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

Class: HIST 101 and HIST 102

Faculty: Nita Howard

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)			Priorities
1. Students will analyze and critically	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
interpret significant and primary texts	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
and/or works of art (this includes fine art,	final exam results, data on our	exceeded the70% benchmark.	class guidance on course material	
literature, music, theatre, and film.)	four (4) course objectives. These		seem to be effective. We will	
	include material to help students	HIST 101: 71.125%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 72.450%		
	across a range of historical			
	periods (in American History) and			
	cultural perspectives (African-			
	American, male and female,			
	various religions etc. in the			
	U.S.A.)			
2. Students will compare art forms, modes of	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
thought and expression, and processes across	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
a range of historical periods and/or structures	final exam results, data on our	exceeded the70% benchmark.	class guidance on course material	
(such as political, geographic, economic,	four (4) course objectives. These		seem to be effective. We will	
social, cultural, religious, and intellectual).	include material to help students	HIST 101: 75.125%	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 78.620%		
	across a range of historical			
	periods (in American History) and			
	cultural perspectives (African-			
	American, male and female,			
	various religions etc. in the			
	U.S.A.)			

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

Page 2 of 3 Course: HIST 101 and HIST 102

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

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
	described – rubric attached)			Priorities
3. Students will recognize and articulate the	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
diversity of human experience across a range	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
of historical periods and/or cultural	final exam results, data on our	exceeded the70% benchmark.	class guidance on course material	
perspectives.	four (4) course objectives. These		seem to be effective. We will	
	include material to help students	HIST 101: 72.325% correct	continue these, and try to use even	
	recognize and articulate the		more one-on-one contact.	
	diversity of human experience	HIST 102: 72.641% correct		
	across a range of historical			
	periods (in American History) and			
	cultural perspectives (African-			
	American, male and female,			
	various religions etc. in the			
	U.S.A.)			
4. Students will draw on historical and/or	Collected and compiled from all	Both classes (1 section History	Class discussions, individual	
cultural perspectives to evaluate any or all of	the History 101 and History 102	101 and 1 section History 102)	meetings with students, and in-	
the following: contemporary problems/issues,	final exam results, data on our	exceeded the70% benchmark.	class guidance on course material	
contemporary modes of expression, and contemporary thought.	four (4) course objectives. These	HIST 101: 74.320%	seem to be effective. We will	
contemporary thought.	include material to help students recognize and articulate the	HIST 101: 74.320%	continue these, and try to use even more one-on-one contact.	
For all Humanities and Fine Arts Competencies,	diversity of human experience	HIST 102: 79.775%	more one-on-one contact.	
students should:	across a range of historical	HIST 102. 79.77376		
Possess an understanding of the present that is	periods (in American History) and			
informed by an awareness of past heritages in	cultural perspectives (African-			
human history, arts, philosophy, religion, and	American, male and female,			
literature, including the complex and	various religions etc. in the			
interdependent relationships among cultures.	U.S.A.)			
	,			
Note: For the purposes of the Humanities and				
Fine Arts requirement, courses will come from				
the areas of History, Philosophy, Literature,				
Art, Dance, Music, Theatre and those offerings				
from other disciplines that also include, among				
other criteria, analytical study of primary texts				

Page 3 of 3 Course: HIST 101 and HIST 102

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

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

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

Clovis Community College Core Competencies Assessment 2010-2011 (Fall 2010) – Area V: Humanities and Fine Arts Class: Beginning Spanish II—Spanish 102-1NO—10445 Common Core Number: NMCCN SPAN 1124 Number of Students: 20

Faculty: Lorenza Hernández

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

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 49% of the students were successful in this grammatical structure.	The percentage of this structure was down from both classes last year. Emphasis on presenting this structure will focus on additional activities focused on the use of imperfect verbs that will improve students' understanding of this grammatical structure. Students continue to struggle with the difference between the preterit and imperfect verbs. I will continue to look for additional online resources to teach this structure.	

