Core Competencies Assessment 2010-2011—Area I: Communications

Faculty: Ronald L. Biddle

Class: COMM 101 Interpersonal Communication

Common Core No.:

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
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.	I use a 30 question pre-post-test which present five questions for each of the competency areas (Course catalog).	 In the section of the test regarding "Communication Process," the post-test student's results indicated a 15.9% increase in subject understanding. In the section of the test regarding "Self-Concept," the post-test student's results indicated a 21.6% increase in subject understanding. In the section of the test regarding "Perception," the post-test student's results indicated a 14.2% increase in subject understanding. In the section of the test regarding "Listening," the post-test student's results indicated a 19.3% increase in subject understanding. In the section of the test regarding "Listening," the post-test student's results indicated a 19.3% increase in subject understanding. In the section of the test reagarding "Language," 	At the end of each semester, I close the loop through self-analysis of lecture and presentation methodology and materials. I believe in personal accountability as an instructor, and make changes where students have difficulty.	My course has a traditional format for teaching Interpersonal Communication (i.e., weekly lectures, hands-on exercises, three essays, three tests.)

Revised: 08/23/11

Core Competencies Assessment 2010-2011—Area I: Communication

Page 2 of 4 Course: COMM 101 Interpersonal Communication

Common Core No.: _____

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		the post-test student's		
		results indicated a 7.1%		
		increase in subject		
		understanding.		
		• In the section of the test		
		"Relationship		
		Development," the post-		
		test student's results		
		indicated a		
		3.4% increase in subject		
		understanding.		
2. Students will express a				
primary purpose in a	N/A	N/A	N/A	
compelling statement and				
order supporting points				
logically and convincingly.				
Students should:				
Organize their thinking to				
express their viewpoints clearly,				
concisely, and effectively.				
3. Students will use effective				
rhetorical strategies to	N/A	N/A	N/A	
persuade, inform, and engage.	17/1	17/21	17/1	
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				

Core Competencies Assessment 2010-2011—Area I: Communication

Page 3 of 4 Course: COMM 101 Interpersonal Communication

Common Core No.: _____

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
persuasion), genres (essays, web				
pages, reports, proposals),				
media and technology				
(PowerPointTM, electronic				
writing), and graphics (charts,				
diagrams, formats).				
4. Students will employ				
writing and/or speaking	N/A	N/A	N/A	
processes such as planning,				
collaborating, organizing,				
composing, revising, and				
editing to create presentations using correct diction, syntax,				
grammar, and mechanics.				
grammar, and mechanics.				
Students should:				
Use standard processes for				
generating documents or oral				
presentations independently and				
in groups.				
5. Students will integrate				
research correctly and	Students are required to use	*See Competency #1	N/A	
ethically from credible sources	research and theory from			
to support the primary purpose of a communication.	lecture, text, and outside			
pur pose of a communication.	research. They are required to "cite" their research in either			
Students should:	MLA or APA format.			
Gather legitimate information to	IVILA OF AFA IOIIIIat.			
support ideas without				

Core Competencies Assessment 2010-2011—Area I: Communication

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Common Core No.: _____

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
plagiarizing, misinforming or distorting.				
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	Participation is required in this class, and is graded. However, it is not assessed because this is not a course in "civic discourse."	N/A	N/A	
Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End Area I				

Faculty Member Completing Assessment:

