Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communications

Class: COMM 101: Interpersonal Communication   **Faculty: Simon Chavez/Judith Spillane**
Common Core No.: NMCCN COMM 1213

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	The students in Interpersonal Communication are assessed through the use of exams, project, theory application essays, and exercises to assess the ability to apply theory to an actual (personal) interpersonal interaction in their life. Note: Exams are a paradox, in the instructor's opinion, and do not measure a topic like Interpersonal Communication with much accuracy. The exams are both comprehensive and conceptual. Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, Each essay requires the student to understand, identify terms, and apply them to a real life personal experience.	During the Fall and Spring semesters, 237 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores. By this fourth essay (out of four): 87.0% of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture. 2.0% of the students show some understanding of the material but have some difficulty applying the concepts. 1.0 % of the students neither understands nor attempts to apply the concepts in their essay. 11.0% did not submit any essays.	During the Fall and Spring semesters, the instructor collected the final essay from students. Over 87.0% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75.0%. I am very happy with this percentage considering this is first full year contract and conducting assessment on the course. For the students that made up the 2.0% and 1.0%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. Students who have papers that are weak in the stated criteria are given the opportunity to visit the Writing Center and revise the assignment and re-submit it for additional points. 11.0% attended class intermittently or quit attending altogether, and did not submit any essays. I am searching for some method to inspire this group to become active. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.

Revised: 10/17/2013

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.	The assignment requires that students express a primary purpose in a compelling statement through the use of personal observations and inferences. Students make detailed observations of nonverbal behaviors between two individuals. After the student makes observations, he/she uses those observations in a compelling statement as to the interpretation of the behavior. Students completed a writing essay on Nonverbal Communication.	74.0 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture. 1.0% of the students show some understanding of the material but have some difficulty applying the concepts. 1.0 % of the students neither understands nor attempts to apply the concepts in their essay. 24.0% did not submit any essays.	Over 74% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. While not accomplishing this goal, it is not too far away to improve for next cycle. I will work with students on giving better instructions so this standard can be met next time. For the students that made up the 1.0%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. 24.0% attended class intermittently or quit attending altogether, and did not submit any essays. I am searching for some method to inspire this group to become active. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics	Students completed a special project using media and technology to help explain any topic covered in the course. For example, if the topic is Nonverbal Communication, students identified video clips from the internet that would demonstrate this topic. Students use narration, description genres, and mass media to complete the assignment.	62.0 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture. 4.0% of the students show some understanding of the material but have some difficulty applying the concepts. 6.0% of the students neither understand nor attempt to apply the concepts in their essay. 28% did not submit any essays.	Over 62.0% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75.0%. While not accomplishing this goal, it is not too far away to improve for next cycle. I will work with students on giving better instructions so this standard can be met next time. For the students that made up the 4.0% and 6.0%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. The assignment requires that students give an oral

