Core Competencies Assessment 2014-2015—Area I: Communications

Faculty: Simon Chavez/Judith Spillane

Class: COMM 101: Interpersonal Communication

Common Core No.: NMCCN COMM 1213

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used To Make Improvements
(Learning Outcomes Being	(Process/Instrument named or		
Measured)	described – rubric attached)		
1. Students will analyze and	The students in Interpersonal	During the Fall and Spring semesters, 237	During the Fall and Spring semesters, the instructor collected
evaluate oral and written	Communication are assessed	students were enrolled in COMM 101 and	the final essay from students.
communication in terms of	through the use of exams, project,	were required to complete an essay	
situation, audience, purpose,	theory application essays, and	covering all course outcomes. The	Over 87.0% students accurately showed some degree of
aesthetics, and diverse points of	exercises to assess the ability to	attached rubric was used to determine	understanding and the ability to apply theoretical concepts
view.	apply theory to an actual	scores.	about Interpersonal Communication. The goal first
Students should:	(personal) interpersonal	De this family according to the form	determined by the instructor was to get 75.0%. I am very
Understand, appreciate, and	interaction in their life. Note:	By this fourth essay (out of four):	happy with this percentage considering this is first full year
critically evaluate a variety of	Exams are a paradox, in the instructor's opinion, and do not	87.0% of the students evidenced an	contract and conducting assessment on the course.
written and spoken messages in	measure a topic like	understanding of the material, and have	For the students that made up the 2.0% and 1.0%, I will
order to make informed decisions.	Interpersonal Communication	the ability to apply theoretical concepts	attempt to spend more one-on-one time with these students
	with much accuracy. The exams	from lecture.	to move them into the next higher group and try to not have
	are both comprehensive and		higher numbers in these groups next assessment year.
	conceptual.	2.0% of the students show some	
	-	understanding of the material but have	Students who have papers that are weak in the stated criteria
	Each essay evidences learning on	some difficulty applying the concepts.	are given the opportunity to visit the Writing Center and
	the paradigms presented for a		revise the assignment and re-submit it for additional points.
	particular theory. The theories	1.0 % of the students neither understands	
	include, self-concept, perception,	nor attempts to apply the concepts in	11.0% attended class intermittently or quit attending
	language, Each essay requires the	their essay.	altogether, and did not submit any essays. I am searching for
	student to understand, identify	11.00/ 111 1	some method to inspire this group to become active. For the
	terms, and apply them to a real	11.0% did not submit any essays.	students that quit attending, Early Alerts were completed
	life personal experience.		and attends to contact students was made by instructor and advisors.
			auvisors.

Revised: 10/17/2013

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essay.

28% did not submit any essays.

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Assessment Procedures

(Process/Instrument named or described - rubric attached)

The assignment requires that

statement through the use of

nonverbal behaviors between

two individuals. After the student

makes observations, he/she uses

compelling statement as to the

interpretation of the behavior.

Students completed a writing

Students completed a special

technology to help explain any

identified video clips from the

narration, description genres,

and mass media to complete the

internet that would demonstrate

topic covered in the course. For

example, if the topic is Nonverbal

project using media and

Communication, students

this topic. Students use

assignment.

personal observations and

inferences. Students make

detailed observations of

those observations in a

essay on Nonverbal Communication.

students express a primary

purpose in a compelling

Competencies

(Learning Outcomes Being

Measured) 2. Students will express a primary

statement and order supporting

points logically and convincingly.

Organize their thinking to express

their viewpoints clearly, concisely,

3. Students will use effective

inform, and engage.

Students should:

rhetorical strategies to persuade,

Select and use the best means to

deliver a particular message to a

persuasion), genres (essays, web

pages, reports, proposals), media and technology (PowerPointTM,

electronic writing), and graphics

particular audience. Rhetorical

strategies include but are not

limited to modes (such as

narration, description, and

purpose in a compelling

Students should:

and effectively.

Assessment Results	How Results Will Be Used To Make Improvements
74.0 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.	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
1.0% of the students show some understanding of the material but have some difficulty applying the concepts.	next cycle. I will work with students on giving better instructions so this standard can be met next time.
1.0 % of the students neither understands nor attempts to apply the concepts in their essay.	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% did not submit any essays.	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.
62.0 % of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.	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
4.0% of the students show some understanding of the material but have some difficulty applying the concepts.	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.
6.0% of the students neither understand nor attempt to apply the concepts in their	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

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Common Core No.: NMCCN COMM 1213

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

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Page 4 of 5 Course: COMM 101: Interpersonal Communication

Common Core No.: NMCCN COMM 1213

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used To Make Improvements
(Learning Outcomes Being	(Process/Instrument named or		
Measured)	described – rubric attached)		
5. Students will integrate research	Each essay evidences learning on	During the Fall and Spring semesters, 237	During the Fall and Spring semesters, the instructor collected
correctly and ethically from	the paradigms presented for a	students were enrolled in COMM 101 and	the final essay from students.
credible sources to support the	particular theory. The theories	were required to complete an essay	
primary purpose of a	include, self-concept, perception,	covering all course outcomes. The	Over 86.0% students accurately showed some degree of
communication.	language, Each essay requires the	attached rubric was used to determine	understanding and the ability to apply theoretical concepts
Students should:	student to understand, identify	scores.	about Interpersonal Communication. The goal first determined by the instructor was to get 75%. I am very
Gather legitimate information to	terms, and apply them to a real life personal experience.	By this fourth essay (out of four):	happy with this percentage considering this is first full year
support ideas without plagiarizing,	ine personal experience.	by this fourth essay (out of four).	contract and conducting assessment on the course.
misinforming or distorting.		86.0% of the students evidenced an	contract and conducting assessment on the course.
		understanding of the material, and have	Fort the students that made up the 2.0%, I will attempt to
		the ability to apply theoretical concepts	spend more one-on-one time with these students to move
		from lecture.	them into the next higher group and try to not have higher
			numbers in these groups next assessment year.
		2.0% of the students show some	
		understanding of the material but have	11.0% attended class intermittently or quit attending
		some difficulty applying the concepts.	altogether, and did not submit any essays. I am searching for
		1.00% of the state of the state of	some method to inspire this group to become active. For the
		1.0% of the students neither understood	students that quit attending, Early Alerts were completed
		nor attempted to apply the concepts in his or her essay.	and attends to contact students was made by instructor and advisors.
		of fier essay.	auvisors.
		11.0% did not submit any essays.	
6. Students will engage in	Students completed group	Students received classroom participation	I will continue on using these methods with both In-Class and
reasoned civic discourse while	discussions throughout the	points for the In-Class sections. Students	Online, but will encourage more class discussions covering
recognizing the distinctions	semesters on topics ranging from	in the online section completed graded	more topics since students really participate in these
among opinions, facts, and	self-concept, perception,	discussions.	discussions.
inferences.	language, nonverbal		
Students should:	communication, listening,		
Negotiate civilly with others to	conflict, and relationship		
accomplish goals and to function	development. Each essay requires the student to		
as responsible citizens.	understand, identify terms, and		
End Area I	anderstand, identity terms, and		