Ronald L. Biddle

April 1, 2011

Date

769-4928
Phone Number

Core Competencies Assessment 2010-2011—Area I: Communication

Spring 2011____ CRN: 10195...online class

Class: English 102/NMCCN: ENG 1113

Faculty: Janett Johnson

State Competencies	Assessment	Assessment Results How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	Procedures Course Name and	A total of _13 students were assessed in English 102 The Grading Rubrics includes the following categories: To Make Improvements	Recommendations/ Goals/
	NMCCN	1 = 2.6 (65% D) $2 = 3 (75% C)$ $3 = 3.4 (85% B) 4 = 4 (100% A+)$	Priorities
	(Process/Instrument		
	named or described		
	– rubric attached)		
1. Students will analyze	Students completed	1a. Addresses the Prompt/Format	
and evaluate oral and	an essay for their	(1) (2) (3) (4) Percent of 1.a. I will continue to Number of Number of Number of "Good and assign many in class	
written communication in	assessment activity.	Reginning Developing Good Evernolary "Evernolary" ds5igii ffidity ffi-Cld55	
terms of situation,	This was completed during the last	Students Students Students Students Writings in response to readings. I will keep up the	
audience, purpose, aesthetics, and diverse	quarter of class.		
points of view.	quarter or class.	The benefithank was met with 5175 of the stadents receiving good of	
Students should:	Benchmark: 75% of	"exemplary". the peer-evaluations.	
Understand, appreciate, and	students are required	1b.Content/Development/Support	
critically evaluate a variety of	to receive a score of	(1) (2) (3) (4) Percent of 1.b. I will continue to make	
written and spoken messages	3(good) or better on	Number of Number of Number of "Good and students aware of the	
in order to make informed decisions.	the attached rubrics.	Beginning Developing Good Exemplary "Exemplary" structure in readings and Students	
decisions.		4 3 7 4 82.2% writings by having	
		The benchmark was met with 82% of the students receiving "good" or students log on to	
		'exemplary". websites that deal with	
		writing papers.	
2. Students will express a		2a.Focus/Thesis Organization	
primary purpose in a		(1) (2) (3) (4) Percent of 2.a. Please read 1.b. Number of Number of Number of "Good and"	
compelling statement and		Beginning Developing Good Exemplary "Exemplary"	
order supporting points		Students Students Students	
logically and convincingly. Students should:		4 3 7 4 82.2%	
Organize their thinking to		The benchmark was met with 82% of the students receiving "good" or	
express their viewpoints		"exemplary".	
clearly, concisely, and			
effectively.			

Core Competencies Assessment 2010-2011—Area I: Communication

Spring 2011____ CRN: 10195...online class

Class: English 102/NMCCN: ENG 1113

Faculty: Janett Johnson

3. Students will use effective	3a. Unity/Development/Coherence
rhetorical strategies to	(1) (2) (3) (4) Percent of 3.a. I will continue with
persuade, inform, and engage.	Number of Number of Number of "Good and peer-evaluations and the
	Beginning Developing Good Exemplary "Exemplary" structural analysis of literary
Students should:	Students Students Students Students texts so that students will
Select and use the best means to	3 4 7 4 83% have an awareness of this
deliver a particular message to a	The benchmark was met with 83% of the students receiving "good" competency.
particular audience. Rhetorical	or "exemplary".
strategies include but are not	
limited to modes (such as narration,	
description, and persuasion), genres	
(essays, web pages, reports,	
proposals), media and technology	3b. Concession/Counterargument (a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d
(PowerPointTM, electronic writing),	(1) (2) (3) (4) Percent or 1
and graphics (charts, diagrams,	Number of Number of Number of Number of South and South
formats).	Beginning Developing Good Exemplary "Exemplary" variety of view points that
	Students Students Students exist during their responses
	5 5 5 3 79.16% on discussion board and
	The benchmark was met with 79% of the students receiving "good" remind them to re-read the
	or "exemplary".
	3c. Rhetorical Techniques (1) (2) (3) (4) Percent of Number of Beginning Developing Students
4. Students will employ writing	4a. Expression (Wording and Phrasing): 4.a. I will continue to
and/or speaking processes such	(1) (2) (3) (4) Percent of encourage the use of the
as planning, collaborating,	Number of Number of Number of Good and discussion board as well
organizing, composing, revising,	Beginning Developing Good Exemplary "Exemplary" as readings to expand the
and editing to create	Students Students Students
presentations using correct	The benchmark was met with 91% of the students receiving "good" abilities. With peer-
diction, syntax, grammar, and	or "exemplary". evaluations students also

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113 Spring 2011____ CRN: 10195...online class

Faculty: Janett Johnson

mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		experience their peers' capabilities and become inspired to improve and increase their capabilities.
	4b. Sentence Skills (1) (2) (3) (4) Percent of Number of Number of Beginning Developing Good Exemplary "Exemplary" Students Students Students 0 4 8 6 87.7% The benchmark was met with 88% of the students receiving "good" or "exemplary".	4.b. Please read 4.a.
		A. Durte the farmer
	4c. Grammar/Punctuation/Spelling. (1) (2) (3) (4) Percent of "Good and Beginning Developing Good Exemplary Students Students Students Students Students Students The benchmark was met with 90% of the students receiving "good" or "exemplary".	4.c. Due to the focus on spelling and punctuation during the postings on the discussion board, students are aware of the importance of mechanics in language and pay attention to it. Additionally, thanks to technology (spell-checker), the writings have less errors.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113 Spring 2011____ CRN: 10195...online class

