Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communications

Class: COMM 101 Interpersonal Communication   **Faculty: Ronald L. Biddle**
Common Core No.:

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
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	I use a 30 question pre-post-test which present five questions for each of the competency areas (Course catalog).	• In the section of the test regarding "Communication Process," the post-test student's results indicated a 15.9% increase in subject understanding. • In the section of the test regarding "Self-Concept," the post-test student's results indicated a 21.6% increase in subject understanding. • In the section of the test regarding "Perception," the post-test student's results indicated a 14.2% increase in subject understanding. • In the section of the test regarding "Listening," the post-test student's results indicated a 19.3% increase in subject understanding. • In the section of the test reagarding "Language,"	At the end of each semester, I close the loop through self-analysis of lecture and presentation methodology and materials. I believe in personal accountability as an instructor, and make changes where students have difficulty.	My course has a traditional format for teaching Interpersonal Communication (i.e., weekly lectures, hands-on exercises, three essays, three tests.)

Revised: 08/23/11

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
		the post-test student's results indicated a 7.1% increase in subject understanding. • In the section of the test "Relationship Development," the post-test student's results indicated a 3.4%increase in subject understanding.		
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.	N/A	N/A	N/A	
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and	N/A	N/A	N/A	

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

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
persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).				
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.	N/A	N/A	N/A	
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without	Students are required to use research and theory from lecture, text, and outside research. They are required to "cite" their research in either MLA or APA format.	*See Competency #1	N/A	

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

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
plagiarizing, misinforming or distorting.				
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I	Participation is required in this class, and is graded. However, it is not assessed because this is not a course in "civic discourse."	N/A	N/A	

Faculty Member Completing Assessment: *Ronald L. Biddle*   **April 1, 2011**   **769-4928**

Name   *Date*   *Phone Number*

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

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113   **Spring 2011_____ CRN: 10195…online class**
Faculty: Janett Johnson
Number of Students Assessed in this class: 18

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results A total of _13___ students were assessed in English 102_____. The Grading Rubrics includes the following categories: 1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed an essay for their assessment activity. This was completed during the last quarter of class. Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	**1a. Addresses the Prompt/Format** <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>2</td><td>3</td><td>10</td><td>3</td><td>83.6%</td></tr></table> The benchmark was met with 84% of the students receiving "good" or "exemplary". **1b.Content/Development/Support** <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>4</td><td>3</td><td>7</td><td>4</td><td>82.2%</td></tr></table> The benchmark was met with 82% of the students receiving "good" or 'exemplary".	1.a. I will continue to assign many in-class writings in response to readings. I will keep up the discussion board as well as the peer-evaluations. 1.b. I will continue to make students aware of the structure in readings and writings by having students log on to websites that deal with writing papers.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		**2a.Focus/Thesis Organization** <table><tr><td>(1) Number of Beginning Students</td><td>(2) Number of Developing Students</td><td>(3) Number of Good Students</td><td>(4) Number of Exemplary Students</td><td>Percent of "Good and "Exemplary"</td></tr><tr><td>4</td><td>3</td><td>7</td><td>4</td><td>82.2%</td></tr></table> The benchmark was met with 82% of the students receiving "good" or "exemplary".	2.a. Please read 1.b.	

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113 **Spring 2011____ CRN: 10195…online class**
Faculty: Janett Johnson
Number of Students Assessed in this class: 18

3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		3a. Unity/Development/Coherence					3.a. I will continue with peer-evaluations and the structural analysis of literary texts so that students will have an awareness of this competency.
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	
		3	4	7	4	83%	
		The benchmark was met with 83% of the students receiving "good" or "exemplary".					
		3b. Concession/Counterargument					3.b. I will continue to make students aware of the variety of view points that exist during their responses on discussion board and remind them to re-read the lectures posted.
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	
		5	5	5	3	79.16%	
		The benchmark was met with 79% of the students receiving "good" or "exemplary".					
		3c. Rhetorical Techniques					3.c. I will continue to introduce students to many techniques for rhetoric through assigned class writings.
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	
		1	4	9	4	85%	
		The benchmark was met with 85% of the students receiving "good" or "exemplary".					
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and		4a. Expression (Wording and Phrasing):					4.a. I will continue to encourage the use of the discussion board as well as readings to expand the students' language abilities. With peer-evaluations students also
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	
		0	2	8	8	90.5%	
		The benchmark was met with 91% of the students receiving "good" or "exemplary".					