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
(charts, diagrams, formats).			presentation in front of the class. The presentation is graded using a rubric and suggestions for improvement are provided to the student. 32.0% attended class intermittently or quit attending altogether, and did not submit any essays. I am searching for some method to inspire this group to become active. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, Each essay requires the student to understand, identify terms, and apply them to a real life personal experience. This assignment allows students to present a communication topic of their choice in order to inform and engage the audience. Students use narration, description genres, and mass media to complete the assignment.	During the Fall and Spring semesters, 237 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores. By this fourth essay (out of four): 87.0 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture. 2.0% of the students show some understanding of the material but have some difficulty applying the concepts. 1.0 % of the students neither understood nor attempted to apply the concepts in their essay. 10.0% did not submit any essays.	During the Fall and Spring semesters, the instructor collected the final essay from students. Over 87.0% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75.0%. I am very happy with this percentage considering this is first full year contract and conducting assessment on the course. For the students that made up the 2.0% and 0.5%, I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. 10.0% attended class intermittently or quit attending altogether, and did not submit any essays. I will continue to add methods to inspire this group to become active. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.	Each essay evidences learning on the paradigms presented for a particular theory. The theories include, self-concept, perception, language, Each essay requires the student to understand, identify terms, and apply them to a real life personal experience.	During the Fall and Spring semesters, 237 students were enrolled in COMM 101 and were required to complete an essay covering all course outcomes. The attached rubric was used to determine scores. By this fourth essay (out of four): 86.0% of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture. 2.0% of the students show some understanding of the material but have some difficulty applying the concepts. 1.0% of the students neither understood nor attempted to apply the concepts in his or her essay. 11.0% did not submit any essays.	During the Fall and Spring semesters, the instructor collected the final essay from students. Over 86.0% students accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal Communication. The goal first determined by the instructor was to get 75%. I am very happy with this percentage considering this is first full year contract and conducting assessment on the course. Fort the students that made up the 2.0% , I will attempt to spend more one-on-one time with these students to move them into the next higher group and try to not have higher numbers in these groups next assessment year. 11.0% attended class intermittently or quit attending altogether, and did not submit any essays. I am searching for some method to inspire this group to become active. For the students that quit attending, Early Alerts were completed and attends to contact students was made by instructor and advisors.
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I	Students completed group discussions throughout the semesters on topics ranging from self-concept, perception, language, nonverbal communication, listening, conflict, and relationship development. Each essay requires the student to understand, identify terms, and	Students received classroom participation points for the In-Class sections. Students in the online section completed graded discussions.	I will continue on using these methods with both In-Class and Online, but will encourage more class discussions covering more topics since students really participate in these discussions.

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.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
	apply them to a real life personal experience.		

Faculty Member Completing Assessment: Simon Chavez/Judith Spillane   **Date: 6/13/15**

Reviewed by: Shelley Denton
(Division chair)   **Date: 6/18/15**

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

Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communications

Class: COMM 102 Public Speaking   **Faculty: Rex Regnier**
Common Core No.: NMCCN COMM 1113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students develop critiquing skills with publisher provided speeches and instructor feedback, These skills are then applied to critiquing 4 different peer speeches and continuously evaluated for further development by the instructor. These are then attached to the Speech Rubric for additional instruction.	Peer critique forms are distributed to students prior to presentation of peer speeches.	Comparison of student comments and omissions will emphasize strongly developed areas along with areas that need additional clarification and development. Attached peer evaluation forms are included. Emphasis of detailed comments is stressed for all speeches.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.	Students are required to present 6 speeches in this class: 2 Impromptu, 1 Narrative, 2 Informative, and 1 Persuasive. Students must develop and construct a speech goal, thesis statement, introduction, develop main points, support main points with sub-points, integrate outside sources, and a conclusion for each speech. The assessment tool for this section is a speech from each class that is delivered ¾ through the semester and their final speeches.	2a. Speech Goal / 2b. Thesis Statement	While there are times that it is difficult to give every student 1 on 1 time, I have found through my comments on their speech rubrics and evaluation forms that I can effectively critique and give valuable comments for the further development of each student in their quest to become a stronger speaker.

Assessment Results for Competency 1:

# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.
5	11	31	35	80%

2a. Speech Goal

# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.
4	3	16	58	90%

2b. Thesis Statement

# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.
4	3	16	58	90%

Revised: 10/17/2013

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**					**How Results Will Be Used To Make Improvements**
	Benchmark: 75% of students are required to receive a score of average or better on the assessment results.	2c. Organization of Main Points					
		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		4	3	16	58	90%	
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).	Students are required to present 1 Informative and 1 Persuasive speech where they create a survey of 5-7 questions to analyze their prospective audience in relation to their chosen topic. Students then gather, organize, and present the material best suited for their audience within the strongest rhetorical context. Students are required to use PowerPoint ™ slide shows using text, photos, video, audio, chart and graphs with a minimum of 5 slides for both speeches.	3a. Survey & Analysis					Most students now have fundamental computer skills. PowerPoint is required for 2 speeches and may be used for a third. Slides are evaluated on the level of information, persuasive appeal, clarification of details, and ease of reading along with if it enhances the speech or is a deterrent.
		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		4	3	16	58	90%	
		3b. PowerPoint ™ Visual Aid					
		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		4	3	16	58	90%	

