Core Competencies Assessment 2010-2011—Area V: Humanities and Fine Arts

Class: HIST 101 and HIST 102 Faculty: Nita Howard

Common Core No.: NMCCN HIST 1113 AND NMCCN HIST 1123

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)		-	Priorities
1. Students will analyze and critically	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
interpret significant and primary texts	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
and/or works of art (this includes fine art,	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
literature, music, theatre, and film.)	four (4) course objectives. These		seem to be effective. We will	
	include material to help students	HIST 101: 71.125%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 72.450%		
	across a range of historical			
	periods (in American History) and			
	cultural perspectives (African-			
	American, male and female,			
	various religions etc. in the			
	U.S.A.)			
2. Students will compare art forms, modes of	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
thought and expression, and processes across	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
a range of historical periods and/or structures	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
(such as political, geographic, economic,	four (4) course objectives. These		seem to be effective. We will	
social, cultural, religious, and intellectual).	include material to help students	HIST 101: 75.125%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 78.620%		
	across a range of historical			
	periods (in American History) and			
	cultural perspectives (African-			
	American, male and female,			
	various religions etc. in the			
	U.S.A.)			

Core Competencies Assessment 2010-2011—Area V: Humanities and Fine Arts Common Core No.: "[Double click to insert]"

Page 2 of 3 Course: HIST 101 and HIST 102

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)			Priorities
3. Students will recognize and articulate the	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
diversity of human experience across a range	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
of historical periods and/or cultural	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
perspectives.	four (4) course objectives. These		seem to be effective. We will	
	include material to help students	HIST 101: 72.325% correct	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 72.641% correct		
	across a range of historical			
	periods (in American History) and			
	cultural perspectives (African-			
	American, male and female, various religions etc. in the			
	U.S.A.)			
4. Students will draw on historical and/or	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
cultural perspectives to evaluate any or all of	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
the following: contemporary problems/issues,	final exam results, data on our	exceeded the 70% benchmark.	class guidance on course material	
contemporary modes of expression, and	four (4) course objectives. These	caeceded they over benefithat k.	seem to be effective. We will	
contemporary thought.	include material to help students	HIST 101: 74.320%	continue these, and try to use even	
. , ,	recognize and articulate the		more one-on-one contact.	
For all Humanities and Fine Arts Competencies,	diversity of human experience	HIST 102: 79.775%		
students should:	across a range of historical			
Possess an understanding of the present that is	periods (in American History) and			
informed by an awareness of past heritages in	cultural perspectives (African-			
human history, arts, philosophy, religion, and	American, male and female,			
literature, including the complex and	various religions etc. in the			
interdependent relationships among cultures.	U.S.A.)			
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Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from				
the areas of History, Philosophy, Literature,				
Art, Dance, Music, Theatre and those offerings				
from other disciplines that also include, among				
other criteria, analytical study of primary texts				

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

Core Competencies Assessment 2010-2011—Area V: Humanities and Fine Arts

Page 3 of 3 Course: HIST 101 and HIST 102

Common Core No.: "[Double click to insert]"

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)			Priorities
and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.				
End – Humanities/Fine Arts				

Faculty Member Completing Assessment:	Nita S. Howard	<u>5/31/11</u>	Ext. 4964
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010) – Area V: Humanities and Fine Arts

Class: Beginning Spanish II—Spanish 102-1NO—10445

Common Core Number: NMCCN SPAN 1124

Number of Students: 20

Faculty: Lorenza Hernández

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
1. Students will analyze and	Spanish 102 Beginning Spanish	(OB# 3) Spanish 102 Vocabulary	More emphasis will be placed on	
critically interpret significant and	second semester.	Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art		good. 79% of the students were	than 70% mastery.	
(this includes fine art, literature,	Instrument: Final Exam	successful in this grammatical	_	
music, theatre, and film.)		structure.		
 Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary 	The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives #1 and #3 listed to the left.	(OB# 1,3) Spanish 102 Double objects pronouns. Knowledge of double object pronouns was good 64% of the students were successful in this grammatical structure. (OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 78% of the students were successful in this grammatical structure. (OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 92% of the students were successful in this grammatical structure.	I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency. Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.	
problems/issues, contemporary modes of expression, and				
contemporary thought.				

