

Clovis Community College

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
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.)	Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. These include material to help students recognize and articulate the diversity of human experience 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.)	Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark. HIST 101: 71.125% HIST 102: 72.450%	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.	
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).	Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. These include material to help students recognize and articulate the diversity of human experience 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.)	Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark. HIST 101: 75.125% HIST 102: 78.620%	Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.	

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
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. These include material to help students recognize and articulate the diversity of human experience 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.)</p>	<p>Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark.</p> <p>HIST 101: 72.325% correct</p> <p>HIST 102: 72.641% correct</p>	<p>Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.</p>	
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts</p>	<p>Collected and compiled from all the History 101 and History 102 final exam results, data on our four (4) course objectives. These include material to help students recognize and articulate the diversity of human experience 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.)</p>	<p>Both classes (1 section History 101 and 1 section History 102) exceeded the 70% benchmark.</p> <p>HIST 101: 74.320%</p> <p>HIST 102: 79.775%</p>	<p>Class discussions, individual meetings with students, and in-class guidance on course material seem to be effective. We will continue these, and try to use even more one-on-one contact.</p>	

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

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
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 *Name*
 5/31/11 *Date*
 Ext. 4964 *Phone Number*

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

Clovis Community College

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Spanish 102 Beginning Spanish second semester.</p> <p>Instrument: Final Exam</p> <p>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.</p>	<p>(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 79% of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(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.</p> <p>(OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 92% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>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.</p>	

Page 2 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445
NMCCN SPAN 1124
Number of Students: 20

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 49% of the students were successful in this grammatical structure.</p>	<p>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 and imperfect verbs. I will continue to look for additional online resources to teach this structure.</p>	

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

Page 3 of 4 Class: Beginning Spanish II—Spanish 102-1NO—10445
 NMCCN SPAN 1124
 Number of Students: 20

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

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

NMCCN SPAN 1124

Number of Students: 20

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

Faculty Member Completing Assessment:

Lorenza Hernández

31 May 2011

769-4933

Name

Date

Phone Number

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

Clovis Community College

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

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

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Spanish 102 Beginning Spanish second semester.</p> <p>Instrument: Final Exam</p> <p>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.</p>	<p>(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 65% of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(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.</p> <p>(OB# 1,3) Spanish 102 Reflexive construction verbs. Knowledge of Reflexive construction good. 88% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>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.</p>	

Page 2 of 3 Class: Beginning Spanish II—Spanish 102-3NO—30382
Core Competency Number: NMCCN SPAN 1124
Number of Students: 10

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

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

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Clovis Community College

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 101 class of nineteen students exceeded the benchmark of 70%. The mean score for the final exam was 79.53 while the median score was 86.00.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.	

Page 2 of 4 Course: History 101: Survey of American History to 1865
NMCCN HIST 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

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

Page 3 of 4 Course: History 101: Survey of American History to 1865
NMCCN HIST 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 4 of 4 Course: History 101: Survey of American History to 1865
NMCCN HIST 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

Faculty Member Completing Assessment: Michael Powers _____
Name

May 16, 2011 _____
Date

769-4934 _____
Phone Number

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

Clovis Community College

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 102 class of thirteen students exceeded the benchmark of 70%. One section of fourteen students had a mean score of 79.54 while the median score was 83.00.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.	

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

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

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

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/ Priorities</p>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>			

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

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

Faculty Member Completing Assessment: Michael Powers _____
Name

May 16, 2011 _____
Date

769-4934 _____
Phone Number

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

Clovis Community College

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 121 class of ten students exceeded the benchmark of 70%. The mean score was 87.50 while the median score was 92.00.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies	

Page 2 of 4 Course: History 121: World Civilization I
NMCCN HIST 1053

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 3 of 4 Course: History 121: World Civilization I
NMCCN HIST 1053

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 4 of 4 Course: History 121: World Civilization I
NMCCN HIST 1053

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

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

Clovis Community College

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

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 122 class of ten students exceeded the benchmark of 70%. The mean score was 87.30 while the median score was 90.00.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies	

Page 2 of 4 Course: Hist 122 World Civilization II
NMCCN HIST 1063

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 3 of 4 Course: Hist 122 World Civilization II
NMCCN HIST 1063

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

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

Page 4 of 4 Course: Hist 122 World Civilization II
NMCCN HIST 1063

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.			

