

Clovis Community College

Core Competencies Assessment 2013-2014—Area IV: Social and Behavioral Science

Class: HIST 102 Survey of American History since 1865

Faculty: Vicki Bridinger De Leon

NMCCN: HIST 1213

<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>
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Collected and complied from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 25% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 17 students took the final exam: 90.3%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Collected and complied from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 30% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 17 students took the final exam: 91.3%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>

<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>
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>Collected and complied from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 26% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 17 students took the final exam: 88.6%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>
<p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.</p>	<p>Collected and complied from HIST 102 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 45% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 17 students took the final exam: 93.7%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning. I will also work on continuing to help students play an active role in Clovis, New Mexico, and in the US.</p>

Faculty Member Completing Assessment: Vicki Bridinger De Leon

Date: May 12, 2014

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

Clovis Community College

Class Assessment 2013-2014

Class: HIST 102 Survey of American History since 1865 Spring 2014

Faculty: Michael Powers

NMCCN: HIST 1213

<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>
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%. The mean score was 90.65 while the median score was 91.00. The questions for the final exam evaluate the student's comprehension and mastering of the course goals that are listed below. The course goals are linked to the four state competencies for humanities and art.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies

Page 2 of 2 Course: Hist 102 Survey of American History since 1865 Spring 2014

<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>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures.</p>		<p>Course Goals:</p> <p>To understand the individual role of economy, society, government, religion, and culture in American history</p> <p>To trace the role and effects of Reconstruction, the American West, and industrialization on the development of the United States</p> <p>To discuss how imperialism, world war, world economic depression contributed to a modern U.S. Government and society</p> <p>To recognize the origins of World War II and how its consequences affected the domestic and foreign policies of the United States and the world</p>	

Faculty Member Completing Assessment: Michael Powers

Date: 5/30/14

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

Clovis Community College

Core Competencies Assessment 2013-2014—Area IV: Social and Behavioral Science

Class: HIST 203 New Mexico History

Faculty: Vicki Bridinger De Leon

NMCCN: HIST 2113

<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>
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Collected and complied from HIST 203 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 33% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 27 students took the final exam: 88.568%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Collected and complied from HIST 203 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 10% prior knowledge</p> <p>The students exceeded the 70% benchmark.</p> <p>Final Exams= 27 students took the final exam: 86.612%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>

<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>
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>Collected and complied from HIST 203 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 17% prior knowledge The students exceeded the 70% benchmark. Final Exams= 27 students took the final exam: 87.823%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning.</p>
<p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.</p>	<p>Collected and complied from HIST 203 pre assessment and final exam results.</p>	<p>Pre-Assessment results= 23% prior knowledge The students exceeded the 70% benchmark. Final Exams= 27 students took the final exam: 80.723%</p>	<p>I will continue to use as much one-on-one contact as possible, along with added in-class guidance. I will continue to create a safe learning environment to encourage questioning and learning. I will also work on continuing to help students play an active role in Clovis, New Mexico, and in the US.</p>

Faculty Member Completing Assessment: Vicki Bridinger De Leon

Date: May 12, 2014

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Clovis Community College
Area V: Humanities and Fine Arts
Class Assessment 2013-2014

Class: PHIL 201 Introduction to Philosophy
NMCCN: 1113

Faculty: Paul Sukys

<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>
<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><u>Review Questions Unit 1</u> is the instrument used to assess student learning.. (Questions and Rubric are attached.)</p>	<p>Students averaged 82.96%, which exceeds a benchmark of 75%. N= 33</p>	<p>The Rubric will be modified to provide students with a more precise explanation of the term “Standard” in Criterion 10.</p>

Faculty Member Completing Assessment: Paul Sukys

Date: 5/14/14

Reviewed by: Paul Nagy
 (Division chair)

Date: 8/4/14

Clovis Community College

Class Assessment 2013-2014

Class: ART 101 Drawing I CRN: 10015

Humanities and Fine Art – Area V

Faculty: Carolyn Lindsey

Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.