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

Number of Students: 20

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

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

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

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

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

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

Core Competency Number: NMCCN SPAN 1124

Number of Students: 10

Faculty: Lorenza Hernández

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will analyze and	Spanish 102 Beginning Spanish	(OB# 3) Spanish 102 Vocabulary	More emphasis will be placed on	
critically interpret significant and	second semester.	Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art		good. 65% of the students were	than 70% mastery.	
(this includes fine art, literature,	Instrument: Final Exam	successful in this grammatical		
music, theatre, and film.)		structure.		
	The Final Exam was used to assess		I will continue to find best	
2. Students will compare art	the reading, writing, and	(OB# 1,3) Spanish 102 Double	methods of instruction to teach	
forms, modes of thought and	beginning grammatical structures	objects pronouns.	weak areas, (61-69% of students'	
expression, and processes across a	used in the Spanish language.	Knowledge of double object	learning,) for improvements in	
range of historical periods and/or	Each group of questions aligns	pronouns was good 76% of the	reading, writing and oral	
structures (such as political,	with the state outcome/objectives	students were successful in this	proficiency.	
geographic, economic, social,	#1 and #3 listed to the left.	grammatical structure.	Those areas that were good (70-	
cultural, religious, and intellectual).		(OB# 1,3) Spanish 102 Verbs in	85% of students' successful learning,) I will continue to make	
		the preterit. Knowledge of	improvements to accomplish	
3. Students will recognize and		preterit verbs was good. 88% of	Spanish reading, writing and oral	
articulate the diversity of human		the students were successful in	proficiency.	
experience across a range of		this grammatical structure.		
historical periods and/or cultural		(00 ± 1.2) Consider 102 Deflection		
perspectives.		(OB# 1,3) Spanish 102 Reflexive		
4. Students will draw on historical		construction verbs. Knowledge of Reflexive construction good. 88%		
and/or cultural perspectives to		of the students were successful in		
evaluate any or all of the		this grammatical structure.		
following: contemporary				
problems/issues, contemporary				
modes of expression, and				
contemporary thought.				

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

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results (OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of imperfect verbs was a good improvement. 45% of the	How Results Will Be Used <u>To Make Improvements</u> The percentage of this structure was down from both classes last year. Emphasis on presenting this structure will focus on additional activities focused on the use of	<u>(Optional)</u> Recommendations/Goals/ Priorities
		students were successful in this grammatical structure.	imperfect verbs that will improve students' understanding of this grammatical structure. Students continue to struggle with the difference between the preterit verbs and the imperfect verbs. I will continue to look for additional resources online to teach this structure.	
		(OB# 1,3) Spanish 102 Irregular Verbs in the preterit. Knowledge of irregular verbs in preterit was good. 71% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

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Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		(OB# 1,3) Spanish 102 Present		
		Progressive. Knowledge of		
		present progressive verbs was		
		mastered by 93% of the students.		
		These students were successful in		
		this grammatical structure.		
		(OB# 1,3) Spanish 102 the use of		
		superlative statements.		
		Knowledge of superlative		
		statements was mastered by 93%		
		of the students. These students		
		were successful in this		
		grammatical structure.		

Faculty Member Completing Assessment:	Lorenza Hernández	<u>30 June 2010</u>	769-	<u>4933</u>
	Name		Date	Phone Number
Foundation According According to		24 Mars 2014	700	4022
Faculty Member Completing Assessment: L	orenza Hernandez	31 May 2011	/65	-4933

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

Class: HIST 101: Survey of American History to 1865

Core Competency Number: NMCCN HIST 1113

Faculty: Michael Powers

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

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

Competencies	According	Assessment Results	How Results Will Be Used	(Ontional)
Competencies	Assessment Procedures (Process/Instrument named or	Assessment Results		(Optional) Becommondations/Goals/
(Learning Outcomes Being Measured)	described – rubric attached)		To Make Improvements	Recommendations/Goals/ Priorities
	All students took a			FIDITIES
2. Students will compare art				
forms, modes of thought and	comprehensive and objective			
expression, and processes	final exam. Every multiple-			
across a range of historical	choice question on the exam			
periods and/or structures.	was linked to one or more of			
	the course objectives that			
	address the area state			
	competencies. Questions on			
	the final exam were based			
	on ideas, topics, primary			
	documents, and cultural			
	traits presented in class			
	lectures, discussions, and			
	documentary films. Ninety			
	of the one hundred			
	questions came from the			
	three hourly exams taken			
	during the semester. The			
	final ten questions evaluated			
	students' understanding of			
	ideas and topics presented in			
	the last class meeting.			
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Page 3 of 4 Course: History 101: Survey of American History to 1865 NMCCN HIST 1113

