percent of the students achieved the benchmark. On the proctored exam question, 40 out of 40 students correctly answered the question regarding institutionalized discrimination. That was a 100 percent success rate.	The problem here is that a lot of students continue to list participants without researching and exploring their cultural backgrounds. Further clarification of the assignment instructions may be needed and this can be included in the grading rubric. For example, a devout Muslim may necessitate certain dietary options on the menu. I am currently developing "boiler-plate" feedback on how to approach this final project. I have updated this assignment with further clarifications.

Clovis Community College
Core Competencies Assessment 2017-2018—Area IV: Social and Behavioral Science

Page 4 of 4 . . . . Course: Sociology 101 - Introductory Sociology Common Core No.: SOCI 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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			Finally, this year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to the final exam to better assess the objective. As stated above in my comment for objective number 2, I plan to expand my assignment instructions by including a basic rubric including some important omissions for which students could lose points and how many points they could lose.

Faculty Member Completing Assessment: J. Scott Richeson **Date:** July, 2018

Reviewed by: Monica Sanchez **Date:** July, 2018
(Division chair)

All class assessment forms are due to your division chair by June 18 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 2017-2018—Area IV: Social and Behavioral Science

Class: Sociology 212 – Contemporary Social Issues **Faculty: J. Scott Richeson**

Common Core: SOCI 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	The analysis is based on 16 students in the Fall semester of 2017. In Unit 1, students were asked to "Describe how the scientific method and research are used to understand social problems, elaborate on the different types of research that are used, and characterize the problems and pitfalls of scientific research." Students were graded primarily on the accuracy and content of their written work. As for the proctored final exam, this was not yet implemented, since the course was taught in the Fall of 2017. This applies to the other learning outcomes as well.	My benchmark is 70 percent. 14 out of 16 students met the target goal of 70 percent or higher (87.5 percent).	I will update my assignment instructions to include a reminder that outside research (beyond the textbook) is always beneficial. As one of my improvements, next year I will create a final proctored exam to assess the learning outcomes being measured. I will develop and improve my assignment instructions (expectations) to better explain to students how they will be graded on exactly what my expectations are. This will involve a simple rubric. I am primarily interested in the content and clarity of their writing, so I will focus on the important matters, which will vary depending on the assignment. To be specific, I shall inform students how many points they can generally expect to lose by not following the key instructions. In my subject area, I see extremely detailed rubrics as more of a hindrance than a help. I plan to make my instructions more detailed, but I see the rubric as more of a tool for providing certain "red flag" warnings that will result in a predetermined point deduction.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	In unit 2, students were asked "What is the effect of the declining role of families in today's society on the stability of social institution of marriages?" Students were graded primarily on the accuracy and content of their written work.	My benchmark is 70 percent. 84.61 percent met that goal (removing students who did not submit).	In my syllabus, I point out that I am willing to review and comment on rough drafts – although few students take advantage of this option. I will remind them of this in the Canvas shell with an announcement. This is a measurable improvement – as I can see who viewed the announcement. This year, I did not have a proctored final exam in this class. As one of my improvements, next year I will create such an exam to better assess the learning outcomes being measured. I will develop and improve my assignment instructions (expectations) to better explain to students how they will be graded on exactly what my expectations are. This will involve a simple rubric as described in

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			objective 1.
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.	In unit 3, students were asked, "How do the traditional sex-roles within families contribute to higher mortality among men?" Students were graded primarily on the accuracy and content of their written work.	My benchmark is 70 percent. Of the 15 students who submitted the assignment, all of them met the target goal of 70 percent or higher (100 percent percent).	This year, I did not have a proctored final exam in this class. As one of my improvements, next year I will create such an exam to better assess the learning outcomes being measured. I will develop and improve my assignment instructions (expectations) to better explain to students how they will be graded on exactly what my expectations are. This will involve a simple rubric as described in objective 1.
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	In unit 6, students were asked to, "Summarize the patterns of female gender inequality across nations in the world and explain how nations have diverse perspectives on it." Students were graded primarily on the	My benchmark is 70 percent. 14 out of 16 students met the target goal of 70 percent or higher (87.5 percent).	I will require students to conduct outside research when necessary and update my grading rubric to indicate the requirement of such practice for points on the assignment. This year, I did not have a proctored final exam in this class. As one of my

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
and 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	accuracy and content of their written work.		improvements, next year I will create such an exam to better assess the learning outcomes being measured. I will develop and improve my assignment instructions (expectations) to better explain to students how they will be graded on exactly what my expectations are. This will involve a simple rubric as described in objective 1.

Faculty Member Completing Assessment: J. Scott Richeson **Date:** July, 2018

Reviewed by: Monica Sanchez **Date:** July, 2018
(Division chair)

All class assessment forms are due to your division chair by June 18 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 2017-2018—Area IV: Social and Behavioral Science
Class: Sociology 215 – Child, Family, and Community **Faculty: J. Scott Richeson**
Common Core No. SOCI 2213

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	This analysis is based on just 16 students in the Spring semester of 2018. In unit 1, students were asked to, "Discuss the current trends in marriage and family in the U.S. today. Provide five examples and support your position with sociological research." Students were graded primarily on the accuracy and content of their written work. As for the proctored final exam, one question asked, "Which of the following is the most likely reason that encouraging marriage would reduce the poverty rate?"	My benchmark is 70 percent. 15 out of 16 students met/achieved the target goal of 70 percent or higher (93.75 percent). 15 out 16 students got the proctored final exam question correct. That is 93.75 percent.	I shall provide an explanation of how to access and use the CCC databases (like EBSCOhost) may be helpful to students. It will be helpful to caution against using non-credible Internet sources (as part of my rubric). Students also seem to need help in how to appropriately cite a source in MLA or APA format. I will also provide students with a more detailed description of the general steps one takes in sociological research. For example, how to identify a topic and how to pull out the three key aspects of a research article (the question(s), the methodology, and the findings). When necessary for the assigned question, I will include a grading rubric that requires credible outside sources. I think posting an announcement encouraging students who have questions about the study guide to contact me. Finally, this year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			the final exam to better assess the objective.
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.	In unit 2, students were ask, "What role does age, sex, and historical period play in the reasons individuals get married and the social institution of marriage?" Students were graded primarily on the accuracy and content of their written work. As for the final exam, students were asked, "Which of the following is not an argument in favor of same-sex marriage?"	My benchmark is 70 percent. 16 of out of 16 students met that goal (100 percent success rate). Only 11 out 16 (68.75 percent) students got the proctored final exam question correct answer	The student's score was very high on this assignment. In some cases, the composition of the class plays a role as well. In this class, most all students did not have missing assignments. Part of the success, I think, had to do with the composition of the class. Sometimes instructors are fortunate to have a group of highly motivated students. Students need further instructions on how the political climate has changed regarding the issue of gay marriage – especially recent Supreme Court rulings. I shall include clarification on this matter in the assignment instructions. Finally, this year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			the final exam to better assess the objective.
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.	In unit 3, students were asked to, "Research and discuss the positive effects of traditional families. How do the families of this decade compare and contrast to those of the ideal view of the traditional family." Students were graded primarily on the accuracy and content of their written work. As for the final exam, students were asked, "Which of the following is considered to be a difficulty that military couples deal with deployment in terms of maintaining a commitment to their relationship and family?" The correct answer was,	My benchmark is 70 percent. 16 out of 16 students met the target goal of 70 percent or higher (100 percent). 16 out of 16 students got the proctored final exam question correct. That is 100 percent.	I will encourage students to access library resources like EbscoHost and ProQuest. Also, I can provide links to other professors/instructors who have made content on this subject available online as well as improving upon my grading rubric and expectations for this assignment. Since all the students got the question about military families correct, either no instructional changes are needed or perhaps the question needs to be made a bit more difficult. This year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to the final exam to better assess the objective.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	"Feelings of being overwhelmed. With the kids and the house and no help and no relief in sight, it's often really hard for the wife to keep from feeling completely overwhelmed."		I shall also modify some of my assigned essay questions to include instructions for them to describe the interdependent nature of the individual, family/social group, and society in shaping human behavior.
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences	In unit 7, students were asked, "Different cultures have different expectations concerning care for the elderly. Do you think expectations in the United States are clear or confusing? Select three countries and research the role(s) of the elderly in those cultures. Compare and contrast your research finding of those cultures with those of American culture." Students were graded primarily on the accuracy and content of their written work. As for the final exam, students were asked, "Which of the following is not a major reason why victims of domestic	My benchmark is 70 percent. 16 of out of 16 students met the target goal of 70 percent or higher (100 percent). Regarding the proctored exam question about domestic violence, 15 out 16 students answered correctly (93.75 percent).	Students will be encouraged to conduct research online and beyond their textbooks. Also, I can provide links to other professors/instructors who have made content on this subject available online as well as improving upon my grading rubric and expectations for this assignment. The text contains good information on domestic violence. Students need to be encouraged to carefully read it and to review the study guide for the final exam. This year, only one multiple choice question on the final exam assessed this objective. I will add additional questions to the final exam to better assess the objective. I shall also modify some of my assigned essay

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	violence stay in an abusive relationship?" The correct answer was, "Concerns that the abuser will change his religious denomination if the victim leaves. "		questions to include instructions for them to describe the interdependent nature of the individual, family/social group, and society in shaping human behavior.

