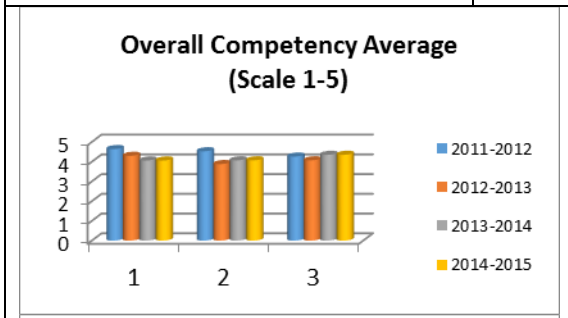
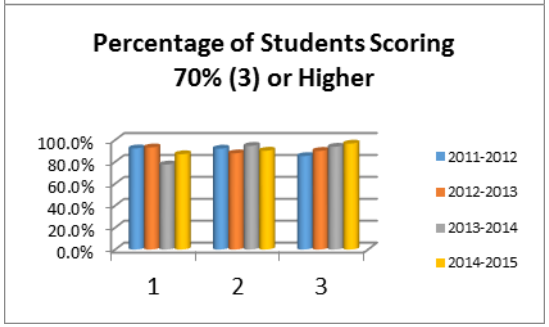
Clovis Community College
Core Competencies Assessment 2014-2015—Area IV: Social and Behavioral Science
Class: Principles of Macroeconomics (ECON 221) **Faculty: Robin Kuykendall**
Common Core No.: NMCCN ECON 2113

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 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	2013-2014 Average = 3.7 77.67% of the students (59 out of 76) scored a 3 or higher on this assignment 2014-2015 Average = 4.06 87.0% of the students (60 out of 69) 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. For 2014-2015 I changed this assignment to a discussion in the online classes. Students are now required to post their original discussion using the same topic guidelines. Then they must respond to two other student posts. They are graded on how well they address the competency in their original post as well as how well they are able to add something significant to the discussion for other student posts. I feel the responses help reinforce the competencies because it shows students' knowledge and ability to relate multiple topics as it relates to human behavior.

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.	2013-2014 Average = 4.30 94.6% of the students (70 out of 74) scored a 3 or higher on this assignment 2014-2015 Average = 4.07 90.2% of the students (55 out of 61) scored a 3 or higher on this assignment	

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 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.	2013-2014 Average = 4.35 93.8% of the students (61 out of 65) scored a 3 or higher on this assignment 2014-2015 Average = 4.35 96.7% of the students (58 out of 60) scored a 3 or higher on this assignment  	

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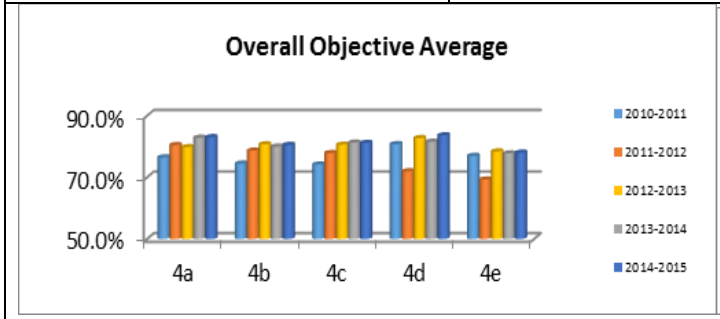
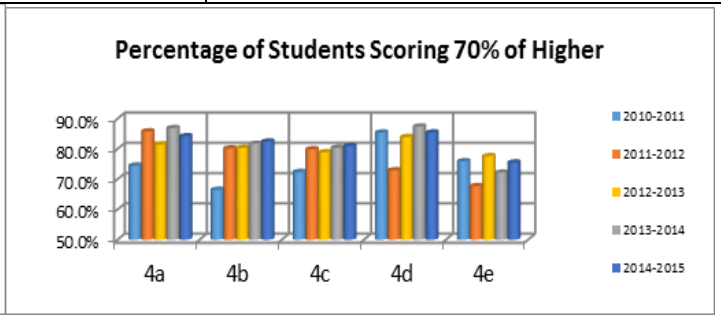
Page 4 of 5 . . . . Course: Principles of Macroeconomics (ECON 221) Common Core No.: NMCCN ECON 2113

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 **2013-2014** / **2014-2015** **4a** = 82.9% / **4a** = 83.1% **4b** = 80.0% / 4b = 80.6% **4c** = 81.3% / 4c = 81.2% **4d** = 81.6% / 4d = 83.7% **4e** = 77.8% / 4e = 78.1% Students scoring 70% or higher on each objective **2013-2014** / **2014-2015** **4a** = 86.9% / **4a** = 84.2% **4b** = 81.7% / 4b = 82.4% **4c** = 80.4% / 4c = 81.0% **4d** = 87.4% / 4d = 85.4% **4e** = 77.8% / 4e = 75.5%	Each competency met the benchmark of an overall competency average of 70% with at least 75% of the students scoring 70% or higher. So I am pleased with the overall results. Through my analysis I also look at the difference in results between face-to-face classes and online classes. The overall competency averages are pretty close; however, there is a much higher percentage of students who scored 70% or higher on each competency. I added recorded lectures that mimic my face-to-face lectures. Looking at it this year, only about 1/3 of the students even used them. I would think this has a direct correlation with the differences in the number of students who met the benchmark. I work at reinforcing the lectures more in hope that students will utilize those more often.