CCC Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities												
1. Students will follow directions.	<p>Since this is a studio class and is skill oriented, the state competencies are not required. See note above.</p> <p>Because drawing is a skill that must be acquired during the course of the semester, “re-do’s” are allowed on up to three projects without a reduction in the grade. Having the option of “redeeming” themselves through “re-dos” students develop the skills necessary to become good in this medium. However, for the purpose of assessment, the final project does not allow re-do’s since it is done during the final two days of class. It is a way of testing the students to see if they have learned from previous projects.</p> <p>The final assessment was used to determine the students success in the class.</p> <p>Six criteria were judged, with each criteria given from 1 – 5 in points. 5= excellent; 4=good; 3=average; 2=improvement needed; 1=poor; 0= did not do. For our benchmark, 70% of students should score above average.</p>	52 students were assessed in Art 101 <table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>2</td><td>5</td><td>16</td><td>30</td></tr> </table> 95% of students scored “3” or above.	Rubric Score	1	2	3	4	5	No of Students	0	2	5	16	30	Benchmark was met. Students followed most directions. The instructor has the students copy the instructions from the board in their sketch book for clarity.	
Rubric Score		1	2	3	4	5										
No of Students		0	2	5	16	30										
2. VALUE (element of art) is used appropriately.		<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>3</td><td>19</td><td>16</td><td>14</td></tr> </table> 95% of students scored “3” or above .	Rubric Score	1	2	3	4	5	No of Students	0	3	19	16	14	Benchmark was met. Since use of correct value is essential to a successful drawing, the instructor will have students complete additional value drills including value gradation and showing more examples.	
Rubric Score		1	2	3	4	5										
No of Students		0	3	19	16	14										
3. COLOR (element of art) is used appropriately.		Color was not applicable.	Color was not applicable.	Color was not applicable.												
4. SPACE (element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>2</td><td>17</td><td>23</td><td>10</td></tr> </table> 95% of students scored “3” or above .	Rubric Score	1	2	3	4	5	No of Students	0	2	17	23	10	Benchmark was met. Results show more time needs to be spent on perspective exercises.		
Rubric Score	1	2	3	4	5											
No of Students	0	2	17	23	10											
5. SHAPE(element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>2</td><td>6</td><td>11</td><td>26</td></tr> </table> 95% of students scored “3” (average) or above.	Rubric Score	1	2	3	4	5	No of Students	0	2	6	11	26	Benchmark was met. . No improvements were needed.		
Rubric Score	1	2	3	4	5											
No of Students	0	2	6	11	26											
6. LINE (element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>0</td><td>15</td><td>20</td><td>17</td></tr> </table> 95% of students scored “3” (average) or above on the attached rubrics	Rubric Score	1	2	3	4	5	No of Students	0	0	15	20	17	Benchmark was met. Improvement over previous year.		
Rubric Score	1	2	3	4	5											
No of Students	0	0	15	20	17											
7. TEXTURE AND PATTERN (element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>3</td><td>5</td><td>13</td><td>24</td></tr> </table> 90% of students scored “3” (average) or above.	Rubric Score	1	2	3	4	5	No of Students	0	3	5	13	24	Benchmark was met, although it won’t hurt to show more examples of texture as well demonstrations to achieve texture	.Examples of the use of texture in artwork t was shown in class.	
Rubric Score	1	2	3	4	5											
No of Students	0	3	5	13	24											

Area V Assessment Contact Person: Carolyn Lindsey
Name

5/20/2014
Date

Clovis Community College

Class Assessment 2013-2014

Class: ART 102 Drawing II CRN: 10026

Humanities and Fine Art – Area V

Faculty: Carolyn Lindsey

Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.