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Common Core No.: NMCCN COMM 1213

Date: 6/13/15

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

Faculty Member Completing Assessment: Simon Chavez/Judith Spillane

Reviewed by: Shelley Denton

(Division chair)

Date: 6/18/15

Core Competencies Assessment 2014-2015—Area I: Communications

Faculty: Rex Regnier

Class: COMM 102 Public Speaking

Common Core No.: NMCCN COMM 1113

		1								
<u>Competencies</u> (Learning Outcomes Being	Assessment Procedures (Process/Instrument named or	Assessment Results						How Results Will Be Used To Make		
Measured)	described – rubric attached)							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	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		# of stude Needs Improven	of po			# of Students Excellent	Percent of Students Above Avg.		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.
decisions. 2. Students will express a	instruction.									Emphasis of detailed comments is stressed for all speeches.
primary purpose in a compelling statement and order supporting points logically and convincingly.	Students are required to present 6 speeches in this class: 2 Impromptu, 1 Narrative, 2 Informative, and 1 Persuasive. Students must develop	# of	students Needs ovement	stu Ave	of dents erage	# of Students Above Average	# of Studen Exceller	nt Above	ents Avg.	While there are times that it is difficult to give every student 1 on 1 time, I have found
Students should: Organize their thinking to express their viewpoints	ents should: nize their thinking to ess their viewpoints ly, concisely, and and construct a speech goal, thesis statement, introduction, develop main points, support main points with sub-points integrate outside		4		3	16	58	909	%	through my comments on their speech rubrics and evaluation forms that I
clearly, concisely, and effectively.		# of	tudents students Needs ovement	#	ent of dents erage	# of Students Above Average	# of Studen Exceller		ents	can effectively critique and give valuable comments for the further development of each
	is a speech from each class that is delivered ¾ through the semester and their final speeches.		4		3	16	58	909	%	student in their quest to become a stronger speaker.

Revised: 10/17/2013

Core Competencies Assessment 2014-2015—Area I: Communication

Page 2 of 5 Course: COMM 102 Public Speaking

Common Core No.: NMCCN COMM1113

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

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Common Core No.: NMCCN COMM1113

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

Core Competencies Assessment 2014-2015—Area I: Communication

Page 4 of 5 Course: COMM 102 Public Speaking

Common Core No.: NMCCN COMM1113

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)		Asse	essment Res	ults		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	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	5a. Documer # of students Needs Improvement	# of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	Most students grasp these concepts. Focus is on using stronger sources rather that the easiest source (Internet). Evaluation of sources for
to support ideas without plagiarizing, misinforming or distorting.	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	5b. Reference # of students .Needs Improvement	e Page # of students Average	# of Students Above Average	# of Students Excellent	Percent of Students Above Avg.	strength and reliability is crucial in both informative and persuasive speeches based on the chosen
	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.	5	11	31	35	80%	topic. All sources are evaluated by the instructor. Develop a rubric for assessing strength of sources for student evaluation.

Core Competencies Assessment 2014-2015—Area I: Communication

Page 5 of 5 Course: COMM 102 Public Speaking

Common Core No.: NMCCN COMM1113

Date: 05/22/2015

Competencies	Assessment Procedures	Assessment Results					How Results Will Be
(Learning Outcomes Being	(Process/Instrument named or						Used To Make
Measured)	described – rubric attached)						<u>Improvements</u>
6. Students will engage in	The origin and nature of public	Civic Discour	se Topics				Topic selection for a
reasoned civic discourse while	speaking is one of civic discourse.	# of students	# of	# of	# of	Percent of	speech is a personal
recognizing the distinctions among opinions, facts, and	COMM 102 Public Speaking adheres	Needs Improvement	students Average	Students Above	Students Excellent	Students Above Avg.	choice of interest and
inferences.	to its roots and requires students to	Improvement	Average	Average	Excellent	/ wore / wg.	knowledge. This
Students should:	present speeches on issues ranging	2	12	21	41	76%	competency works best
Negotiate civilly with others to	from current events, US	_				7.070	for the persuasive
accomplish goals and to	governmental policies/issues,						speech. All speeches
function as responsible citizens. End Area I	science/technology, to national,	Need Improv	ement = di	d not compl	ete assignm	ent	engage in civic discourse
End /iled i	regional, and local issues. Lectures						by nature of the
	and activities are used to highlight						assignment.
	the differences between fact,						Research and develop an
	opinion, inferences, and logical						evaluation for inferences,
	fallacies.						facts, and opinions.