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NM Business Articulation Competencies for Principles of Microeconomics

Students should demonstrate an understanding of:

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

Faculty Member Completing Assessment: *Robin Kuykendall* **Date:** *May 08, 2015*

Reviewed by: *Becky Carruthers* **Date:** *May 2015*
(Division chair)

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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 2014

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5		8		6		7
4		2		5		4
3		7		3		4
2		2		1		0
1		0		0		0
Total # Students	0	19	0	15	0	15
Average	3.84		4.07		4.20	
% of students 3 or higher	89.5%		93.3%		100.0%	

Fall 2014

	Assignment 1 (Obj 1)		Assignment 2		Assignment 3	
	F2F	Online	F2F	Online	F2F	Online
5	2	10	1	9	3	11
4	2	3	3	5	2	1
3	2	2	3	0	2	1
2	1	1	0	0	0	1
1	0	1	0	2	0	0
Total # Students	7	17	7	16	7	14
Average	4.04		4.00		4.48	
% of students 3 or higher	87.5%		91.3%		95.2%	

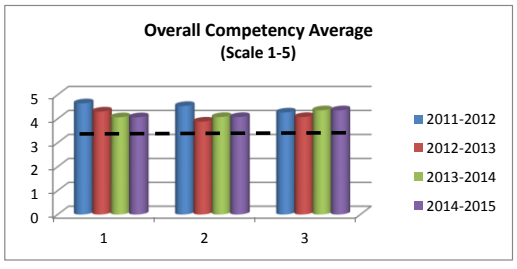
Spring 2015

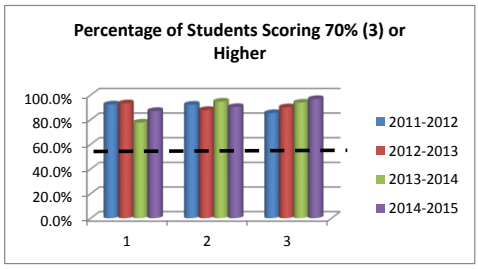
	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	5	12	4	10	4	10
4	2	1	1	3	0	4
3	0	2		2	2	3
2	1	2		1	0	1
1	0	1		2	0	0
Total # Students	8	18	5	18	6	18
Average	4.23		4.13		4.33	
% of students 3 or higher	84.6%		87.0%		95.8%	

Composite 2014-2015

	Assignment 1 (Obj 1)		Assignment 2 (Obj 2)		Assignment 3 (Obj 3)	
	F2F	Online	F2F	Online	F2F	Online
5	7	30	5	25	7	28
4	4	6	4	13	2	9
3	2	11	3	5	4	8
2	2	5	0	2	0	2
1	0	2	0	4	0	0
Total # Students	15	54	12	49	13	47
Average	4.06		4.07		4.35	
% of students 3 or higher	87.0%		90.2%		96.7%	

Comparison Data for Competencies 1-3								
Competency	Overall Average				% of Students Scoring 70% or higher (3)			
	2011-2012	2012-2013	2013-2014	2014-2015	2011-2012	2012-2013	2013-2014	2014-2015
1	4.64	4.3	3.7	4.06	92.3%	93.2%	77.6%	87.0%
2	4.53	3.88	4.3	4.07	92.1%	87.8%	94.6%	90.2%
3	4.26	4.07	4.35	4.35	85.3%	90.0%	93.8%	96.7%





ECON 221-Summer 2014

Aplia Assignments											
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
(4a)	Ch 1				#DIV/0!	84.5	18	17	94.4%	85.6%	94.7%
State Obj 1	Ch 2				#DIV/0!	86.6	20	19	95.0%		
(4b)	Ch 3				#DIV/0!	90.7	19	19	100.0%		
State Obj 2	Ch 4				#DIV/0!	86.9	18	16	88.9%	87.1%	92.7%
	Ch 5				#DIV/0!	83.7	18	16	88.9%		
	Ch 6				#DIV/0!	83.3	18	16	88.9%		
(4c)	Ch 7				#DIV/0!	85.1	19	17	89.5%		
State Obj 3	Ch 8				#DIV/0!	80.1	19	15	78.9%	81.8%	82.4%
	Ch 9				#DIV/0!	81.8	18	14	77.8%		
	Ch 10				#DIV/0!	78.5	17	13	76.5%		
(4d)	Ch 12				#DIV/0!	93.6	17	17	100.0%		
State Obj 4	Ch 13				#DIV/0!	86.3	17	16	94.1%	89.2%	94.0%
	Ch 14				#DIV/0!	87.6	16	14	87.5%		
(4e)	Ch 15				#DIV/0!	80.4	16	14	87.5%	84.3%	93.8%
State Obj 5	Ch 11				#DIV/0!	88.1	16	16	100.0%		

Quizzes											
		ECON 221-201 (Face-to-Face) NOT OFFERED				ECON 221-2N0 (Online)					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
(4a)	Ch 1				#DIV/0!	83.6	18	15	83.3%	83.7%	83.8%
State Obj 1	Ch 2				#DIV/0!	83.7	19	16	84.2%		
(4b)	Ch 3				#DIV/0!	77.4	19	14	73.7%		
State Obj 2	Ch 4				#DIV/0!	72.5	18	13	72.2%	75.4%	70.9%
	Ch 5				#DIV/0!	76.3	18	12	66.7%		
	Ch 6				#DIV/0!	81.9	18	15	83.3%		
(4c)	Ch 7				#DIV/0!	82.1	19	15	78.9%		
State Obj 3	Ch 8				#DIV/0!	68.6	18	11	61.1%	75.6%	69.6%
	Ch 9				#DIV/0!	76.1	19	14	73.7%		
	Ch 10				#DIV/0!	69.2	18	9	50.0%		
(4d)	Ch 12				#DIV/0!	85.0	16	15	93.8%		
State Obj 4	Ch 13				#DIV/0!	90.9	17	17	100.0%	87.2%	95.7%
	Ch 14				#DIV/0!	85.7	14	13	92.9%		
(4e)	Ch 15				#DIV/0!	71	15	9	60.0%	79.1%	80.6%
State Obj 5	Ch 11				#DIV/0!	87.2	16	16	100.0%		