<u>CCC Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>												
1. Students will follow directions.	<p>Since this is a studio class and is skill oriented, the state competencies are not required. See note above.</p> <p>Drawing is a skill that must be acquired during the course of the semester, Points are given for each project. Students may redo a project to bring up point score..Re-do 's' are allowed on up to three projects without a reduction in the grade. Having the option of "redeeming" themselves through "re-dos" students develop the skills necessary to become good in this medium. However, for the purpose of assessment, the final color project does not allow re-do's since it is done during the final weeks of class. It is a way of testing the students to see if they have learned from previous projects.</p> <p>In the final assessment, the attached rubric was used to determine the students success in the class.</p> <p>Ten criteria were judged, with each criteria given from 1 – 5 in points. 5= excellent; 4=good; 3=average; 2=improvement needed; 1=poor; 0= did not do. For our benchmark, 70% of students should score above average.</p>	<p>13 students were assessed in the class</p> <table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>0</td><td>0</td><td>12</td></tr> </table> <p>95% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	0	0	12	Benchmark was met. Students followed most directions. The instructor will ask students to copy the instructions from the board.
Rubric Score		1	2	3	4	5									
No of Students		0	1	0	0	12									
2. VALUE (element of art) is used appropriately.		<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>2</td><td>6</td><td>3</td></tr> </table> <p>98% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	2	6	3	Benchmark was met. Since use of correct value is essential to a successful drawing, the instructor will have students complete more value drills.
Rubric Score		1	2	3	4	5									
No of Students		0	1	2	6	3									
3. COLOR (element of art) is used appropriately.		<p>Rubric Score 1 2 3 4 5</p> <p>No of Students 1 2 6 4</p> <p>98% of students scored 3 or above on the attached rubrics</p>	Benchmark was met. More Lecture and examples of color theory. Quiz over color theory given in the future.												
4. SPACE (element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>0</td><td>2</td><td>7</td><td>4</td></tr> </table> <p>100% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	2	7	4	The benchmark was met. . Improvement from previous year . No improvements needed.	
Rubric Score	1	2	3	4	5										
No of Students	0	0	2	7	4										
5. SHAPE (element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>1</td><td>9</td><td>2</td></tr> </table> <p>98% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	1	9	2	Benchmark met. No improvements needed.	
Rubric Score	1	2	3	4	5										
No of Students	0	1	1	9	2										
6. LINE (element of art) is used appropriately.	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>0</td><td>4</td><td>8</td><td>1</td></tr> </table> <p>100% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	4	8	1	Benchmark was met. No improvements were needed.	
Rubric Score	1	2	3	4	5										
No of Students	0	0	4	8	1										
7. TEXTURE AND PATTERN (element of art) is used	<table border="1" style="width: 100%;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>2</td><td>8</td><td>1</td></tr> </table>	Rubric Score	1	2	3	4	5	No of Students	0	1	2	8	1	Benchmark was met. No improvements were needed, although it won't hurt to show more slides of appropriate texture.	
Rubric Score	1	2	3	4	5										
No of Students	0	1	2	8	1										

appropriately.		98% of students scored “3” (average) or above on the attached rubrics.													
8. INTERVALS AD PROPORTION (element of art) is used appropriately.		<table border="1" data-bbox="996 188 1344 263"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>0</td> <td>4</td> <td>8</td> <td>1</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	4	8	1	Benchmark was met. No improvements needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	4	8	1										
9. CONTRAST AND EMPHAISIS (element of art) is used appropriately.		<table border="1" data-bbox="996 355 1344 430"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>0</td> <td>6</td> <td>5</td> <td>2</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	6	5	2	Benchmark was not met. More examples of “emphasis and contrast” will be shown in class.
Rubric Score	1	2	3	4	5										
No of Students	0	0	6	5	2										
10. RHYTHM AND MOVEMENT (element of art) is used appropriately.		<table border="1" data-bbox="996 523 1344 598"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>0</td> <td>6</td> <td>7</td> <td>1</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	6	7	1	Benchmark was met. No improvements needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	6	7	1										

Reviewed by: Paul Nagy

Date: 9/16/14

Clovis Community College

Core Competencies Assessment 2013-2014—Area V: Humanities and Fine Arts

Class: ART 131 Art Appreciation

Faculty: Carolyn Lindsey

Common Core No.: NMCCN ARTS 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>
<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>Art 131-Art Appreciation NMCCN Arts 1113 9 students Students complete weekly quiz. Final Comprehensive exam</p>	<p>90% of students scored 80 percent or better on weekly quiz average. 60% of students scored 80 percent or better on final exam. Benchmark was met.</p>	<p>Increase group activities to reinforce concepts discussed in the lectures. Encourage more classroom participation in classroom discussion and lecture before weekly quiz.</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>Students are required to apply information learned in lecture and slide presentation to the identification and analysis of works of art based on the elements and principles of design</p> <p>Students are required to participate in group discussions and complete as individuals and in groups a series of essay questions.</p> <p>Students are required to submit a Formal Art Analysis.</p>	<p>90% of students scored 80 percent or better on the identification of types and mediums of works or art located on campus. Improvement from previous year.</p> <p>80% of students scored 80 percent or better on Formal Analysis.</p>	<p>More time spent teaching art terms and vocabulary, as well as concept and context of various works of art.</p> <p>Structure and composition of a Formal Art Critique needs to be stressed with students, more referrals to Writing Center.</p>