Faculty Member Completing Assessment: Rex Regnier

Reviewed by: Shelley Denton

<u>Date:</u> 06/11/15

Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104 Faculty: Gina Hochhalter

Common Core No.: NMCCNENGL 1123

Competencies	Assessment		Assessr	nent Resu	ts based on		How Results Will Be Used To Make Improvements
(Learning	Procedures			Writing Ru	ıbric		
Outcomes Being	(Process/Instrument						
Measured)	named or described			N=12			
	rubric attached)						
1. Students will	Tool: Outcomes	Situation and	Purpose: Fo	llows instruc	tions and assigr	ment criteria;	.Note: This semester was particularly successful. Every
analyze and evaluate	Assessment rubric	follows the co	nventions of	the genre as	s assigned by in	structor, such as	outcomes category was met at 100%. I attribute this to the
oral and written		narrative, argi	ument, defin	ition, etc.			smaller class size and to the process approach I've been using
communication in		(1)	(2)	(3)	(4)	Percent of	to help/teach students how to write the longer research
terms of situation,	A total of twelve (12)	Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	paper (8-10 pages in APA format). Students were spending the
audience, purpose,	students in one	Beginning Students	Students	Students	Exemplary Students	Exemplary	semester researching and writing about one chosen topic
aesthetics, and	section of English 104	0	0	1	11	100%	(using APA documentation style). This approach has been
diverse points of	were assessed. Spring						successful, but for next year, we are changing text books and
view.	2015.						thus this approach will change. I will continue to focus on
Students should:							documentation and research writing using the lessons I've
Understand,							been using; however, critical thinking will be added to the
appreciate, and							repertoire, so I am looking forward to next semester!
critically evaluate a	BENCHMARK: 75% of						Met
variety of written and	students should	Aesthetics: U	ses metapho	or and other	iterary devices	to convey or	
spoken messages in	receive a score of 3 or	support an ide	ea; demonsti	rates engage	ment with ideas	and sources;	
order to make	better in each	brings a distin	ctive angle t	o the writing	situation.		
informed decisions.	category of the	(1)	(2)	(3)	(4)	Percent of	
	standardized writing	Number of	Number of	Number of	Number of	"Good and	
	rubric.	Beginning Students	Developing Students	Good Students	Exemplary Students	"Exemplary"	
		0	0	3	9	100%	Met
				1		<u> </u>	
		Diverse point	s of view: Ex	plores alterr	native insights o	r considers	
		other points o	of view, such	as by using o	ounterargumer	t or concession.	
		(1)	(2)	(3)	(4)	Percent of	
		Number of Beginning	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	
		Students	Students	Students	Students	Exemplary	Met
		0	0	1	11	100%	iviet

Revised: 03/24/10

Core Competencies Assessment 2014-2015—Area I: Communication Page 2 of 5 Course: ENG 104 English Comp. and Research Common Core No.: NMCCNENGL 1123 **Thesis**: Provides a clear, precise, argumentative thesis that is 2. Students will sophisticated in both statement and insight. The central point is express a primary purpose in a stated clearly and is easy to identify. (1) (4) compelling (2) (3) Percent of Number of Number of Number of Number of "Good and statement and order Beginning Developing Good Exemplary "Exemplary" supporting points Students Students Students Students logically and Met 12 100% 0 0 0 convincingly. Students should: **Organization**: Paragraphs of support are structured to support the Organize their thesis; paragraphs flow (the writer has not switched back and forth thinking to express between topics); transitions work well to create a steady furthering of their viewpoints ideas and to connect the evidence to the thesis. clearly, concisely, and (1) (2) (3) Percent of Number of Number of Number of Number of "Good and effectively. Beginning Developing Good Exemplary "Exemplary" Students Students Students Students Met 100% 12 **Development**: the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing. Percent of (1) (3)Number of Number of Number of Number of "Good and Developing Beginning Good Exemplary "Exemplary" Students Students Students Students Met 100% 3. Students will use Unity/Development/Coherence: Sentences are unified within effective rhetorical paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader strategies to persuade, inform, move from idea to idea. The solution is argued convincingly w/logic & and engage. evidence. Students should: Select and use the (1) (2) (3) (4) Percent of Number of Number of Number of Number of "Good and best means to deliver Met Beginning Developing Exemplary "Exemplary" Good a particular message Students Students Students Students to a particular 10 100% audience. Rhetorical strategies include but Value and Creativity: Explores angles and everyday objects or ideas are not limited to in an unusual, surprising, and interesting way. Adds a unique quality modes (such as

Clovis Community College

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

Clovis Community College Core Competencies Assessment 2014-2015—Area I: Communication Page 3 of 5 Course: ENG 104 English Comp. and Research Common Core No.: NMCCNENGL 1123 to the perspective or to written elocution. narration, description, and (1) (2) (4) (3)Percent of persuasion), genres Number of Number of Number of Number of "Good and (essays, web pages, Beginning Developing Good Exemplary "Exemplary" reports, proposals), Met Students Students Students Students media and 100% 11 technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats). 4. Students will Expression (Wording and Phrasing): Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes employ writing and/or speaking coherence, diction, word usage, syntax. The language is precise, the processes such as wording exact and accurate. (1) (2) (3) (4) Percent of planning, Number of Number of Number of Number of "Good and collaborating, Developing "Exemplary" Beginning Good Exemplary organizing, Students Students Students Students composing, revising, Met 100% and editing to create presentations using **Grammar/Punctuation/Mechanics/Spelling**: Complete sentences; correct diction, avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, syntax, grammar, development, variety, absence of redundancy, etc. S/V agreement, and mechanics. pronoun consistency, tense; commas; apostrophes; placement of Students should: quotation marks, question marks, etc. Use standard (4) Met: Students spent a lot of time revising and editing. There (1) (2) Percent of (3)Number of Number of Number of Number of "Good and processes for are two rough draft reader reviews but students are dedicated Beginning Developing Good Exemplary "Exemplary" to their topics and to presenting them well and with clarity. generating Students Students Students Students Nice job English 104 students! documents or oral 100% 11 presentations independently and in groups in order to learn how to produce (and edit) writing without errors.