Composite Summer 2013		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	84.6%	89.3%
4b State Obj2	81.3%	81.8%
4c State Obj 3	78.7%	76.0%
4d State Obj 4	88.2%	94.8%
4e State Obj 5	81.7%	87.3%

ECON 221-Fall 2014

		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	89.7	9	9	100.0%	82.9	24	20	83.3%	85.4%	82.8%
State Obj 1	Ch 2	89.6	8	7	87.5%	79.4	23	17	73.9%		
(4b)	Ch 3	89.1	7	7	100.0%	84.5	21	21	100.0%	86.2%	96.4%
State Obj 2	Ch 4	93.5	7	7	100.0%	84.1	22	21	95.5%		
	Ch 5	80.8	7	6	85.7%	84.9	20	19	95.0%		
	Ch 6	85.7	8	7	87.5%	79.7	21	18	85.7%	82.9%	84.7%
(4c)	Ch 7	89.3	7	7	100.0%	80.1	21	20	95.2%		
State Obj 3	Ch 8	72	7	6	85.7%	76.13	20	15	75.0%		
	Ch 9	89.9	7	6	85.7%	85.1	20	17	85.0%		
	Ch 10	92.9	7	7	100.0%	77.8	19	13	68.4%		
(4d)	Ch 12	89.0	6	6	100.0%	86.8	16	15	93.8%	85.2%	84.3%
State Obj 4	Ch 13	81.9	7	5	71.4%	81.1	16	13	81.3%		
	Ch 14	93.4	7	7	100.0%	78.8	18	13	72.2%		
(4e)	Ch 15	85.5	6	6	100.0%	73.4	15	12	80.0%	77.5%	82.2%
State Obj 5	Ch 11	72.5	7	5	71.4%	78.4	17	14	82.4%		

		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	87.2	9	9	100.0%	81.8	22	18	81.8%	79.8%	80.6%
State Obj 1	Ch 2	78.1	8	7	87.5%	72.2	23	16	69.6%		
(4b)	Ch 3	73.6	7	6	85.7%	72.6	21	13	61.9%	76.2%	75.6%
State Obj 2	Ch 4	73.1	8	6	75.0%	72.5	22	15	68.2%		
	Ch 5	84.0	5	5	100.0%	81.1	19	17	89.5%		
	Ch 6	90.1	7	7	100.0%	81.2	21	17	81.0%	78.2%	78.5%
(4c)	Ch 7	85.6	8	7	87.5%	82.6	21	19	90.5%		
State Obj 3	Ch 8	67.9	7	5	71.4%	66.3	19	11	57.9%		
	Ch 9	80.0	7	6	85.7%	76.5	20	14	70.0%		
	Ch 10	80.7	7	6	85.7%	70.8	18	14	77.8%		
(4d)	Ch 12	76.4	7	4	57.1%	78.4	16	13	81.3%	77.8%	73.6%
State Obj 4	Ch 13	87.1	7	7	100.0%	70.9	17	10	58.8%		
	Ch 14	77.1	7	5	71.4%	76.7	18	14	77.8%		
(4e)	Ch 15	68.3	6	4	66.7%	57.7	15	5	33.3%	70.4%	61.4%
State Obj 5	Ch 11	80.7	7	6	85.7%	75.0	16	12	75.0%		

Composite Fall 2014		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	82.6%	81.7%
4b State Obj2	81.2%	86.1%
4c State Obj 3	80.8%	81.6%
4d State Obj 4	81.5%	78.9%
4e State Obj 5	73.9%	71.9%

ECON 221-Spring 2015

		Aplia Assignments									
		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (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%**		
(4a)	Ch 1	90.5	7	7	100.0%	89.6	19	19	100.0%	87.0%	94.4%
State Obj 1	Ch 2	80.9	8	7	87.5%	87.1	20	18	90.0%		
(4b)	Ch 3	83.0	8	6	75.0%	85.1	19	17	89.5%		
State Obj 2	Ch 4	89.7	8	8	100.0%	84.3	19	18	94.7%	85.5%	91.1%
	Ch 5	85.7	8	7	87.5%	85.1	17	16	94.1%		
	Ch 6	83.9	8	7	87.5%	80.6	19	16	84.2%		
(4c)	Ch 7	88.0	8	8	100.0%	80.3	19	15	78.9%		
State Obj 3	Ch 8	81.8	8	8	100.0%	81.1	19	17	89.5%	84.4%	91.6%
	Ch 9	90.4	8	8	100.0%	88.2	18	18	100.0%		
	Ch 10	87.2	6	6	100.0%	82.0	18	17	94.4%		
(4d)	Ch 12	91.0	7	7	100.0%	90.0	16	16	100.0%		
State Obj 4	Ch 13	84.9	6	5	83.3%	77.0	16	11	68.8%	85.5%	89.9%
	Ch 14	84.3	17	16	94.1%	86.0	17	16	94.1%		
(4e)	Ch 15	82.3	6	5	83.3%	78.1	16	12	75.0%	80.5%	78.3%
State Obj 5	Ch 11	86.2	7	6	85.7%	75.4	17	13	76.5%		