Faculty: Janett Johnson

	For the Assistance and Indonestics December	
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.	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students 5 5 5 5 3 79.16% The benchmark was met with 80% of the students receiving "good" or "exemplary".	5.a. I will continue to have students peer-evaluate their papers and assign more exercises to make students aware of the importance of in-text citations.
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.	6a. Argumentation (1) (2) (3) (4) Percent of Number of Number of Students	6.a. I will continue to assign discussion prompts where students have to argue their point of view and support it. 6.b. Please read 6.a.
	(1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students 2 8 3 5 82.5% The benchmark was met with 83% of the students receiving "good" or "exemplary".	6.b. Please read 6.a.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113 Spring 2011____ CRN: 10195...online class

Faculty: Janett Johnson

Number of Students Assessed in this class: 18	

Faculty Member Completing Asse	essment <u>Janett Johnson</u> Name	06/01/2011 Date (due by July 1)	Phone number _	575-693-6865	

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

State Competencies	Assessment		<u> </u>	Assessment F	<u>Results</u>		How Results Will Be Used	(Optional)
(Learning Outcomes Being	<u>Procedures</u>	A total of _21	students	were assess	ed in English 10	4 The	To Make Improvements	Recommendations/
Measured)	Course Name and	Grading Rubrics			-			Goals/
	NMCCN	1 = 2.6 (65%)	D) $2 = 3$ (75% C) 3	= 3.4 (85% B) 4	4 = 4 (100% A+)		Priorities
	(Process/Instrument							
	named or described							
	rubric attached)							
1. Students will analyze	Students completed	1a. Addresses	the Prompt/	Format				
and evaluate oral and	a 8-10 page research	(1)	(2)	(3)	(4)	Percent of	1.a. Due to ENG 102,	
written communication in	paper for their	Number of	Number of	Number of	Number of	"Good and	students were well	
terms of situation,	assessment activity.	Beginning Students	Developing Students	Good Students	Exemplary Students	"Exemplary"	prepared for this	
audience, purpose,	This was completed	0	3	10	7	88.75%	competency.	
aesthetics, and diverse	during the last weeks	The benchmark was met with 100% of the students receiving "good"						
points of view.	of class.	and "exemplai				5 5		
Students should:			•					
Understand, appreciate, and	Benchmark: 75% of	1b.Content/De	evelopment/	Support				
critically evaluate a variety of	students are required	(1)	(2)	(3)	(4)	Percent of	1.b. By analysis of readings	
written and spoken messages	to receive a score of	Number of	Number of	Number of	Number of	"Good and	by different authors	
in order to make informed decisions.	3(good) or better on	Beginning Students	Developing Students	Good Students	Exemplary Students	"Exemplary"	students will be exposed	
decisions.	the attached rubrics.	0	3	8	9	90.25%	to different techniques for	
		The benchma	rk was met v	vith 90% of t	ne students rece		support of their writings.	
		and "exempla				0 0	Students used the support	
			,				of our newly established	
							Writing Center even more	
							than in the previous	
							semester, and this really	
							showed in their papers!	

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

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.

2a.Focus/Thesis Organization

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	4	10	6	87.5%

The benchmark was met with 87.5 % of the students receiving 'good" or "exemplary".

2.a. Because I am part of the Title V grant, and one of the stipulations was to work in partnership with another university, we adopted a more detailed sheet for rubrics. During peer-evaluations throughout this semester I used those rubrics, so the students became more focused on details. This benefitted them for their final paper.

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

3a. Unity/Development/Coherence

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	4	10	6	87.5%

The benchmark was met with 88% of the students receiving "good" or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

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).	3b. Concession/Counterargument (1) (2) (3) (4) Percent of "Good and Peginning Developing Students Stu	
	or "exemplary".	
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	4a. Expression (Wording and Phrasing): (1) (2) (3) (4) Percent of Number of Number of Beginning Students Students Students Students Students Students (2) (3) (4) Percent of "Good and Exemplary "Exemplary" (3) Students Students Students Students Students Students Students Students Students (4) Percent of "Good and Exemplary" (5) Exemplary" (6) The benchmark was met with 90% of the students receiving "good" assignments.	

