

# Clovis Community College

## Core Competencies Assessment—Area I: Communications

**Class: English 102 English Composition**

**Faculty: Gina Hochhalter**

**NM Common Core Number: ENGL 1113**

| <u>Competencies</u><br>(Learning Outcomes Being Measured)  | <u>Assessment Procedures</u><br>(Process/Instrument named or described – rubric attached)   | <u>TEST 1: Assessment Results based on Writing Rubric</u><br><br>A total of eight (8) students were able to participate in all three (3) tests: writing rubric and pre/post MC test.  | <u>How Results Will Be Used To Make Improvements</u> | <u>TEST 2: Assessment Results based on piloted Pre/Post Multiple Choice Test</u> | <u>(Optional)</u><br>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></p> <p>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 eight (8) students were assessed using the standardized Writing Rubric and the Pre/Post Multiple Choice Test.</p> <p>The purpose of this pilot test was to interpret results 1) to establish a correlation between writing and MC identification and 2) to choose the test which provides the most accurate and useful results.</p> <p><b>BENCHMARK:</b> 75% of students receive a score of 3 or better on the standardized writing rubric AND 75% of students received a score of 70% or better on the Multiple Choice test.</p> | <p><b>Situation and Purpose:</b> Follows instructions and assignment criteria; follows the conventions of the genre as assigned by instructor, such as narrative, argument, definition, etc.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>(1)<br/>Number of Beginning Students</th> <th>(2)<br/>Number of Developing Students</th> <th>(3)<br/>Number of Good Students</th> <th>(4)<br/>Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> <tr> <td>0</td> <td>0</td> <td>1</td> <td>7</td> <td>100%</td> </tr> </table> | (1)<br>Number of Beginning Students                  | (2)<br>Number of Developing Students   | (3)<br>Number of Good Students                        | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary" | 0 | 0 | 1    | 7   | 100% | Met | <p>Pre/Post-score for each student <i>plus</i> the Writing Rubric overall % out of 100:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2"><u>Pre/post% v. WR %</u></th> </tr> <tr> <td>57/57%</td> <td>84%</td> </tr> <tr> <td>63/57%</td> <td>75%</td> </tr> <tr> <td>83/73%</td> <td>100%</td> </tr> <tr> <td>90/93%</td> <td>87%</td> </tr> <tr> <td>57/67%</td> <td>97%</td> </tr> <tr> <td>63/70%</td> <td>99%</td> </tr> <tr> <td>50/70%</td> <td>92%</td> </tr> <tr> <td>53/50%</td> <td>100%</td> </tr> </table> | <u>Pre/post% v. WR %</u> |  | 57/57% | 84% | 63/57% | 75% | 83/73% | 100% | 90/93% | 87% | 57/67% | 97% | 63/70% | 99% | 50/70% | 92% | 53/50% | 100% | <p>G Hochhalter’s recommendation is that we continue to use the Writing Rubric as an accurate assessment measure of student writing ability.</p> <p>A multiple choice test could be useful to tabulate results for identification questions, but currently, this kind of test does not align with the Course Outcomes and does not provide useful information.</p> |
|  |   | (1)<br>Number of Beginning Students   | (2)<br>Number of Developing Students                 | (3)<br>Number of Good Students   | (4)<br>Number of Exemplary Students                   | Percent of "Good and Exemplary"     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
|  |   | 0   | 0  | 1  | 7   | 100%                                |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| <u>Pre/post% v. WR %</u>   |   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 57/57%   | 84%   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 63/57%   | 75%   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 83/73%   | 100%  |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 90/93%   | 87%   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 57/67%   | 97%   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 63/70%   | 99%   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 50/70%   | 92%   |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 53/50%   | 100%  |   |  |  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| <p><b>Aesthetics:</b> Uses metaphor and other literary devices to convey or support an idea; demonstrates engagement with ideas and sources; brings a distinctive angle to the writing situation.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>(1)<br/>Number of Beginning Students</th> <th>(2)<br/>Number of Developing Students</th> <th>(3)<br/>Number of Good Students</th> <th>(4)<br/>Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> <tr> <td>0</td> <td>0</td> <td>2</td> <td>6</td> <td>100%</td> </tr> </table> | (1)<br>Number of Beginning Students   | (2)<br>Number of Developing Students  | (3)<br>Number of Good Students                       | (4)<br>Number of Exemplary Students  | Percent of "Good and Exemplary"                       | 0                                   | 0                               | 2 | 6 | 100% | Met |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| (1)<br>Number of Beginning Students  | (2)<br>Number of Developing Students  | (3)<br>Number of Good Students  | (4)<br>Number of Exemplary Students                  | Percent of "Good and Exemplary"  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 0  | 0   | 2   | 6  | 100%   |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| <p><b>Diverse points of view:</b> Explores alternative insights or considers other points of view, such as by using counterargument or concession.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>(1)<br/>Number of Beginning Students</th> <th>(2)<br/>Number of Developing Students</th> <th>(3)<br/>Number of Good Students</th> <th>(4)<br/>Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> <tr> <td>0</td> <td>0</td> <td>2</td> <td>6</td> <td>100%</td> </tr> </table>  | (1)<br>Number of Beginning Students   | (2)<br>Number of Developing Students  | (3)<br>Number of Good Students                       | (4)<br>Number of Exemplary Students  | Percent of "Good and Exemplary"                       | 0                                   | 0                               | 2 | 6 | 100% | Met |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| (1)<br>Number of Beginning Students  | (2)<br>Number of Developing Students  | (3)<br>Number of Good Students  | (4)<br>Number of Exemplary Students                  | Percent of "Good and Exemplary"  |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |
| 0  | 0   | 2   | 6  | 100%   |   |                                     |                                 |   |   |      |     |      |     |   |                          |  |        |     |        |     |        |      |        |     |        |     |        |     |        |     |        |      |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | <p>the students met the WR benchmark.</p> <p>Also noticeable is that 4 of 8 post-test scores were equal to or lower than pretest scores.</p> <p>In only 1 instance did the student's MC scores surpass the actual writing task score.</p> <p><i>The results indicate that the ability to identify concepts does not indicate an ability to write, and as such, using a Multiple Choice test as an assessment measure would not produce useful results (or would produce erroneous results).</i></p> <p>A note on the test itself: The Multiple Choice test is not an accurate tool for assessment measures. A Multiple Choice test does not and cannot test the state-mandated Outcomes (except for #4) because, by their very nature, the</p> |  |
|--|--|--|--|--|--|