Page 2 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445

NMCCN SPAN 1124

Number of Students: 20

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<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)		<u> </u>	Priorities
Wicusureay	described Tubric attachedy			THOTICIES
			The percentage of this structure	
		(OB# 1,3) Spanish 102 Verbs in	was down from both classes last	
		the Imperfect. Knowledge of	year. Emphasis on presenting this	
		imperfect verbs was a good	structure will focus on additional	
		improvement. 49% of the	activities focused on the use of	
		students were successful in this	imperfect verbs that will improve	
		grammatical structure.	students' understanding of this	
		grammatical structure.	grammatical structure. Students	
			continue to struggle with the	
			difference between the preterit	
			and imperfect verbs. I will	
			continue to look for additional	
			online resources to teach this	
			structure.	

Page 3 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445

NMCCN SPAN 1124

Number of Students: 20

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
		(OB# 1,3) Spanish 102 Irregular Verbs in the preterit. Knowledge of irregular verbs in preterit was good. 80% of the students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 Present Progressive. Knowledge of present progressive verbs was mastered by 92% of the students. These students were successful in this grammatical structure.		
		(OB# 1,3) Spanish 102 the use of superlative statements. Knowledge of superlative statements was mastered by 73% of the students. These students were successful in this grammatical structure.		

Clovis Commun	ity College
Class Assessment	2010-2011

Page 4 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445

NMCCN SPAN 1124

Number of Students: 20

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

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

Name Date Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

Faculty: Lorenza Hernández

Class: Beginning Spanish II—Spanish 102-3NO—30382

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

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
1. Students will analyze and	Spanish 102 Beginning Spanish	(OB# 3) Spanish 102 Vocabulary	More emphasis will be placed on	
critically interpret significant and	second semester.	Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art		good. 65% of the students were	than 70% mastery.	
(this includes fine art, literature,	Instrument: Final Exam	successful in this grammatical		
music, theatre, and film.)		structure.		
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. 4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives #1 and #3 listed to the left.	(OB# 1,3) Spanish 102 Double objects pronouns. Knowledge of double object pronouns was good 76% of the students were successful in this grammatical structure. (OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 88% of the students were successful in this grammatical structure. (OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 88% of the students were successful in this grammatical structure.	I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency. Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.	

Page 2 of 3 Class: Beginning Spanish II—Spanish 102-3NO—30382

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

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
		(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 45% of the students were successful in this grammatical structure.	The percentage of this structure was down from both classes last year. Emphasis on presenting this structure will focus on additional activities focused on the use of imperfect verbs that will improve students' understanding of this grammatical structure. Students continue to struggle with the difference between the preterit verbs and the imperfect verbs. I will continue to look for additional resources online to teach this structure.	
		(OB# 1,3) Spanish 102 Irregular Verbs in the preterit. Knowledge of irregular verbs in preterit was good. 71% of the students were successful in this grammatical structure.		

Page 3 of 3 Class: Beginning Spanish II—Spanish 102-3NO—30382

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

<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
		(OB# 1,3) Spanish 102 Present		
		Progressive. Knowledge of		
		present progressive verbs was		
		mastered by 93% of the students.		
		These students were successful in		
		this grammatical structure.		
		(OB# 1,3) Spanish 102 the use of		
		superlative statements.		
		Knowledge of superlative		
		statements was mastered by 93%		
		of the students. These students		
		were successful in this		
		grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández 30 June 2010 769-4933

Name Date Phone Number

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

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

Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: HIST 101: Survey of American History to 1865

