

Clovis Community College

Core Competencies Assessment 2011-2012—Area V: Humanities and Fine Arts

Class: ART 131

Faculty: Carolyn Lindsey

Common Core No.: ARTS 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	Art 131 Art Appreciation NMCCN Arts 1113 Students complete weekly quiz. Final Exam	70% of students scored 80 percent or better on weekly quiz average. 75% of students scored 80 percent or better on final exam.	Encourage more participation in classroom discussion and lecture before weekly quiz. Increase groups activities to reinforce concepts discussed in the lectures.	
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).	Students are required to participate in group discussions and complete as individuals and in groups a series of essay questions. Students are required to submit a Formal Art Analysis.	70% percent of students scored 80 percent or better on Formal Art Analysis.	More information needs to be given to students on structure and composition of a Formal Art Critique.	With the current level of student competency in regards to history, geographic, political, etc. more explanation will be spent on the context of the art forms.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students are required to complete 4 art projects based on the elements and principles of design.	80% of students scored 90 percent or better on art projects.	Acceptable	

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/Goals/ Priorities
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: center;">End – Humanities/Fine Arts</p>	<p>Group Presentation involving art in Public Places. Students are required to complete and present a proposal for public art in the area in which they live.</p>	<p>90% of students scored 90 percent or better on group presentation.</p>	<p>Acceptable</p>	

Faculty Member Completing Assessment: Carolyn Lindsey _____ 6/11 2012 _____ 575-768-4932 _____
Name *Date* *Phone Number*

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

Clovis Community College

Class Assessment 2011-2012

Class: HIST 101, Area V: Humanities and Fine Arts
COMMON CORE NUMBER: HIST 1113

Faculty: Nita S. Howard

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).</p>	<p>Collected and compiled from all the HIST 101 final exam results, data on our four (4) course objectives. These include material to help students recognize and articulate the diversity of human experience across a range of historical periods (in American History) and cultural perspectives (African-American, male and female, various religions etc., in the U.S.A.)</p>	<p>Both sections of HIST 101 (HIST 101 – 101 and HIST 101 – 102) exceeded the 70% benchmark.</p> <p>HIST 101 – 101: 72.415%</p> <p>HIST 101 – 102: 83.235%</p>	<p>Our class discussions, the individual meetings with students, and extra in-class guidance on course material seem to be effective. We will continue these, and use even more one-on-one contact.</p>	
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Collected and compiled from all HIST 101 final exam results, data on our four (4) course objectives. These include those given above, in #1.</p>	<p>Both sections of HIST 101 (HIST 101 – 101 and HIST 101 – 102) exceeded the 70% benchmark.</p> <p>HIST 101 – 101: 73.325%</p> <p>HIST 101 – 102: 83.725%</p>	<p>(As above)</p>	

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

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

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

Faculty Member Completing Assessment: _____
Name
Date
Phone Number

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

Core Competencies Assessment 2011-2012: Area V

Clovis Community College
HIST 102, NMCCN HIST 1123

Area V: Humanities and Fine Arts
Faculty: Nita S. Howard

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature music, theatre, and film).	Collected and compiled from all HIST 102 final exam results, data on our four (4) course objectives. These include material to help students recognize and articulate the diversity of human experience across a range of historical periods (in American History) and cultural perspectives (African-American, Male and female, various religions etc., in the U.S.A.).	The HIST 102 class (one section only) exceeded the 70% benchmark. HIST 102 – 102: 80.615%	We can continue to use the class discussions, individual meetings with students, and extra in-class guidance/discussion on course material. These seem to be very effective, especially the one-on-one contact with students.	
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	Collected and compiled from all HIST 102 final exam results, data on our four (4) course objectives. (Same as those given in #1, above.)	The HIST 102 class (one section only) exceeded the 70% benchmark. HIST 102 – 102: 82.515%	(As above)	

