

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: DNC 101 Introduction to Dance

Faculty: Jan Williams

Common Core No.: DANC 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (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).	My assessment tool is a pre/post test assessing the level of knowledge associated with dance technique, origin and historical events. Students are to increase their level of knowledge by 20% from a pretest to a post test.	The pretest average for fall/spring was 68% and the post test average was 72%. Only 2 of 18 students increased by 20%, and 11 of 18 students increased by 5 to 15%, which still showed improvement.	I like this assessment tool, but I am not pleased with the results. I have concluded that my questions do not correlate well with my lectures. Because this course is still very new to me, I realize it will take some time, trial and error to formulate an assessment that I feel will work best. Next year I want to assess all four competencies. For competency one, I will be using an assignment. For competencies 2, 3 and 4, I will be using the final exam. I will be dropping the pre/post test.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.			

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

Faculty Member Completing Assessment:

Jan Williams
Name

6/25/13
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: ENG 202 Literature-Short Story

Faculty: Janett Johnson

Common Core No.: ENGL 2343

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>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>Students are required to complete 7 written assignments (2 pages minimum) and partake in 16 discussions to complete this course. Additionally, students take a multiple/match midterm and final.</p> <p><u>Assignment 1:</u> Students had to define the meaning of the term literary canon or comment on the concept of literature in 21st century of America.</p> <p><u>Assignment 2:</u> Students had to create a glossary of literary terms that encompass the unit “Short story.”</p> <p><u>Assignment 3:</u> Students were required to argue what short story that is not in the reader for this course and that they have read belongs to the literary canon. Students also had to support their claim by implementing their gained</p>	<p>Students exceeded the 75% benchmark. The students that had difficulties with this assignment forgot to have a reference/Bibliography page and/or had difficulties with the English language and research skills.</p>	<p>I will encourage students even more to engage the help of online tutoring services to brush up on their English and research as well as research format skills. In my syllabus I referred to “Brainfuse”, but I will also address this issue directly in my future announcements.</p>

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	<p>knowledge.</p> <p><u>Assignment 4:</u> Students were asked to choose and analyze a poem they have read in class and that is their favorite. They also had to explain why this specific poem is their favorite.</p> <p><u>Assignment 5:</u> Students had to choose one of the poems in the reader and connect it with lyrics of a song of their liking. They had to show a link in their content/form/meaning/message by giving examples from the text. Students also had to attach the lyrics.</p> <p><u>Assignment 6:</u> Students were required to create another glossary of literary terms the encompass drama.</p> <p><u>Assignment 7:</u> Students had to re-write a dialogue of one the three movies they watched and</p>		

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
	change the outcome.		
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 participated actively in 16 discussions that addressed and exhibited different times of literature. Students were analyzing and comparing different readings in regards to politics, geography, economics, societal expectations and “norms,” history, culture, and religion. Besides posting their thoughts, students had to reply in a meaningful and reflective way to two other students’ post.	Students exceeded the 75% benchmark. Due to previous assignments throughout this course, they were exposed to readings of different time periods and by using students’ papers from their book as guide. Through their discussions and lectures they were provoked to expand their horizon and draw parallels.	Please view # 1.

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Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	The viewing of three movies and the writing of a new dialogue and ending encouraged students to think “outside” the box and to put their own experiences/reflections in the creation of their own dialogue and ending.	Students exceeded the 75 % benchmark.	Since I want this class be exemplary in regards to the experience of “diversity of the human experience,” I will ask students to videotape themselves for their introductory part of discussion one.	
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. 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. 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.	The readings of stories, plays, poetry, and of the writers’/poets’ background enhanced the knowledge of the past and the connection between cultures, history, the willingness and ability to create, as well as the different forms of societies. Additionally, the discussion board will offer a platform for reflection, analysis, and connection.	Students exceeded the 75% benchmark.	I will ask students to use the discussion board to ask each other questions to probe more into depth in the assigned inquiries. Additionally, I will require students to videotape their poetry presentation (Students have to write a poem and then present it in written format) so that they experience what it means to be a poet and find a sense of fulfillment and pride for their own creation.	