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113   **Spring 2011_____ CRN: 10195…online class**
Faculty: Janett Johnson
Number of Students Assessed in this class: 18

mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.			experience their peers' capabilities and become inspired to improve and increase their capabilities.	

4b. Sentence Skills

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	8	6	87.7%

The benchmark was met with 88% of the students receiving "good" or "exemplary".

4.b. Please read 4.a.

4c. Grammar/Punctuation/Spelling.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	6	10	92%

The benchmark was met with 90% of the students receiving "good" or "exemplary".

4.c. Due to the focus on spelling and punctuation during the postings on the discussion board, students are aware of the importance of mechanics in language and pay attention to it. Additionally, thanks to technology (spell-checker), the writings have less errors.

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113   **Spring 2011____ CRN: 10195…online class**
Faculty: Janett Johnson
Number of Students Assessed in this class: 18

---

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

5a. In-text citations and Integrating Research

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
5	5	5	3	79.16%

The benchmark was met with 80% of the students receiving "good" or "exemplary".

5.a. I will continue to have students peer-evaluate their papers and assign more exercises to make students aware of the importance of in-text citations.

---

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

6a. Argumentation

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
2	8	5	3	80.83%

The benchmark was met with 81% of the students receiving "good" or "exemplary".

6.a. I will continue to assign discussion prompts where students have to argue their point of view and support it.

6b. Integrating quotations and Paraphrases

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
2	8	3	5	82.5%

The benchmark was met with 83% of the students receiving "good" or "exemplary".

6.b. Please read 6.a.

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 102/NMCCN: ENG 1113   **Spring 2011_____ CRN: 10195…online class**
Faculty: Janett Johnson
Number of Students Assessed in this class: 18

Faculty Member Completing Assessment   Janett Johnson   06/01/2011_____   Phone number _____575-693-6865_____
                                                                    Name   *Date (due by July 1)*

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **Spring 2011 Tuesdays**

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results A total of _21___ students were assessed in English 104_____. The Grading Rubrics includes the following categories: **1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)**	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed a 8-10 page research paper for their assessment activity. This was completed during the last weeks of class. Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1a. Addresses the Prompt/Format 	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	10	7	88.75% | The benchmark was met with 100% of the students receiving "good" and "exemplary". 1b.Content/Development/Support | (1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	3	8	9	90.25%	 The benchmark was met with 90% of the students receiving "good" and "exemplary".	1.a. Due to ENG 102, students were well prepared for this competency. 1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings. Students used the support of our newly established Writing Center even more than in the previous semester, and this really showed in their papers!	

Class: English 104/NMCCN: ENG 2113   **Spring 2011 Tuesdays**

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

---

2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

Students should:
Organize their thinking to express their viewpoints clearly, concisely, and effectively.

2a.Focus/Thesis Organization

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	10	6	87.5%

The benchmark was met with 87.5 % of the students receiving 'good" or "exemplary".

2.a. Because I am part of the Title V grant, and one of the stipulations was to work in partnership with another university, we adopted a more detailed sheet for rubrics. During peer-evaluations throughout this semester I used those rubrics, so the students became more focused on details. This benefitted them for their final paper.

---

3. Students will use effective rhetorical strategies to persuade, inform, and engage.

Students should:
Select and use the best means to deliver a particular message to a particular audience. Rhetorical

3a. Unity/Development/Coherence

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	10	6	87.5%

The benchmark was met with 88% of the students receiving "good" or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		3b. Concession/Counterargument					3.b. I engaged students in oral debates to have them practice counter arguing. Additionally, we watched the movie, The Great Debaters that show debate in context and made students aware of the importance of 'thinking' the 'opposite' way. The writing Center, again, was very instrumental in assisting the students in their writing process.	