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

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

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

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

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

Class: Hist 102 Survey of American History Since 1865

Core Competency Number: NMCCN HIST 1123

Faculty: Michael Powers

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

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

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

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

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

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

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

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

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

Class: History 121: World Civilization I Core Competency Number: NMCCN HIST 1053

Faculty: Michael Powers

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

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

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

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

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

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

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



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

Class: Hist 122 World Civilization II

Core Competency Number: NMCCN HIST 1063

Faculty: Michael Powers

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

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

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

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

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

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

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



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

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 32

Faculty: Lorenza Hernández

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1.Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	92 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical		
	used in the Spanish language.	structure.	I will continue to find best	
2. Students will compare art	Each group of questions aligns	(00# 1.2) Creation 101 Courden of	methods of instruction to teach	
forms, modes of thought and	with the state outcome/objectives listed to the left.	(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns.	weak areas, (61-69% of students'	
expression, and processes across a range of historical periods and/or		Knowledge of gender of nouns	learning,) for improvements in	
structures (such as political,	A Final exam was given to	was good. 87% of the students	reading, writing and oral	
geographic, economic, social,	students in Spanish 101 and	were successful in this area.	proficiency.	
cultural, religious, and	Spanish 102 to assess students		Those areas that were good (70-	
intellectual).	learning for Objectives 1 and 3 of	(OB# 3) Spanish 101	85% of students' successful	
-	the state outcomes. Spanish	The verbs ser or estar.	learning,) I will continue to make	
3. Students will recognize and	instruction could only align with	Knowledge of these two verbs,	improvements to accomplish	
articulate the diversity of human	these two State outcomes.	which is a very difficult concept in	Spanish reading, writing and oral	
experience across a range of		any language, was good at 77% of	proficiency.	
historical periods and/or cultural		the students were successful in		
perspectives.		this grammatical structure.		
4. Students will draw on historical		(OB# 1, 3) Spanish 101 Tener		
and/or cultural perspectives to		expressions. Knowledge of tener		
evaluate any or all of the		expressions was good.		
following: contemporary		91% of the students were		
problems/issues, contemporary		successful in this grammatical		
modes of expression, and		structure.		
contemporary thought.				
Possess an understanding of the		(OB# 1, 3) Spanish 101		

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

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

Faculty Member Completing Assessment: Lorenza Hernández	31 May 2011	769-4933
Name	Date	Phone Number
All class assessment forms are due to your division chair by July 1.		

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

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		(OB# 1, 3) Spanish 101 Stem- changing verbs. Knowledge of stem-changing verbs was good. 90% of the students were successful in this grammatical structure.		
		(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 75% of the students were successful in this grammatical structure.		
		(OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 74% of the students were successful in this grammatical structure.		

Faculty Member Completing Assessment: Lorenza Hernández	31 May 2011	769-4933
Name	Date	Phone Number
All class assessment forms are due to your division chair by July 1.		

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

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

Core Competency Number: NMCCN SPAN 1114

Number of Students: 35

Faculty: Lorenza Hernández

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
(Learning Outcomes Being Measured) 1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.) 2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). 3. Students will recognize and	 (Process/Instrument named or described – rubric attached) Instrument: Final Exam The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left. A Final exam was given to students in Spanish 101 and Spanish 102 to assess students learning for Objectives 1 and 3 of the state outcomes. Spanish instruction could only align with 	 (OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 81 % of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 81% of the students were successful in this area. (OB# 3) Spanish 101 The verbs <i>ser</i> or <i>estar</i>. Knowledge of these two verbs, 		Recommendations/Goals/
 articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. 4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. 	these two State outcomes.	 which is a very difficult concept in any language. 76% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 83% of the students were successful in this grammatical structure. 	The verbs <i>ser /estar</i> , while a difficult structure, improved from last academic year. The hands on activities will continue to improve even more the learning of this most difficult structure.	