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	4b. Sentence Skills (1) (2) (3) (4) Percent of Number of Number of Seginning Developing Good Exemplary Exemplary" Students Students Students Students 0 0 10 10 92.5% The benchmark was met with 93% of the students receiving "good" or "exemplary".	4.b. The Writing Center was vital in supporting students' writing process. Also, the in-class peerevaluations contributed to such high performance.
	4c. Grammar/Punctuation/Spelling. (1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students Students 0 0 10 10 92.5% The benchmark was met with 93% of the students receiving "good" or "exemplary".	4.c. Same as 4.a and b.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

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.	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Beginning Developing Good Exemplary Students Students Students Students 3 3 10 4 83.5% The benchmark was met with 84% of the students receiving 'good" or "exemplary".	5.a. Due to many in-class performed mini sessions, students had a pretty good grasp on this rubric. Students also used the Writing Center a lot for support, and it showed. Also, I will continue putting emphasis on this competency during ENG 102 and during ENG 104.
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	6a. Argumentation (1) (2) (3) (4) Percent of Number of Number of Number of Students	6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies, readings, and the attendance of cultural events.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 Spring 2011 Tuesdays

Faculty: Janett Johnson

and to function as responsible citizens.							
responsible citizens.		6b. Integratir (1) Number of Beginning Students 1 The benchmae or "exemplar	(2) Number of Developing Students 4 urk was met w	(3) Number of Good Students	Number of Exemplary Students 8	Percent of "Good and "Exemplary" 88% eiving "good"	6.b. I will continue to place emphasis on in-text citation, quotations and paraphrases by addressing real life situations/speeches of politicians as prime examples . I will also continue to encourage visits to the Writing Center, and pay close attention to the Bedford Researcher/ advise the students to use the resources offered!
Faculty Member Completing Ass	sessment <u>Janett Johnson</u> Name			6/08/2011 Date (due by J	 uly 1)	Phone numbe	r <u>575-693-6865</u>

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

State Competencies	Assessment	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	Procedures Course Name and NMCCN (Process/Instrument	A total of 21 students were assessed in English 104 . The Grading Rubrics includes the following categories: $1 = 2.6 (65\% D)$ $2 = 3 (75\% C)$ $3 = 3.4 (85\% B)$ $4 = 4 (100\% A+)$	To Make Improvements	Recommendations/ Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should:	named or described – rubric attached) Students completed a research paper (8- 10 pages) for their assessment activity. This was completed during the last quarter of the semester of class.	1a. Addresses the Prompt/Format (1) (2) (3) (4) Percent of Number of Number of Beginning Developing Good Exemplary Students Students Students Students Students Students 0 0 6 5 91.8% The benchmark was met with 92% of the students receiving "good" and "exemplary".	1.a. Due to ENG 102, students were well prepared for this competency.	
Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1b.Content/Development/Support (1) (2) (3) (4) Percent of Number of Number of Number of Students Stud	1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings.	
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.		2a.Focus/Thesis Organization (1) (2) (3) (4) Percent of "Good and "Exemplary" Students Students Students Students Students 0 0 7 4 90.45% The benchmark was met with 90% of the students receiving 'good" or "exemplary".	2.a. Students will be assigned exercises to practice structural sequencing as well as readings to observe this method in other author's writings.	

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

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).

3a. Unity/Development/Coherence

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	6	5	91.8%

The benchmark was met with 92% of the students receiving "good" or "exemplary".

3b. Concession/Counterargument

our democratify determined and annual annual and annual and annual and annual and annual and annual annual and annual and annual and annual and annual							
(1)	(2)	(3)	(4)	Percent of			
Number of	Number of	Number of	Number of	"Good and			
Beginning	Developing	Good	Exemplary	"Exemplary"			
Students	Students	Students	Students				
1	4	3	3	83.6%			

The benchmark was met with 84% of the students Receiving "good" or "exemplary".

3c. Rhetorical Techniques

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	5	3	3	84.5%

The benchmark was met with 85% of the students receiving 'good" or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

3.b. I will continue to engage students in oral debates and group discussions to have them practice counter arguing. Additionally, we will watch the movie, The Great Debaters to show debate in context and to make students aware of the importance of 'thinking' the 'opposite' way.

3.c. Students were well prepared for rhetorical techniques due to their ENG 102 class when I taught the same students.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

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.

4a. Expression (Wording and Phrasing):

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	4	7	94.5%

The benchmark was met with 95% of the students receiving "good" or 'exemplary".

4b. Sentence Skills

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	4	7	94.5%

The benchmark was met with 95% of the students receiving "good" or "exemplary".