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

Clovis Community College Core Competencies Assessment 2014-2015—Area I: Communication Page 4 of 5 Course: ENG 104 English Comp. and Research Common Core No.: NMCCNENGL 1123 5. Students will Integrating Quotations/Paraphrases: Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction integrate research correctly and to sources are smoothly and correctly integrated. ethically from (1) (2) (3) Percent of Number of Number of Number of Number of "Good and credible sources to Beginning Developing Good Exemplary "Exemplary" support the primary Met Students Students Students Students purpose of a 12 100% 0 0 0 communication. Students should: In-Text Citations and Integrating Research: Sources are introduced & Gather legitimate identified in the text; citations are accurate in terms of MLA or APA information to format; summaries and paraphrases are soundly integrated into the support ideas without writing and cited accurately. plagiarizing, (1) (4) (2) (3) Percent of Number of Number of Number of Number of "Good and misinforming or Met: Citing sources in-text is a complex and detail-oriented Beginning Developing Good Exemplary "Exemplary" distorting. process. Students did an amazing job this semester. Students Students Students Students 100% 11 Works Cited (MLA) entries or References (APA) entries and page are formatted accurately and correctly. (4) (1) (2) Percent of Number of Number of Number of Number of "Good and Beginning Developing Good Exemplary "Exemplary" Students Students Students Students 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)	(2)	(3)	(4)	Percent of
Number of	Number of	Number of	Number of	"Good and
Beginning	Developing	Good	Exemplary	"Exemplary"
Students	Students	Students	Students	
0	0	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.

	Clovis Community College Core Competencies Assessment 2014-2015—Area I: Communication										
Page 5 of 5 Course: ENG 1	Common Core No.: NMCCNENGL 1123										
	(1) Number of Beginning Students 0	(2) Number of Developing Students 0	(3) Number of Good Students 2	(4) Number of Exemplary Students 10	Percent of "Good and "Exemplary"	Met					

<u>Faculty Member Completing Assessment:</u> Gina Hochhalter

Reviewed by: Shelley Denton (Division chair)

Date: 5/20/15

Date: 7/9/15

Core Competencies Assessment 2014/2015—Area I: Communications

Faculty: Janett Johnson

students though had to deal with distractions

Class: English 104 Compiled Fall 2014-Spring 2015

Common Core No.: NMCCNENGL 1123
Number of students assessed: 64

Campatanaiaa	Accessment		Λ-		+ Daguilta		Have Deculte Will De Head To Male
Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	1=2.6 (65% 2=3.0 (75% 3=3.4 (85% 4=4.0 (100%	Assessment Results Grading rubrics included the following categories: 1=2.6 (65% DBeginning students) 2=3.0 (75% CDeveloping students) 3=3.4 (85% BGood Students) 4=4.0 (100% A+Exemplary students) 64 students were assessed.				How Results Will Be Used <u>To Make</u> <u>Improvements</u>
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) Number of Beginning Students O The bench	exemplary"	(3) Number of Good Students 20	(4) Number of Exemplar y Students	Percent of "Good and Exemplar y" 94 % udents receiving	Most of my students did not have any pro- addressing the situation and purpose of the assignment correctly. The students that de have issues, however, were absent during class period where we went over the assignment or they had problems to follow instructions. At the beginning of the seme- always encourage my students to exchange phone numbers in case they are not able- attend a class. I will put even more empha- this option during the fall 2015/spring 202 semesters.
			(2) Number of Developing Students 8 mark was n "exemplary		(4) Number of Exemplary Students 34	Percent of "Good and Exemplary"	The majority of the students were very in with their research topic and went way ar beyond to look for support for their thoughts/arguments. I will continue to of students a few topics for their research, be make them diverse/interesting enough so everyone is able to find something he/she wants to gain more knowledge about. Some

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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."

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.

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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.

(1)	(2)	(3)	(4)	Percent of	
Number of	Number	Number of	Number	"Good	1
Beginning	of	Good	of	and	١I
Students	Developing	Students	Exemplary	"Exemplary"	١.
	Students		Students		l '
0	7	32	25	89%	1

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

2.b. Organization of paper:

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

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

2.c. Development of paper:

(1)	(2)	(3)	(4)	Percent of
Number	Number	Number	Number	"Good
of	of	of	of	and
Beginning	Developin	Good	Exemplary	Exemplary
Students	g	Students	Students	"
	Students			
0	1	12	48	94%
U	4	12	40	9470

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

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.

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3. Students will use effective	3.a. Unity,	developme	ent, and pu	rpose:			
rhetorical strategies to persuade,	(1)	(2)	(3)	(4)	Percent		
inform, and engage.	Number	Number	Number	Number	of		
Students should:	of	of	of Garad	of	"Good		
Select and use the best means to	Beginning Students	Developin g	Good Students	Exemplary Students	and Exemplary		
deliver a particular message to a	Students	Students	Students	Students	"		
particular audience. Rhetorical	0	4	12	48	94%		
strategies include but are not	The bench	mark was m				ı	
limited to modes (such as		good" or "e					
narration, description, and	_	and creativ					
persuasion), genres (essays, web	(1)	(2)	(3)	(4)	Percent	ĺ	
pages, reports, proposals), media	Number	Number	Number	Number	of		
	of	of	of	of	"Good		
and technology (PowerPointTM,	Beginning	Developin	Good	Exemplary	and .		
electronic writing), and graphics	Students	g	Students	Students	Exemplary "		
(charts, diagrams, formats).	0	Students 2	6	56	97%		
		_	-		dents receiv	l ving	
		exemplary		70 Of the 3to	aciits receiv	VIIIB	
	8000 01	CACITIPIATY	•				
4. Students will employ writing	4.a.The la	nguage is pi	ecise, the				Since I noticed a big disparity in students
and/or speaking processes such		xact and ac		ce and Expi	ession):		between the students who grew up reading a
as planning, collaborating,	(1)	(2)	(3)	(4)	Percent		
organizing, composing, revising,	Number	Number	Number	Number	of "Good		lot versus those who did not, and since I want to
and editing to create	of	of	of	of	and		challenge every student in English as well as
presentations using correct	Beginning Students	Developin g	Good Students	Exemplary Students	Exemplary "		promote an increased vocabulary, I will
diction, syntax, grammar, and	Students	Students	Students	Students			• • • • • • • • • • • • • • • • • • • •
mechanics.	0	4	38	22	94%		introduce more vocabulary during class (for
Students should:	The bench	mark was n	net with 94	% of the stu	idents recei	iving	example, with games) so that students will
		"exemplary				Ü	recognize that learning new words can be joyful
Use standard processes for	8000 0.	chempian,	•				and that an increased vocabulary can be
generating documents or oral							,
presentations independently and							empowering.
in groups.							