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

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | <p>Outcomes test students' ability to <i>perform</i> or <i>write</i>, such as in the words Express (#2), Use (#3), Employ (#4), Integrate (#5), and Engage (#6). Outcomes that would match a Multiple Choice test would have to use verbs such as Engage (#6), Identify, and Define, which are all <i>Level 1: Knowledge</i> attributes.</p> <p><i>Level 6: Evaluate</i> verbs that could be used for a MC test would include Contrast, Select, and Choose. We could write unit-level or secondary outcomes using Level 6 verbs to match the design of a Multiple Choice test, but those secondary outcomes and the MC test could not logically lead to an accurate course assessment conclusion based on the Course Outcomes because as said, the State mandated outcomes require <i>performance</i>,</p> |  |
|--|--|--|--|--|--|

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|  |  |  |  |                             |  |
|--|--|--|--|-----------------------------|--|
|  |  |  |  | not <i>identification</i> . |  |
|--|--|--|--|-----------------------------|--|

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**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.

**Thesis:** Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight. The central point is stated clearly and is easy to identify.

| (1)<br>Number of<br>Beginning<br>Students | (2)<br>Number of<br>Developing<br>Students | (3)<br>Number<br>of Good<br>Students | (4)<br>Number<br>of<br>Exemplary<br>Students | Percent of<br>"Good and<br>"Exemplary" |
|---|--|--------------------------------------|--|--|
| 0   | 0  | 2                                    | 6  | 100                                    |

Met

**Organization:** Paragraphs of support are structured to support the thesis; paragraphs flow (the writer has not switched back and forth between topics); transitions work well to create a steady furthering of ideas and to connect the evidence to the thesis.

| (1)<br>Number of<br>Beginning<br>Students | (2)<br>Number of<br>Developing<br>Students | (3)<br>Number<br>of Good<br>Students | (4)<br>Number<br>of<br>Exemplary<br>Students | Percent of<br>"Good and<br>"Exemplary" |
|---|--|--------------------------------------|--|--|
| 0   | 0  | 2                                    | 6  | 100%                                   |

Met

**Development:** the points are elaborated with details, examples, comparisons, and other types of evidence giving depth to the writing.

| (1)<br>Number of<br>Beginning<br>Students | (2)<br>Number of<br>Developing<br>Students | (3)<br>Number<br>of Good<br>Students | (4)<br>Number<br>of<br>Exemplary<br>Students | Percent of<br>"Good and<br>"Exemplary" |
|---|--|--------------------------------------|--|--|
| 0   | 0  | 3                                    | 5  | 100%                                   |

Met

**Outcome #4:**  
 The second part of this outcome can be tested because students have during the semester worked with others to improve their grammar. Questions 8-20.

**Overall Grammar Outcome:**  
 Pre/post % Incorrect  
 35%/32%  
 Correct:  
 65%/68%

Overall, students' ability to correct grammar errors in a multiple choice, identification format improved by only 3% from pre to post.