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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:

Janett Johnson
Name

June 17, 2013
Date

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: ENG 202 Types of Lit/ short story

Faculty: Paul Nagy

Common Core No.: ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	All students took a comprehensive essay exam. Each 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 skills of literary analysis for short fiction, and common ideas and themes presented in the short stories and raised in discussions and in projects. The final essay questions evaluated students' understanding of key ideas and topics presented in the class materials.	The mean score on the final exam was calculated at 77.2, with a benchmark of 75. The benchmark was reached.	Though the benchmark was reached, I will encourage students to engage the help of online tutoring and CCC Writing Center services to brush up on their exam writing skills.

<p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p>	<p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;">Assessment Results</p>	<p style="text-align: center;">How Results Will Be Used To Make Improvements</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>The final exam essay questions were linked to one or more of the course objectives that address the Area V state competencies. Questions recalled course materials and their comparisons and contrasts with other forms of fiction and literature.</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>Questions on the final exam included a historical perspective on the development of short fiction in the United States and elsewhere.</p>			
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and</p>	<p>The exam tested student recall of discussion and course material coverage of issues of class, race, religion, and the role of those phenomena in public discourse in America as related to and revealed in short stories .</p>			

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literature, including the complex and interdependent relationships among cultures. 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. End – Humanities/Fine Arts				

Faculty Member Completing Assessment: **Paul Nagy** _____ July 2013 _____
Name *Date*

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Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: ENG 211 Introduction to Literature

Faculty: Janett Johnson

Common Core No.: ENGL 2213

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>Students are required to complete 7 written assignments (2 pages minimum) and partake in 16 discussions to complete this course. Additionally, students take a multiple/match midterm and final.</p> <p><u>Assignment 1:</u> Students had to define the meaning of the term literary canon or comment on the concept of literature in 21st century of America.</p> <p><u>Assignment 2:</u> Students had to create a glossary of literary terms that encompass the unit “Short story.”</p> <p><u>Assignment 3:</u> Students were required to argue what short story that is not in the reader for this course and that they have read belongs to the literary canon. Students also had to support their claim by implementing their gained knowledge.</p> <p><u>Assignment 4:</u> Students were asked to choose and analyze a poem they have read in class and that is their favorite. They also had to explain why this specific poem is their favorite.</p> <p><u>Assignment 5:</u> Students had to choose one of the poems in the reader and connect it with lyrics of a song of their liking. They had to show a link in their content/form/meaning/message by giving examples from the text. Students also had to attach the lyrics.</p> <p><u>Assignment 6:</u> Students were required to create another</p>	<p>Students exceeded the 75% benchmark. The students that had difficulties with this assignment did not attach a Reference/Bibliography page. Additionally, some students had difficulties with the English language and research skills.</p>	<p>I will encourage students even more to engage the help of online tutoring and CCC Writing Center services to brush up on their English and research as well as research format skills by referring back to the syllabus where I displayed addressed of tutor sites like “Brainfuse.”</p> <p>Additionally, I also will attach a link to our library online databases and explain to the students how they can use this very beneficial tool for their own research for this course.</p>

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
	glossary of literary terms the encompass drama. <u>Assignment 7:</u> Students had to re-write a dialogue of one the three movies they watched and change the outcome.		
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 will have to respond weekly to a prompt that asks for analysis, connections, reflections, and insights on readings (in context with history, politics, society, religion, economy, culture, economics, etc.). In addition to the response, students have to reply to two classmates’ prompts.	Students exceeded the 75% benchmark. Due to previous assignments throughout this course, they were exposed to readings of different time periods and by using students’ papers from their book as guide. Through their discussions and lectures they were provoked to expand their horizon and draw parallels.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	The viewing of three movies and the writing of a new dialogue and ending encouraged students to think “outside” the box and to put their own experiences/reflections in the creation of their own dialogue and ending.	Students met the 75 % benchmark.	For my summer class, I will ask the students again to create their own brief movie clips for the poetry presentations so they can experience the diversity of the “human experience” in their own lives and experience the art of performing and get a glimpse of the work involved.

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<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>The readings of stories, plays, poetry, and of the writers'/poets' background enhanced the knowledge of the past and the connection between cultures, history, the willingness and ability to create, as well as the different forms of societies. The active participation on the discussion platform also contributes to the accumulation of this competency.</p>	<p>Students exceeded the 75% benchmark.</p>	<p>Please view # 3.</p>	

Faculty Member Completing Assessment:

Janett Johnson
Name

June 15, 2013
Date

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Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: German 101 Beginning German I

Faculty: Janett Johnson

Common Core No.: GERM 1114

The work of 12 students was assessed.