		Quizzes									
		ECON 221-101 (Face-to-Face)				ECON 221-1N0 (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%**		
(4a)	Ch 1	80.0	8	6	75.0%	81.8	20	16	80.0%	77.8%	72.7%
State Obj 1	Ch 2	74.4	8	5	62.5%	75.0	19	13	68.4%		
(4b)	Ch 3	74.4	8	5	62.5%	77.5	18	14	77.8%		
State Obj 2	Ch 4	71.2	8	5	62.5%	71.3	19	12	63.2%	73.5%	66.7%
	Ch 5	71.3	8	6	75.0%	75.3	17	10	58.8%		
	Ch 6	90.7	7	7	100.0%	77.6	19	15	78.9%		
(4c)	Ch 7	85.6	8	7	87.5%	81.6	19	18	94.7%		
State Obj 3	Ch 8	80.0	7	6	85.7%	63.2	19	11	57.9%	78.1%	76.0%
	Ch 9	81.4	7	6	85.7%	78.6	18	14	77.8%		
	Ch 10	75.0	7	5	71.4%	66.9	18	9	50.0%		
(4d)	Ch 12	86.7	6	5	83.3%	84.4	16	15	93.8%		
State Obj 4	Ch 13	86.4	7	7	100.0%	74.4	17	12	70.6%	80.8%	81.3%
	Ch 14	76.5	17	13	76.5%	76.5	17	13	76.5%		
(4e)	Ch 15	90.0	6	5	83.3%	70.1	17	8	47.1%	77.6%	63.8%
State Obj 5	Ch 11	80.0	7	5	71.4%	70.3	17	12	70.6%		

Composite Spring 2015		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	82.4%	83.5%
4b State Obj2	79.5%	79.0%
4c State Obj 3	81.3%	83.8%
4d State Obj 4	83.2%	85.5%
4e State Obj 5	79.1%	71.0%

ECON 221-Online Courses 2013-2014

		Aplia Assignments													
		ECON 221-101 (Online) Summer 2014				ECON 221-101 (Online) Fall 2014				ECON 221-1N0 (Online) Spring 2015					
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%**		
(4a)	Ch 1	84.5	18	17	94.4%	82.9	24	20	83.3%	89.6	19	19	100.0%	85.0%	88.7%
State Obj 1	Ch 2	86.6	20	19	95.0%	79.4	23	17	73.9%	87.1	20	18	90.0%		
(4b)	Ch 3	90.7	19	19	100.0%	84.5	21	21	100.0%	85.1	19	17	89.5%		
State Obj 2	Ch 4	86.9	18	16	88.9%	84.1	22	21	95.5%	84.3	19	18	94.7%	85.5%	94.2%
	Ch 5	83.7	18	16	88.9%	84.9	20	19	95.0%	85.1	17	16	94.1%		
	Ch 6	83.3	18	16	88.9%	79.7	21	18	85.7%	80.6	19	16	84.2%		
(4c)	Ch 7	85.1	19	17	89.5%	80.1	21	20	95.2%	80.3	19	15	78.9%		
State Obj 3	Ch 8	80.1	19	15	78.9%	76.13	20	15	75.0%	81.1	19	17	89.5%	81.3%	84.6%
	Ch 9	81.8	18	14	77.8%	85.1	20	17	85.0%	88.2	18	18	100.0%		
	Ch 10	78.5	17	13	76.5%	77.8	19	13	68.4%	82.0	18	17	94.4%		
(4d)	Ch 12	93.6	17	17	100.0%	86.8	16	15	93.8%	90.0	16	16	100.0%		
State Obj 4	Ch 13	86.3	17	16	94.1%	81.1	16	13	81.3%	77.0	16	11	68.8%	85.2%	87.9%
	Ch 14	87.6	16	14	87.5%	78.8	18	13	72.2%	86.0	17	16	94.1%		
(4e)	Ch 15	80.4	16	14	87.5%	73.4	15	12	80.0%	78.1	16	12	75.0%	79.0%	83.5%
State Obj 5	Ch 11	88.1	16	16	100.0%	78.4	17	14	82.4%	75.4	17	13	76.5%		

		Quizzes													
		ECON 221-101 (Online) Summer 2014				ECON 221-101 (Online) Fall 2014				ECON 221-1N0 (Online) Spring 2015					
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%**		
(4a)	Ch 1	83.6	18	15	83.3%	81.8	22	18	81.8%	81.8	20	16	80.0%	79.7%	77.7%
State Obj 1	Ch 2	83.7	19	16	84.2%	72.2	23	16	69.6%	75.0	19	13	68.4%		
(4b)	Ch 3	77.4	19	14	73.7%	72.6	21	13	61.9%	77.5	18	14	77.8%		
State Obj 2	Ch 4	72.5	18	13	72.2%	72.5	22	15	68.2%	71.3	19	12	63.2%	75.2%	70.2%
	Ch 5	76.3	18	12	66.7%	81.1	19	17	89.5%	75.3	17	10	58.8%		
	Ch 6	81.9	18	15	83.3%	81.2	21	17	81.0%	77.6	19	15	78.9%		
(4c)	Ch 7	82.1	19	15	78.9%	82.6	21	19	90.5%	81.6	19	18	94.7%		
State Obj 3	Ch 8	68.6	18	11	61.1%	66.3	19	11	57.9%	63.2	19	11	57.9%	74.9%	72.5%
	Ch 9	76.1	19	14	73.7%	76.5	20	14	70.0%	78.6	18	14	77.8%		
	Ch 10	69.2	18	9	50.0%	70.8	18	14	77.8%	66.9	18	9	50.0%		
(4d)	Ch 12	85	16	15	93.8%	78.4	16	13	81.3%	84.4	16	15	93.8%		
State Obj 4	Ch 13	90.9	17	17	100.0%	70.9	17	10	58.8%	74.4	17	12	70.6%	80.3%	82.4%
	Ch 14	85.7	14	13	92.9%	76.7	18	14	77.8%	76.5	17	13	76.5%		
(4e)	Ch 15	71	15	9	60.0%	57.7	15	5	33.3%	70.1	17	8	47.1%	71.9%	64.6%
State Obj 5	Ch 11	87.2	16	16	100.0%	75.0	16	12	75.0%	70.3	17	12	70.6%		