Core Competency Number: NMCCN HIST 1113 Faculty: Michael Powers

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
1. Students will analyze and	All students took a	The History 101 class of	The results indicate the	
critically interpret significant	comprehensive and objective	nineteen students exceeded	effectiveness of class	
and primary texts and/or	final exam. Every multiple-	the benchmark of 70%. The	lectures, discussions, and	
works of art.	choice question on the exam	mean score for the final	documentaries in achieving	
	was linked to one or more of	exam was 79.53 while the	student understanding of the	
	the course objectives that	median score was 86.00.	topics and ideas presented in	
	address the area state		this course. The use of	
	competencies. Questions on		lecture/reading outlines,	
	the final exam were based		documentary films, and	
	on ideas, topics, primary		review sessions at the start	
	documents, and cultural		and end of each class have	
	traits presented in class		been effective in creating a	
	lectures, discussions, and		incremental sequence of	
	documentary films. Ninety		student comprehension of	
	of the one hundred		the course objectives and	
	questions came from the		competencies.	
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 2 of 4 Course: History 101: Survey of American History to 1865

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
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 3 of 4 Course: History 101: Survey of American History to 1865

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
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 4 of 4 Course: History 101: Survey of American History to 1865

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
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Faculty Member Completing Assessment:	Michael Powers	May 16, 2011	769-4934
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: Hist 102 Survey of American History Since 1865

Core Competency Number: NMCCN HIST 1123 Faculty: Michael Powers

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
1. Students will analyze and	All students took a	The History 102 class of	The results indicate the	
critically interpret significant	comprehensive and objective	thirteen students exceeded	effectiveness of class	
and primary texts and/or	final exam. Every multiple-	the benchmark of 70%. One	lectures, discussions, and	
works of art.	choice question on the exam	section of fourteen students	documentaries in achieving	
	was linked to one or more of	had a mean score of 79.54	student understanding of the	
	the course objectives that	while the median score was	topics and ideas presented in	
	address the area state	83.00.	this course. The use of	
	competencies. Questions on		lecture/reading outlines,	
	the final exam were based		documentary films, and	
	on ideas, topics, primary		review sessions at the start	
	documents, and cultural		and end of each class have	
	traits presented in class		been effective in creating a	
	lectures, discussions, and		incremental sequence of	
	documentary films. Ninety		student comprehension of	
	of the one hundred		the course objectives and	
	questions came from the		competencies.	
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 2 of 4 Course: Hist 102 Survey of American History Since 1865 NMCCN HIST 1123

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
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 3 of 4 Course: Hist 102 Survey of American History Since 1865 NMCCN HIST 1123

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
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 4 of 4 Course: Hist 102 Survey of American History Since 1865 NMCCN HIST 1123

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
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Faculty Member Completing Assessment:	Michael Powers	May 16, 2011	769-4934
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: History 121: World Civilization I

Core Competency Number: NMCCN HIST 1053 Faculty: Michael Powers

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
1. Students will analyze and	All students took a	The History 121 class of ten	The results indicate the	
critically interpret significant	comprehensive and objective	students exceeded the	effectiveness of class	
and primary texts and/or	final exam. Every multiple-	benchmark of 70%. The	lectures, discussions, and	
works of art.	choice question on the exam	mean score was 87.50 while	documentaries in achieving	
	was linked to one or more of	the median score was 92.00.	student understanding of the	
	the course objectives that		topics and ideas presented in	
	address the area state		this course. The use of	
	competencies. Questions on		lecture/reading outlines,	
	the final exam were based		documentary films, and	
	on ideas, topics, primary		review sessions at the start	
	documents, and cultural		and end of each class have	
	traits presented in class		been effective in creating a	
	lectures, discussions, and		incremental sequence of	
	documentary films. Ninety		student comprehension of	
	of the one hundred		the course objectives and	
	questions came from the		competencies	
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 2 of 4 Course: History 121: World Civilization I

<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
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 3 of 4 Course: History 121: World Civilization I

<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
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 4 of 4 Course: History 121: World Civilization I

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
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Faculty Member Completing Assessment:	Michael Powers	May 16, 2011	769-4934
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011—Area V: Fine Arts and Humanities