Faculty Member Completing Assessment: J. Scott Richeson **Date:** July, 2018

Reviewed by: Monica Sanchez **Date:** July, 2018
(Division chair)

All class assessment forms are due to your division chair by June 18 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 2017-2018—Area V: Humanities and Fine Arts

Class: ART 101- Drawing I **Faculty: Carolyn Lindsey**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 27 students assessed in Art 101	**How Results Will Be Used To Make Improvements**
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 4 22 96.3% scored 3 or above Benchmark was met	Continue to write project criteria on board and have students copy directions and ask questions
2. VALUE-element of art is used appropriately Value gradation project; students complete reference assignment of Renaissance drawing demonstrating use of value.	Because drawing is a sill that must be acquired during the course of the semester, "redo" are allowed n 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. Six criteria were judged, each criteria given from 1-5 points. 5=excellent; 4=good; 3=average; 2=need improvement; 1=poor Use of self critique from early project, seems to have improved final projects.	Rubric Score: 1 2 3 4 5 No. students 2 4 9 12 92.6% scored 3 or above Benchmark was met	Expand on value exercises; including cross contour project ; greater use of reference assignments in variety of time periods. Demonstrate use of a variety of pencils and charcoal.
3.SPACE-element of art is used appropriately In-class perspective project; Out-of –class interior perspective project. Reference assignment of drawing showing the use of interior perspective. 1 pt. or 2 pt.		Rubric Score: 1 2 3 4 5 No. students 1 3 4 9 10 85.2% scored 3 or above Benchmark was met	Improvement made with more class time spent on perspective; in the future include more historical context as well as analysis of drawings using perspective.
4. SHAPE-element of art is used appropriately Intuitive Gesture project; Negative space projects;		Rubric Score: 1 2 3 4 5 No. students 1 4 7 15 96.3% 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		Rubric Score: 1 2 3 4 5 No. students 2 6 11 8 92% scored 3 or above Benchmark was met	More examples and demonstrations of line quality during class time. Discussion over understanding of reading from text.

Page 2 of 2 . . . . Course: ART 101 – Drawing I **Common Core No.: N/A**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 27 students assessed in Art 101	**How Results Will Be Used To Make Improvements**
6.TEXTURE AND PATTERN-element and principle of art are used appropriately Texture project		Rubric Score: 1 2 3 4 5 No. students 1 1 4 10 11 92.6% scored 3 or above Benchmark was met	Improvement made; continued use of other artists examples through reference assignments. Students need more time to complete final project. Emphasis on texture and pattern for final project

Faculty Member Completing Assessment: Carolyn Lindsey **Date: May 17 2018**

Reviewed by: Raymond Walker **Date: May 24, 2018**
(Division chair)

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 102 - Drawing II **Faculty: Carolyn Lindsey**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 7 students were assessed in the class.	**How Results Will Be Used To Make Improvements**
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 7 100% 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. Reference assignment of Renaissance artist; value drape	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. In the final assessment, the attached rubric was used to determine student success. Ten criteria were judged with each criterion given 1-5 points. 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 2 4 77% 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. Expanded use of reference assignments.
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 0 1 1 5 100% 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 and reference assignments.
4. SPACE- Element of art is used appropriately		Rubric Score: 1 2 3 4 5 No. students 2 3 2 100% of scored 3 or above. Benchmark was met.	More emphasis on correctly transferring thumbnail to larger format.
5. SHAPE- Element of art is used appropriately		Rubric Score: 1 2 3 4 5 No. students 3 4 Benchmark was met. 100% scored 3 or above.	
6. LINE- Element of art is used appropriately. Line project early in the semester carried over to final color project.		Rubric Score: 1 2 3 4 5 No. students 1 3 3 Benchmark was met.	Expanded use of the text on line quality and applications for color and the a variety of color materials
7. TEXTURE AND PATTERN-element and principle of design appropriately used.		Rubric Score: 1 2 3 4 5 No. students 1 3 3	Improvement from last year, exercises in sketchbook could be expanded.

		Benchmark was met 100% scored 3 or above	
8. INTERVALS AND PROPORTION-element and principle of design used appropriately.		Rubric Score: 1 2 3 4 5 No. students 2 2 3 Benchmark was met. 100% 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 4 2 Benchmark was met. 77% 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 3 3 100% 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: May 17, 2018**

Reviewed by: **Raymond Walker** **Date: 5/19/18**
(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.

ART 102 Grading Rubric

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

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 106 - Design I **Faculty: Carolyn Lindsey**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 8 students were assessed in the class.	**How Results Will Be Used To Make Improvements**
1. Students will follow directions.	Since this is a studio class and is skill oriented the state competencies are not required. Design I requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements of design. The color scheme project is used for the purpose of assessment. In the assessment, the attached rubric was used to determine the student success in the class. Eight criteria were judged, with each criterion given from 1-5 in points. 5=excellent; 4=good; 3=average; 2=improvement needed; 1=poor. For the benchmark, 70% of students should score above average.	All but 1 student followed directions. Benchmark was met.	Continue to have students copy directions and notes from board.
2. VALUE Element of art is used appropriately. Students complete 2 value projects to learn to use value.		Rubric Score: 1 2 3 4 5 No. students 1 5 5 Benchmark was met.	Continue value exercise where students learn every color has a value.
3. COLOR Element of art is used appropriately. Students complete color wheel and color charts to learn to use color. Color quiz is also given understand color theory.		Rubric Score: 1 2 3 4 5 No. Students 1 3 2 2 Benchmark was met.	Have students recognize color schemes in art work better learn color theory. Stress use of text to help students understand properties of color and add references assignment on use of color in advertising.
4. SPACE: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 2 3 3 Benchmark was met.	
5. SHAPE: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 2 3 2 Benchmark was met	Weekly critiques should include more emphasis on use of positive and negative shapes. Increase black and white assignment that focuses on abstract shapes.
6. LINE: Element of art is used appropriately. Student's complete abstract design project as well as reading from text to learn to use line.		Rubric Score: 1 2 3 4 5 No. Students 1 2 3 2 Benchmark was met	Added reference assignments on the principles of design contributed to student improvement in general but should be expanded.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results 8 students were assessed in the class.	How Results Will Be Used To Make Improvements
7. TEXTURE AND PATTERN: Element of art is used appropriately. Printmaking/collage project was introduced to help with student understanding of texture.		Rubric Score: 1 2 3 4 5 No. Students 2 5 4 Benchmark was met.	Students will complete a project focusing on simulated and actual texture.
8. RHYTHM AND MOVEMENT: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 3 4 Benchmark was met.	Added reference assignment on Rhythm and texture is needed along with more emphasis during group critiques.

Faculty Member Completing Assessment: Carolyn Lindsey **Date: Dec. 11 2017**

Reviewed by: **Raymond Walker**
(Division chair) **Date: 12/16/17**

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 107 - Design II **Faculty: Carolyn Lindsey**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 2 students were assessed in the class.	**How Results Will Be Used To Make Improvements**
1. **Students will follow directions and learn use of materials.** Reference assignments are used to expand student understanding to the use of the elements in 3-Design.	Since this is a studio class and is skill oriented the state competencies are not required. Design II requires the student to use skills acquired during the semester. Projects are given to help students learn to appropriately use the elements and principles of three dimensional design. The final project is used for the purpose of assessment. In the final assessment, the attached rubric was used to determine the student success in the class. Eight criteria were judged, with each criterion given from 1-5 in points. 5=excellent; 4=good; 3=average; 2=improvement needed; 1=poor. For the benchmark, 70% of students should score above average.	100% students scored 3 or above on the attached rubrics. Benchmark was met.	Continue to have students copy directions from board. Quiz over text showed improvement in vocabulary but should be expanded to cover better understanding of materials.
2. VALUE Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. students 1 1 Benchmark was met.	Develop abstract project to help students understand concept of light and dark in 3-D design.
3. COLOR Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met.	Review of text to help students understand visual and emotional effects of color for design.
4. SPACE: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 2 Benchmark was met.	
5. FORM: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 2 Benchmark was met	

6. LINE: Element of art is used appropriately. Student's complete design project using wire as well as reading from text to learn to use line in 3-D design		Rubric Score: 1 2 3 4 5 No. Students 2 Benchmark was met	Expand reference assignment to include line to help students use of line in 3-D design.
7. TEXTURE AND PATTERN: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met.	
8. RHYTHM AND MOVEMENT: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 1 1 Benchmark was met.	Students will complete abstract paper project to better understand rhythm and movement.