4.a. Students had a wonderful knowledge of the English language due to past experiences and again, because I taught them during the previous semester in ENG 102.

4.b. Same as 4.a.

4	4c. Grammar/	Punctuation/	Spelling.		
	(1)	(2)	(3)	(4)	Percent of
	Number of	Number of	Number of	Number of	"Good and
	Beginning	Developing	Good	Exemplary	"Exemplary"
	Students	Students	Students	Students	
	0	Λ	3	8	95.9%

The benchmark was met with 96% of the students receiving "good" or "exemplary".

4.c. Same as 4.a.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 CRN: 10571 and 10572, ITV, 10:08-11:08 AM

Faculty: Janett Johnson

	5a In-text citations and Integrating Research	5.a. Students were advanced
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.	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Sood and Exemplary Exemplary Students Students Students Students Students 0 0 6 5 91.8% The benchmark was met with 92% of the students receiving 'good' or "exemplary".	5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian coming to class as well as the Writing Center director, who taught mini-sessions additionally to my lectures on research format and documentation as well as implementation of sources. I will continue putting emphasis on this competency during ENG 102 and during ENG 104.
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.	6a. Argumentation (1) (2) (3) (4) Percent of Mumber of Number of Beginning Developing Good Exemplary Exemplary' Students Students Students Students The benchmark was met with 87% of the students receiving "good" or "exemplary".	6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies and readings, and have a look at political events.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113 CRN: 10571 and 10572, ITV, 10:08-11:08 AM

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	6b. Integration	ng quotations	and Paraphr	ases		6.b. I will continue to place
	(1)	(2)	(3)	(4)	Percent of	emphasis on in-text citation,
	Number of	Number of	Number of	Number of	"Good and	quotations and paraphrases
	Beginning	Developing	Good	Exemplary	"Exemplary"	by addressing real life
	Students	Students	Students	Students		situations/speeches of
	1	3	4	3	84.5%	politicians as prime
	The benchma	ark was met w	vith 85% of the	he students rec	eiving "good"	examples for their examples.
	or "exemplar	v".				examples for their examples.
		,				
Faculty Member Completing Assessment Janett Johnson	1	0	6/05/2011		Phone numbe	r 575-693-6865
Name			Date (due by J	ulu 1)	i none nambe	373 033 0003
Nume		-	oute lane by s	ury 1		

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113 CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM

Faculty: Janett Johnson

State Competencies	Assessment		<u>A</u>	ssessment F	<u>Results</u>		How Results Will Be Used	(Optional)
(Learning Outcomes Being	<u>Procedures</u>	A total of _21	students	were assess	ed in English 10	4 The	To Make Improvements	Recommendations/
Measured)	Course Name and	Grading Rubric						Goals/
	NMCCN	1 = 2.6 (65%)	(D) $2 = 3$ (75% C) 3	= 3.4 (85% B) 4	4 = 4 (100% A+)		Priorities
	(Process/Instrument							
	named or described							
	rubric attached)							
1. Students will analyze	Students completed	1a. Addresses	the Prompt/	Format		_		
and evaluate oral and	an 8-10 page	(1)	(2)	(3)	(4)	Percent of	1.a. Due to ENG 102,	
written communication in	research paper for	Number of Beginning	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	students were well	
terms of situation,	their assessment	Students	Students	Students	Students	Exemplary	prepared for this	
audience, purpose,	activity. This was	0	0	15	10	91%	competency.	
aesthetics, and diverse	completed in the last	The benchmar	k was met w	ith 91% of th	e students rece	iving "good"		
points of view.	quarter of this	and "exempla	ry".					
Students should:	semester.							
Understand, appreciate, and		1b.Content/De	evelopment/	Support				
critically evaluate a variety of	Benchmark: 75% of	(1)	(2)	(3)	(4)	Percent of	1.b. By analysis of readings	
written and spoken messages in order to make informed	students are required	Number of Beginning	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	by different authors	
decisions.	to receive a score of	Students	Students	Students	Students	Exemplary	students will be exposed	
	3(good) or better on	0	3	10	12	91%	to different techniques for	
	the attached rubrics.	The benchma	rk was met w	vith 91% of t	ne students rece	eiving "good"	support of their writings.	
		and "exempla	ıry".					
2. Students will express a		2a.Focus/The	sis Organizat	ion			2.a. Students will be	
primary purpose in a		(1)	(2)	(3)	(4)	Percent of	assigned exercises to	
compelling statement and		Number of Beginning	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	practice structural	
order supporting points		Students	Students	Students	Students	Exemplary	sequencing as well as	
logically and convincingly.		0	6	7	12	89.8%	readings to observe this	
Students should:		The benchma	rk was met w	vith 90% of t	ne students		method in other author's	
Organize their thinking to		receiving 'goo	od" or "exem	plary".			writings.	
express their viewpoints								
clearly, concisely, and								
effectively.								