Class: Hist 122 World Civilization II

Core Competency Number: NMCCN HIST 1063 Faculty: Michael Powers

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
1. Students will analyze and	All students took a	The History 122 class of ten	The results indicate the	
critically interpret significant	comprehensive and objective	students exceeded the	effectiveness of class	
and primary texts and/or	final exam. Every multiple-	benchmark of 70%. The	lectures, discussions, and	
works of art.	choice question on the exam	mean score was 87.30 while	documentaries in achieving	
	was linked to one or more of	the median score was 90.00.	student understanding of the	
	the course objectives that		topics and ideas presented in	
	address the area state		this course. The use of	
	competencies. Questions on		lecture/reading outlines,	
	the final exam were based		documentary films, and	
	on ideas, topics, primary		review sessions at the start	
	documents, and cultural		and end of each class have	
	traits presented in class		been effective in creating a	
	lectures, discussions, and		incremental sequence of	
	documentary films. Ninety		student comprehension of	
	of the one hundred		the course objectives and	
	questions came from the		competencies	
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 2 of 4 Course: Hist 122 World Civilization II

<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
2. Students will compare art	All students took a			
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 3 of 4 Course: Hist 122 World Civilization II

<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
3. Students will recognize	All students took a			
and articulate the diversity of	comprehensive and objective			
human experience across a	final exam. Every multiple-			
range of historical periods	choice question on the exam			
and/or cultural perspectives.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Page 4 of 4 Course: Hist 122 World Civilization II

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
4. Students will draw on	All students took a			
historical and/or cultural	comprehensive and objective			
perspectives to evaluate any	final exam. Every multiple-			
or all of the following:	choice question on the exam			
contemporary	was linked to one or more of			
problems/issues,	the course objectives that			
contemporary modes of	address the area state			
expression, and	competencies. Questions on			
contemporary thought.	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			

Faculty Member Completing Assessment:	Michael Powers	May 16, 2011	769-4934
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

Faculty: Lorenza Hernández

Class: Spanish 101—Beg. Spanish I—10439 and10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

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
Measured) 1.Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.) 2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). 3. Students will recognize and articulate the diversity of human	1 ` '	(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 92 % of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 87% of the students were successful in this area. (OB# 3) Spanish 101 The verbs ser or estar. Knowledge of these two verbs, which is a very difficult concept in	More emphasis will be placed on the grammatical structures of less than 70% mastery. I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency. Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral	•
experience across a range of historical periods and/or cultural perspectives. 4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. Possess an understanding of the		any language, was good at 77% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 91% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101	proficiency.	

Page 2 of 3 Class: Spanish 101—Beg. Spanish I—10439 and 10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

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
present that is informed by an		Interrogative words. Knowledge		
awareness of past heritages in		of interrogative words was good.	Students continue to improve	
human history, arts, philosophy,		74% of the students were	from the fall term this academic	
religion, and literature, including		successful in this grammatical	year.	
the complex and interdependent		structure.		
relationships among cultures.				
For all Humanities and Fine Arts		(OB# 3) Spanish 101 Conjugation		
Competencies, students should:		of regular verbs. Knowledge of		
		conjugation of regular verbs was		
		good. 89% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 3) Spanish 101 Possessive		
		adjectives. 73% of the students		
		were successful in this		
		grammatical structure.	Knowledge of possessive	
			adjectives was decreased slightly	
		(OB# 3) Spanish 101	from last year but 70% or above	
		Family Members	was still accomplished.	
		Knowledge of la familia was good.		
		88% of the students were		
		successful in this grammatical		
		structure.		

Page 3 of 3 Class: Spanish 101—Beg. Spanish I—10439 and 10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

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)		<u></u>	Priorities
,	,	(OB# 1, 3) Spanish 101 Stem- changing verbs. Knowledge of stem-changing verbs was good. 90% of the students were successful in this grammatical structure.		
		(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 75% of the students were successful in this grammatical structure.		
		(OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 74% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

Name Date Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

Faculty: Lorenza Hernández

Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

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
1. Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of	
primary texts and/or works of art	The Final Exam was used to assess	good.	less than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	81 % of the students were		
(this includes fine art, literature, music, theatre, and film.) 2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. 4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary	beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left. A Final exam was given to students in Spanish 101 and Spanish 102 to assess students learning for Objectives 1 and 3 of the state outcomes. Spanish instruction could only align with these two State outcomes.	structure. (OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 81% of the students were successful in this area. (OB# 3) Spanish 101 The verbs ser or estar. Knowledge of these two verbs, which is a very difficult concept in any language. 76% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 83% of the students were successful in this	Knowledge of vocabulary in academic year 2010-2011 was lower than the previous year. Vocabulary is an essential structure for learning Spanish, therefore more emphasis will be placed next year 2011-2012 with flash cards and other hands on activities that will improve students' knowledge of new vocabulary. The verbs ser /estar, while a difficult structure, improved from last academic year. The hands on activities will continue to improve even more the learning of this most difficult structure.	
problems/issues, contemporary modes of expression, and contemporary thought.		grammatical structure.		