Faculty Member Completing Assessment: Carolyn Lindsey **Date: Dec. 11 2017**

Reviewed by: Raymond Walker **Date: 12/18/17**
(Division chair)

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: ART 131 - Art Appreciation (Online) **Faculty: Marsha Anderson**
Common Core No.: ARTS 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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 ART 131, the student will visit an approved gallery or art museum and write a critical review on a chosen work of art seen in a professional art gallery. Students will write a critical review on a chosen work of art. They will follow 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 will be evaluated by proof of gallery attendance, by the completion of a three-paragraph critical review addressing the Visual Elements and Principles of Design on an object of the student's choosing. A rubric will be provided in for student and instructor use to assess performance.	Fall: 16 were assessed. 15 were successful with more than a 70% success rate. (1 did not attempt the assignment.)	This was an exceptional class. My only concerns are with the Dual Credit students who live in smaller towns that do not have gallery/museum access or have difficulty finding a gallery. One student who had this problem this semester, was finally able to find a way to a gallery in a larger town relatively close by. However, given the push to include more Dual Credit students, I think this may happen again. I will work with the Dean and Head of Dual Credit as well as the head of the Art Dept. to discuss and find a possible solution to this issue.
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Students will observe and research information concerning cultural ideas and uses from the Early Renaissance in this Discussion Board concerning the fascinating and intriguing painting called: The *Arnolfini Portrait.* Students will conduct research on these symbols, dress, postures, etc. from another century and explore the ideas that have changed in time or remained similar. They will then compose a first statement of their research and observations and then discuss with two classmates on their ideas and research. Assignment must be in MLA/APA format.	Sixteen students were assessed and 13 students achieved the 70% established for success. Two students did not follow instructions. One student did not attempt the assignment.	I have examined this assignment and have made some modification in the instructions to that they might be clearer for the online format on how to write and research better at an academic level as well as how to complete a Discussion Board.

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 recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students will watch and take 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. They will then examine today's exaggerated figures in film, video games etc... They will then consider and discuss with each other how we as modern men are still looking for the exaggeration in the human figure: from film stars, by undergoing plastic surgery, weight loss, drug use, etc. They are to compare our own modern eye to that of the Greeks.	16 students attempted this Discussion Board and 15 were successful, scoring over the 70% success rate. One did not attempt the assignment.	This is a very successful assignment and I continue to review ways to make it even better. However, I have examined this assignment and have made some modification in the instructions to that they might be clearer for the online format on how to write and research better at an academic level.
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of	Students will watch video on the origins and successful survival, dissemination and development of Man from the video "Journey of Man" by Dr. Spencer Wells. Students will learn about the actual journey of our ancient ancestors and explore current cultures that have a direct line of DNA with these varied peoples today. They will write a short essay expressing their thoughts and observations on man, his/her creativity and their own relations to our ancient ancestors. Question prompts are provided. MLA/APA format must be observed in their writing as well as solid academic grammar, etc.	Sixteen students were assessed and 14 students achieved the 70% established for success. Two students did not attempt the assignment.	As this is the first written assignment that I also use to assess any writing and comprehension issues in student learning, I am again working on more detailed instructions that will hopefully help our beginning Dual Credit students as well as the other students we have from all over the country and abroad that invites 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 as well as to encourage critical thinking.

Page 3 of 3 . . . . Course: ART 131 – Art Appreciation **Common Core No.: ARTS 1113**

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

Faculty Member Completing Assessment: Marsha Anderson (online) **Date: 12/13/2017**

Reviewed by: Raymond Walker **Date: 12/18/17**
(Division chair)

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 210 - Photography I **Faculty: Robert Dart**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured) Attached rubrics was used for assessment measures. Benchmark is 70% of students in "good" range.	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Ability to follow directions	Since this is a studio class and is skill oriented, the state competencies are not required. Because photography is a skill that must be acquired during the course of the semester, assessment is measured on the students' final portfolios of 6 images. Students must show improvement on skills learned from previous subject assignments. In the final assessment, the attached rubric was used to determine the student's success in the class. 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.	6 of 6 students received 4 points or better on the attached rubrics and followed directions and completed the assignment.	The benchmark of 75% of students completing final projects was met, no improvements needed.
Camera Skills		6 of 6 of students received 4 points or better on the attached rubrics, demonstrating good mastery of camera settings.	The benchmark of 75% of students completing final projects was met, no improvements needed.
Darkroom Skills		6 of 6 students received 4 points or better on the attached rubrics, demonstrating good mastery of all required darkroom processing skills.	The benchmark of 75% of students completing final projects was met, no improvements needed.
Composition		6 of 6 students received 4 or 5 points on the attached rubrics, demonstrating good mastery of the skills of composition and the editing of a body of photographic images.	Benchmark of 75% was met. Class was successful as majority of students were able to demonstrate proficiency in selecting a story to tell with their final projects and producing a technically sound and compositionally interesting body of work.
	Students each selected a historical photographer who worked in black and white photography to research. They presented a biography and selected body of representative work to the class for discussion.	100% of the students completed the assigned research and Power Point presentation to the class.	The students benefitted from exposure to the work of the photographers selected for the essays. However, instructor selection of the photographers in future classes will provide the students with exposure to a broader range of work to inform their own photographic efforts.

Faculty Member Completing Assessment: Bob Dart **Date: December 14, 2017**

Reviewed by: Raymond Walker **Date: 12/18/17**

(Division chair)

ART 210 Grading Rubric

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

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

ART 210 Grading Rubric

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

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: ART 217 – Digital Photography **Faculty: Cristy Cross**
Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** # Students: 21 (12 Fa17, 9 Sp18) # Sections: 2 (1 Fa17, 1 Sp18)	**How Results Will Be Used To Make Improvements**
Ability to follow directions (Follow directions and complete the assignment.)	Photography is a skill developed during the course of the semester and students must show improvement on skills learned from previous assignments. **Instrument:** Student mastery of the learning outcomes is measured by assessing a final portfolio of 10 images against criteria contained in the attached rubric. Multiple Competencies associated with the three learning outcomes were rated on a scale of 1 to 5, 5 being excellent and 1=poor. 0=not submitted. **Benchmark:** 80% of students are required to receive a score of "4" or better on attached rubric.	21 of 21 students (100%) completing the course scored 4 or 5 points on the attached rubric. The benchmark of 80% of students completing final projects was met.	The benchmark of 80% of students completing final projects was met, no improvements needed.
Camera and Software Skills (Demonstrate accuracy with camera settings and processing software to achieve proper lighting, focus, depth of field and defined points of interest based on a student-produced still-life.)		19 of 21 students (90.5%) completing the course received good or higher ratings on the attached rubric. The benchmark of 80% of students demonstrating strength in creativity and concepts was met.	Since the benchmark of 80% of students demonstrating strength in creativity and concepts was met, no improvement is needed.
Composition (Demonstrate appropriate use of the elements and principles of design based on a portfolio of 10 photographs.)		19 of 21 students (90.5%) completing the course received good or higher ratings on the attached rubric. The benchmark of 80% of students demonstrating proficiency in selecting subject material and producing quality images was met.	Benchmark of 80% was met. Classes were successful as majority of students were able to demonstrate proficiency in selecting subject material and producing quality images.
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 participated in classroom discussion of the use of photography in recording events in history, and interpretations and framing of these events. Students were required to research a photographer and write a paper on their contributions to photography. Students were referred to the library and the writing center for assistance.	5 of 9 students (55.6%) taking class for credit in Fa17 completed the assigned research and shared the results with the class. Two students did not start or finish the research project. 12 of 12 students (100%) in Sp18 class completed the assigned research and shared the results with the class. Overall, 17 of 21 students (81%) completed the research and shared findings with their class.	Hoping this assignment will inspire Students in their field of photography.