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

(1)	(2)	(3)	(4)	Percent
Number	Number	Number	Number	of "Good
of	of	of	of	and
Beginning	Developin	Good	Exemplary	Exemplary
Students	g	Students	Students	"
	Students			
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)	(2)	(3)	(4)	Percent
Number	Number	Number	Number	of
of	of	of	of	"Good
Beginning	Developin	Good	Exemplary	and
Students	g	Students	Students	Exemplary
	Students			"
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)	(2)	(3)	(4)	Percent of
Number	Number	Number	Number	"Good
of	of	of	of	and
Beginning	Developin	Good	Exemplary	"Exemplar
Students	g	Students	Students	y"
	Students			
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 intext citations and signal phrases that offers the students the opportunities to explore the subject matter more intensively and hands-on.

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Ţ							
		5.c. Works	Cited MLA	format:			
	1	(1)	(2)	(3)	(4)	Percent	
	i	Number	Number	Number	Number	of	
	i l	of	of	of	of	"Good	
	i	Beginning Students	Developin	Good Students	Exemplary Students	and Exemplary	
	i l	Students	g Students	Students	Students	"	
	i	0	3	31	30	95%	
	i	The benchr	nark was m	et with 959	% of the stu	idents	
		receiving "					
6. Students will engage in		6.a. Analys	is and Disc	ussion:			
reasoned civic discourse while	i	(1)	(2)	(3)	(4)	Percent	
recognizing the distinctions	i	Number	Number	Number	Number	of	
among opinions, facts, and	i	of	of	of	of	"Good	
inferences.	i	Beginning Students	Developin	Good	Exemplary	and	
Students should:	i	Students	g Students	Students	Students	Exemplary "	
Negotiate civilly with others to		0	4	30	30	94%	
-		The benchr	nark was m	net with 949	% of studen		
accomplish goals and to function	i	The benchmark was met with 94% of students receiving "good" or "exemplary."					
as responsible citizens.	ı	Boom 0.	enempian y	•			
		6.b. Resou	rcefulness a	and indepe	ndence:		
	i	(1)	(2)	(3)	(4)	Percent of	
	i	Number	Number	Number	Number	"Good	
	i l	of	of	of	of	and	
	i	Beginning	Developin	Good	Exemplary	Exemplary	
	1	Students	g	Students	Students	"	
		0	Students 4	15	45	94%	
				_			
					% oi studen	ts receiving	
		"good" or "	exemplary	•"			
	1						

Faculty Member Completing Assessment: Janett Johnson

Reviewed by: Shelley Denton

(Division chair)

Date: 6/24/15

Date: 7/9/15

Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104 Faculty: Michelle Malinovsky

Common Core No.: NMCCNENGL 1123

<u>Competencies</u>	Assessment Procedures		Asses	sment F	<u>Results</u>		How Results Will Be Used To Make
(Learning Outcomes Being	(Process/Instrument named						<u>Improvements</u>
Measured)	or described – rubric						
	attached)						
1. Students will analyze and	A total of sixty-eight (68) students	Situation a	nd Purpose	: Follows	instructions	s and	Met: I had a few high school dual-credit students who
evaluate oral and written	were assessed.	assignmen	t criteria; fo	llows the	convention	s of the	did not meet the requirements; I will stress the
communication in terms of	This is a compilation of results from	genre as as	signed by i	nstructor,	such as nar	rative,	necessity of this in the future.
situation, audience, purpose,	Spring 2015, a total of three classes;	argument,	definition,	etc.			
aesthetics, and diverse points	two are dual-credit high school.	(1)	(2)	(3)	(4)	Percent of	
of view.		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	
Students should:	I did not assess every student in my ITV class, as I had 39—I took a	Beginning	Students	Students	Exemplary	Exemplary	
Understand, appreciate, and	random sampling of 25.	Students	Stadents	Stadents	Students		
critically evaluate a variety of	. •	0	3	6	58	96%	
written and spoken messages in order to make informed decisions.	should receive a score of 3 or better in each category of the standardized writing rubric.	to convey of engageme angle to th (1) Number of Beginning Students 0 Diverse po considers of	e writing sit (2) Number of Developing Students	n idea; de s and sou cuation. (3) Number of Good Students 18 r: Explore of view, s	(4) Number of Exemplary Students 47 s alternativuch as by u	Percent of "Good and "Exemplary" 96% e insights or	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.