Page 2 of 3 Course: HIST 102 – 102, spring 2012
Common Core No.: HIST 1023

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	(As in #1, above)	The HIST 102 class (one section only) exceeded the 70% benchmark. HIST 102 -102: 82.225%	(As above, in #1)	
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.	(As in #1, above)	The HIST 102 class (one section only) exceeded the 70% benchmark . HIST 102-102: 81.320%	(As in #1, above)	

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

Page 3 of 3 Course: HIST 102 – 102, spring 2012
Common Core No.: HIST 1023

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

Faculty Member Completing Assessment: Nita S. Howard _____
Name

June 4, 2012 _____
Date

769-4964
Phone Number

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

Core Competencies Assessment 2011-2012

Clovis Community College
Class: HIST 102 NMCCN HIST 1123

Survey of American History to 1865 Fall 2011
Faculty: Michael Powers

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art.	All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.	The History 101 class of twenty students exceeded the benchmark of 70%. The mean score for the final exam was 81.39 while the median score was 81.62.	The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies.	

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

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

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

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

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

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

Faculty Member Completing Assessment: Michael Powers _____ August 1, 2012 _____ 769-4934 _____
Name Date Phone Number

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

Clovis Community College

Class Assessment 2011-2012

Class: World Civilization I Fall 2011 HIST 121

Faculty: Michael Powers

Common Core No.: HIST 1053

<p><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/Priorities</p>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art.</p>	<p>All students took a comprehensive and objective final exam. Every multiple-choice question on the exam was linked to one or more of the course objectives that address the area state competencies. Questions on the final exam were based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. Ninety of the one hundred questions came from the three hourly exams taken during the semester. The final ten questions evaluated students' understanding of ideas and topics presented in the last class meeting.</p>	<p>The History 121 class of fourteen students exceeded the benchmark of 70%. The mean score was 81.07 while the median score was 83.00.</p>	<p>The results indicate the effectiveness of class lectures, discussions, and documentaries in achieving student understanding of the topics and ideas presented in this course. The use of lecture/reading outlines, documentary films, and review sessions at the start and end of each class have been effective in creating a incremental sequence of student comprehension of the course objectives and competencies</p>	

Page 2 of 5 Course: HIST 121
Common Core No.: HIST 1053

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

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

Page 3 of 5 Course: HIST 121
Common Core No.: HIST 1053

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

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

Page 4 of 5 Course: HIST 121
Common Core No.: HIST 1053

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

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

Page 5 of 5 Course: HIST 121
Common Core No.: HIST 1053

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

Faculty Member Completing Assessment: Michael Powers _____ August 1, 2012 _____ 769-4934 _____
Name Date Phone Number

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

Core Competencies Assessment 2011-2012

Clovis Community College

Class: Spanish 101—Beg. Spanish I—10439 and 10440 NMCCN SPAN 1114

Number of Students: 34

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left.</p> <p>A Final exam was given to students in Spanish 101 and Spanish 102 to assess students learning for</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 86 % of the students were successful in mastering the vocabulary presented.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 78% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verb <i>ser</i>. Knowledge of this verb, which is a very difficult concept in any language, improved to 80% of the students who were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Adjectives form, position and agreement. The knowledge of this grammatical structure was good with 82% of the students being successful.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>Knowledge of vocabulary in academic year 2011-2012 improved from last year. Vocabulary is an essential structure for learning Spanish.</p> <p>I will continue to teach vocabulary with flash cards and other hands on activities that will improve students' knowledge of new vocabulary.</p> <p>The verb <i>ser</i> while a difficult structure, improved from last academic year. The hands on activities will continue to improve even more the learning of this most difficult structure.</p>	

Page 2 of 5 Class: Spanish 101—Beg. Spanish I—10439 and 10440
Number of Students: 34

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Numbers 1-1000. Knowledge of numbers was excellent with 91% of the students being successful.</p> <p>(OB# 1, 3) Spanish 101 Tener and Venir verbs. Knowledge of tener and venir was good. 78% of the students were successful in this grammatical structure.</p>		
		<p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 69% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 77% of the students were successful in this grammatical structure.</p>	<p>Students continue to struggle with interrogative words. I will continue to find other ways to teach this structure and improve the outcome of learning this grammatical structure.</p> <p>The percentage of this structure improved for both classes. The focus on the presentation of this structure included activities that will continue to improve students' understanding.</p>	