3b. Concession/Counterargument

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	7	7	6	86%

The benchmark was met with 86% of the students receiving "good" or "exemplary."

3c. Rhetorical Techniques

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	7	8	5	85.25%

The benchmark was met with 85% of the students receiving 'good" or "exemplary".

3.c. Students were well prepared for rhetorical techniques due to in-class exercises on an oral and written basis.

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and

4a. Expression (Wording and Phrasing):

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	10	8	90%

The benchmark was met with 90% of the students receiving "good" or 'exemplary".

4.a. Students had a wonderful knowledge of the English language due to past experiences as well as in and out of class assignments.

| **mechanics.** Students should: Use standard processes for generating documents or oral presentations independently and in groups. | | 4b. Sentence Skills | 4.b. The Writing Center was vital in supporting students' writing process. Also, the in-class peer-evaluations contributed to such high performance. | |

4b. Sentence Skills

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	10	10	92.5%

The benchmark was met with 93% of the students receiving "good" or "exemplary".

4.b. The Writing Center was vital in supporting students' writing process. Also, the in-class peer-evaluations contributed to such high performance.

4c. Grammar/Punctuation/Spelling.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	10	10	92.5%

The benchmark was met with 93% of the students receiving "good" or "exemplary".

4.c. Same as 4.a and b.

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **Spring 2011 Tuesdays**

Faculty: Janett Johnson

Number of Students Assessed in this class: 20

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		5a. In-text citations and Integrating Research	5.a. Due to many in-class performed mini sessions, students had a pretty good grasp on this rubric. Students also used the Writing Center a lot for support, and it showed. Also, I will continue putting emphasis on this competency during ENG 102 and during ENG 104.

5a. In-text citations and Integrating Research

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
3	3	10	4	83.5%

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

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals		6a. Argumentation	6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies, readings, and the attendance of cultural events.

6a. Argumentation

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	3	8	8	88.5%

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

| and to function as responsible citizens. | | 6b. Integrating quotations and Paraphrases | | | | | 6.b. I will continue to place emphasis on in-text citation, quotations and paraphrases by addressing real life situations/speeches of politicians as prime examples . I will also continue to encourage visits to the Writing Center, and pay close attention to the Bedford Researcher/ advise the students to use the resources offered! | |

6b. Integrating quotations and Paraphrases

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	4	7	8	88%

The benchmark was met with 88% of the students receiving "good" or "exemplary".

Faculty Member Completing Assessment   <u>Janett Johnson</u>   <u>06/08/2011</u>   **Phone number**   <u>575-693-6865</u>

Name   *Date (due by July 1)*

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **CRN: 10571 and 10572, ITV, 10:08-11:08 AM**

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results — A total of _21___ students were assessed in English 104____. The Grading Rubrics includes the following categories: 1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed a research paper (8-10 pages) for their assessment activity. This was completed during the last quarter of the semester of class. Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1a. Addresses the Prompt/Format **1a table:** (1) Number of Beginning Students: 0 (2) Number of Developing Students: 0 (3) Number of Good Students: 6 (4) Number of Exemplary Students: 5 Percent of "Good and "Exemplary": 91.8% The benchmark was met with 92% of the students receiving "good" and "exemplary". 1b.Content/Development/Support **1b table:** (1) Number of Beginning Students: 0 (2) Number of Developing Students: 0 (3) Number of Good Students: 6 (4) Number of Exemplary Students: 5 Percent of "Good and "Exemplary": 91.8% The benchmark was met with 92% of the students receiving "good" and "exemplary".	1.a. Due to ENG 102, students were well prepared for this competency. 1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		2a.Focus/Thesis Organization **2a table:** (1) Number of Beginning Students: 0 (2) Number of Developing Students: 0 (3) Number of Good Students: 7 (4) Number of Exemplary Students: 4 Percent of "Good and "Exemplary": 90.45% The benchmark was met with 90% of the students receiving 'good" or "exemplary".	2.a. Students will be assigned exercises to practice structural sequencing as well as readings to observe this method in other author's writings.	