Composite Online Courses		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	82.4%	83.3%
4b State Obj2	80.3%	82.3%
4c State Obj 3	78.3%	78.6%
4d State Obj 4	82.8%	85.2%
4e State Obj 5	75.4%	74.1%

ECON 221-Face-to-Face Courses 2013-2014

		Aplia Assignments									
		ECON 221-101 (Face-to-Face) Fall 2014				ECON 221-101 (Face-to-Face) Spring 2015					
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	89.7	9	9	100.0%	90.5	7	7	100.0%	87.7%	93.8%
State Obj 1	Ch 2	89.6	8	7	87.5%	80.9	8	7	87.5%		
(4b)	Ch 3	89.1	7	7	100.0%	83.0	8	6	75.0%		
State Obj 2	Ch 4	93.5	7	7	100.0%	89.7	8	8	100.0%	87.0%	91.1%
	Ch 5	80.8	7	6	85.7%	85.7	8	7	87.5%		
	Ch 6	85.7	8	7	87.5%	83.9	8	7	87.5%		
(4c)	Ch 7	89.3	7	7	100.0%	88.0	8	8	100.0%		
State Obj 3	Ch 8	72	7	6	85.7%	81.8	8	8	100.0%	86.1%	94.6%
	Ch 9	89.9	7	6	85.7%	90.4	8	8	100.0%		
	Ch 10	92.9	7	7	100.0%	87.2	6	6	100.0%		
(4d)	Ch 12	89.0	6	6	100.0%	91.0	7	7	100.0%		
State Obj 4	Ch 13	81.9	7	5	71.4%	84.9	6	5	83.3%	87.4%	92.0%
	Ch 14	93.4	7	7	100.0%	84.3	17	16	94.1%		
(4e)	Ch 15	85.5	6	6	100.0%	82.3	6	5	83.3%	81.6%	84.6%
State Obj 5	Ch 11	72.5	7	5	71.4%	86.2	7	6	85.7%		

		Quizzes									
		ECON 221-101 (Face-to-Face) Fall 2014				ECON 221-101 (Face-to-Face) Spring 2015					
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	87.2	9	9	100.0%	80.0	8	6	75.0%	79.9%	81.8%
State Obj 1	Ch 2	78.1	8	7	87.5%	74.4	8	5	62.5%		
(4b)	Ch 3	73.6	7	6	85.7%	74.4	8	5	62.5%		
State Obj 2	Ch 4	73.1	8	6	75.0%	71.2	8	5	62.5%	74.6%	75.0%
	Ch 5	84.0	5	5	100.0%	71.3	8	6	75.0%		
	Ch 6	90.1	7	7	100.0%	90.7	7	7	100.0%		
(4c)	Ch 7	85.6	8	7	87.5%	85.6	8	7	87.5%		
State Obj 3	Ch 8	67.9	7	5	71.4%	80.0	7	6	85.7%	81.7%	86.1%
	Ch 9	80.0	7	6	85.7%	81.4	7	6	85.7%		
	Ch 10	80.7	7	6	85.7%	75.0	7	5	71.4%		
(4d)	Ch 12	76.4	7	4	57.1%	86.7	6	5	83.3%		
State Obj 4	Ch 13	87.1	7	7	100.0%	86.4	7	7	100.0%	81.7%	80.4%
	Ch 14	77.1	7	5	71.4%	76.5	17	13	76.5%		
(4e)	Ch 15	68.3	6	4	66.7%	90.0	6	5	83.3%	79.8%	76.9%
State Obj 5	Ch 11	80.7	7	6	85.7%	80.0	7	5	71.4%		

Composite F2F Courses		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	83.8%	87.7%
4b State Obj2	80.8%	83.1%
4c State Obj 3	84.0%	90.4%
4d State Obj 4	84.6%	86.1%
4e State Obj 5	80.7%	80.8%