Revised: 10/17/2013

Core Competencies Assessment 2014-2015—Area I: Communication

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2. Students will express a	Thesis: Prov	ides a clear	, precise, a	argumentati	ve thesis that	Met
primary purpose in a	is sophistica	ited in both	statement	t and insight	t. The central	
compelling statement and	point is stat	ed clearly a	nd is easy	to identify.		
order supporting points	(1)	(2)	(3)	(4)	Percent of	
logically and convincingly.	Number	Number of	Number	Number of	"Good and	
Students should:	of	Developing	of Good	Exemplary	"Exemplary"	
Organize their thinking to	Beginning Students	Students	Students	Students		
express their viewpoints	1	4	8	55	93%	
clearly, concisely, and						
effectively.	Organizatio	n: Paragran	hs of supp	ort are stru	ctured to	
Circuivery.	support the	0 .				
					nsitions work	Met: I'm not happy with some of the student's
					d to connect	organization. While I spend a significant amount of
	the evidence	-	_	or racas arre	a to connect	class time, discussing this, I will work on organization at
	(1)	(2)	(3)	(4)	Percent of	the online stage more to improve this.
	Number	Number of	Number	Number of	"Good and	the offline stage more to improve this.
	of	Developing	of Good	Exemplary	"Exemplary"	
	Beginning	Students	Students	Students		
	Students 0	8	19	41	88%	
		O	13	41	8870	
	Developme	nt : the poin	ts are elab	orated with	n details,	Met
	examples, c					
	giving depth	•		,,		
	(1)	(2)	(3)	(4)	Percent of	
	Number	Number of	Number	Number of	"Good and	
	of	Developing	of Good	Exemplary	"Exemplary"	
	Beginning Students	Students	Students	Students		
	Students					
	0	3	15	50	96%	
3. Students will use effective	Unity/Deve	•				This is a hard to assess category—some students do
rhetorical strategies to	within para					research on topics that have a plethora of information
persuade, inform, and engage.	sentence-le				or have loads of discourse already in existence, to it's	
Students should:	Transitional	•			hard to add something new to the conversation.	
Select and use the best means	to idea. The	solution is	argued coi	nvincingly w	/ logic &	
to deliver a particular message	evidence.					
to a particular audience.						

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Rhetorical strategies include	(1)	(2)	(3)	(4)	Percent of	Met
but are not limited to modes	Number	Number of	Number	Number of	"Good and	
(such as narration, description,	of	Developing	of Good	Exemplary	"Exemplary"	
and persuasion), genres	Beginning Students	Students	Students	Students		
(essays, web pages, reports,	0	5	8	55	93%	
proposals), media and						
technology (PowerPointTM,	Value and	Creativity: [Explores ar	gles and ev	ervdav	
electronic writing), and		-	•	-	interesting	
graphics (charts, diagrams,	-	a unique qua			_	
formats).	written elo	•	ancy to the	perspective	. 01 10	
iorniats).	Witter clo	cation.				
	(1)	(2)	(3)	(4)	Percent of	Met
	Number	Number of	Number	Number of	"Good and	Wet
	of	Developing	of Good	Exemplary	"Exemplary"	
	Beginning	Students	Students	Students		
	Students	3	23	42	96%	
4. Students will employ writing	Everossion	(Wording a				Met
and/or speaking processes	-	and convinci				IVIEC
			-			
such as planning,		ituation. Inc				
collaborating, organizing,		_	uage is pre	ecise, the wo	ording exact	
composing, revising, and	and accura		(2)	(4)	Daniel of	
editing to create presentations	(1) Number	(2) Number of	(3) Number	(4) Number of	Percent of "Good and	
using correct diction, syntax,	of	Developing	of Good	Exemplary	"Exemplary"	
grammar, and mechanics.	Beginning	Students	Students	Students	, ,	
Students should:	Students					
Use standard processes for	0	4	22	42	94%	
generating documents or oral						
presentations independently	-	Punctuation	-		•	
and in groups.	-	avoids FRAC		•		
); unity, dev		•		
		y, etc. S/V a				
	tense; com	mas; apostr	ophes; pla	cement of q	uotation	
	marks, que	stion marks,	etc.			

Core Competencies Assessment 2014-2015—Area I: Communication

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	•					
	(1)	(2)	(3)	(4)	Percent of	Met: This semester, I tried to focus more on students
	Number of	Number of Developing	Number of Good	Number of Exemplary	"Good and "Exemplary"	working for coherence with ideas and grammar, with a
	Beginning	Students	Students	Students	Exemplary	focus on sentence variety.
	Students	Students	Students	Students		
	0	5	25	38	93%	
					_	
5. Students will integrate	Integrating	Quotations	/Paraphra	ses: Suppor	ting	Met
research correctly and ethically	evidence is	accurate, cu	ırrent, app	ropriate, &	sufficient;	
from credible sources to	citations an	nd introducti	on to sour	ces are smo	othly and	
support the primary purpose	correctly in	tegrated.				
of a communication.	(1)	(2)	(3)	(4)	Percent of	
Students should:	Number	Number of	Number	Number of	"Good and	
Gather legitimate information	of Beginning	Developing Students	of Good Students	Exemplary Students	"Exemplary"	
to support ideas without	Students	Students	Students	Students		
plagiarizing, misinforming or	1	6	16	45	90%	
distorting. In-Text Citations and	In-Text Cita	ations and Ir	ntegrating	Research: S	ources are	
Integrating Research: Sources	introduced	& identified	I in the tex	t; citations a	re accurate	
are introduced & identified in	in terms of	MLA or APA	format; sı	ımmaries ar	nd	
the text; citations are accurate	paraphrase	s are sound	ly integrate	ed into the v	vriting and	
in terms of MLA or APA format;	cited accura	ately.				
summaries and paraphrases are	(1)	(2)	(3)	(4)	Percent of	Met: I'm not happy with this, I need to spend more
soundly integrated into the	Number	Number of	Number	Number of	"Good and	class time offering examples of citations. I will do more
writing and cited accurately.	of Beginning	Developing Students	of Good Students	Exemplary Students	"Exemplary"	in class exercises, with a focus on identifying outside
,	Students	Students	Students	Students		sources using proper signal phrases, etc.
	2	16	28	22	75%	
	Works Cite	d (MLA) ent	ries or Ref	erences (AP	A) entries	
	and page a	re formatted	d accuratel	y and correc	ctly.	
	(1)	(2)	(3)	(4)	Percent of	Met: For this, I had a few students provide a reference
	Number	Number of	Number	Number of	"Good and	page that did not match some in-text citations. I'm still
	of Beginning	Developing Students	of Good Students	Exemplary Students	"Exemplary"	pondering if this was a citation-machine error or
	Students	Students	Judenits	Judents		students did not take the time to do it properly.
	2	10	26	30	82%	

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

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.

p				
(1)	(2)	(3)	(4)	Percent of
Number	Number of	Number	Number of	"Good and
of	Developing	of Good	Exemplary	"Exemplary"
Beginning	Students	Students	Students	
Students				
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.