Page 2 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

Competencies (Learning Outcomes Being	Assessment Procedures (Process/Instrument named or	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/
Measured)	described – rubric attached)		<u> </u>	Priorities
		(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 71% of the students were successful in this grammatical structure.	Students continue to struggle with interrogative words although this year there was a positive improvement in the learning of this structure.	
		(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 86% of the students were successful in this grammatical structure. (OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 88% of the students were successful in this grammatical structure.	The percentage of this structure improved for both classes. The focus on the presentation of this structure included activities that will continue to improve students' understanding. I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral	

Page 3 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

	T	T	T	
<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
		(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 83% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Stem- changing verbs. Knowledge of stem-changing verbs was good. 73% of the students were successful in this grammatical structure.	There was a slight decrease in the percentage for both classes. More focus on the teaching of this structure will emphasize more practice using these verbs in daily life situations.	
		(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 73% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the	Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.	

Page 4 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

Competencies (Learning Outcomes Being	Assessment Procedures (Process/Instrument named or	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		verbs. Knowledge of usage of these verbs was good. 71% of the students were successful in this grammatical structure.		

Core Competencies Assessment 2010-2011 (Fall 2010)—Area V: Fine Arts and Humanities

Faculty: Lorenza Hernández

Class: Spanish 101-1NO—Beg. Spanish I—10442
Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

<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	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	86 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical	I will continue to find best	
	used in the Spanish language.	structure.	methods of instruction to teach	
2. Students will compare art	Each group of questions aligns		weak areas, (61-69% of students'	
forms, modes of thought and	with the state outcome/objectives	(OB# 1, 3) Spanish 101 Gender of	learning,) for improvements in	
expression, and processes across a	listed to the left.	nouns and plural of nouns.	reading, writing and oral	
range of historical periods and/or	A Final average visa siven to	Knowledge of gender of nouns	proficiency.	
structures (such as political,	A Final exam was given to	was good. 74% of the students were successful in this area.	Those areas that were good (70-	
geographic, economic, social, cultural, religious, and	students in Spanish 101 and Spanish 102 to assess students	were successful in this area.	85% of students' successful	
intellectual).	learning for Objectives 1 and 3 of		learning,) I will continue to make	
menecedary.	the state outcomes. Spanish		improvements to accomplish	
3. Students will recognize and	instruction could only align with		Spanish reading, writing and oral	
articulate the diversity of human	these two State outcomes.		proficiency.	
experience across a range of			The percentage of this structure	
historical periods and/or cultural		(OB# 3) Spanish 101	(ser / estar) was down from last	
perspectives.		The verbs ser or estar.	semester. Emphasis on	
		Knowledge of these two verbs,	presenting this structure will focus	
4. Students will draw on historical		which is a very difficult concept in	on additional activities and more	
and/or cultural perspectives to		any language, was good at 67% of	examples for both verbs that will	
evaluate any or all of the		the students were successful in	improve students' understanding	
following: contemporary problems/issues, contemporary		this grammatical structure.	of this grammatical structure.	
modes of expression, and				
contemporary thought.				
contemporary moughts				

Page 2 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

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
		(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 74% of the students were successful in this grammatical structure.		
		(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was good. 61% of the students were successful in this grammatical structure. (OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 71% of the students were successful in this grammatical structure.	The percentage of this structure was down from last semester. Emphasis on presenting this structure will focus on additional activities focus on question words that will improve students' understanding of this grammatical structure.	