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>	<p style="text-align: center;"><u>(Optional)</u> Recommendations/Goals/Priorities</p>
<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>Students were required to complete 10 homework assignments, take 10 quizzes and participate in 10 discussions (one student lead the discussions and prepared those) that addressed movies and readings as well as the culture of Germany to complete this course. Students also watched 2 German movies with subtitles to gain knowledge in history and culture. Additionally, students took a written and reading midterm and a written/reading/and PowerPoint oral presentation.</p>	<p>Students exceeded the 85% benchmark. The students that had difficulties with this assignment did not complete the assignments or failed to prepare well for the tests.</p>	<p>I will encourage students to be more actively involved in their own learning experience by utilizing time in class for review of vocabulary on note cards.</p>	

**Page 2 of 4 Course: German 101
NMCCN: GERM 1114**

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>	<p style="text-align: center;"><u>(Optional)</u> Recommendations/Goals/Priorities</p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>Students participated actively in 10 discussions that addressed and exhibited different times of German culture. Students were analyzing and comparing different readings/experiences/movies/ in regards to politics, geography, economics, societal expectations and “norms,” history, culture, and religion.</p>	<p>Students exceeded with 90% in this category. Through their discussions and lectures they were provoked to expand their horizon and draw parallels.</p>	<p>Students enjoyed their “coffee-corner” where we discussed current political, economically, and cultural differences.</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>The viewing of two movies and the writing of a movie critique encouraged students to think “outside” the box and to put their own experiences/reflection and insights in their writing.</p>	<p>Students exceeded the 90 % benchmark.</p>		

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

**Page 3 of 4 Course: German 101
 NMCCN: GERM 1114**

<p style="text-align: center;"><u>Competencies</u> (Learning Outcomes Being Measured)</p>	<p style="text-align: center;"><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p style="text-align: center;"><u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>	<p style="text-align: center;"><u>(Optional)</u> Recommendations/Goals/Priorities</p>
<p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and 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>With the help of the movies and readings/watching news, and discussions students were able to compare/contrast their own lives in the U.S with the lives of people who live in Germany/Europe.</p>	<p>Students exceeded the 90% benchmark.</p>	<p>Students enjoyed the reflections and comparison/contrast momentums tremendously since it provoked them to look outside their own lives.</p>	

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

Page 4 of 4 Course: German 101
NMCCN: GERM 1114

Faculty Member Completing Assessment:

Janett Johnson
Name

17/06/2013
Date

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

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: HIST 101 Survey of American History to 1865

Faculty: Michael Powers

Common Core No.: HIST 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>
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.)	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 (20) students exceeded the benchmark of 70%. The mean score for the final exam was 85.64 while the median score was 86.50.	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 an incremental sequence of student comprehension of the course objectives and competencies.

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<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>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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<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>		

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

Faculty Member Completing Assessment: **Michael Powers** _____ **May 9, 2013** _____
Name *Date*

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Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: HIST 102 Survey of American History since 1865

Faculty: Michael Powers

Common Core No.: HIST 1213

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</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 102 class of twenty students exceeded the benchmark of 70%. One section of fourteen students had a mean score of 86.65 while the median score was 91.00.</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>

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<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>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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 All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.*

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

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

Faculty Member Completing Assessment: **Michael Powers** _____ **May 9, 2013** _____
Name *Date*

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Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: HIST 121 World Civilization I

Faculty: Michael Powers

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>
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.)	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.		

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<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p>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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<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>		

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

Faculty Member Completing Assessment: **Michael Powers** _____ January 7, 2013 _____
Name *Date*

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Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: SPAN 101 Beginning Spanish I

Faculty: Lorenza Hernandez

Common Core No.: SPAN 1114

Number of students assessed: 85

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>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.</p>	<p>(OB# 1) Spanish 101 Vocabulary Knowledge of vocabulary was good. 89 % 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. 76% 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 86% 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 87% of the</p>	<p>More emphasis will be placed on the grammatical structures of less than 70% mastery.</p> <p>Vocabulary is an essential structure for learning Spanish.</p> <p>Knowledge of vocabulary in academic year 2012-2013 improved some from last year.</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>

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
		students being successful. (OB# 1, 3) Spanish 101 Numbers 1-1000. Knowledge of numbers was excellent with 98% of the students being successful. (OB# 1, 3) Spanish 101 Tener verb. Knowledge of “tener” was good. 84% of the students were successful in this grammatical structure.	
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).		(OB# 1, 3) Spanish 101 Interrogative words. Knowledge of interrogative words was fair. 60% 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. 70% of the students were successful in this grammatical structure.	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. The percentage of this structure decrease. Additional focus will be on the presentation of this structure including hands on activities that will continue to improve students’ understanding.