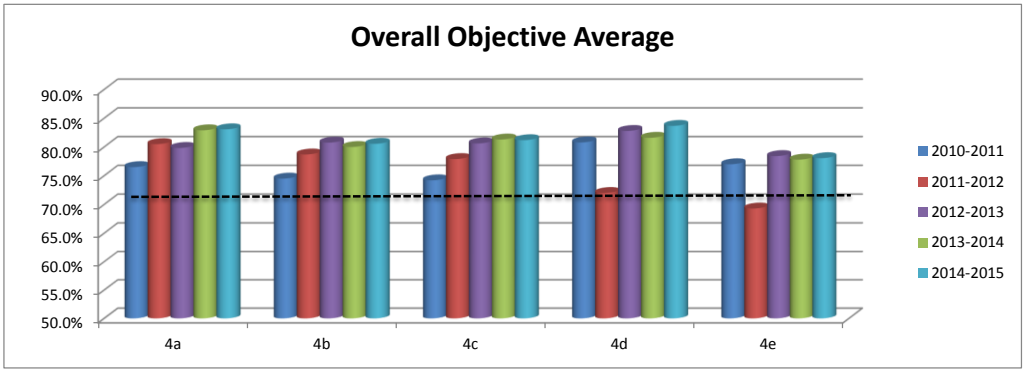
ECON 221-Composite
2013-2014

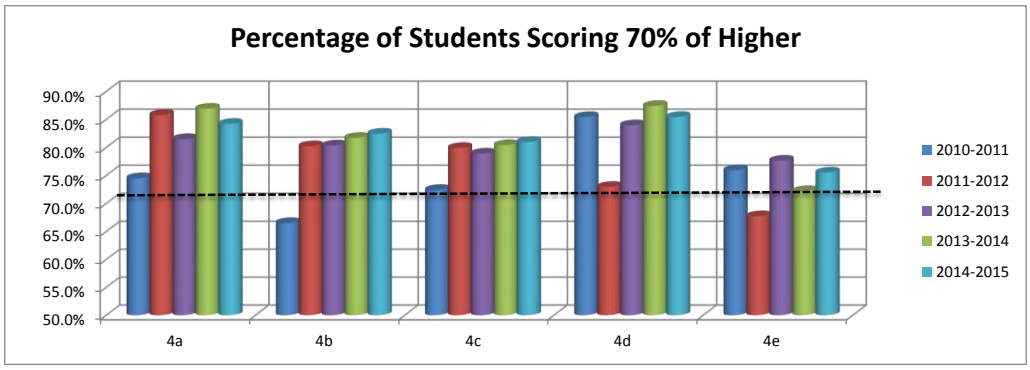
		Aplia Assignments									
		ECON 221 (Face-to-Face Classes)				ECON 221 (Online Classes)					
Objective		**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**	**Avg Class Score**	**# Students Completing**	**# Students Passed w/ 70%**	**% Passing with 70%**		
(4a)	Ch 1	90.1	16	16	100.0%	85.7	61	56	91.8%	86.3%	89.7%
State Obj 1	Ch 2	85.25	16	14	87.5%	84.4	63	54	85.7%		
(4b)	Ch 3	86.06	15	13	86.7%	86.8	59	57	96.6%	86.2%	93.6%
State Obj 2	Ch 4	91.6	15	15	100.0%	85.1	59	55	93.2%		
	Ch 5	83.25	15	13	86.7%	84.6	55	51	92.7%		
	Ch 6	84.8	16	14	87.5%	81.2	58	50	86.2%		
(4c)	Ch 7	88.65	15	15	100.0%	81.8	59	52	88.1%		
State Obj 3	Ch 8	76.9	15	14	93.3%	79.1	58	47	81.0%	83.7%	86.6%
	Ch 9	90.15	15	14	93.3%	85.0	56	49	87.5%		
	Ch 10	90.05	13	13	100.0%	79.4	54	43	79.6%		
(4d)	Ch 12	90	13	13	100.0%	90.1	49	48	98.0%		
State Obj 4	Ch 13	83.4	13	10	76.9%	81.5	49	40	81.6%	86.3%	88.9%
	Ch 14	88.85	24	23	95.8%	84.1	51	43	84.3%		
(4e)	Ch 15	83.9	12	11	91.7%	77.3	47	38	80.9%	80.3%	83.7%
State Obj 5	Ch 11	79.35	14	11	78.6%	80.6	50	43	86.0%		

		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	83.6	17	15	88.2%	82.4	60	49	81.7%	79.8%	78.6%
State Obj 1	Ch 2	76.25	16	12	75.0%	77.0	61	45	73.8%		
(4b)	Ch 3	74	15	11	73.3%	75.8	58	41	70.7%		
State Obj 2	Ch 4	72.15	16	11	68.8%	72.1	59	40	67.8%	74.9%	71.2%
	Ch 5	77.65	13	11	84.6%	77.6	54	39	72.2%		
	Ch 6	90.4	14	14	100.0%	80.2	58	47	81.0%		
(4c)	Ch 7	85.6	16	14	87.5%	82.1	59	52	88.1%		
State Obj 3	Ch 8	73.95	14	11	78.6%	66.0	56	33	58.9%	78.3%	75.3%
	Ch 9	80.7	14	12	85.7%	77.1	57	42	73.7%		
	Ch 10	77.85	14	11	78.6%	69.0	54	32	59.3%		
(4d)	Ch 12	81.55	13	9	69.2%	82.6	48	43	89.6%		
State Obj 4	Ch 13	86.75	14	14	100.0%	78.7	51	39	76.5%	81.0%	81.9%
	Ch 14	76.8	24	18	75.0%	79.6	49	40	81.6%		
(4e)	Ch 15	79.15	12	9	75.0%	66.3	47	22	46.8%	75.8%	67.2%
State Obj 5	Ch 11	80.35	14	11	78.6%	77.5	49	40	81.6%		

All Courses for 2014-2015		
Objective	**Overall Objective Average**	**% of Students Scoring 70% or higher**
4a State Obj 1	83.1%	84.2%
4b State Obj2	80.6%	82.4%
4c State Obj 3	81.2%	81.0%
4d State Obj 4	83.7%	85.4%
4e State Obj 5	78.1%	75.5%

ECON 221—Composite Trend Data										
Objective	Overall Objective Average					% of Students Scoring 70% or higher				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4a	76.5%	80.5%	79.8%	82.9%	83.1%	74.5%	85.8%	81.5%	86.9%	84.2%
4b	74.5%	78.7%	80.8%	80.0%	80.6%	66.5%	80.2%	80.3%	81.7%	82.4%
4c	74.2%	77.9%	80.6%	81.3%	81.2%	72.4%	79.9%	78.9%	80.4%	81.0%
4d	80.8%	72.0%	82.8%	81.6%	83.7%	85.4%	73.0%	83.9%	87.4%	85.4%
4e	77.0%	69.3%	78.4%	77.8%	78.1%	75.9%	67.7%	77.6%	72.2%	75.5%