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

Page 3 of 5 Class: Spanish 101—Beg. Spanish I—10439 and 10440
Number of Students: 34

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives decreased from last year. 73% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 The Personal “a”. This is the first year that this grammatical structure was presented in this course. The students’ knowledge of this structure was good with 75% being successful.</p> <p>(OB# 1, 2, 3, 4) Spanish 101 Culture; Spanish Speaking countries presented in the text. This is the first year that the cultural themes were presented in this course. The students’ knowledge of this structure was low with 63% being successful.</p>	<p>The culture presented in the text was presented in Spanish. I believe that time has to be taken to make sure the students understand what the text presented. I will focus on providing discussion in class to make sure that reading of cultural information is comprehended.</p> <p>I will continue to find best methods of instruction to teach weak areas, (61-69% of students’ learning,) for improvements in reading, writing and oral</p>	

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

Page 4 of 5 Class: Spanish 101—Beg. Spanish I—10439 and 10440
Number of Students: 34

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
			<p>proficiency.</p> <p>There was a slight decrease in the percentage for both classes. More focus on the teaching of this structure will emphasize more practice using these verbs in daily life situations.</p> <p>Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.</p>	

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

Page 5 of 5 Class: Spanish 101—Beg. Spanish I—10439 and 10440

Number of Students: 34

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

Faculty Member Completing Assessment: Lorenza Hernández _____
Name

June 29, 2012 _____
Date

769-4933 _____
Phone Number

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

Core Competencies Assessment 2011-2012

Clovis Community College

Class: Spanish 101—Beg. Spanish I—30376 and 30377 NMCCN SPAN 1114

Number of Students: 22

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Instrument: Final Exam</p> <p>The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives listed to the left.</p> <p>A Final exam was given to students in Spanish 101 and Spanish 102 to assess students learning for</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 88 % of the students were successful in mastering the vocabulary presented.</p> <p>(OB# 1, 3) Spanish 101 Gender of nouns and plural of nouns. Knowledge of gender of nouns was good. 81% of the students were successful in this area.</p> <p>(OB# 3) Spanish 101 The verb <i>ser</i> . Knowledge of this verb, which is a very difficult concept in any language, improved to 78% of the students who were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 Adjectives form, position and agreement. The knowledge of this grammatical structure was good with 86% of the students being successful.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>Knowledge of vocabulary in academic year 2011-2012 improved from last year. Vocabulary is an essential structure for learning Spanish.</p> <p>I will continue to teach vocabulary with flash cards and other hands on activities that will improve students' knowledge of new vocabulary.</p> <p>The verb <i>ser</i> while a difficult structure, improved from last academic year. The hands on activities will continue to improve even more the learning of this most difficult structure.</p>	

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1, 3) Spanish 101 Numbers 1-1000. Knowledge of numbers was excellent with 98% of the students being successful.</p> <p>(OB# 1, 3) Spanish 101 Tener and Venir verbs. Knowledge of tener and venir was good. 77% of the students were successful in this grammatical structure.</p>		
		<p>(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 70% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Conjugation of regular verbs. Knowledge of conjugation of regular verbs was good. 85% of the students were successful in this grammatical structure.</p> <p>(OB# 3) Spanish 101 Possessive</p>	<p>Students continue to struggle with interrogative words. I will continue to find other ways to teach this structure and improve the outcome of learning this grammatical structure.</p> <p>The percentage of this structure improved for both classes. The focus on the presentation of this structure included activities that will continue to improve students' understanding.</p>	