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **CRN: 10571 and 10572, ITV, 10:08-11:08 AM**

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

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

3a. Unity/Development/Coherence

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	6	5	91.8%

The benchmark was met with 92% of the students receiving "good" or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

3b. Concession/Counterargument

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
1	4	3	3	83.6%

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

3.b. I will continue to engage students in oral debates and group discussions to have them practice counter arguing. Additionally, we will watch the movie, The Great Debaters to show debate in context and to make students aware of the importance of 'thinking' the 'opposite' way.

3c. Rhetorical Techniques

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	3	3	84.5%

The benchmark was met with 85% of the students receiving 'good" or "exemplary".

3.c. Students were well prepared for rhetorical techniques due to their ENG 102 class when I taught the same students.

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **CRN: 10571 and 10572, ITV, 10:08-11:08 AM**
Faculty: Janett Johnson
Number of Students Assessed in this class: 11

| **4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.** Students should: Use standard processes for generating documents or oral presentations independently and in groups. | | 4a. Expression (Wording and Phrasing): | 4.a. Students had a wonderful knowledge of the English language due to past experiences and again, because I taught them during the previous semester in ENG 102. 4.b. Same as 4.a. | |

4a. Expression (Wording and Phrasing):

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	4	7	94.5%

The benchmark was met with 95% of the students receiving "good" or 'exemplary".

4b. Sentence Skills

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	4	7	94.5%

The benchmark was met with 95% of the students receiving "good" or "exemplary".

4c. Grammar/Punctuation/Spelling.

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	3	8	95.9%

The benchmark was met with 96% of the students receiving "good" or "exemplary".

4.c. Same as 4.a.

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **CRN: 10571 and 10572, ITV, 10:08-11:08 AM**
Faculty: Janett Johnson
Number of Students Assessed in this class: 11

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		5a. In-text citations and Integrating Research	5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian coming to class as well as the Writing Center director, who taught mini-sessions additionally to my lectures on research format and documentation as well as implementation of sources. I will continue putting emphasis on this competency during ENG 102 and during ENG 104.	

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	0	6	5	91.8%

The benchmark was met with 92% of the students receiving 'good" or "exemplary".

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.		6a. Argumentation	6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies and readings, and have a look at political events.	

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	5	4	88.6%

The benchmark was met with 87% of the students receiving "good" or "exemplary".

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN: ENG 2113   **CRN: 10571 and 10572, ITV, 10:08-11:08 AM**

Faculty: Janett Johnson

Number of Students Assessed in this class: 11

		6b. Integrating quotations and Paraphrases				6.b. I will continue to place emphasis on in-text citation, quotations and paraphrases by addressing real life situations/speeches of politicians as prime examples for their examples.	
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"	
		1	3	4	3	84.5%	
		The benchmark was met with 85% of the students receiving "good" or "exemplary".					

Faculty Member Completing Assessment   <u>Janett Johnson</u>   <u>06/05/2011</u>   Phone number   <u>575-693-6865</u>

                                                          Name   *Date (due by July 1)*

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113   **CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM**

Faculty: Janett Johnson

Number of Students Assessed in this class: 25

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures Course Name and NMCCN (Process/Instrument named or described – rubric attached)	Assessment Results A total of _21___ students were assessed in English 104____. The Grading Rubrics includes the following categories: 1 = 2.6 (65% D) 2 = 3 (75% C) 3 = 3.4 (85% B) 4 = 4 (100% A+)	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Students completed an 8-10 page research paper for their assessment activity. This was completed in the last quarter of this semester. Benchmark: 75% of students are required to receive a score of 3(good) or better on the attached rubrics.	1a. Addresses the Prompt/Format table: (1) Number of Beginning Students = 0 (2) Number of Developing Students = 0 (3) Number of Good Students = 15 (4) Number of Exemplary Students = 10 Percent of "Good and "Exemplary" = 91% The benchmark was met with 91% of the students receiving "good" and "exemplary". 1b.Content/Development/Support table: (1) Number of Beginning Students = 0 (2) Number of Developing Students = 3 (3) Number of Good Students = 10 (4) Number of Exemplary Students = 12 Percent of "Good and "Exemplary" = 91% The benchmark was met with 91% of the students receiving "good" and "exemplary".	1.a. Due to ENG 102, students were well prepared for this competency. 1.b. By analysis of readings by different authors students will be exposed to different techniques for support of their writings.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		2a.Focus/Thesis Organization table: (1) Number of Beginning Students = 0 (2) Number of Developing Students = 6 (3) Number of Good Students = 7 (4) Number of Exemplary Students = 12 Percent of "Good and "Exemplary" = 89.8% The benchmark was met with 90% of the students receiving 'good" or "exemplary".	2.a. Students will be assigned exercises to practice structural sequencing as well as readings to observe this method in other author's writings.	