Faculty Member Completing Assessment: **Cristy Cross** **Date:** **5/31/18**

Reviewed by: **Raymond Walker** **Date:** **5/31/18**
(Division chair)

ART 217 Grading Rubric

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

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 221 - Painting I **Faculty: Carolyn Lindsey**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 7 students were assessed in the class.	**How Results Will Be Used To Make Improvements**
1. Students will follow directions and complete project		Rubric Score: 1 2 3 4 5 No. students 7 Benchmark was met. 100% of students scored 3 or above	Students followed most directions.
2. VALUE **(See ART 221 Rubric for detailed explanation of this and the following competencies for this course.)**	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 for the purpose of assessment, the final project foes not allow "redo's" since it is done during the last four weeks. It is a way of testing the students' success in the class.	Rubric Score: 1 2 3 4 5 No. students 1 3 3 Benchmark was met. 100% of students scored 3 or above	Improvement noted from last year. Continue use of value exercises; instructor demonstrations. Use of cell phone app to show value of the color used.
3. COLOR		Rubric Score: 1 2 3 4 5 No. students 2 1 4 Benchmark was met. 100% of students scored 3 or above	Improvement due to color chart project; Expand color exercises. Show more examples of how other artists have used color. Expanded reference assignments.
4.SPACE		Rubric Score: 1 2 3 4 5 No. students 1 1 2 3 Benchmark was met. 86% of students scored 3 or above	Have students measure placement and size of objects before beginning to paint.
5.SHAPE		Rubric Score: 1 2 3 4 5 No. students 2 4 6 Benchmark was met.	Emphasis for students to think of the value and shape of a color instead of a named object.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 7 students were assessed in the class.	**How Results Will Be Used To Make Improvements**
		100% of students scored 3or above	
6.LINE/EDGES		Rubric Score: 1 2 3 4 5 No. students 1 3 3 Benchmark was met. 100% of students scored 3 or above	Show more examples in addition to line/edge project. Continue exercise of limited brush strokes early in semester.
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 3 4 Benchmark was met. 100% 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 3 3 Benchmark was met. 100% 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 2 1 4 Benchmark was met. 100% of students scored 3 or above	Emphasis on composition of final project through examples and discussion.

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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 7 students were assessed in the class.	**How Results Will Be Used To Make Improvements**
10.RHYTHM AND MOVEMENT		Rubric Score: 1 2 3 4 5 No. students 1 3 3 Benchmark was met. 100% of students scored 3 or above	.

Faculty Member Completing Assessment: Carolyn Lindsey **Date: May 17 2018**

Reviewed by: **Raymond Walker** **Date: 5/19/18**
(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.

ART 221 Grading Rubric

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

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

ART 221 Grading Rubric

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

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 231 – Pottery I **Faculty: Sandra Hidalgo**

Common Core No.: None

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** No. of students assessed: 7	**How Results Will Be Used To Make Improvements**
1. COMPLETENESS/DIRECTIONS/TIMLINESS **a. Assignment was completed.** **b. Directions were followed.** **c. The project was completed on time.**	Since this is a studio class and is skill oriented, the state competencies are not required. See note above. Because design skills are acquired during the course of the semester, "re-do's" are allowed on up to three projects without a reduction in the grade. Having the option of "redeeming" themselves through "re-dos" students develop the skills necessary to become good in this medium. However, for the purpose of assessment, the final project does not allow re-do's since it is done during the final two weeks of class. It is a way of testing the students to see if they have learned from previous projects. In the final assessment, the attached rubric was used to determine the student's success in the class. Four criteria were judged, with each criteria given from 1 – 5 in points. 5= excellent; 4=good; 3=average; 2=improvement needed; 1=poor; 0= did not do. For our benchmark, 70% of students should score above average (3).	Rubric Score: 1 | 2 | 3 | 4 | 5 No of Students: 0 | 0 | 0 | 7 | 0 1a-c. 100% of students scored "3" (average) or above on the attached rubrics.	This was the first time this course was taught by this instructor. As there were no significant issues and student mastery met existing benchmarks, no changes are contemplated at this time.
2. CEATIVITY/CONCEPT/STYLE **The assignment shows strength in creativity and is unique, attractive design. The project exhibits a successful style that communicates your ideas as simply and effectively as possible.**		Rubric Score: 1 | 2 | 3 | 4 | 5 No of Students: 0 | 0 | 0 | 7 | 0 100% of students scored "3" (average) or above on the attached rubrics.	
3. CLAY FORM **a. Pinch** **b. Coil** **c. Slab** **d. Wheel Thrown**		Rubric Score: 1 | 2 | 3 | 4 | 5 No of Students: 0 | 0 | 7 | 0 | 0 100% of students scored "3" (average) or above on the attached rubrics.	
4. GLAZE **The artwork has appropriate value and intensity of color. Adjacent colors are appropriate and work well within the overall composition of the piece.** 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.		Rubric Score: 1 | 2 | 3 | 4 | 5 No of Students: 0 | 0 | 0 | 7 | 0 100% of students scored "3" (average) or above on the attached rubrics.	

Faculty Member Completing Assessment: **Sandra Hidalgo** **Date:** **5/17/18**

Reviewed by: **Raymond Walker** **Date:** **5/29/18**
(Division chair)

Revised: 10/17/2013

ART 231 Grading Rubric

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

Semester: Spring/Fall/Summer 20xx Student: Name/Overall CCC Competencies (Outcomes/Objectives) for _____:	5	4	3	2	1	0
1. Completeness/Directions/Timeliness						
Completeness: Assignment was completed.						
Directions: Directions were followed.						
Timeliness: Project was completed on time.						
2. Creativity/Idea/Concept/Style/Other						
The assignment shows strength in creativity and is a unique, attractive design. The project exhibits a successful style that communicates your ideas as simply and effectively as possible.						
3. CLAY FORM: Neatness/Accuracy/Quality (elements and principles)						
Appropriateness: The design of the project is appropriate for the audience and/or purpose.						
Consistency and Unity: The various elements of the design are handled consistently and have a good unity.						
Balance: The project shows an appropriate balance.						
Texture and Pattern (principle of art is used appropriately). Texture and patterns are appropriate to the artwork.						
Seams: Seams are neat and do not detach in firing.						
Finish: Work is sanded if needed. Wheel thrown pots have been footed.						
Presentation: Artwork is ready to hang or has appropriate method installed for presentation.						
Surface: The surface of the work has not cracked or broken in firing.						
4. GLAZE: Neatness/Accuracy/Quality (elements and principles)						
Color: Color has the power to stir emotions. The artwork has appropriate value and intensity of color. Adjacent colors are appropriate and work well within the overall composition of the piece. The artwork contains color schemes complimentary. Value: The values of the piece are balanced (good contrast between the lights and darks).Contrasting values direct the eye to areas of emphasis.						

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: ART 261 – Art History I **Faculty: Michael Longhofer**

Common Core No.: ARTS 2113

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 should be familiar with the main stylistic aspects of the art each culture covered. Be familiar with the terms needed to discuss these styles, forms, etc.	Assignments, Discussions, and Exams	Average grades on the midterm (80%), final (76%) Discussions (95%), and Project-Based activities (80%)	Based on last year's assessment I determined I would stick strictly to the sylabbus's calender so students would have enough time to review the material for the the major exams.That seemed to really make a difference as students scored really well on these this year. I will continue this next year and evaluate the data
Be able to recognize specific, significant works of art in our studies	Assignments, Discussions, Exams, Research Paper and Formal Analysis.	Average grades on the midterm (80%), final (76%) Discussions (95%), and Project-Based activities (80%)	More discussions on the styles, forms, etc. when discussing how to recognize particular works of art.
Be able to identify and discuss continuity between the different cultures presented during the semester. Be able to understand and address continuity and comparisons between cultures examined during the semester and non-western culture and the modern experience.	Assignments, Discussions, Exams, Research Paper and Formal Analysis.	Average grades on the midterm (80%), final (76%) Discussions (95%), and Project-Based activities (80%)	Create a project specifically that addresses the comparissions artistically between two cultures and the modern experience.
To explore the influence of Art on the human experience.	Research Paper or Art Project and Formal Analysis.	Average grades on Research Papers and Formal Analysis (83%) Art Projects for future art majors that compare modern with classical art ideas showed promise.	Create a rubric for grading research papers

Faculty Member Completing Assessment: Michael Longhofer **Date: 12-14-2017**

Reviewed by: Raymond Walker **Date: 12/18/17**

(Division chair)

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: ENG 202 3N0 (CRN 31133-Fall 2017); ENG 202 1N0 (CRN 11011-Spring 2018) **Faculty: Janett Johnson**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** The assignments were graded on a scale from 1-50, the exams from 1-200. The work of 12 students was assessed.	**How Results Will Be Used To Make Improvements**
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 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: 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	**Number of Students Assessed-12** 90% of the students successfully exceeded the 75% benchmark.	Students loved this assignment and came up with wonderful stories that connected well with the art they chose. Looking at last year's assessment, the success rate is the same.
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 were required to read a book ("The Heart of Darkness") and compare/contrast the main topics/issues that appear in a movie ("The Great Debaters"). The paper was assessed:	85% of the students successfully exceeded the 75% benchmark.	There was a 5% decrease in the success rate compared to 2016-2017. Students had a harder time completing the reading of "The Heart of Darkness," due to its length and more elaborate vocabulary.