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**					**How Results Will Be Used To Make Improvements**
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	Classroom time is spent lecturing, providing vivid examples through videos and in class exercises that provide critical information, clarification, and skills practice on the speech making process: Planning, Organizing, Research & Development, Revising & Editing and Presentation. Students are required to use a standard outline format common to Public Speaking courses throughout the US. Each speech has a specific rubric that evaluates students on their outline, organization, specific speech competencies and delivery. Students are also required to write 4, 1 page essays focusing on research, organization/prioritizing, personal strengths/weaknesses, and persuasion. These essays reinforce lecture information by placing theory into application on a personal level.	4a. Delivery <table><tr><td># of students Needs Improvement</td><td># of students Average</td><td># of Students Above Average</td><td># of Students Excellent</td><td>Percent of Students Above Avg.</td></tr><tr><td>5</td><td>11</td><td>31</td><td>35</td><td>80%</td></tr></table> 4b. Outline <table><tr><td># of students Needs Improvement</td><td># of students Average</td><td># of Students Above Average</td><td># of Students Excellent</td><td>Percent of Students Above Avg.</td></tr><tr><td>5</td><td>11</td><td>31</td><td>35</td><td>80%</td></tr></table> 4c. Essays <table><tr><td># of students Needs Improvement</td><td># of students Average</td><td># of Students Above Average</td><td># of Students Excellent</td><td>Percent of Students Above Average</td></tr><tr><td>6</td><td>7</td><td>11</td><td>58</td><td>84%</td></tr></table>					Emphasis of papers is to strengthen weak areas, while reinforcing strengths of each student. Application from papers and lecture is then applied in each speech and reinforced through the duration of the class.

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**					**How Results Will Be Used To Make Improvements**
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.	Three of the student speeches require the use of outside sources. Each speech rubric has a section for evaluation of student's sources. The emphasis of quality over quantity is stressed. Students are instructed on how to evaluate which source is stronger based on their topic selection. Students are instructed on how to conduct research using various resources including: library databases, electronic resources, interviews, books, periodicals, journals and other sources. Emphasis is placed on the ethical responsibility of the student to support their speech without plagiarizing, misinforming, or distorting information. These speeches include a section to evaluate sources and reference pages as required by the assignment. A reference page in APA format is required.	5a. Documentation & Oral Citations					Most students grasp these concepts. Focus is on using stronger sources rather that the easiest source (Internet). Evaluation of sources for strength and reliability is crucial in both informative and persuasive speeches based on the chosen topic. All sources are evaluated by the instructor. Develop a rubric for assessing strength of sources for student evaluation.
		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		5	11	31	35	80%	
		5b. Reference Page					
		# of students .Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		5	11	31	35	80%	

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**					**How Results Will Be Used To Make Improvements**
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I	The origin and nature of public speaking is one of civic discourse. COMM 102 Public Speaking adheres to its roots and requires students to present speeches on issues ranging from current events, US governmental policies/issues, science/technology, to national, regional, and local issues. Lectures and activities are used to highlight the differences between fact, opinion, inferences, and logical fallacies.	Civic Discourse Topics					Topic selection for a speech is a personal choice of interest and knowledge. This competency works best for the persuasive speech. All speeches engage in civic discourse by nature of the assignment. Research and develop an evaluation for inferences, facts, and opinions.
		# of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	
		2	12	21	41	76%	
		Need Improvement = did not complete assignment					

Faculty Member Completing Assessment: Rex Regnier   **Date: 05/22/2015**
Reviewed by: Shelley Denton
(Division chair)   **Date: 06/11/15**

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

Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104 **Faculty: Gina Hochhalter**
Common Core No.: NMCCNENGL 1123

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results based on Writing Rubric** N=12	**How Results Will Be Used To Make Improvements**
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Tool: Outcomes Assessment rubric A total of <u>twelve (12) students</u> in one section of English 104 were assessed. Spring 2015. **BENCHMARK**: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.	See tables below	.**Note: This semester was particularly successful. Every outcomes category was met at 100%. I attribute this to the smaller class size and to the process approach I've been using to help/teach students how to write the longer research paper (8-10 pages in APA format). Students were spending the semester researching and writing about one chosen topic (using APA documentation style). This approach has been successful, but for next year, we are changing text books and thus this approach will change. I will continue to focus on documentation and research writing using the lessons I've been using; however, critical thinking will be added to the repertoire, so I am looking forward to next semester!** Met Met Met

Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	1	11	100%

Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	3	9	100%

Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	1	11	100%

Revised: 03/24/10

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.	**Thesis**: Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify. **Organization**: Paragraphs of support are structured to support the thesis; paragraphs flow (the writer has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence to the thesis. **Development**: the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.	Met Met Met

Thesis

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	0	12	100%

Organization

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	0	12	100%

Development

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	4	8	100%

3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as	**Unity/Development/Coherence:** Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic & evidence. **Value and Creativity:** Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality	Met

Unity/Development/Coherence

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	2	10	100%

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

narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		to the perspective or to written elocution.					Met

to the perspective or to written elocution.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	1	11	100%

Met

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and *in groups in order to learn how to produce (and edit) writing without errors.*

Expression (Wording and Phrasing): Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherence, diction, word usage, syntax. The language is precise, the wording exact and accurate.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	2	10	100%

Met

Grammar/Punctuation/Mechanics/Spelling: Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	1	11	100%

Met: Students spent a lot of time revising and editing. There are two rough draft reader reviews but students are dedicated to their topics and to presenting them well and with clarity. Nice job English 104 students!

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

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		**Integrating Quotations/Paraphrases:** Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.					Met

Table for Integrating Quotations/Paraphrases:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	0	12	100%

In-Text Citations and Integrating Research: Sources are introduced & identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	1	11	100%

Met: Citing sources in-text is a complex and detail-oriented process. Students did an amazing job this semester.

Works Cited (MLA) entries **or References** (APA) entries and page are formatted accurately and correctly.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	0	12	100%

Met

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

Analysis and discussion: Demonstrates analysis by making points supported by evidence; includes in the discussion synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of evidence presented.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	2	10	100%

Met

Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adapts, extends, and transforms a unique idea, question, format, or product to create something new.

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

		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	Met
		0	0	2	10	95%	

Faculty Member Completing Assessment: Gina Hochhalter   **Date: 5/20/15**

Reviewed by: Shelley Denton
(Division chair)   **Date: 7/9/15**

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

Clovis Community College
Core Competencies Assessment 2014/2015—Area I: Communications

Class: English 104 Compiled Fall 2014-Spring 2015   **Faculty: Janett Johnson**
Common Core No.: NMCCNENGL 1123
Number of students assessed: 64

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** Grading rubrics included the following categories: **1=2.6 (65% D…Beginning students)** **2=3.0 (75% C…Developing students)** **3=3.4 (85% B…Good Students)** **4=4.0 (100% A+…Exemplary students)** *64 students were assessed.*	**How Results Will Be Used To Make Improvements**	
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students submitted a research paper of 5-8 pages that had to be written in MLA style and included at least 5 sources. **Benchmark:** **75% of the students are required to receive a score of 3 (good) or better on the attached rubrics.**	**1.a. The paper addresses the situation and purpose correctly.** 	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	20	40	94 % | The benchmark was met with 94% of the students receiving "good" or "exemplary." **1.b.Aesthetics** | (1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	8	22	34	88%	 The benchmark was met with 88% of the students receiving "good" or "exemplary."	Most of my students did not have any problems addressing the situation and purpose of the assignment correctly. The students that did have issues, however, were absent during the class period where we went over the assignment or they had problems to follow instructions. At the beginning of the semester I always encourage my students to exchange phone numbers in case they are not able to attend a class. I will put even more emphasis on this option during the fall 2015/spring 2016 semesters. The majority of the students were very involved with their research topic and went way and beyond to look for support for their thoughts/arguments. I will continue to offer students a few topics for their research, but make them diverse/interesting enough so everyone is able to find something he/she wants to gain more knowledge about. Some students though had to deal with distractions	

on a personal level that limited their time and energy they were able to spend on their assignment. I will continue to invite the counselors/advisors at the beginning of the semester so that students know where to turn if they encounter challenges during their college career.

Since the students became familiarized with Clovis Community College's online databases and learned how to use them as tools to support their claims due to a hands-on lecture by our librarians, their papers exhibited a dialogue with a variety of points of views. I will continue to use CCC's library/databases and the wonderful staff of the library as a great resource for my students regarding research an online data bases.