Faculty Member Completing Assessment: Michael Powers _____
Name

May 16, 2011 _____
Date

769-4934 _____
Phone Number

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

Clovis Community College

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

Class: Spanish 101—Beg. Spanish I—10439 and 10440

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>Possess an understanding of the</p>	<p>Instrument: Final Exam</p> <p>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 listed to the left.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 92 % of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language, was good at 77% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 91% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p>	

Page 2 of 3 Class: Spanish 101—Beg. Spanish I—10439 and 10440
Core Competency Number: NMCCN SPAN 1114
Number of Students: 32

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. For all Humanities and Fine Arts Competencies, students should:</p>		<p>Interrogative words. Knowledge of interrogative words was good. 74% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 89% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Possessive adjectives. 73% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 88% of the students were successful in this grammatical structure.</p>	<p>Students continue to improve from the fall term this academic year.</p> <p>Knowledge of possessive adjectives was decreased slightly from last year but 70% or above was still accomplished.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

Name

Date

Phone Number

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

Page 3 of 3 Class: Spanish 101—Beg. Spanish I—10439 and 10440
Core Competency Number: NMCCN SPAN 1114
Number of Students: 32

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

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

Name

Date

Phone Number

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

Clovis Community College

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

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>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 listed to the left.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 81 % of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language. 76% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 83% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>The verbs <i>ser /estar</i>, 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.</p>	

Page 2 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377
Core Competency Number: NMCCN SPAN 1114
Number of Students: 35

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 71% of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(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.</p>	<p>Students continue to struggle with interrogative words although this year there was a positive improvement in the learning of this structure.</p> <p>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.</p> <p>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.</p>	

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

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

Page 3 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377
Core Competency Number: NMCCN SPAN 1114
Number of Students: 35

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 83% of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(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.</p> <p>(OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the</p>	<p>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.</p> <p>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.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

Page 4 of 4 Class: Spanish 101—Beg. Spanish I—30376 and 30377
Core Competency Number: NMCCN SPAN 1114
Number of Students: 35

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

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

Clovis Community College

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

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 29

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>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 listed to the left.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 86 % of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 74% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language, was good at 67% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p> <p>The percentage of this structure (<i>ser / estar</i>) was down from last semester. Emphasis on presenting this structure will focus on additional activities and more examples for both verbs that will improve students' understanding of this grammatical structure.</p>	

Page 2 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442
Core Competency Number: NMCCN SPAN 1114
Number of Students: 29

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 74% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was good. 61% of the students were successful in this grammatical structure.</p> <p>(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.</p>	<p>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.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

Name

31 May 2011

Date

769-4933

Phone Number

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

Page 3 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442
Core Competency Number: NMCCN SPAN 1114
Number of Students: 29

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 68% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 77% of the students were successful in this grammatical structure.</p> <p>(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.</p>	<p>The percentage of this structure was down from last semester. Emphasis for presenting this structure will focus on additional activities with more examples that will improve students' understanding of this grammatical structure.</p>	

Faculty Member Completing Assessment: Lorenza Hernández

Name

31 May 2011

Date

769-4933

Phone Number

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

Page 4 of 4 Class: Spanish 101-1NO—Beg. Spanish I—10442
Core Competency Number: NMCCN SPAN 1114
Number of Students: 29

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

Faculty Member Completing Assessment: Lorenza Hernández
Name

31 May 2011
Date

769-4933
Phone Number

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

Clovis Community College

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

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>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 listed to the left.</p> <p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was very good. 88 % of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 83% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, which is a very difficult concept in any language, was good at 72% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 86% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>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.</p>	

Page 2 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379
Core Competency Number: NMCCN SPAN 1114
Number of Students: 26

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>Interrogative words. Knowledge of interrogative words was good. 69% of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(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.</p> <p>(OB# 3) Spanish 101 Family Members</p>		

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

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

Page 3 of 4 Class: Spanish 101- 3NO—Beg. Spanish I—30379
Core Competency Number: NMCCN SPAN 1114
Number of Students: 26

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>Knowledge of la familia was good. 88% of the students were successful in this grammatical structure.</p> <p>(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.</p> <p>(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.</p> <p>(OB# 1, 3) Spanish 101 The verbs</p>		

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

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

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 26

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

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