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

Name Date Phone Number

Page 3 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

			1	
<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
		(OB# 3) Spanish 101 Possessive		
		adjectives. Knowledge of	The percentage of this structure	
		possessive adjectives was an	was down from last semester.	
		improvement from last year. 68%	Emphasis for presenting this	
		of the students were successful in	structure will focus on additional	
		this grammatical structure.	activities with more examples that	
			will improve students'	
		(OB# 3) Spanish 101	understanding of this grammatical	
		Family Members	structure.	
		Knowledge of la familia was good.		
		77% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 1, 3) Spanish 101 Stem-		
		changing verbs. Knowledge of		
		stem-changing verbs was good.		
		79% of the students were		
		successful in this grammatical		
		structure.		

Faculty Member Completing Assessment: Lorenza Hernández 31 May 2011 769-4933

Name Date Phone Number

Page 4 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

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<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)		TO WAKE IMPROVEMENTS	Priorities
ivieasureu)	described – rubric attached)			FIIOTILIES
		(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment:	Lorenza Hernández	31 May 2011	<u>769-4933</u>
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011 (Fall 1020)—Area V: Fine Arts and Humanities

Faculty: Lorenza Hernández

Class: Spanish 101- 3NO—Beg. Spanish I—30379
Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

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
1.Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	88 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical		
	used in the Spanish language.	structure.		
2. Students will compare art	Each group of questions aligns	(22,1,4,5)		
forms, modes of thought and	with the state outcome/objectives	(OB# 1, 3) Spanish 101 Gender of		
expression, and processes across a	listed to the left.	nouns and plural of nouns.	I will continue to find best methods of instruction to teach	
range of historical periods and/or	A Final exam was given to	Knowledge of gender of nouns	weak areas, (61-69% of students'	
structures (such as political, geographic, economic, social,	students in Spanish 101 and	was good. 83% of the students were successful in this area.	learning,) for improvements in	
cultural, religious, and	Spanish 102 to assess students	were successful in this area.	reading, writing and oral	
intellectual).	learning for Objectives 1 and 3 of	(OB# 3) Spanish 101	proficiency.	
intellectually.	the state outcomes. Spanish	The verbs ser or estar.	Those areas that were good (70-	
3. Students will recognize and	instruction could only align with	Knowledge of these two verbs,	85% of students' successful	
articulate the diversity of human	these two State outcomes.	which is a very difficult concept in	learning,) I will continue to make	
experience across a range of		any language, was good at 72% of	improvements to accomplish	
historical periods and/or cultural		the students were successful in	Spanish reading, writing and oral	
perspectives.		this grammatical structure.	proficiency.	
4. Students will draw on historical		(OB# 1, 3) Spanish 101 Tener		
and/or cultural perspectives to		expressions. Knowledge of tener		
evaluate any or all of the		expressions was good.		
following: contemporary		86% of the students were		
problems/issues, contemporary		successful in this grammatical		
modes of expression, and		structure.		
contemporary thought.				
		(OB# 1, 3) Spanish 101		

Page 2 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

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
		Interrogative words. Knowledge		
		of interrogative words was good.		
		69% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 3) Spanish 101 Conjugation		
		of regular verbs. Knowledge of		
		conjugation of regular verbs was		
		good. 80% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 3) Spanish 101 Possessive		
		adjectives. Knowledge of		
		possessive adjectives was an		
		improvement from last year. 80%		
		of the students were successful in		
		this grammatical structure.		
		(OB# 3) Spanish 101		
		Family Members		

Page 3 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

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
		Knowledge of la familia was good. 88% of the students were		
		successful in this grammatical		
		structure.		
		50.400.5.		
		(OB# 1, 3) Spanish 101 Stem-		
		changing verbs. Knowledge of		
		stem-changing verbs was good.		
		81% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 1, 3) Spanish 101 Poner,		
		Salir, and Traer verb usage.		
		Knowledge of usage of these		
		verbs was good. 71% of the		
		students were successful in this		
		grammatical structure.		
		(OB# 1, 3) Spanish 101 The verbs		

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Class	Assessn	nent 2	2010	0-20	11

Page 4 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

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
		Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 85% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment:	Lorenza Hernández		30 June 2010	769-4933
		Name	Date	Phone Number
Faculty Member Completing Assessment:	Lorenza Hernández		31 May 2011	769-4933