Clovis Community College

Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: Introduction to Dance **Faculty: Jan Williams**

Common Core No.: DNC 101

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	Students are required to view a picture of art and submit a written aesthetic response/experience.	Out of 31 students, 100% of the students scored 80% or better on aesthetic response.	
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Students are required to view 6 videos of cultural dance native to specific countries and submit a written "comparison" discussion.	Out of 31 students, 93% of the students scored 80% or better on comparison discussion.	Students who did not score above 80% did not submit the assignment. I gave the students an opportunity to submit the assignment late, but they chose not to.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to view 8 videos of social dance in America and submit a written "personal perception" report.	Out of 31 students, 90% of the students scored 80% or better on personal perception report.	Students who did not score above 80% did not submit the assignment. I gave the students an opportunity to submit the assignment late, but they chose not to.
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.	Out of 31 students, 96% of the students scored 80% or better on the research paper.	Students who did not score 80% did not follow the directions for the assignment. The guidelines for the research paper are very clear, but to help try to improve results, I will send an email to each student a week before the paper is due asking them to double check their work and make sure it follows the given guidelines.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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: Jon Williams **Date:** 5-14-18

Reviewed by: (Division chair) Don Scroggins **Date:** 10/16/2018

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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** The assignments were graded on a scale from 1-50, the exams from 1-200. The work of 12 students was assessed.	**How Results Will Be Used To Make Improvements**
	1. Structure and formatting of the paper 2. Works Cited page 3. Writing skills 4. Organization of paper 5. Content		
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	At the end of the semester, students have to create a 3-5 minute video where they have to choose one author or literary work that left the biggest impression on them. They then have to support their claim with examples from the texts and use props for their presentation. After the video is posted, each student has to reply to two different videos with a substantial reply and question on the discussion board. The video is evaluated according to its content, creativity, oral skills, support of claim, and use of props. The discussion replies are evaluated by looking at composition and	98% of the students successfully exceeded the 75% benchmark.	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. There was an 8% increase in success rate for this assignment. I included a clear rubric and also mentioned in my weekly Announcement what the assessment of this final video entailed. =)

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** The assignments were graded on a scale from 1-50, the exams from 1-200. The work of 12 students was assessed.	**How Results Will Be Used To Make Improvements**
	writing skills, content, and substantial questioning.		
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	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. After students posted their thoughts, they had to reply to	98% of the students successfully exceeded the 75% benchmark.	Students enjoyed the discussions because they were able to connect, exchange thoughts and observations and experiences. Students learned and drew from one another. They gave each other comfort and support. I added a few additional posts that also addressed their lives. For example, students shared experiences/pictures from Halloween/Easter and created a little short story about the photo. This was an increase of 8% of student success compared to 2016-2018 due to students seeking support from the Writing Center or Brainfuse for their writing, which improved their writing skills for their papers.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** The assignments were graded on a scale from 1-50, the exams from 1-200. The work of 12 students was assessed.	**How Results Will Be Used To Make Improvements**
End – Humanities/Fine Arts	two of their classmates' posts. The assessment observed: 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: 06/04/2018**

Reviewed by: Janett Johnson **Date: 6/13/2018**
(Division chair)

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: ENG 211—Two sections (one each sem.) from Fall/Sp '17-'18 **Faculty: Paul Nagy**
Benchmark: 75%

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 32 students assessed	**How Results Will Be Used To Make Improvements**
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; w question #1 on Final Exam	9/12 (80.4%) students got the correct answer	Benchmark met
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Final Exam Questions 7 and Question 13 used	10/15 (67%) of students got the correct answer for Question 7 21/28 (80%) of students got the correct answer for Question 13	Benchmark used to evaluate both sets of question results; average meets benchmark
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Final Exam Question #4	27/28 (96%) of students got the correct answer	Benchmark met
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and	Final exam Questions 10 and 11	24/28 (85%) of students got the correct answer for Question 11. 16/28 (57%) of students got the correct answer for Question 10.	Benchmark met. Benchmark not met for Question 10. The question is a complex query that requires the student compare Elizabethan drama and Modern drama. Although the material is covered in a handout provided students (which summarizes major characteristics of the three types of drama we read in the course—Ancient Greek, Elizabethan, and

Page 2 of 2 . . . . Course: ENG 211 Common Core No.:

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

Faculty Member Completing Assessment: **Paul Nagy** **Date:** **05/17/17**

Reviewed by: Janett Johnson **Date: 06/09/2018**
(Division chair)

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

Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: HIST 101 **Faculty: Aaron Anderson**

Common Core No.: NMCCN HIST 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.) For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	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	In SY 2017-18, in two sections of HIST 101, a total of 11 students took the final exam and 9 students exceeded the minimum state benchmark of 70%. The current assessment results indicate that 81% of the total students scored at the benchmark or higher, while the average exam score was 85%. For comparison, in SY 2016-17, in three sections of HIST 101, a total of 19 students took the final exam and 15 students exceeded the minimum state benchmark of 70%. The SY 2016-17 assessment results indicate that 78% of the total students scored at the benchmark or higher, while the average exam score was 72%.	As a result of the New Mexico Higher Education Department's ongoing Common Course Numbering Initiative, during SY 2017-18 the course description and learning objectives were modified to align with the proposed U.S. History I – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this Area V document, however, it is possible modifications could appear on the upcoming SY 2018-19 assessment. Continued 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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
End – Humanities/Fine Arts	the understanding of the present as related to an awareness of past heritages in 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.	In a comparison of the data generated in the current SY 2017-2018 versus SY 2016-2017, while there was a net decline of 8 students who took the exam in the current year, the students in SY 2017-2018 showed an net improvement of 3% in exceeding the minimum state benchmark of 70%, and an improvement of 13% in average exam score over the previous year. 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.	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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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 institutions in the development of the American nation state.	See the procedural description listed above.
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	See the procedural description listed above.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		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.	
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: 5/10/2018**

Reviewed by: Janett Johnson
(Division chair) **Date: 06/10/2018**

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

Clovis Community College

Class Assessment 2017-2018

Class: History 101 Survey of American History to 1865 Fall 2017 **Faculty: Michael Powers**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	17 students out of 17 originally enrolled students exceeded the benchmark of 70%. The mean score was 86.06 while the median score was 91.50. **Past Scores:** **Fall 2016 Mean: 87.87** **Median: 93.00** **Fall 2015 Mean: 83.45** **Median: 84.00** **Fall 2014 Mean: 78.18** **Median: 73.00** The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To discuss the factors and influences that combined to create an American society To recognize the path to revolution and how it affected the development of a new American republic To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war	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
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,	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	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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	and 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.	To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history To explain the impact of reform movements, especially abolitionism, on the American psyche and how slavery and the importance of political power in the national government led to a civil war	
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To discuss the factors and influences that combined to create an American society To recognize the path to revolution and how it affected the development of a new American republic To analyze the development of a strong central government, opposing political parties, the rise of democracy, and how each changed the fabric of the American republic To trace the effects of industrialization and the rise of democracy as well as the causes for sectionalism and its consequences in America's history	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

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

Faculty Member Completing Assessment: Michael Powers
Reviewed by: Janett Johnson
(Division chair)

Date: 05/09.2018

Date: 06/10/2018

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: HIST 102 **Faculty: Aaron Anderson**

Common Core No.: HIST 1213

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.) For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	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	In SY 2017-18, in three sections of HIST 102, a total of 11 students took the final exam and 10 students exceeded the minimum state benchmark of 70%. The current assessment results indicate that 90% of the total students scored at the benchmark or higher, while the average exam score was 85%. For comparison, in SY 2016-17, in three sections of HIST 102, a total of 26 students took the final exam and 23 students exceeded the minimum state benchmark of 70%. The SY 2016-17 assessment results indicate that 88% of the total students scored at the benchmark or higher, while the average exam score was 84%.	As a result of the New Mexico Higher Education Department's ongoing Common Course Numbering Initiative, during SY 2017-18 the course description and learning objectives were modified to align with the proposed U.S. History II – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this Area V document, however, it is possible modifications could appear on the upcoming SY 2018-19 assessment. Continued 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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	the 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.	In a comparison of the data generated in the current SY 2017-2018 versus SY 2016-2017, while there was a net decline of 15 students who took the exam in the current year, the students in SY 2017-2018 showed an net improvement of 2% in exceeding the minimum state benchmark of 70%, and an improvement of 1% in average exam score over the previous year. 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.	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.

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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		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.	
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 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: 5/10/2018**

Reviewed by: Janett Johnson
(Division chair) **Date: 06/05/2018**

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Clovis Community College

Class Assessment 2017-2018

Class: History 102 Survey of American History since 1865 (Spring 2018) **Faculty: Michael Powers**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	17 students out of the 19 originally enrolled students exceeded the benchmark of 70%. The mean score was 80.59 while the median score was 81.00. **Past Scores:** **Spring 2017: Mean: 80.25** **Median: 90.00** **Spring 2016: Mean: 84.56** **Median: 87.50** **Spring 2015: Mean: 74.80** **Median: 75.00** The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.
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	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society To recognize the origins of World War II and how its consequences affected the domestic	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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Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	ideas and topics presented in the last class meeting.	and foreign policies of the United States and the world	
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: To identify the individual role of economy, society, government, religion, and culture in American history To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, YouTube clips, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.