(1)	(2)	(3)	(4)	Percent of
Number	Number of	Number	Number of	"Good and
of	Developing	of Good	Exemplary	"Exemplary"
Beginning	Students	Students	Students	
Students				
0	6	13	49	94%

Met

Met

Faculty Member Completing Assessment: Michelle Malinovsky

Reviewed by: Shelley Denton

(Division chair)

Date: 5/20/15

Date: 7/9/15

Core Competencies Assessment 2014-2015—Area I: Communications

Class: ENG 104 Faculty: Terry Murphy

Common Core No.: NMCCNENGL 1123

Competencies	Assessment Procedures		Asses	sment F	<u>Results</u>		How Results Will Be Used To Make
(Learning Outcomes Being	(Process/Instrument named			N=51			<u>Improvements</u>
Measured)	or described – rubric						
	attached)						
1. Students will analyze and	Students completed a persuasive	Situation a	nd Purpose	: Follows	instructions	and	Not met: For this benchmark I will encourage
evaluate oral and written	research paper	assignment	criteria; fo	llows the	conventions	s of the	the students to reflect more carefully on their
communication in terms of		genre as as	signed by ir	structor,	such as nar	rative,	thesis statements
situation, audience, purpose,		argument,	definition, e	etc.			triesis statements
aesthetics, and diverse points		(1)	(2)	(3)	(4)	Percent of	
of view.		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	
Students should:	BENCHMARK: 75% of students	Beginning	Students	Students	Exemplary	Exemplary	and a section of the
Understand, appreciate, and	should receive a score of 3 or	Students			Students		67 is 34/51 I will have the students work more
critically evaluate a variety of	better in each category of the	10	7	16	18	67%	diligently on schemes and tropes.
written and spoken messages in	standardized writing rubric.					_	
order to make informed		Aesthetics		•		•	
decisions.		to convey o					
					ces; brings	a distinctive	
		angle to the					
		(1) Number	(2) Number of	(3) Number	(4) Number	Percent of "Good and	
		of	Developing	of Good	of	"Exemplary"	
		Beginning	Students	Students	Exemplary	, ,	73 is 37/51 I will have the students work more
		Students			Students		diligently on schemes and tropes.
		10	4	21	16	73%	
		Diverse po	ints of view	: Explore:	s alternative	e insights or	
		considers o	ther points	of view, s	uch as by u	sing	
		counterarg	ument or co	oncession			
		(1)	(2)	(3)	(4)	Percent of	
		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	71 is 36/51 I will stress having students offer opposing
		Beginning	Students	Students	Exemplary	LACITIPIATY	viewpoints.
		Students			Students		
		10	51	21	15	71%	

Revised: 10/17/2013

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Page 2 of 6 Course: ENG 104 English Comp. and Research

Common Core No.: NMCCNENGL 1123

<u>Competencies</u>	Assessment Procedures		Asses	ssment I	Results		How Results Will Be Used To Make
(Learning Outcomes Being	(Process/Instrument named			N=51			Improvements
Measured)	or described – rubric						
	attached)						
2. Students will express a		Thesis: Pro	vides a clea	ır, precise	argumenta	ative thesis	
primary purpose in a		that is sop	histicated in	both stat	ement and	insight. The	
compelling statement and		central poi	nt is stated	clearly an	d is easy to	identify.	
order supporting points		(1)	(2)	(3)	(4)	Percent of	
logically and convincingly.		Number	Number of	Number of Good	Number	"Good and	80 is 41/51
Students should:		of Beginning	Developing Students	Students	of Exemplary	"Exemplary"	
Organize their thinking to		Students	Stadents	o caaciics	Students		
express their viewpoints clearly,		9	1	6	35	80%	
concisely, and effectively.					!	· · · · · · · · · · · · · · · · · · ·	
		Organization: Paragraphs of support are structured to					
		support th	e thesis; pai	ragraphs f	low (the wr	iter has not	
		switched b	ack and for	th betwee	n topics); tr	ransitions	
		work well t	to create a s	steady fur	hering of ic	deas and to	
		connect th	e evidence	to the the	sis.		
		(1)	(2)	(3)	(4)	Percent of	
		Number	Number of	Number	Number	"Good and	
		of Beginning	Developing Students	of Good Students	of Exemplary	"Exemplary"	82 is 42/51
		Students	Students	Students	Students		
		9	0	10	32	82%	
		-	ent : the poi				
		examples, comparisons, and other types of evidence				evidence	
		giving dept	th to the wr	iting.			
		(1)	(2)	(3)	(4)	Percent of	
		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	80 is 41/51
		Beginning	Students	Students	Exemplary	Exemplary	
		Students			Students		
		9	1	12	29	80%	

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Competencies	Assessment Procedures		Asses	sment F	Results		How Results Will Be Used To Make
(Learning Outcomes Being	(Process/Instrument named			N=51			Improvements
Measured)	or described – rubric						
ŕ	attached)						
3. Students will use effective	,	Unity/Dev	elopment/0	Coherence	: Sentence	s are unified	
rhetorical strategies to		within para	agraphs; par	agraphs a	re fully dev	eloped;	
persuade, inform, and engage.		sentence-l	evel ideas co	here with	nin a paragr	aph.	
Students should:		Transitiona	al words & p	hrases he	lp reader m	nove from	
Select and use the best means		idea to ide	a. The solut	ion is argu	ed convinc	ingly w/	
to deliver a particular message		logic & evi	dence.				
to a particular audience.							
Rhetorical strategies include but		(1)	(2)	(3)	(4)	Percent of	
are not limited to modes (such		Number	Number of	Number	Number	"Good and	
as narration, description, and		of Beginning	Developing Students	of Good Students	of Exemplary	"Exemplary"	
persuasion), genres (essays,		Students	Students	Students	Students		
web pages, reports, proposals),		10	4	22	16	75%	75 is 38/51
media and technology							
(PowerPointTM, electronic		Value and	Creativity:	Explores a	ingles and e	everyday	
writing), and graphics (charts,		objects or	ideas in an ι	ınusual, sı	urprising, a	nd	
diagrams, formats).		interesting	way. Adds	a unique d	juality to th	ie	
		perspectiv	e or to writt	en elocuti	on.		
		(1)	(2)	(3)	(4)	Percent of	69 is 35/51
		Number	Number of	Number	Number	"Good and	I will encourage students to expand their horizons and
		of	Developing	of Good	of	"Exemplary"	reflect on their research
		Beginning Students	Students	Students	Exemplary Students		Tenece on their research
		9	7	23	12	69%	
4. Students will employ writing		Expression	(Wording a	nd Phrasi	ng): Mainta	ins a	69 is 35/51 I will incorporate more grammar instruction.
and/or speaking processes such		distinctive	and convinc	ing voice	appropriate	e to the	
as planning, collaborating,		rhetorical	situation. In	cludes col	erence, did	ction, word	
organizing, composing, revising,		usage, syn	tax.				
and editing to create		(1)	(2)	(3)	(4)	Percent of	
presentations using correct		Number of	Number of	Number of Good	Number of	"Good and "Exemplary"	
diction, syntax, grammar, and		Beginning	Developing Students	Students	or Exemplary	Exemplary	
mechanics.		Students	Students	Staucits	Students		
Students should:		9	7	23	12	69%	