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

<u>Competencies</u>	Assessment Procedures	<u>Assessment Results</u>	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		 (OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 71% of the students were successful in this grammatical structure. (OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 86% of the students were successful in this grammatical structure. (OB# 3) Spanish 101 Possessive adjectives. Knowledge of nossessive adjectives was an 	Students continue to struggle with interrogative words although this year there was a positive improvement in the learning of this structure. The percentage of this structure improved for both classes. The focus on the presentation of this structure included activities that will continue to improve	
		possessive adjectives was an improvement from last year. 88% of the students were successful in this grammatical structure.	students' understanding.	
			I will continue to find best	
			methods of instruction to teach	
			weak areas, (61-69% of students'	
			learning,) for improvements in	
			reading, writing and oral	
			proficiency.	
culty Member Completing Ass	essment: Lorenza Hernández	31 May 1		769-4933

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

(Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
incusarca,		 (OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 83% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Stem- changing verbs. Knowledge of stem-changing verbs was good. 73% of the students were successful in this grammatical structure. 	There was a slight decrease in the percentage for both classes. More focus on the teaching of this structure will emphasize more practice using these verbs in daily life situations.	
		 (OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 73% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the 	Those areas that were good (70- 85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.	

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

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

Faculty Member Completing Assessment: Lorenza Hernández

31 May 2011

769-4933

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

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

Number of Students: 29

Faculty: Lorenza Hernández

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1.Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	86 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical	I will continue to find best	
2. Charles to a fill a survey of the	used in the Spanish language.	structure.	methods of instruction to teach	
2. Students will compare art	Each group of questions aligns	(OP# 1 2) Spanish 101 Condex of	weak areas, (61-69% of students'	
forms, modes of thought and expression, and processes across a	with the state outcome/objectives listed to the left.	(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns.	learning,) for improvements in	
range of historical periods and/or		Knowledge of gender of nouns	reading, writing and oral	
structures (such as political,	A Final exam was given to	was good. 74% of the students	proficiency.	
geographic, economic, social,	students in Spanish 101 and	were successful in this area.	Those areas that were good (70-	
cultural, religious, and	Spanish 102 to assess students		85% of students' successful learning,) I will continue to make	
intellectual).	learning for Objectives 1 and 3 of		improvements to accomplish	
	the state outcomes. Spanish		Spanish reading, writing and oral	
3. Students will recognize and	instruction could only align with		proficiency.	
articulate the diversity of human	these two State outcomes.		p	
experience across a range of			The percentage of this structure	
historical periods and/or cultural		(OB# 3) Spanish 101	(ser / estar) was down from last	
perspectives.		The verbs <i>ser</i> or <i>estar</i> .	semester. Emphasis on	
4. Students will draw on historical		Knowledge of these two verbs,	presenting this structure will focus	
and/or cultural perspectives to		which is a very difficult concept in any language, was good at 67% of	on additional activities and more	
evaluate any or all of the		the students were successful in	examples for both verbs that will	
following: contemporary		this grammatical structure.	improve students' understanding	
problems/issues, contemporary		0	of this grammatical structure.	
modes of expression, and				
contemporary thought.				

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

<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
		(OB# 1, 3) Spanish 101 Tener expressions. Knowledge of tener expressions was good. 74% of the students were successful in this grammatical structure.		
		 (OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was good. 61% of the students were successful in this grammatical structure. (OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 71% of the students were successful in this grammatical structure. 	The percentage of this structure was down from last semester. Emphasis on presenting this structure will focus on additional activities focus on question words that will improve students' understanding of this grammatical structure.	
Faculty Member Completing Asso	essment: Lorenza Hernández	3	1 May 2011	769-4933
		Name	Date	Phone Number

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
	described – fubric attached)	 (OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives was an improvement from last year. 68% of the students were successful in this grammatical structure. (OB# 3) Spanish 101 Family Members Knowledge of la familia was good. 77% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 Stem- changing verbs. Knowledge of stem-changing verbs was good. 79% of the students were successful in this grammatical 	The percentage of this structure was down from last semester. Emphasis for presenting this structure will focus on additional activities with more examples that will improve students' understanding of this grammatical structure.	PHOITLES
		structure.		
aculty Member Completing Asse	essment: Lorenza Hernández		1 May 2011	769-4933
	1	Name	Date	Phone Number

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		 (OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure. (OB# 1, 3) Spanish 101 The verbs Saber, Conocer and usage of the verbs. Knowledge of usage of these verbs was good. 70% of the students were successful in this grammatical structure. 		

Faculty Member Completing Assessment: Lorenza Hernández	31 May 2011	769-4933
Name	Date	Phone Number
All class assessment forms are due to your division chair by July 1.		