Faculty Member Completing Assessment: Michael Powers **Date: 05/10, 2018**

Reviewed by: Janett Johnson **Date: 06/12/2018**
(Division chair)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: HIST 121 **Faculty: Aaron Anderson**

Common Core No.: HIST 1053

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.) For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	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	In SY 2017-18, in two sections of HIST 121, a total of 25 students took the final exam and 23 students exceeded the minimum state benchmark of 70%. The current assessment results indicate that 92% of the total students scored at the benchmark or higher, while the average exam score was 86%. For comparison, in SY 2016-17, in two sections of HIST 121, a total of 32 students took the final exam and 29 students exceeded the minimum state benchmark of 70%. The SY 2016-17 assessment results indicate that 90% of the total students scored at the benchmark or higher, while the average exam score was 85%.	As a result of the New Mexico Higher Education Department's ongoing Common Course Numbering Initiative, during SY 2017-18 the course description and learning objectives were modified to align with the proposed World History I – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this Area V document, however, it is possible modifications could appear on the upcoming SY 2018-19 assessment. Continued 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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	the 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.	In a comparison of the data generated in the current SY 2017-2018 versus SY 2016-2017, while there was a net decrease of 7 students who took the exam in the current year, the students in SY 2017-2018 showed a net improvement of 2% in exceeding the minimum state benchmark of 70%, and an improvement of 1% in average exam score over the previous year. 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.	of early political and social development, and the key role of developing trade systems and link the eastern and western worlds.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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 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 influence the political economy and trade expansion in the development of Europe during the Middle Ages.	See the procedural description listed above.
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	See the procedural description listed above.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		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 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	See the procedural description listed above.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		within the context of the modern civilizations in Asia, Africa, and the Middle East.	

Faculty Member Completing Assessment: Aaron Anderson **Date: 5/10/2018**

Reviewed by: Janett Johnson
(Division chair) **Date: 06/08/2018**

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 2017-2018

Class: History 121: World Civilization I (Fall 2017) **Faculty: Michael Powers**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 121 class of nine students exceeded the benchmark of 70%. The mean score was 71.71 while the median score was 74.00. **Past Scores:** **Fall 2015/2016: Class did not make.** **Fall 2014: Mean 79.11** **Median: 77.00** **Fall 2013: Mean: 84.33** **Median: 92.00** **Fall 2012: Mean: 84.10** **Median: 88.00** The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: *To understand the individual role of economy, society, government, religion, intellectual traditions, and culture in world history* *To trace the path and cultural traits of prehistoric peoples and the basis for the rise of the world's first civilizations* *To recognize the roots of western civilization in the achievements and belief systems of the cultures in the Ancient Near East, Greece, and Rome* *To explain the transition from the ancient world to the medieval period by examining the characteristics of civilizations in medieval Africa, China, Europe, India, and Japan* *To trace the growing secular mindset of Renaissance Europe and the growing interaction and interdependency of the various world regions that marked the Age of Exploration and the early modern age*	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

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 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.	Course Goals: *To understand the individual role of economy, society, government, religion, intellectual traditions, and culture in world history* *To trace the path and cultural traits of prehistoric peoples and the basis for the rise of the world's first civilizations* *To recognize the roots of western civilization in the achievements and belief systems of the cultures in the Ancient Near East, Greece, and Rome* *To explain the transition from the ancient world to the medieval period by examining the characteristics of civilizations in medieval Africa, China, Europe, India, and Japan* *To trace the growing secular mindset of Renaissance Europe and the growing interaction and interdependency of the various world regions that marked the Age of Exploration and the early modern age*	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

Page 4 of 4 . . . . Course: History 121: World Civilization I (Fall 2017)

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	Course Goals: *To understand the individual role of economy, society, government, religion, intellectual traditions, and culture in world history* *To trace the path and cultural traits of prehistoric peoples and the basis for the rise of the world's first civilizations* *To recognize the roots of western civilization in the achievements and belief systems of the cultures in the Ancient Near East, Greece, and Rome* *To explain the transition from the ancient world to the medieval period by examining the characteristics of civilizations in medieval Africa, China, Europe, India, and Japan* *To trace the growing secular mindset of Renaissance Europe and the growing interaction and interdependency of the various world regions that marked the Age of Exploration and the early modern age*	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

Faculty Member Completing Assessment: Michael Powers **Date:** 05/09.2018

Review by: Janett Johnson **Date:** 06/10/2018

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 2017-2018—Area V: Humanities and Fine Arts

Class: HIST 122 **Faculty: Aaron Anderson**

Common Core No.: HIST 1063

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.) For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	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	In SY 2017-18, in one section of HIST 122, a total of 6 students took the final exam and 6 students exceeded the minimum state benchmark of 70%. The current assessment results indicate that 100% of the total students scored at the benchmark or higher, while the average exam score was 82%. For comparison, in SY 2016-17, in one section of HIST 122, a total of 5 students took the final exam and 5 students exceeded the minimum state benchmark of 70%. The SY 2016-17 assessment results indicate that 100% of the total students scored at the benchmark or higher, while the average exam score was 95%.	As a result of the New Mexico Higher Education Department's ongoing Common Course Numbering Initiative, during SY 2017-18 the course description and learning objectives were modified to align with the proposed World History II – 100 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this Area V document, however, it is possible modifications could appear on the upcoming SY 2018-19 assessment. Continued 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

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	the 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.	In a comparison of the data generated in the current SY 2017-2018 versus SY 2016-2017, while there was a net gain of 1 student who took the exam in the current year, the students in SY 2017-2018 showed no improvement (the same 100%) in exceeding the minimum state benchmark of 70%, and a decrease of 13% in average exam score over the previous year. 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.	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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	See the procedural description listed above.	See the procedural description listed above. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of Modern World History to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drive and influence the political economy and trade expansion in the development Asia, Africa, Europe, and the Western Hemisphere in the modern era.	See the procedural description listed above.
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	See the procedural description listed above.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		the 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 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	See the procedural description listed above.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		problems, modes of expression, and intellectual constructs within the context of the modern civilizations in Asia, Africa, and the Middle East.	

Faculty Member Completing Assessment: **Aaron Anderson** **Date:** **5/10/2018**

Reviewed by: **Janett Johnson**
(Division chair) **Date: 6/08/2018**

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 2017-2018—Area V: Humanities and Fine Arts

Class: HIST 203 **Faculty: Aaron Anderson**

Common Core No.: HIST 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.) For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	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 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.	In SY 2017-18, in six sections of HIST 203, a total of 80 students took the final exam and 71 students exceeded the minimum state benchmark of 70%. The current assessment results indicate that 88% of the total students scored at the benchmark or higher, while the average exam score was 88%. For comparison, in SY 2016-17, in four sections of HIST 203, a total of 75 students took the final exam and 65 students exceeded the minimum state benchmark of 70%. The SY 2016-17 assessment results indicate that 86% of the total students scored at the benchmark or higher, while the average exam score was 86%. In a comparison of the data generated in the current SY 2017-2018 versus SY 2016-2017, while there was a net gain of five students who took the exam in the current year, the students in SY 2017-2018 showed a net improvement of 2% in exceeding the minimum state benchmark of 70%, and an	As a result of the New Mexico Higher Education Department's ongoing Common Course Numbering Initiative, during SY 2017-18 the course description and learning objectives were modified to align with the proposed New Mexico History – 200 level uniform student learning outcomes as put forth by the NMHED Common Course Numbering Committee (as yet unapproved and implemented on the state level). It is unclear if these new learning outcomes will influence or change the current set of four Core Competency Assessment Goals used for assessment purposes in this Area V document, however, it is possible modifications could appear on the upcoming SY 2018-19 assessment. During SY 2016-17 I restructured the New Mexico History online course and submitted it to a formal Quality Matters Review Committee for close examination and review. The course was the first to successfully complete such a review at CCC and is now a certified course subscribing to best practices put forth in the Quality Matters initiative. I believe that the changes included in the restructuring and review process have greatly improved the course and assisted in increased student scores and success rates for the current SY 2017-18. In the coming SY 2018-19, continued emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that drove the development of

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		improvement of 2% in average exam score over the previous year. 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.	history of New Mexico, and how these elements predicate life for New Mexico residents in the contemporary era.
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	See the procedural description listed above.	See the procedural description listed above. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the comparison modes of thought and expression across the range of New Mexico History to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures and institutions that drove the development of unique culture in New Mexico.	See the procedural description listed above.
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	See the procedural description listed above.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
		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.	
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 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.	See the procedural description listed above.