Clovis Community College

Class Assessment 2014-2015

Class: PSCI 102 American National Government **Faculty: Deborah Anderson**

NMCCN: POLS 1123

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.	A total of 184 students were assessed. This is a compilation of results from Fall 2012-Fall 2014. Select final exam questions were used as instrument. BENCHMARK: 75% of students answer selected topic test questions correctly	A. Explain the origins, importance and evolution of the U.S. Constitution. 76.5% correct (141/184) B. Explain the U.S. Federal system, changes it has undergone, and issues related to federalism. 89.2% correct (164/184)	Met the Benchmark
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	A total of 184 students were assessed. This is a compilation of results from Fall 2012-Fall 2014. Select final exam questions were used as instrument for A and B. Discussion essay was also used in B and C. BENCHMARK: 75% of students answer selected topic test questions correctly and/or 75% of students should receive a	A. Profile the United States in terms of its cultural and demographic characteristics and explain how these relate to the system of government adopted in the United States. 85.75% correct (158/184) B. Explain the roles of political parties and interest groups in the political process. Test questions-81 % correct (149/184) Discussion essay-91% (167/184)	Met the benchmark.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
	score of 2.5 or better on essay.	C. Explain the lawmaking process, roles of members of Congress, and the politics of legislation. Discussion essay-76% (139/184)	
3. Students will describe ongoing reciprocal interactions among self, society, and the environment.	A total of 184 students were assessed. This is a compilation of results from Fall 2012-Fall 2014. Select final exam questions and journal/portfolio were used as instrument. BENCHMARK: 75% of students answer selected topic test questions correctly and/or 75% of students should receive a score of 2.5 or better on journal/portfolio.	A. Demonstrate an awareness of the powers and priorities that determine federal government activity, including foreign policy and national defense. Test questions-75.5% correct (139/184) Journal/portfolio score-79% (145/184)	Met the benchmark

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.	A total of 184 students were assessed. This is a compilation of results from Fall 2012-Fall 2014. Select final exam questions were used as instrument for A and B. Discussion essay and research paper were also used in B. BENCHMARK: 75% of students answer selected topic test questions correctly and/or 75% of students should receive a score of 2.5 or better on essay and/or paper.	A. Identify the Constitutional basis, significant changes in the law, and current policy with respect to individual rights and liberties and due process of law. Test questions-77.33% correct (142/184) B. Demonstrate awareness of the powers and scope of activities of the federal government in economic and social policy. Test questions-79.75% correct (147/184) Discussion essay score-84% (154/184) Research paper-84% (154/184)	Met the benchmark

Page 4 of 4 . . . . Course: PSCI 102-American National Government

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

Faculty Member Completing Assessment: Deborah Anderson **Date: 01/06/2015**

Reviewed by: Paul Nagy **Date: 01/06/2015**
(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.

Political Science 102
Rubric for Discussion/Essay Assessment (December 2014)

State Outcomes/Objectives are listed in gray boxes.
The assessment criteria for essay questions are listed under each outcome.

NA = Not Applicable; 1= NO or little attempt in answering the question; 2 = A BEGINNING level of performance; 3 = DEVELOPMENT: A development and movement toward mastery; 4 = GOOD: a mastery of performance; 5 = EXEMPLARY: the highest level of performance.

AREA IV: **NM State Competencies (Outcomes/Objectives) for Political Science 102**:	NA	1	2	3	4	5
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.**						
FROM EXAM QUESTIONS (not applicable for this rubric) Explain the origins, importance and evolution of the U.S. Constitution.	X					
FROM EXAM QUESTIONS (not applicable for this rubric) Explain the U.S. Federal system, changes it has undergone, and issues related to federalism.	X					
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.						
Profile the United States in terms of its cultural and demographic characteristics and explain how these relate to the system of government adopted in the United States. *Discussion of role of these characteristics on governmental policy, including influences of social media.*						
Explain the roles of political parties and interest groups in the political process. *Discussion of influences these groups bear on political process and legislation affecting that influence*						
Explain the lawmaking process, roles of members of Congress, and the politics of legislation. *Discuss how legislation moves through government and the influences affecting legislation.*						
3. Students will describe ongoing reciprocal interactions among self, society, and the environment.						
FROM EXAM QUESTIONS (not applicable for this rubric) Demonstrate an awareness of the powers and priorities that determine federal government activity, including foreign policy and national defense	X					
Journal Portfolio: *Essay includes discussion of relevant governmental policies and services influential on students life.*						
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.						
FROM EXAM QUESTIONS (not applicable for this rubric Identify the Constitutional basis, significant changes in the law, and current policy with respect to individual rights and liberties and due process of law.	X					
Demonstrate awareness of the powers and scope of activities of the federal government in economic and social policy. *Examine current political articles and discuss the ramifications in the context of American national government as reviewed in the class*						

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

Class: PSY 201 **Faculty: Dana Albright**

Common Core No.: PSYC1113

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.	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 require 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 9 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.	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 give them clearer expectations for each assignment.
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 topics they will debate regarding important social institutions that influence children. The students debated on Abortion and Same Sex Marriage.	Average scores on the individual presentation indicated the following: Competency 1: 85% Competency 2: 82% Competency 3: 84% Competency 4: 83% (Each higher than the 83% benchmark)	I will continue to improve the students' understanding of Piaget's Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interviewed children of three different age groups and compared their findings to Piaget's Theory. I will make it clearer to them what is expected for this project and how it will improve their knowledge of Piaget's Theory.

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.	Students are required to write a paper or give a presentation that gives them a better understanding of how society shapes 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 (85%) than for exams and discussions questions (84%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	Turnitin.com was implemented for use on their paper and I will continue to use it in future semesters.
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.	A required project designed to understand Piaget's Theory and to integrate all four competencies is required of each student. They are also required to complete a paper or presentation that serves them a more in depth analysis of a topic in the text book.	The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 84%.	Instruction will be clearer about what is expected for the Three Ages project and how it applies to the Piaget's Theory.