Core Competencies Assessment 2010-2011—Area I: Communication

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Faculty: Janett Johnson

Number of Students Assessed in this class: 25

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).

3a. Unity/Development/Coherence

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	2	11	12	91.4%

The benchmark was met with 91.4% of the students receiving "good" or "exemplary".

3b. Concession/Counterargument

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	5	11	9	88.4%

The benchmark was met with 88% of the students Receiving "good" or "exemplary".

3c. Rhetorical Techniques

(1)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	4	12	9	88.8%

The benchmark was met with 89% of the students receiving 'good" or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

3.b. I will continue to engage students in oral debates and group discussions to have them practice counter arguing. Additionally, we will watch the movie, The Great Debaters to show debate in context and to make students aware of the importance of 'thinking' the 'opposite' way.

3.c. Students were well prepared for rhetorical techniques due to their ENG 102 class when I taught the same students.

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Class: English 104/NMCCN ENG 2113 CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM

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4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	4b. Sentence (1) Number of Beginning Students 0	(2) Number of Developing Students 2 rk was met w plary." Skills (2) Number of Developing Students 2 rk was met w	(3) Number of Good Students 13 vith 90% of the (3) Number of Good Students 13	(4) Number of Exemplary Students 10 e students rece (4) Number of Exemplary Students 10 ne students rece	Percent of "Good and "Exemplary"	4.a. Students had a wonderful knowledge of the English language due to past experiences and again, because I taught them during the previous semester in ENG 102. 4.b. Same as 4.a.	
			VIIII 90% OI II	ie students rece	erving good		

Core Competencies Assessment 2010-2011—Area I: Communication

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	4c. Grammar/Punctuation/Spelling. 4.c. Same as 4.a.
	(1) (2) (3) (4) Percent of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students
	The benchmark was met with 90% of the students receiving "good" or "exemplary".
5. Students will integrate research correctly and	5a. In-text citations and Integrating Research (1) (2) (3) (4) Percent of Number of Number of Number of Number of Beginning Developing Good Exemplary "Exemplary" 5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian
ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing,	Students Students Students Coming to class as well as the Writing Center director, who taught mini-sessions additionally to my lectures on research format and documentation as well as implementation of sources. I will continue putting emphasis on this
misinforming or distorting.	competency during ENG 102 and during ENG 104.

Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113 CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM

Faculty: Janett Johnson

Number of Students Assessed in this class: 25

Name

	6a. Argumentati	ion				6.a. Because of many class
6. Students will engage in	(1)	(2)	(3)	(4)	Percent of	discussions students are
reasoned civic discourse		Number of	Number of	Number of	"Good and	able to accept differences as
while recognizing the		Developing	Good	Exemplary	"Exemplary"	well as a diversity of
distinctions among		Students	Students	Students		opinions. I will continue to
-	0	5	8	12	90.2%	have many in-class
opinions, facts, and	The benchmark	was met w	ith 90% of ti	ne students rece	eiving "good"	discussions regarding movies
nferences.	or "exemplary".					and readings, and have a
tudents should:						look at political events.
legotiate civilly with						
others to accomplish goals						
and to function as						
esponsible citizens.						
esponsible citizens.						
						6.b. I will continue to place
	6b. Integrating of	-				emphasis on in-text citation,
	(1)	(2)	(3)	(4)	Percent of	quotations and paraphrases
		Number of	Number of	Number of	"Good and	by addressing real life
		Developing	Good	Exemplary	"Exemplary"	situations/speeches of
	Students	Students	Students	Students 11	88.8%	politicians as prime
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	/ 			examples for their examples.
	The benchmark		/itii 89% 01 ti	ie students rece	eiving good	
	or "exemplary".					
- '	1					'
aculty Member Completing Assessment <u>Ja</u>	nett Jonnson	06	5/04/2011		Phone numbe	r <u>575-693-6865</u>

Date (due by July 1)