Faculty Member Completing Assessment: Aaron Anderson **Date: 5/10/2018**

Reviewed by: Janett Johnson **Date: 6/08/2018**
(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 2017-2018—Area V: Humanities and Fine Arts

Class: HUM 222 – Intro to Humanities II **Faculty: Robin Henry**

Common Core No.: N/A

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Analyze connections between art forms and culture.	2 essays are aligned with this objective. One about Hegel and one about the Reformation	Hegel 85% mastery Reformation 85% mastery	The Hegel and reformation Essays are the lowest scoring essays in the course. I will be going back to rewrite the instructions, and perhaps add some background material to help with this. Rubrics are already provided to students.
Appreciate art forms and their cultural value regardless of personal preference.	1 discussion on a passage in the text and 4 reflections—2 on an outside reading and 2 on pieces of art are aligned with this objective.	96% mastery	
Improve communication skills through online discussion and writing assignments.	2 essays are aligned with this objective Music Essay and Japanese Garden Essay	Music Essay 89% mastery Japanese Garden 100% mastery	

Page 2 of 2 . . . . Course: HUM 222 – Intro to Humanities II **Common Core No.: N/A**

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
Discuss art forms critically and communicate personal reflections about the arts and humanities, which are based on an understanding of the principles and components of the art forms and the cultural and historical context.	4 Discussions are aligned with this objective	92% mastery	
Identify works in the arts and humanities which represent various cultural and historical periods and places studied in this course.	9 quizzes with 180 items (multiple choice and short answer) in the course are aligned with this objective.	87% mastery	Students generally do better on the quizzes after the first 2. I am going to change the settings to allow 2 attempts on the first 3 quizzes rather than just the first one to see if this will help with mastery.

Faculty Member Completing Assessment: *Robin Henry* **Date:** *5/14/2018*

Reviewed by (Division Chair): *Todd Kuykendall* **Date:** *June 2018*

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 2017-2018—Area V: Humanities and Fine Arts

Class: Mus 113 3N0 Music Appreciation 30307 201730 (Fall 2017) Mus 113 1N0 Music Appreciation 11058201810 (Spring 2018)

Faculty: Daniel Pérez

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 19 Students were assessed.	**How Results Will Be Used To Make Improvements**
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.)	Quiz #1 Element: Multiple choice questions about the elements of music. Discussion #1 Elements: Piano Guys Video: analysis of timbre and rhythm. Quiz #2 Middle Ages and Renaissance: MC - Identify works/elements by listening. Quiz #3 Baroque: Identify works/elements by listening. Discussion #3 Bach Minuet Animated Score: analysis of melody, rhythm, and harmony. Quiz #4 Classical: Identify works/elements by listening. Discussion #4: "America the Beautiful": analysis of texture, genre/style, and form. Quiz #5 19th Century: Identify works/elements by listening. Quiz #6 20th Century: Identify works/elements by listening. Performance Response: Analysis of favorite song in concert.	Quiz #1 Elements: 90% success Quiz #2 MA and R: 75% success Quiz #3 Baroque: 72% success Discussion #3 Elements: 91% success Quiz #4 Classical: 71% success Discussion #4 Elements: 73% success Quiz #5 19th Century: 74% success Quiz #6 20th Century: 72% success Performance Response: 90% success Listening Project: 96% success	Benchmark was met. Effort to improve course will be made as needed.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 19 Students were assessed.	**How Results Will Be Used To Make Improvements**
	Listening Project: analysis of all elements in selected pieces.		
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Quiz #2 Middle Ages and Renaissance: Multiple choice questions about the structures of these historical periods. Quiz #3 Baroque: Multiple choice questions about the structures of this historical era. Quiz #4 Classical: Multiple choice questions about the structures of this historical era. Quiz #5 19th Century: Multiple choice questions about the structures of this historical era. Quiz #6 20th Century: Multiple choice questions about the structures of this historical era. Discussion #4: "America the Beautiful": compare renditions of this song across a range of genre and styles. Listening Project: compare the	Quiz #2 MA and R: 75% success Quiz #3 Baroque: 72% success Quiz #4 Classical: 71% success Quiz #5 19th Century: 74% success Quiz #6 20th Century: 72% success Discussion #4: "America the Beautiful" Success 81%	Benchmark was met. Effort to improve course will be made as needed.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 19 Students were assessed.	**How Results Will Be Used To Make Improvements**
	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.	Listening Project: 96% success	
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: recognize and describe the diversity of musical instruments across a range of historical periods. Discussion #5: Folk Dances: recognize and describe the diversity of folk dances across a range of cultural perspectives. Composer Project: Compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: recognize and describe the diversity of human experience for French/Polish	Discussion #2: 94% success Discussion #5: 91% success Composer Project: 86% success	Benchmark was met. Effort to improve course will be made as needed.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 19 Students were assessed.	**How Results Will Be Used To Make Improvements**
	Chopin and Black American Joplin.		
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different	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: Compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: Contemporary advantages for women and contemporary technological advances in electronic music	Only 60% of students chose a contemporary concert but all discussed contemporary audience behavior. Performance Response Paper: Perhaps the most important assignment of the class, I would like to keep the concert choice as open as possible. Some students have trouble affording and/or finding a concert near to where they live. So many attend a live concert for the first time and become hooked. My primary goal is to create educated audiences! Composer Project: 86% success	Benchmark was met. Effort to improve course will be made as needed.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 19 Students were assessed.	**How Results Will Be Used To Make Improvements**
disciplines. End – Humanities/Fine Arts	and distribution through the internet as evidenced in the pairing of Fanny Hensel (1805-1847) and Alex Shapiro (1962-present)		

Faculty Member Completing Assessment: Daniel Perez **Date: 5/13/18**

Reviewed by: Janett Johnson **Date: 6/11/2018**
(Division chair)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: PHIL 201 - Introduction to Philosophy **Faculty: Rajka Rush Ph.D.**
Common Core No.: NMCCN PHIL 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. a) Competencies: • 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. b) Learning Outcomes Being Measured: • 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	• 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.	• 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.	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
context that explains the value of the philosophers' arguments; 87%; Unit quizzes 88%.			
2. a) Competencies: • 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. • Students will be engaged to comment on other students' discussion posts and agree and disagree with different philosophical arguments, positions, or other students' views.	• Unit/Module discussions: based on assigned reading and research students explore specific philosophical topics (freedom vs. determinism, free will, consciousness and the self, the "omega point" of evolution, teleology principle, what is a just state, the social contract theories, etc.) and the best known philosophical questions. • Students have to take stand on the issue relevant to the philosophical question. • Students need to reply to two other students' discussions and they can choose to comment to students who hold the same or opposite positions.	• Unit/Module discussions 90% of students' discussions are very good and interactive. Goal met. .	Ethics class assessment: all class requirements categories meet the goals. Possible improvement might be in adding to every module visual aspects of videos, summaries of philosophical topics, and engaging students in a more interactive discussions.
3. 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 the best known philosophical topics and disciplines that employs critical reasoning and reading skills,	Unit Discussions that cover topics of Political Philosophy, Ethics, and Aesthetics: • Students need to 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.	• Unit Discussions that cover topics of Political Philosophy, Ethics, and Aesthetics: 92% of students achieve grades in range of B to A. Goal Met.	

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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**
interpretative abilities, identifying and analyzing the major key philosophical concepts, and an ability to discuss different positions. b) Political Philosophy and Ethics Units.	• 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.		
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. b) Reflection papers 85%; Final Exam 84%.	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.	1. Final exam shows that 85% of the students show good results (80% and above). The	

Faculty Member Completing Assessment: **Date: 07/15/2018–**

Reviewed by: **Date:**
(Don Scroggins)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: PHIL 211 – Ethics **Faculty: Rajka Rush Ph.D.**
Common Core No.: NMCCN PHIL 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. b) Learning Outcomes Being Measured: Weekly quizzes (Ethics as a philosophical discipline) 87%. Comprehensive Reflection papers (original theoretical texts analyzes), 85%.	• 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.	• 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.	
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 begins).	• 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). • Argumentation Papers: a part of the "Assignment" online category; a comprehensive writing assignment where by which students are graded on their argumentation writing skills	• Specific weekly discussions that require higher skills of ethical evaluation is achieved by 90% of students' submissions. Goal met. • 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.	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 essays. There is a critical number of students who chose to pass these assignments calculating

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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.	(evaluating prose/cons, taking stand on the issue) and offering a strong conclusion as a result of ethical arguments evaluation.		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 integrating the online interactive digital videos and sources that would appeal to the students with different learning styles. • Possible change of textbook that would offer students different approach in studying Ethics with interactive online features or updating the present shell with more

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
			interactive online materials. Possible textbook change should be discussed with he division chair and Philosophy faculty.
2. 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%.	• 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 the one chapter of the textbook and the specific reading and research content, there are fifteen modules and fifteen discussion questions. • 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	• 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 the one chapter of the textbook and the specific reading and research content, there are fifteen modules and fifteen discussion questions. • 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.	