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>adjectives. Knowledge of possessive adjectives decreased from last year. 77% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 3) Spanish 101 The Personal “a”. This is the first year that this grammatical structure was presented in this course. The students’ knowledge of this structure was good with 78% being successful.</p> <p>(OB# 1, 2, 3, 4) Spanish 101 Culture; Spanish Speaking countries presented in the text. This is the first year that the cultural themes were presented in this course. The students’ knowledge of this structure was low with 55% being successful.</p>	<p>The culture presented in the text was presented in Spanish. I believe that time has to be taken to make sure the students understand what the text presented. I will focus on providing discussion in class to make sure that reading of cultural information is comprehended.</p> <p>I will continue to find best methods of instruction to teach weak areas, (61-69% of students’ learning,) for improvements in</p>	

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			<p>reading, writing and oral proficiency.</p> <p>There was a slight decrease in the percentage for both classes. More focus on the teaching of this structure will emphasize more practice using these verbs in daily life situations.</p> <p>Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.</p>	

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Faculty Member Completing Assessment: Lorenza Hernández _____
Name

June 29, 2012 _____
Date

769-4933 _____
Phone Number

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Core Competencies Assessment 2011-2012

Clovis Community College

Class: Beginning Spanish II—Spanish 102

Common Core No.: NMCCN SPAN 1124

Number of Students: 10

Faculty: Lorenza Hernández

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p> <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>	<p>Spanish 102 Beginning Spanish second semester.</p> <p>Instrument: Final Exam</p> <p>The Final Exam was used to assess the reading, writing, and beginning grammatical structures used in the Spanish language. Each group of questions aligns with the state outcome/objectives #1, #2, #3, and #4 listed to the left.</p>	<p>(OB# 3) Spanish 102 Vocabulary Knowledge of vocabulary was good. 81% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Objects pronouns. Knowledge of object pronouns was good 90% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Verbs in the preterit. Knowledge of preterit verbs was good. 82% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Ir/Dar/Estar. Knowledge of these verbs was good. 86% of the students were successful in this grammatical structure.</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>I will continue to find best methods of instruction to teach weak areas, (61-69% of students' learning,) for improvements in reading, writing and oral proficiency. Those areas that were good (70-85% of students' successful learning,) I will continue to make improvements to accomplish Spanish reading, writing and oral proficiency.</p> <p>The students did a great job this semester. Only one grammatical structure was below 70%.</p>	

Page 2 of 4 Class: Beginning Spanish II—Spanish 102
Number of Students: 10

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(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.</p> <p>OB# 1,3) Spanish 102 the use of Comparative and superlative statements. Knowledge of comparative and superlative statements was mastered by 73% of the students. These students were successful in this grammatical structure.</p>		
		<p>OB# 1,3) Spanish 102 The verb <i>ser</i> vs. <i>estar</i>. Knowledge of these verbs, which are very difficult concept in any language. 75% of the students were successful in this grammatical structure.</p>		

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Page 3 of 4 Class: Beginning Spanish II—Spanish 102
Number of Students: 10

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		<p>(OB# 1,3) Spanish 102 Family. Knowledge of family members was mastered by 95% of the students. These students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Stem-Change Verbs. Knowledge of Stem-Change Verbs was mastered by 68% of the students. The student struggled with this structure.</p> <p>(OB# 1,3) Spanish 102 Saber/ Conocer was mastered by 92% of the students. Knowledge of these verbs was good.</p>	<p>I will find best methods to teach this grammar structure.</p>	
		<p>(OB# 1,3) Spanish 102 Tener Expressions. Knowledge of Tener expressions was mastered by 96% of the students. These students were successful in this grammatical structure.</p>		

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Page 4 of 4 Class: Beginning Spanish II—Spanish 102
Number of Students: 10

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
		(OB# 1,3) Spanish 102 Direct Objects. Knowledge of Direct object was good 88% of the students were successful in this grammatical structure.		
		(OB# 1, 2, 3, 4) Spanish 101 Culture; Spanish Speaking countries presented in the text. This is the first year that the cultural themes were presented in this course. The students' knowledge of this structure was good with 76% being successful.		

Faculty Member Completing Assessment: Lorenza Hernández 29 June 2012 769-4933
Name Date Phone Number

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