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

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

Number of Students: 26

Faculty: Lorenza Hernández

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1.Students will analyze and	Instrument: Final Exam	(OB# 1) Spanish 101 Vocabulary	More emphasis will be placed on	
critically interpret significant and		Knowledge of vocabulary was	the grammatical structures of less	
primary texts and/or works of art	The Final Exam was used to assess	very good.	than 70% mastery.	
(this includes fine art, literature,	the reading, writing, and	88 % of the students were		
music, theatre, and film.)	beginning grammatical structures	successful in this grammatical		
	used in the Spanish language.	structure.		
2. Students will compare art	Each group of questions aligns			
forms, modes of thought and	with the state outcome/objectives	(OB# 1, 3) Spanish 101 Gender of		
expression, and processes across a	listed to the left.	nouns and plural of nouns.	I will continue to find best	
range of historical periods and/or		Knowledge of gender of nouns	methods of instruction to teach	
structures (such as political,	A Final exam was given to	was good. 83% of the students	weak areas, (61-69% of students'	
geographic, economic, social,	students in Spanish 101 and	were successful in this area.	learning,) for improvements in	
cultural, religious, and	Spanish 102 to assess students	(OD# 2) Crasick 404	reading, writing and oral	
intellectual).	learning for Objectives 1 and 3 of	(OB# 3) Spanish 101	proficiency.	
3. Students will recognize and	the state outcomes. Spanish	The verbs <i>ser</i> or <i>estar</i> .	Those areas that were good (70- 85% of students' successful	
articulate the diversity of human	instruction could only align with these two State outcomes.	Knowledge of these two verbs, which is a very difficult concept in	learning,) I will continue to make	
experience across a range of	these two state outcomes.	any language, was good at 72% of	improvements to accomplish	
historical periods and/or cultural		the students were successful in	Spanish reading, writing and oral	
perspectives.		this grammatical structure.	proficiency.	
		this grannatical stracture.	proneiency.	
4. Students will draw on historical		(OB# 1, 3) Spanish 101 Tener		
and/or cultural perspectives to		expressions. Knowledge of tener		
evaluate any or all of the		expressions was good.		
following: contemporary		86% of the students were		
problems/issues, contemporary		successful in this grammatical		
modes of expression, and		structure.		
contemporary thought.				
		(OB# 1, 3) Spanish 101		

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

· · · · · ·				
	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being (Pr	rocess/Instrument named or		<u>To Make Improvements</u>	Recommendations/Goals/
Measured) d	lescribed – rubric attached)			Priorities
		Interrogative words. Knowledge		
		of interrogative words was good.		
		69% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 3) Spanish 101 Conjugation		
		of regular verbs. Knowledge of		
		conjugation of regular verbs was		
		good. 80% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 3) Spanish 101 Possessive		
		adjectives. Knowledge of		
		possessive adjectives was an		
		improvement from last year. 80%		
		of the students were successful in		
		this grammatical structure.		
		(OB# 3) Spanish 101		
		Family Members		
Faculty Member Completing Assessm	nent: <u>Lorenza Hernández</u>	<u>31 N</u>	Лау 2011 76	59-4933

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

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
		Knowledge of la familia was good.		
		88% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 1, 3) Spanish 101 Stem-		
		changing verbs. Knowledge of		
		stem-changing verbs was good.		
		81% of the students were		
		successful in this grammatical		
		structure.		
		(OB# 1, 3) Spanish 101 Poner, Salir, and Traer verb usage.		
		Knowledge of usage of these		
		verbs was good. 71% of the		
		students were successful in this		
		grammatical structure.		
		(OB# 1, 3) Spanish 101 The verbs		
Faculty Member Completing Asse	essment: <u>Lorenza Hernández</u>	<u>31 N</u>	<u>//ay 2011 76</u>	<u>59-4933</u>

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rument named or rubric attached) Saber, Conocer and usa verbs. Knowledge of us these verbs was good. students were successf	usage of	ovements Recommendations/Goals/ Priorities
Saber, Conocer and usa verbs. Knowledge of us these verbs was good.	usage of	Priorities
verbs. Knowledge of us these verbs was good.	usage of	
grammatical structure.		
	grammatical structure	grammatical structure.

Faculty Member Completing Assessment:	Lorenza Hernández	<u>30 June 2010</u>	769-4933
	Name	Date	Phone Number

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