1.c. The paper displays diverse points of view.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	10	15	39	84%

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

Revised 10/17/2013

| **2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.** Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively. | | **2.a. Provides a clear, precise, argumentative thesis.** | | | | | Since students that were exposed to research in ENG 102 tend to have a better understanding of the concept and composition of a thesis, I will continue to teach research as a unit in ENG 102. |

2.a. Provides a clear, precise, argumentative thesis.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	7	32	25	89%

The benchmark was met. 89% of the students received "good" or "exemplary."

2.b. Organization of paper:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	10	50	94%

The benchmark was met. 94% of the students received "good" or "exemplary."

2.c. Development of paper:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	12	48	94%

The benchmark was met with 94% of the students receiving "good" or "exemplary."

Revised 10/17/2013

3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		**3.a. Unity, development, and purpose:**	

3.a. Unity, development, and purpose:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	12	48	94%

The benchmark was met with 94% of the students receiving "good" or "exemplary."

3.b. Value and creativity:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	2	6	56	97%

The benchmark was met with 97% of the students receiving "good" or "exemplary."

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
Students should:
Use standard processes for generating documents or oral presentations independently and in groups.

4.a.The language is precise, the wording exact and accurate (Voice and Expression):

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	38	22	94%

The benchmark was met with 94 % of the students receiving "good" or "exemplary."

Since I noticed a big disparity in students between the students who grew up reading a lot versus those who did not, and since I want to challenge every student in English as well as promote an increased vocabulary, I will introduce more vocabulary during class (for example, with games) so that students will recognize that learning new words can be joyful and that an increased vocabulary can be empowering.

Revised 10/17/2013

4.b. Grammar, punctuation, mechanics, and spelling:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	2	8	24	94%

The benchmark was met with 94% of the students receiving "good" or "exemplary."

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
Students should:
Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.

5.a. Quotation and paraphrase:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	10	34	20	84%

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

5.b .In-text citation and signal phrases:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	10	34	20	84%

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

Students, especially during spring semester, had a harder time to grasp the application and differences between quotations and paraphrases. During the next year, I will extend my units in ENG 102 and 104 that address those issues and introduce more group work where students are able to learn hands-on.

As in 5.a, students encountered some difficulties with the concept of in-text citations and signal phrases. In the future, I will extend my unit of quotations and paraphrases and in-text citations and signal phrases that offers the students the opportunities to explore the subject matter more intensively and hands-on.

		5.c. Works Cited MLA format:	
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
		0	3	31	30	95%
		The benchmark was met with 95% of the students receiving "good" and "exemplary."

| **6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.** Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. | | **6.a. Analysis and Discussion:** |

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	30	30	94%

The benchmark was met with 94% of students receiving "good" or "exemplary."

6.b. Resourcefulness and independence:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"
0	4	15	45	94%

The benchmark was met with 94% of students receiving "good" or "exemplary."

Faculty Member Completing Assessment: Janett Johnson   **Date: 6/24/15**
Reviewed by: Shelley Denton
(Division chair)   **Date: 7/9/15**

Revised 10/17/2013

Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104   **Faculty: Michelle Malinovsky**
Common Core No.: NMCCNENGL 1123

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	A total of sixty-eight (68) students were assessed. This is a compilation of results from Spring 2015, a total of three classes; two are dual-credit high school. **I did not assess every student in my ITV class, as I had 39—I took a random sampling of 25.** **BENCHMARK**: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.	*(see tables below)*	*(see notes below)*

Situation and Purpose: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	6	58	96%

Met: I had a few high school dual-credit students who did not meet the requirements; I will stress the necessity of this in the future.

Aesthetics: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	18	47	96%

Met

Diverse points of view: Explores alternative insights or considers other points of view, such as by using counterargument or concession.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	13	16	49	83%

Met: Some student's paper were not obvious in their need to a counterargument, but I will stress the need to include a variety of POV in the future.

