

## Clovis Community College

### Core Competencies Assessment 2011-2012—Area I: Communications

Class: English 102 Fall 2011 and Spring 2012

Faculty: R. Jones and J. Johnson

Common Core No.: ENGL 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities										
<p><b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b> Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>A total of 82 students were assessed using the standardized rubric.</p> <p>BENCHMARK: 75% of students receive a score of 3 or better on the standardized rubric.</p>	<p>Follows instructions and assignment criteria.</p> <table border="1" style="width: 100%; text-align: center;"> <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>11</td> <td>10</td> <td>24</td> <td>37</td> <td>74%</td> </tr> </table>	(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"	11	10	24	37	74%	<p>Benchmarks were met for these competencies.</p>	
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<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>		<p>Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight.</p> <table border="1" style="width: 100%; text-align: center;"> <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>0</td> <td>2</td> <td>12</td> <td>10</td> <td>92</td> </tr> </table>	(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	12	10	92	<p>This criteria applied to only some of the student work (24 students) assessed. For those 24, the benchmark was met.</p>	
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Provides persuasive, precise topic sentences and transitions in all paragraphs; all paragraphs have one main idea and work together to illuminate the organizational scheme of the paper.

(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”
9	12	23	38	74%

Benchmark is nearly met.

Contains logical sentence sequencing within every paragraph, that highlights the persuasive argument.

(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”
10	9	22	41	77%

Benchmark is met.

Other possible solutions are addressed (conceded), acknowledged, or refuted.

(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	14	10	100%

Not all students were assessed on this criterion, but those that were met the benchmark.

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<p><b>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.</b>                  Students should:                  Use standard processes for generating documents or oral presentations independently and in</p>		<p>Coherence, diction, word usage, syntax, etc. The language is precise, the wording exact and accurate.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>(1) Number of Beginning Students</th> <th>(2) Number of Developing Students</th> <th>(3) Number of Good Students</th> <th>(4) Number of Exemplary Students</th> <th>Percent of “Good and “Exemplary”</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>9</td> <td>28</td> <td>37</td> <td>79%</td> </tr> </tbody> </table> <p>The benchmark on this criterion was met.</p>	(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”	8	9	28	37	79%												
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groups.

Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc.

(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”
10	14	20	38	70%

The benchmark on this criterion was not met. Faculty identified no means to improve their address of this criterion.

S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.

(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”
7	10	27	38	79%

The benchmark was met.

Exhibits nearly error-free writing.

(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”
9	10	25	38	77%

The benchmark was met.

**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.

Sources are introduced & identified in the text; citations are accurate in terms of APA or MLA format; summaries and paraphrases are soundly integrated into the writing and cited accordingly.

(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	9	13	92%

Not all students were assessed, but those that were saw the benchmark reached.

The Works Cited/References page is correctly formatted. Plagiarism is absent.

(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	21	100%

Not all students were assessed, but those that were saw the benchmark reached.

Supporting evidence is accurate, current, appropriate, & sufficient.

(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"
8	11	25	38	76%

The benchmark was reached.

		<p>Provides properly formatted in-text citations with almost no errors.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 15%;">Percent of “Good and “Exemplary”</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>10</td> <td>12</td> <td>92%</td> </tr> </tbody> </table> <p>Not all students were assessed, but those that were saw the benchmark reached.</p> <p>Provides relevant, sufficient, and skillfully integrated evidence that is carefully selected and goes beyond the obvious choices.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 15%;">Percent of “Good and “Exemplary”</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>12</td> <td>32</td> <td>30</td> <td>76%</td> </tr> </tbody> </table> <p>The benchmark was reached.</p> <p>Provides strategic development of all chosen research and/or textual selections and enters into meaningful dialogue with said materials.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">(1) Number of Beginning Students</th> <th style="width: 15%;">(2) Number of Developing Students</th> <th style="width: 15%;">(3) Number of Good Students</th> <th style="width: 15%;">(4) Number of Exemplary Students</th> <th style="width: 15%;">Percent of “Good and “Exemplary”</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>12</td> <td>34</td> <td>27</td> <td>74%</td> </tr> </tbody> </table> <p>The benchmark was nearly reached. Faculty identified the support of librarians as a key variable in instruction.</p>	(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	12	92%	(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”	8	12	32	30	76%	(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”	9	12	34	27	74%		
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**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

Logic is appropriate; inferences are drawn from facts; examples are reasonable; statistics are logical; opinions are distinguished from fact.

(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"
8	7	30	37	82%

The benchmark was reached.

Demonstrates original ideas and sophisticated analysis of the chosen topic.

(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"
8	9	21	43	78%

The benchmark was reached.

Contains no factual errors and no conceptual deficiencies.

(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"
10	10	29	21	61%

This category saw the worst performance of any assessed. No specific means of expanding and improving instruction were identified by faculty, however.



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

## Clovis Community College

### Core Competencies Assessment 2011-2012—Area I: Communications

**Class: English 104 Fall 2011 and Spring 2012**

**Faculty: Ramon Jones**

**Common Core No.: ENGL 1123**

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

Ramon Jones and Janett Johnson

June 19, 2012

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

*Name*

*Date*

*Phone Number*

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**Clovis Community College**  
**Core Competencies Assessment 2011-2012—Area I: Communications**

**Class: COMM 101**

**Faculty: Judith Spillane**

**Common Core No.: COMM 1213**

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<p><b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b>            Students should:            Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>				
<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b>            Students should:            Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>				
<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b>            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</p>				

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pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).				
<p><b>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.</b></p> <p>Students should:            Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p><b>Oral Presentation:</b> Students must give an oral presentation on a communication topic of their choice. The topic must be related to interpersonal communication and include 3 sources, one of which should be the text, another source must be a media review, and the third must be a print source.</p> <p><b>Script:</b> The script must be at least 2 typed pages, double spaced, 1 inch margins, no larger than 12 font. The script should be written as a narrative and must clearly identify your 3 sources. Both the oral presentation and script should provide the following information:</p> <ol style="list-style-type: none"> <li>1. The communication topic you have chosen;</li> <li>2. Why you chose this topic;</li> <li>3. Definition(s) of the topic;</li> <li>4. Explanation of how the topic relates to interpersonal communication;</li> <li>5. The title and type of media you reviewed;</li> </ol>	<p><b>Results:</b> 85% of students (n = 34) scored between 5-4.5 or Excellent. 2.5% (n=5) scored between 4.4-4 or Good. 0 students scored in the Needs Improvement. 2.5% scored 3.4 or below or Poor or Incomplete category.</p>	<p>This assignment allows for creativity from the student and will be retained. Other assessment tools will be introduced in order to measure additional competencies.</p>	

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	6. How the media interpreted or presented your topic; 7. The type/title of your print source and explanation; 8. Your summary of the topic. 9. Your references and reference page.			
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