<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>
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students are required to complete 3 art projects based on the elements and principles of design.</p> <p>Students are required to apply basic knowledge of architecture by finding specific examples in the area.</p>	<p>80% of students scored 90% or better on 3 art projects Acceptable</p> <p>60% of students scored 90% or better on assignment of finding specific examples of architecture in area. Improvement needed.</p>	<p>More assignments based on application of knowledge and history learned in the classroom to present day examples.</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 and /or works of art as forms of cultural and</p>	<p>Group Presentation involving art in Public Places. Students are required to complete and present a proposal for public art in the area in which they live.</p>	<p>90% of students scored 90 percent or better on group presentation. Acceptable</p>	

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

Clovis Community College

Class Assessment 2013-2014

Class: ART 221 Painting I CRN:10025

Humanities and Fine Art – Area V

Faculty: Carolyn Lindsey

Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.

<u>CCC Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>												
1. Students will follow directions.	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	12 students were assessed in the class <table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>1</td><td>0</td><td>10</td></tr> </table> <p>98% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	1	0	10	Benchmark was met. Students followed most directions. The instructor will ask students to copy the instructions from the board.
Rubric Score	1	2	3	4	5										
No of Students	0	1	1	0	10										
2. VALUE (element of art) is used appropriately.	Because painting is a skill that must be acquired during the course of the semester, “re-do’s” are allowed on up to three projects without a reduction in the grade. Having the option of “redeeming” themselves through “re-dos” students develop the skills necessary to become good in this medium.	<table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>2</td><td>5</td><td>4</td></tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	2	5	4	Benchmark was met. Since use of correct value is essential to a successful painting the instructor will have students complete more value drills.
Rubric Score	1	2	3	4	5										
No of Students	0	1	2	5	4										
3. COLOR (element of art) is used appropriately.	However, for the purpose of assessment, the final project does not allow re-do’s since it is done during the final two days of class. It is a way of testing the students to see if they have learned from previous projects.	<table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td></td><td></td><td>3</td><td>4</td><td>5</td></tr> </table>	Rubric Score	1	2	3	4	5	No of Students			3	4	5	Benchmark was met. More emphasis on color mixing.
Rubric Score	1	2	3	4	5										
No of Students			3	4	5										
4. SPACE (element of art) is used appropriately.	In the final assessment, the attached rubric was used to determine the students success in the class.	<table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>1</td><td>3</td><td>8</td><td>0</td></tr> </table> <p>98% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	3	8	0	The benchmark was met. . No improvements were needed.
Rubric Score	1	2	3	4	5										
No of Students	0	1	3	8	0										
5. SHAPE(element of art) is used appropriately.	Ten criteria were judged, with each criteria given from 1 – 5 in points. 5= excellent; 4=good; 3=average; 2=improvement needed; 1=poor; 0= did not do. For our benchmark, 70% of students should score above average.	<table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>0</td><td>3</td><td>7</td><td>2</td></tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	3	7	2	100% of students made the benchmark of above average. No improvements were needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	3	7	2										
6. LINE (element of art) is used appropriately.		<table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>No of Students</td><td>0</td><td>0</td><td>6</td><td>5</td><td>1</td></tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	6	5	1	Benchmark was met. No improvements were needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	6	5	1										
7. TEXTURE AND PATTERN (element of art) is used appropriately.		Benchmark was met. No improvements were needed, although it won’t hurt to show more slides of appropriate texture.													
8. INTERVALS AD PROPORTION		<table border="1" style="display: inline-table;"> <tr><td>Rubric Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	Rubric Score	1	2	3	4	5							
Rubric Score	1	2	3	4	5										

(element of art) is used appropriately.		<table border="1"> <tr> <td>No of Students</td> <td>0</td> <td>1</td> <td>5</td> <td>6</td> <td>0</td> </tr> </table> <p>98% of students scored “3” (average) or above on the attached rubrics.</p>	No of Students	0	1	5	6	0							
No of Students	0	1	5	6	0										
9. CONTRAST AND EMPHAISIS (element of art) is used appropriately.		<table border="1"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>1</td> <td>4</td> <td>5</td> <td>2</td> </tr> </table> <p>98% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	4	5	2	Benchmark was met. More examples of “emphasis and contrast” will be shown in class.
Rubric Score	1	2	3	4	5										
No of Students	0	1	4	5	2										
10. RHYTHM AND MOVEMENT (element of art) is used appropriately.		<table border="1"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>1</td> <td>4</td> <td>5</td> <td>2</td> </tr> </table> <p>98% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	4	5	2	Benchmark was met. No improvements needed. Analysis of paintings to show how other artists have used rhythm and movement.
Rubric Score	1	2	3	4	5										
No of Students	0	1	4	5	2										

Faculty completing Assessment: Carolyn Lindsey

Reviewed by: Paul Nagy

(Division chair)

Date: 9/16/14

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>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.</p> <p style="text-align: center;">End – Humanities/Fine Arts</p>			

Faculty Member Completing Assessment: Carolyn Lindsey

Clovis Community College

Class Assessment 2013-2014

Class: ART 222 Painting II

Humanities and Fine Art – Area V

Faculty: Carolyn Lindsey

Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.