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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>
		<p>(OB# 3) Spanish 101 Possessive adjectives. Knowledge of possessive adjectives decreased from last year. 70% of the students were successful in this grammatical structure.</p> <p>(OB# 1, 2, 3, 4) Spanish 101 Culture; Spanish Speaking countries presented in the text. This was the second year that the cultural themes were presented in this course. The students' knowledge of this structure was average with 71% being successful.</p>	<p>Possessive adjectives decreased from last year. More time will be spent on this grammatical structure to improve outcome.</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. Focus on providing discussions 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 proficiency.</p> <p>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 average (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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<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>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</p>				

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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:

Lorenza Hernandez
Name

May 23, 2013
Date

Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: SPAN 102 Beginning Spanish II

Faculty: Lorenza Hernandez

Common Core No.: SPAN 1124

Number of students assessed: 30

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
<p>1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)</p>	<p>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. 86% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 <i>Saber/ Conocer</i> was mastered by 72% of the students. Knowledge of these verbs was average.</p> <p>(OB# 1,3) Spanish 102 Stem-Change Verbs. Knowledge of Stem-Change Verbs was mastered by 89% of the students</p> <p>(OB# 1,3) Spanish 102 Adverbs. Knowledge of Adverbs was mastered by 88% of the students.</p> <p>(OB# 1,3) Spanish 102 Present Progressive. Knowledge of present</p>	<p>The grammatical structures of “Saber/ Conocer” and Stem- Change verbs were presented in the second semester Spanish courses in 2012-2013 academic year. These structures are a more advanced which made more sense to the second semester Spanish students.</p>

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		<p>progressive verbs was mastered by 97% of the students. These students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Direct Objects pronouns. Knowledge of object pronouns was good 84% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Indirect Object Pronouns. Knowledge of Indirect Object Pronouns was average 79% 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. 90% of the students were successful in this grammatical structure.</p> <p>(OB# 1,3) Spanish 102 Verbs in the Imperfect. Knowledge of Imperfect verbs was</p>	

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		average 74% of the students were successful in this grammatical structure.	
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).		(OB# 1, 2, 3, 4) Spanish 102 Culture; Spanish Speaking countries presented in the text. This is the second year that the cultural themes were presented in this course. The students' knowledge of this structure was good with 86% being successful.	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.			

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

Faculty Member Completing Assessment:

Lorenza Hernandez
Name

May 23, 2013
Date

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Clovis Community College

Core Competencies Assessment 2012-2013—Area V: Humanities and Fine Arts

Class: THTR 111 – Introduction to Theater

Faculty: Christy Mendoza

Common Core No.: THTR 1013

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	Students were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Each question is tied to an objective.	Overall average on pre-test was 36%. Overall average on post-test was 70% Questions 1, 2, & 6 Pre-Test Average Score =62% Post-Test Average Score =62%	The benchmark was met for objectives 2 and 4, but was less than 70% for objectives 1 and 3. Students need more work on critical thinking and analyzing the script of classic plays. As a class we read and analyze several plays together. Next semester, I plan to add an assignment where students will have to read and analyze a play script individually in order to help build their critical thinking skills.
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).	Benchmark for this assessment is for each objective to be met with a 70% proficiency or higher.	Questions 3, 5, 7, & 12 Pre-Test Average Score = 21% Post-Test Average Score = 79%	
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		Questions 10 & 11 Pre-Test Average Score = 21% Post-Test Average Score = 64%	I think this will be improved with the above assignment. In addition, I plan reevaluate the questions to better reflect this objective.
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.		Questions 4, 8, & 9 Pre-Test Average Score =38% Post-Test Average Score = 71%	

Faculty Member Completing Assessment:

Christy Mendoza

Name

May 9, 2013

Date