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		**Thesis**: Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify.	Met

Thesis

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	4	8	55	93%

Organization: Paragraphs of support are structured to support the thesis; paragraphs flow (the writer has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence to the thesis.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	8	19	41	88%

Met: I'm not happy with some of the student's organization. While I spend a significant amount of class time, discussing this, I will work on organization at the online stage more to improve this.

Development: the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	15	50	96%

Met

3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience.		**Unity/Development/Coherence:** Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic & evidence.	This is a hard to assess category—some students do research on topics that have a plethora of information or have loads of discourse already in existence, to it's hard to add something new to the conversation.

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.

Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	Met
		0	5	8	55	93%	

Value and Creativity: Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or to written elocution.

	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	Met
	0	3	23	42	96%	

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
Students should:
Use standard processes for generating documents or oral presentations independently and in groups.

Expression (Wording and Phrasing): Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherence, diction, word usage, syntax. The language is precise, the wording exact and accurate.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	Met
0	4	22	42	94%	

Grammar/Punctuation/Mechanics/Spelling: Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.

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.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	25	38	93%

Met: This semester, I tried to focus more on students working for coherence with ideas and grammar, with a focus on sentence variety.

---

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
Students should:
Gather legitimate information to support ideas without plagiarizing, misinforming or distorting. **In-Text Citations and Integrating Research:** Sources are introduced & identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately.

Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	6	16	45	90%

In-Text Citations and Integrating Research: Sources are introduced & identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
2	16	28	22	75%

Works Cited (MLA) entries **or References** (APA) entries and page are formatted accurately and correctly.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
2	10	26	30	82%

Met

Met: I'm not happy with this, I need to spend more class time offering examples of citations. I will do more in class exercises, with a focus on identifying outside sources using proper signal phrases, etc.

Met: For this, I had a few students provide a reference page that did not match some in-text citations. I'm still pondering if this was a citation-machine error or students did not take the time to do it properly.

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.

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I		**Analysis and discussion:** Demonstrates analysis by making points supported by evidence; includes in the discussion synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of evidence presented.					Met
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	
		0	2	10	56	97%	
		Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adapts, extends, and transforms a unique idea, question, format, or product to create something new.					Met
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	
		0	6	13	49	94%	

Faculty Member Completing Assessment: Michelle Malinovsky   **Date: 5/20/15**
Reviewed by: Shelley Denton
(Division chair)   **Date: 7/9/15**

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

Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104　　　　　　　　　　　　　　　　　　　　　　　**Faculty: Terry Murphy**
Common Core No.: NMCCNENGL 1123

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results N=51	How Results Will Be Used To Make Improvements
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed a persuasive research paper **BENCHMARK**: 75% of students should receive a score of 3 or better in each category of the standardized writing rubric.	**Situation and Purpose**: Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc. **Aesthetics**: Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation. **Diverse points of view**: Explores alternative insights or considers other points of view, such as by using counterargument or concession.	**Not met:** For this benchmark I will encourage the students to reflect more carefully on their thesis statements 67 is 34/51 I will have the students work more diligently on schemes and tropes. 73 is 37/51 I will have the students work more diligently on schemes and tropes. 71 is 36/51 I will stress having students offer opposing viewpoints.

Situation and Purpose:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	7	16	18	67%

Aesthetics:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	4	21	16	73%

Diverse points of view:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	51	21	15	71%

Revised: 10/17/2013

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** **N=51**	**How Results Will Be Used To Make Improvements**
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		**Thesis**: Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify.	

Thesis: Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
9	1	6	35	80%

80 is 41/51

Organization: Paragraphs of support are structured to support the thesis; paragraphs flow (the writer has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence to the thesis.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
9	0	10	32	82%

82 is 42/51

Development: the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
9	1	12	29	80%

80 is 41/51

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** **N=51**	**How Results Will Be Used To Make Improvements**
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		**Unity/Development/Coherence:** Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic & evidence.	