<u>CCC Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>												
		6 students were assessed in the class													
1. Students will follow directions.	Since this is a studio class and is skill oriented, the state competencies are not required. See note above.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Rubric Score</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No of Students</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	0	0	6	Benchmark was met. Students followed most directions.
Rubric Score	1	2	3	4	5										
No of Students	0	0	0	0	6										
2. VALUE (element of art) is used appropriately.	Because painting is a skill that must be acquired during the course of the semester. Points are given on projects. “re-do’s” are allowed on up to three projects to improve points. However, for the purpose of assessment, the final project does not allow re-do’s since it is done during the final weeks of class. It is a way of testing the students to see if they have learned from previous projects.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Rubric Score</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No of Students</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	1	1	4	Benchmark was met. Since use of correct value is essential to painting, the instructor will continue to have students complete value drills.
Rubric Score	1	2	3	4	5										
No of Students	0	1	1	1	4										
3. COLOR (element of art) is used appropriately.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> </table> <p>100% of students scored 3 or above on the attached rubrics</p>	.	1	2	3	4	5		0	0	1	1	4	.Benchmark was met.
.	1	2	3	4	5										
	0	0	1	1	4										
4. SPACE (element of art) is used appropriately.	In the final assessment, the attached rubric was used to determine the students success in the class. Ten criteria were judged, with each criteria given from 1 – 5 in points. 5= excellent; 4=good; 3=average; 2=improvement needed; 1=poor; 0= did not do. For our benchmark, 70% of students should score above average.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Rubric Score</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No of Students</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">5</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	0	1	5	The benchmark was met. . Improvement from previous year.
Rubric Score	1	2	3	4	5										
No of Students	0	0	0	1	5										
5. SHAPE(element of art) is used appropriately.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Rubric Score</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No of Students</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	0	4	2	100% of students made the benchmark of above average. No improvements were needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	0	4	2										
6. LINE (element of art) is used appropriately.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Rubric Score</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No of Students</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> </table> <p>93% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	0	3	3	Benchmark was met. No improvements were needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	0	3	3										
7. TEXTURE AND PATTERN (element of art) is used appropriately.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Rubric Score</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No of Students</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> </table> <p>100% of students scored “3” (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	0	4	2	Benchmark was met. No improvements were needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	0	4	2										

8. INTERVALS AD PROPORTION (element of art) is used appropriately.		<table border="1"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> <td>2</td> </tr> </table> <p>100% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	1	2	2	Benchmark was met. No improvements needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	1	2	2										
9. CONTRAST AND EMPHAISIS (element of art) is used appropriately.		<table border="1"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>4</td> </tr> </table> <p>100% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	1	1	1	4	Benchmark was met.. Improvement from previous year.
Rubric Score	1	2	3	4	5										
No of Students	0	1	1	1	4										
10. RHYTHM AND MOVEMENT (element of art) is used appropriately.		<table border="1"> <tr> <td>Rubric Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No of Students</td> <td>0</td> <td>0</td> <td>1</td> <td>3</td> <td>2</td> </tr> </table> <p>100% of students scored "3" (average) or above on the attached rubrics.</p>	Rubric Score	1	2	3	4	5	No of Students	0	0	1	3	2	Benchmark was met. No improvements needed.
Rubric Score	1	2	3	4	5										
No of Students	0	0	1	3	2										