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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**
	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).		
3. 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. b) Learning Outcomes Being Measured: Reflection papers 85%; Final Exam 84%.	• 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.	• Final exam shows that 85% of the students show good results (80% and above). The	

Faculty Member Completing Assessment: **Date: 07/18/2018–**

Reviewed by: **Date:**
(Don Scroggins)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: SPAN 101 – Beginning Spanish I **Faculty: Teresa Guillen**

Common Core No.: SPAN 1114

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Test/Assignments based on a 1-100 grading scale Number of students assessed; 160	**How Results Will Be Used To Make Improvements**
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.)	Student's skills and development were evaluated using the final exam. Final exam included the basics of: - Vocabulary: word translation -Verb conjugation with correct structure and proper grammatical use -Proper use of: definite and indefinite articles. -Proper use of: subject pronouns. -Cultural knowledge and understanding of materials which were presented and gained throughout the semester including movies, readings and specific subject research as well as face to face class socialization. -Recognition of sentence structure. -Reading: comprehension.	Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class, submit assignments, and/or adequately prepare for tests.	• I will continue to use the *Arriba* textbook as well as educational websites. • I will continue to motivate students to develop a strong foundation in learning the Spanish language. • I will continue to encourage student by incorporating different learning activities as well as provide additional explanations on assignments. • I will continue to encourage the use of the Spanish language through speaking, reading and discussions. • I will continue the implementation of completing and submitting assignments so that students can see results quicker on their assignments. • I will also encourage student to become more involved in class and their education.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Test/Assignments based on a 1-100 grading scale Number of students assessed; 160	**How Results Will Be Used To Make Improvements**
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Students in the face to face class participated in conversations among each other, then practiced with Spanish native speakers topics widely varied. Students practiced through reading comprehension and vocabulary development. Students were able to analyze and compare linguistic, economical, geographical, social, and cultural differences.	Students successfully exceeded the 75% mark in this category.	I will continue to be use these activities in order for students to gain an understanding of the history and diversity in cultures that thrive within the Spanish language and Hispanic community, as well as the importance in the acquisition of the Spanish language for effective communication.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Test/Assignments based on a 1-100 grading scale Number of students assessed; 160	**How Results Will Be Used To Make Improvements**
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students were to research cultural events and view a movie to develop a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments.	Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family dynamics are so strong and valued with high importance.	I will incorporate additional cultural and historical activities so that the student may continue to obtain and experiences the Hispanic/Mexican language and customs.
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**.**	The viewing of movies and video clips, writing activities and research papers which provides students with a strong representation of the Hispanic culture. Students were able to gain an understanding as to why it is important for Hispanics to engage in certain activities/customs that other cultures may not.	Students successfully completed this category exceeding the 75% benchmark.	Students truly enjoyed the one on one and/or group conversations and collaboration with their peers. I will incorporate more communication activities to develop appropriate pronunciation and communication skills. I will continue to incorporate these activities, as they proved to be successful for student participation and the development of the Spanish Language.

Faculty Member Completing Assessment: Teresa Guillen **Date: 5/15/18**

Reviewed by: Janett Johnson **Date: 7/4/2018**
(Division chair)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts

Class: SPAN 102 – Beginning Spanish II **Faculty: Teresa Guillen**

Common Core No.: SPAN 1124

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Tests/Assignments grading scale, 1-100 Number of students assessed; 65	**How Results Will Be Used To Make Improvements**
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.)	Student's skills and development were evaluated using the final exam. Final exam included: - Vocabulary: word translation -Verb conjugation with correct structure and proper grammatical use -Proper use of: verbs in the present, past, present continuous, Imperfect etc.… -Proper use of: subject pronouns and direct/indirect object pronouns. -Cultural knowledge and understanding of materials which were presented and gained throughout the semester including movies, readings and specific subject research as well as face to face class socialization. -Recognition of sentence structure. -Reading: comprehension.	Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class, submit assignments, and/or adequately prepare for tests.	• I will continue to use the *Arriba* textbook as well as educational websites. • I will continue to encourage and motivate students to develop a strong foundation in learning the Spanish language. • I will continue to encourage student by incorporating different learning activities as well as additional explanations on assignments. • I will continue continuing to encourage the use of the Spanish language through speaking, reading and discussions. • I will continue the implementation of the new method of completing and submitting assignments so that students can see results quicker. • I will also encourage student to become more involved in their education.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Tests/Assignments grading scale, 1-100 Number of students assessed; 65	**How Results Will Be Used To Make Improvements**
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 actively participated in class discussions, online via discussion board. Students participated in reading comprehension, verb conjugation, and vocabulary development. Students were able to analyze and compare, linguistic, economical, geographical, social, and cultural differences.	Students successfully exceeded the 75% mark in this category.	These activities will continued and used in order for students to gain an understanding of the history and diversity in cultures that thrive within the Spanish Language and Hispanic community. Students will continue to improve usage and acquisition of the Spanish language for effective communication.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students were to discuss cultural events, using YouTube videos that were provided, to develop a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments and discussions.	Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family dynamics are so strong and valued with high importance.	I will continue to incorporate additional cultural and historical activities so that the student may continue to obtain and experiences the Hispanic/Mexican language and customs.
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**.**	Through viewing of video clips, writing activities and research papers, as well as continuous interaction with peers, students gain a strong representation of the Hispanic culture. Students were able to gain an inside view	Students successfully completed this category exceeding the 75% benchmark.	Students enjoyed learning and discussing information about the Hispanic culture and history. Through collaboration with their peers, students were able to share their diverse backgrounds. - I will incorporate more communication activities to develop appropriate

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Tests/Assignments grading scale, 1-100 Number of students assessed; 65	**How Results Will Be Used To Make Improvements**
	of why it is important for Hispanics to engage in certain activities, customs, and/or celebrations that other cultures may not.		pronunciation and communication skills. I will continue to incorporate present activities, as they proved to be successful for student participation and the development of the Spanish Language.

Faculty Member Completing Assessment: Teresa Guillen **Date: 5/15/18**

Reviewed by: Janett Johnson **Date: 7/3/2018**
(Division chair)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: THTR 111 - Introduction to Theater Fall 2017 ….CRN 31526 and Dual-Enrollment **Faculty: Christy Mendoza**
Common Core No.: THTR 1013

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 20 students were assessed.	**How Results Will Be Used To Make Improvements**
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 80% Questions 1, 2, & 6 Pre-Test Average Score =33% Post-Test Average Score =87%	The benchmark was met for all objectives this year. If I were to teach this class again, I would restructure it a bit differently to improve the results in Area's 2 and 3. The students approach the material much better when they read plays. This helps them understand and see the process of theater in action. I would like to include more of this and compare the different styles of plays read and studied.
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 3, 5, 7, & 12 Pre-Test Average Score = 35% Post-Test Average Score =70%	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		Questions 10 & 11 Pre-Test Average Score = 20% Post-Test Average Score = 80%	
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		Questions 4, 8, & 9 Pre-Test Average Score =53% Post-Test Average Score = 87%	The benchmark was met for all objectives this year. If I were to teach this class again, I would restructure it a bit differently to improve the results in Area's 2 and 3.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 20 students were assessed.	**How Results Will Be Used To Make Improvements**
interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and 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: Christy Mendoza **Date: 6/13/2018**

Reviewed by:Janett Johnson **Date: 6/14/2018**
(Division chair)

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Clovis Community College
Core Competencies Assessment 2017-2018—Area V: Humanities and Fine Arts
Class: THTR 275 The Motion Picture **Faculty: Christy Mendoza**
CRN: 31240…Fall 2018

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 11 students were assessed.	**How Results Will Be Used To Make Improvements**
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 29%. Overall average on post-test was 82% Questions 1, 2, & 6 Pre-Test Average Score =18% Post-Test Average Score =85%	The benchmark was met for all objectives this year. If I were to teach this class again, I would restructure it a bit differently to improve the results in Area's 2 and 3. I would approach this by deconstructing one major film at the beginning. We would spend more time on this and eliminate one or two of the films I show and have them view those as individual assignments.
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 3, 5, 7, & 12 Pre-Test Average Score = 34% Post-Test Average Score =75%	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		Questions 10 & 11 Pre-Test Average Score = 27% Post-Test Average Score = 77%	
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		Questions 4, 8, & 9 Pre-Test Average Score =30% Post-Test Average Score = 85%	

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** 11 students were assessed.	**How Results Will Be Used To Make Improvements**
interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and 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: Christy Mendoza **Date: 6/13/2018**

Reviewed by: Janett Johnson **Date: 6/13/2018**
(Division chair)

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