Unity/Development/Coherence:

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	4	22	16	75%

75 is 38/51

Value and Creativity: Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or to written elocution.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
9	7	23	12	69%

69 is 35/51
I will encourage students to expand their horizons and reflect on their research

Competencies		**Assessment Results**	**How Results Will Be Used**
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should:		**Expression** (Wording and Phrasing): Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherence, diction, word usage, syntax.	69 is 35/51 I will incorporate more grammar instruction.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
9	7	23	12	69%

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.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** **N=51**	**How Results Will Be Used To Make Improvements**
Use standard processes for generating documents or oral presentations independently and in groups.		**Grammar/Punctuation/Mechanics/Spelling**: Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc. <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>11</td><td>9</td><td>19</td><td>12</td><td>61%</td></tr></table>	**61 is 31/51** Students will be asked to do more grammar exercises
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		**Integrating Quotations/Paraphrases:** Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated. <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>9</td><td>0</td><td>8</td><td>35</td><td>84%</td></tr></table> **In-Text Citations and Integrating Research:** Sources are introduced & identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately. <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr></table>	

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.

Page 5 of 6 . . . . Course: ENG 104 English Comp. and Research　　　　**Common Core No.: NMCCNENGL 1123**

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results **N=51**					How Results Will Be Used To Make Improvements
		10	2	4	35	76%	

Works Cited (MLA) entries **or References** (APA) entries and page are formatted accurately and correctly.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
9	1	7	35	82%

Competencies		Assessment Results					Improvements
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I		**Analysis and discussion:** Demonstrates analysis by making points supported by evidence; includes in the discussion synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of evidence presented.					

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
8	1	10	30	78%

Resourcefulness and Independence: Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adapts, extends, and transforms a unique idea, question, format, or product to create something new.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
10	0	11	30	81%

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.

Page 6 of 6 . . . . Course: ENG 104 English Comp. and Research	**Common Core No.:** NMCCNENGL 1123

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results** **N=51**	**How Results Will Be Used To Make Improvements**

Faculty Member Completing Assessment: Terry Murphy   **Date:** 5/10/2015

Reviewed by: Shelley Denton

(Division chair)   **Date:** 7/14/2015

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

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

Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104 Spring 2015　　　　　　　　　　　　　　　　　　　**Faculty: Paul Nagy**
Common Core No.: NMCCN ENGL 1123

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
1. Analyze and evaluate oral and written communication in terms of situations, audience, purpose, aesthetics, and diverse points of view. A. Situation and purpose B. Aesthetics C. Diverse Points of View	Rubric-driven data collection using student research writing project	Benchmark: .75 @3.0 (=2.25) 1A. 3.18 1B. 2.36 1C. 2.73	1A. Benchmark met 1B. Benchmark not met *The CCC English Department is adopting a new textbook for Fall '15, one with an emphasis on literature and interpretation. This should help improve student understanding of aesthetics in writing.* 1C. Benchmark met.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly. A. Focus/thesis B. Organization C. Development	(See above)	2A. 3.09 2B. 2.73 2C. 3.0	2A. Benchmark met 2B. Benchmark met 2C. Benchmark met
3. Use effective rhetorical strategies to persuade, inform, and engage. A. Unity/Coherence B. Value and Creativity	(See above)	3A. 2.73 3B. 3.09	3A. Benchmark met 3B. Benchmark met

Revised: 10/17/2013

Clovis Community College
Core Competencies Assessment 2014-2015—Area I: Communication

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising and editing to present with correct diction, syntax, grammar, & mechanics. A. Expression B. Grammar/mechanics/spelling	(See above.)	4A. 2.63 4B. 2.27	4A. Benchmark met. 4B. Benchmark not met. *Students continuously struggle with these issues. The new textbook and more reading, as well as additional exercises in class, are components of my plan to increase student achievement in this area.*
5. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication. A. Integrating quotations/paraphrases B. In-text Citations C. Bibliographic format	(See above.)	5A. 2.81 5B. 2.73 5C. 2.73	5A. Benchmark met. 5B. Benchmark met. 5C. Benchmark met.
6. Engage in reasoned civic discourse while recognizing the difference among opinions, facts, and inferences. A. Analysis and discussion B. Resourcefulness and independence	(See above.)	6A. 2.9 6B. 2.9	6A. Benchmark met. 6B. Benchmark met.

Faculty Member Completing Assessment: Paul Nagy

Reviewed by: Shelley Denton
(Division chair)

Date: 7/2/2015

Date: 7/15/2015

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.

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.