Faculty Member Completing Assessment: **Dana Albright** **Date:** **May 15, 2015**

Reviewed by: **Shelley Denton** **Date:** **June 2, 2015**
(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 2014-2015—Area IV: Social and Behavioral Science

Class: PSY 202 **Faculty: Janet Taylor Birkey**

Common Core No.: NMCNN PSYC1113

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.	Fifteen students were assessed. Four (4) exams and 10 quizzes based on each chapter were given. Students are also given discussion questions that must be answered and then followed with discussion points for peer discussion posts. A film analysis of movies with adolescent protagonist(s) is the final project.	Average grades on the exams, quizzes, and discussion questions indicate a passing rate of 75% of students made higher than a 70% grade on assignments.	I will go through each exam and quiz question to make sure that it is clear making sure the objective ties to the course objectives and is meaningful for student learning.
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.	Students were given a simple rubric in the course Syllabus. They were all given a detailed set of instructions on how to accomplish the project.	In this course, the discussion questions and film analysis allowed students to interact with others to enhance their knowledge of social and cultural institutions and local/global societal values. Discussion questions yielded an 83% grade percentage, with 86% of the class scoring above 70%. In the film analysis, 53% of students made 70% or above, while 47% made below 70%.	I will give more opportunities for students to communicate how their cultural institutions and societies affect them. Students will also be encouraged to complete the final project according to the final project requirements.

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.	Discussion posts are required for students to give not only the textbook version of an answer, but also allow them to make personal application and share their understanding of adolescent development.	A summary analysis of final scores showed that this activity passing rate was on par with exams and quizzes. Students scored 75% or higher.	I will become more interactive with students on the Discussion Posts. I also will insist that students make a consistent practice of tying chapter concepts to their development as they feel comfortable sharing.
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.	A film-analysis of 3 movies where the student ties the protagonist's (adolescent) issues to a topic in the text and gives examples to back up their conclusion is required.	The class project does not quantitatively appear to be as successful of a learning activity as the other three. In the film-analysis, 53% of students made 70% or above, while 47% made below 70%. Qualitatively, students who appeared to make an effort and followed the directions given (those made 70% or above) made an average of 85% on the final project.	I will give a more in-depth rubric and sample paper so that students are better aware of what is expected of them in completing the project. I will continue to improve students' understanding of adolescent development through the film projects and increase feedback to students on their final project.

Faculty Member Completing Assessment: Janet Taylor Birkey **Date: June 29, 2015**

Reviewed by: Shelley Denton **Date: July 1, 2015**
(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 2014-2015, Area IV: Social and Behavioral Science

Class: SOC 101 (combined Fall/spring Courses Assessed) **Faculty: J. Scott Richeson**

Common Core No.: NMCNNSOC1 1113

N=52

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** **Sample size = 52 (students)**	**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.	Essay questions on exam 1 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).	The average score on exam 1 for the academic year was 81.3 percent, an 11 percent increase from the previous year's results. This may be attributed to better results in the twice-a-week sections compared to last year, when we only met once a week.	I hope to teach more classes that meet twice a week, which allows for more flexibility in scheduling review sessions.
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.	Essay questions on exam 2 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).	The average score on exam 2 for the academic year was 78.6 percent, which was a 1.4 percent reduction 80 percent from the last academic year.	Several students missed exam 2 and failed to make it up. I plan to work harder on reminding students to make up missed work when they have an excuse.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** **Sample size = 52 (students)**	**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.	Essay questions on exam 3 are correlated to each specific competency.	The average score on exam 3 for the academic year was 85 percent, a one percent increase from the last year.	Students tend to succeed in this area. Greater effort will be made to remind students of the three sociological perspectives and how they are important for the final exam.
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 complete two formal essays which correlate to this competency area.	The average score for the first essay was 75.7 85 percent and the average score for the second essay was 81 percent. Last year, my overall average on the essays was 85 percent. So success seemed to decline. Part of this was due to students choosing to not submit the required rough draft.	I will continue to work on improving my clarity in terms of the expectations for written work. I will also try to work harder on reminding students to submit their rough drafts when due.

Faculty Member Completing Assessment: Scott Richeson **Date: June 12, 2015**

Reviewed by: Shelley Denton **Date: July 13, 2015**
(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 2014-2015—Area IV: Social and Behavioral Science

Class: SOC 212, Contemporary Social Issues **Faculty: Rosie Corrie**

Common Core No.: NMCCN 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.	12 students were assessed. Essay questions for each chapter are required for the course. A final project is required on the subject of "Personal Actions for a Brighter Future". A final exam is required giving them a better understanding of the functionalist perspective.	Average grades on the assignments, final project and exam is 88%. The course is currently offered online only with the analysis of final scores. The passing rate for the course is 90%	A pre-test/post-test will be offered. Faculty will continue to integrate the study of social problems and what sociological imagination into each exam, project and discussion questions. Student will have a clearer expectation for each assignment and feedback on grading.
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.	Students are given a grading rubric for each assignment. The grading is consistent with the rubric.	Average scores on the individual presentation is 90%.	I will continue to improve the students' understanding of a social problem that affect our society today and the social context of social problems. They will be able to define the three theoretical perspectives on social problems and explain how social problems are socially constructed.

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.	A required project is designed to have students think globally but act personally. Students have to develop and submit 35 strategies to address the global political and social environment. They must write a brief explanation.	Final scores were high for this activity (90%). Students find this an interesting assignment. The passing rate for this course is 95%.	I will continue to use this assignment. Students will continue to have an overview of global issues including the environment.
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 required project is designed to have students think globally but act personally. Students have to develop and submit 35 strategies to address the global political and social environment. They must write a brief explanation of each idea.	Students find this an interesting assignment. The passing rate for this course is 95%.	Instruction will be clearer about what is expected and more feedback to students.

Faculty Member Completing Assessment: Rosie Corrie **Date: 6/30/15**

Reviewed by: Shelley Denton **Date: 7/1/15**

(Division chair)