1

Class: English 104/NMCCN ENG 2113   **CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM**
Faculty: Janett Johnson
Number of Students Assessed in this class: 25

| **3. Students will use effective rhetorical strategies to persuade, inform, and engage.** Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats). | | 3a. Unity/Development/Coherence ... | 3.a. I will continue my approach to strategies to ensure success in other classes. |

3a. Unity/Development/Coherence

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	2	11	12	91.4%

The benchmark was met with 91.4% of the students receiving "good" or "exemplary".

3b. Concession/Counterargument

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	11	9	88.4%

The benchmark was met with 88% of the students
Receiving "good" or "exemplary".

3c. Rhetorical Techniques

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	4	12	9	88.8%

The benchmark was met with 89% of the students receiving 'good" or "exemplary".

3.a. I will continue my approach to strategies to ensure success in other classes.

3.b. I will continue to engage students in oral debates and group discussions to have them practice counter arguing. Additionally, we will watch the movie, The Great Debaters to show debate in context and to make students aware of the importance of 'thinking' the 'opposite' way.

3.c. Students were well prepared for rhetorical techniques due to their ENG 102 class when I taught the same students.

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113   **CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM**
Faculty: Janett Johnson
Number of Students Assessed in this class: 25

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		4a. Expression (Wording and Phrasing): 	(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
---	---	---	---	---
0	2	13	10	90.2% | The benchmark was met with 90% of the students receiving "good" or 'exemplary." 4b. Sentence Skills | (1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
---	---	---	---	---
0	2	13	10	90.2%	 The benchmark was met with 90% of the students receiving "good" or "exemplary".	4.a. Students had a wonderful knowledge of the English language due to past experiences and again, because I taught them during the previous semester in ENG 102. 4.b. Same as 4.a.	

Clovis Community College
Core Competencies Assessment 2010-2011—Area I: Communication

Class: English 104/NMCCN ENG 2113   **CRN: 10574-10576, 10580, 10961, 10925. ITV: 11:12-12:12 AM**
Faculty: Janett Johnson
Number of Students Assessed in this class: 25

		4c. Grammar/Punctuation/Spelling.					4.c. Same as 4.a.	
		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"		
		0	2	13	10	90.2%		

The benchmark was met with 90% of the students receiving "good" or "exemplary".

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

5a. In-text citations and Integrating Research

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	8	5	12	89%

The benchmark was met with 89% of the students receiving 'good" or "exemplary".

5.a. Students were advanced due to ENG 102 with this process. Students also had guidance due to a librarian coming to class as well as the Writing Center director, who taught mini-sessions additionally to my lectures on research format and documentation as well as implementation of sources. I will continue putting emphasis on this competency during ENG 102 and during ENG 104.

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.		6a. Argumentation					6.a. Because of many class discussions students are able to accept differences as well as a diversity of opinions. I will continue to have many in-class discussions regarding movies and readings, and have a look at political events.	

6a. Argumentation

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	5	8	12	90.2%

The benchmark was met with 90% of the students receiving "good" or "exemplary".

6b. Integrating quotations and Paraphrases

(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"
0	7	7	11	88.8%

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

6.b. I will continue to place emphasis on in-text citation, quotations and paraphrases by addressing real life situations/speeches of politicians as prime examples for their examples.

Faculty Member Completing Assessment __Janett Johnson__   **06/04/2011**_____   **Phone number** ____575-693-6865_____
                                Name   *Date (due by July 1)*

5