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Competencies	Assessment Procedures		Asses	ssment F	Results		How Results Will Be Used To Make
(Learning Outcomes Being	(Process/Instrument named			N=51			Improvements
Measured)	or described – rubric						
	attached)						
Use standard processes for							
generating documents or oral		Grammar/	Punctuation	n/Mechar	nics/Spellin	g: Complete	61 is 31/51
presentations independently			avoids FRA		•		
and in groups.			s); unity, de	•			
			cy, etc. S/V a	-		•	Students will be asked to do more grammer
			ımas; apostı		acement of	quotation	Students will be asked to do more grammar
		I	estion marks				exercises
		(1) Number	(2) Number of	(3) Number	(4) Number	Percent of "Good and	
		of	Developing	of Good	of	"Exemplary"	
		Beginning	Students	Students	Exemplary	, ,	
		Students			Students		
		11	9	19	12	61%	
5. Students will integrate		Integrating	g Quotation	s/Paraphi	rases: Supp	orting	
research correctly and ethically						& sufficient;	
from credible sources to				tion to sou	irces are sn	noothly and	
support the primary purpose of		correctly in					
a communication.		(1)	(2)	(3)	(4)	Percent of	
Students should:		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	
Gather legitimate information		Beginning	Students	Students	Exemplary	- Zxempiany	
to support ideas without		Students			Students		
plagiarizing, misinforming or		9	0	8	35	84%	
distorting.		In Toyt Cit	ations and I	ntogratin	g Posoarch	: Sources are	
			l & identifie	-	-		
			terms of N				
		and parapl	hrases are so	oundly int	egrated int	o the writing	
		and cited a	ccurately.				
		(1)	(2)	(3)	(4)	Percent of	
		Number	Number of	Number of Good	Number of	"Good and "Exemplary"	
		of Beginning	Developing Students	Students	Exemplary	Exemplary	
		Students			Students		

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Competencies	Assessment Procedures		Asses	ssment F	Results		How Results Will Be Used To Make
(Learning Outcomes Being	(Process/Instrument named			N=51			Improvements
Measured)	or described – rubric						
,	attached)						
	attacheay	10	2	4	35	76%	
					33	7070	
		Works Cite	ed (MLA) en	tries or Re	eferences (A	APA) entries	
			re formatte		•	•	
		(1)	(2)	(3)	(4)	Percent of	
		Number	Number of	Number	Number	"Good and	
		of	Developing	of Good	of	"Exemplary"	
		Beginning	Students	Students	Exemplary		
		Students	1	7	Students 35	82%	
6. Students will engage in		Analysis a	nd discussio	n: Demor			
reasoned civic discourse while		_	ints support				
recognizing the distinctions			synthesis of	•			
among opinions, facts, and			d/or second				
inferences.			evidence pre				
Students should:		(1)	(2)	(3)	(4)	Percent of	
Negotiate civilly with others to		Number	Number of	Number	Number	"Good and	
accomplish goals and to		of	Developing	of Good	of	"Exemplary"	
function as responsible citizens.		Beginning Students	Students	Students	Exemplary Students		
End Area I		8	1	10	30	78%	
			•	•	•		
		Resourcef	ulness and I	ndepende	ence: Write	r takes risks	
		and activel	y seeks out	untested	and unconv	entional	
		approache	s to the assi	gnment o	r to argume	entation.	
			pts, extends				
			ormat, or p	roduct to			
		(1)	(2)	(3)	(4)	Percent of	
		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"	
		Beginning	Students	Students	Exemplary	Exemplary	
		Students			Students		
		10	0	11	30	81%	

Clovis Community College Core Competencies Assessment 2014-2015—Area I: Communication Page 6 of 6 Course: ENG 104 English Comp. and Research Competencies (Learning Outcomes Being Measured) Measured) Clovis Community College Communication Common Core No.: NMCCNENGL 1123 Assessment Results (Process/Instrument named or described – rubric N=51 Improvements

Date: 5/10/2015

Faculty Member Completing Assessment: Terry Murphy

attached)

Reviewed by: Shelley Denton

(Division chair) <u>Date:</u> 7/14/2015

Core Competencies Assessment 2014-2015—Area I: Communications

Faculty: Paul Nagy

Class: ENG 104 Spring 2015

Common Core No.: NMCCN ENGL 1123

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named	Assessment Results	How Results Will Be Used To Make Improvements
	or described – rubric attached)		
 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.
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/CoherenceB. Value and Creativity	(See above)	3A. 2.73 3B. 3.09	3A. Benchmark met 3B. Benchmark met

Revised: 10/17/2013

Core Competencies Assessment 2014-2015—Area I: Communication

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Common Core No.: ENGL 1123

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

Core Competencies Assessment 2014-2015—Area I: Communication

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