Area V Assessment Contact Person: Carolyn Lindsey
Name

5/19/2014
Date

Clovis Community College

Core Competencies Assessment -2014-Area V: Humanities and Fine Arts

Class: SPAN 101 Beginning Spanish I, Spring 2014

NMCCN: SPAN 1114

Number of Students assessed: 27

Faculty: Teresa Guillen

<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>
<p>1. Students will analyze and critically interpret significant and primary texts and/or work of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Students skills and development were evaluated using the final exam. Final exam included the basics of:</p> <ul style="list-style-type: none"> - Vocabulary -Cognate words -Verb conjugation with correct structure and proper grammatical use. -Proper use of EL/La. -Cultural knowledge and understanding that was presented and gained throughout the semester using movies, readings and specific subject research as well as face to face class socialization. 	<p>Test was graded on a 1-100 point scale.</p> <p>Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class and/or submit assignments and/or adequately prepare for tests.</p>	<p>I will encourage student with more in class learning also encourage student to become more involved in class discussions for their benefit and successful improvement.</p>

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></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>Students active participation in class discussions with face to face conversations with individuals from various Spanish speaking countries. Students were able to analyze and compare linguistic and social differences.</p>	<p>Test was graded on a 1-100 point scale.</p> <p>Students successfully exceeded the 75% mark in this category. Students were greatly influenced by the face to face dialogs that they were able to have with non-native English speakers. Students gained a deeper knowledge and understanding of the similarities as well as differences between the two groups.</p>	<p>The greatest and most positive response to learning in this particular category was from the face to face interactions, students’ participation and learning abilities were positively encouraged. This will be an activity that will be continued and used to better assist students in the acquisition of the Spanish language.</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>Students were to research cultural events and view a movie to grasp a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through writing assignments.</p>	<p>Students exceeded the 75% mark. Students were able to broaden their understanding of how and why some customs and family bonds are important.</p>	<p>I will incorporate additional activities of which the student may obtain more experiences.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> Test was graded on a 1-100 point scale.	<u>How Results Will Be Used To Make Improvements</u>
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression, and contemporary thought.	By reviewing the movie and the research that the students did they were able to gain an understanding as to why Mexicans/Hispanics do certain things that other cultures may not. Through the face to face activities the students were able to see, first hand, that the two groups are not so different from each other after all.	Students successfully completed this category exceeding the 75% benchmark.	Students truly enjoyed the one on one and/or group conversations with other individuals that were learning a new language, just like them, this allowed them to see that there is no shame in mispronounced words or grammatical errors, as long as one is willing to keep trying one will continue to improve.

Faculty Member Completing Assessment: Teresa Guillen

Date: 5-30-14

Reviewed by: Shelley Denton

(Division chair)

Date: 5-30-14

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.

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

Clovis Community College

Core Competencies Assessment -2014-Area V: Humanities and Fine Arts

Class: Spanish 102 Beginning Spanish II, Spring 2014

NMCCN: SPAN 1124

Number of Students assessed: 7

Faculty: Teresa Guillen

<p align="center"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p align="center"><u>Assessment Results</u> Test was graded on a 1-100 point scale.</p>	<p align="center"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will analyze and critically interpret significant and primary texts and/or work of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Students' skills and development were evaluated using the final exam. Final exam included:</p> <ul style="list-style-type: none"> - Vocabulary -Verb conjugation -Recognition of sentence structure. -Cultural knowledge and understanding that was presented and gained throughout the semester using movies, readings and specific subject research. 	<p>Students exceeded the 75% benchmark. Students that did not successfully attain the benchmark requirements failed to attend class and/or submit assignments and/or adequately prepare for tests.</p>	<p>I will encourage student by incorporating different learning activities as well as additional explanations on assignments.</p>

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<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>Students analyzed cultural customs, movies and readings for an in depth knowledge of the cultural dynamics.</p>	<p>Test was graded on a 1-100 point scale. Students successfully exceeded the 75% mark in this category.</p>	<p>This activity will be continued with some modifications so as to give students a better understanding of the history and culture that come with the Spanish language.</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>Students were to research cultural events and view a movie to grasp a deeper sense of the history, culture, influences, behaviors and customs. Students were to respond to their findings through questions, and writing assignments.</p>	<p>Students exceeded the 75% mark. Students were able to broaden their understanding some of the customs and history behind the origins so that custom.</p>	<p>I will incorporate additional activities of which the student may obtain more experiences.</p>

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4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression, and contemporary thought.	By reviewing the movie and the research, students were able to gain an understanding as to the importance of certain customs in the Hispanics culture.	Students successfully completed the 75% benchmark.	Students enjoyed the viewing of the movie. Additional movies with cultural meanings will be incorporated in the future.

Faculty Member Completing Assessment: Teresa Guillen

Date: 5/30/14

Reviewed by: Shelley Denton
(Division chair)

Date: 5/30/14

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