Not attached to outcome:  
**Topic: Writing Process**  
 pre/post % incorrect  
 23%/35%  
**Correct:**  
**77%/65%**

**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 (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

**Unity/Development/Coherence:** Sentences are unified within paragraphs; paragraphs are fully developed; sentence-level ideas cohere within a paragraph. Transitional words & phrases help reader move from idea to idea. The solution is argued convincingly w/ logic & evidence.

| (1)<br>Number of Beginning Students | (2)<br>Number of Developing Students | (3)<br>Number of Good Students | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary" |
|-------------------------------------|--------------------------------------|--------------------------------|-------------------------------------|---------------------------------|
| 0                                   | 0                                    | 3                              | 5                                   | 100%                            |

**Value and Creativity:** Explores angles and everyday objects or ideas in an unusual, surprising, and interesting way. Adds a unique quality to the perspective or to written elocution.

| (1)<br>Number of Beginning Students | (2)<br>Number of Developing Students | (3)<br>Number of Good Students | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary" |
|-------------------------------------|--------------------------------------|--------------------------------|-------------------------------------|---------------------------------|
| 0                                   | 0                                    | 2                              | 6                                   | 100%                            |

Met

Met

The writing process includes four steps: prewriting, drafting, revising, and editing. According to the results, I "unlearned" their knowledge of the 4-step writing process over the course of the semester.

**Thesis, Questions 6-7:**  
 Pre/post % incorrect  
 19%/7%  
**Correct:**  
**81%/93%**

Students could define a thesis and its standard location going into the semester, and improved in this category.

**Essay structure,**  
 identification of topic sentence, eg. in short sample essays  
 Pre/post % incorrect  
 45%/39%  
**Correct:**  
**55%/61%**

**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 in **order to learn how to produce (and edit) writing without errors.**

**Expression (Wording and Phrasing):** Maintains a distinctive and convincing voice appropriate to the rhetorical situation. Includes coherence, diction, word usage, syntax. The language is precise, the wording exact and accurate.

| (1)<br>Number of<br>Beginning<br>Students | (2)<br>Number of<br>Developing<br>Students | (3)<br>Number<br>of Good<br>Students | (4)<br>Number<br>of<br>Exemplary<br>Students | Percent of<br>“Good and<br>“Exemplary” |
|---|--|--------------------------------------|--|--|
| 0   | 1  | 2                                    | 5  | 88%                                    |

**Grammar/Punctuation/Mechanics/Spelling:** Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.

| (1)<br>Number of<br>Beginning<br>Students | (2)<br>Number of<br>Developing<br>Students | (3)<br>Number<br>of Good<br>Students | (4)<br>Number<br>of<br>Exemplary<br>Students | Percent of<br>“Good and<br>“Exemplary” |
|---|--|--------------------------------------|--|--|
| 0   | 1  | 1                                    | 6  | 88%                                    |

Met: Because my goal is for all students to receive marks in the (3) or (4) category in Expression, I will add more recasting and editing exercises so that no student is in the (2) category. This goes for the Grammar category, too.

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

**Integrating Quotations/Paraphrases:** Supporting evidence is accurate, current, appropriate, & sufficient; citations and introduction to sources are smoothly and correctly integrated.

| (1)<br>Number of<br>Beginning<br>Students | (2)<br>Number of<br>Developing<br>Students | (3)<br>Number<br>of Good<br>Students | (4)<br>Number<br>of<br>Exemplary<br>Students | Percent of<br>“Good and<br>“Exemplary” |
|---|--|--------------------------------------|--|--|
| 0   | 2  | 1                                    | 5  | 75%                                    |

Met: This is a higher level skill, and I am happy with the results. It takes time and practice to know how to weave source information into a person’s own style of argument. I will provide students with more information regarding integration.

| <p>support ideas without plagiarizing, misinforming or distorting.</p>   |                                      | <p><b>In-Text Citations and Integrating Research:</b> Sources are introduced &amp; identified in the text; citations are accurate in terms of MLA or APA format; summaries and paraphrases are soundly integrated into the writing and cited accurately.</p> <table border="1" data-bbox="654 501 1256 660"> <thead> <tr> <th>(1)<br/>Number of Beginning Students</th> <th>(2)<br/>Number of Developing Students</th> <th>(3)<br/>Number of Good Students</th> <th>(4)<br/>Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>4</td> <td>75%</td> </tr> </tbody> </table> <p><b>Works Cited (MLA) entries or References (APA) entries</b> and page are formatted accurately and correctly.</p> <table border="1" data-bbox="654 727 1256 887"> <thead> <tr> <th>(1)<br/>Number of Beginning Students</th> <th>(2)<br/>Number of Developing Students</th> <th>(3)<br/>Number of Good Students</th> <th>(4)<br/>Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>6</td> <td>88%</td> </tr> </tbody> </table>   | (1)<br>Number of Beginning Students | (2)<br>Number of Developing Students | (3)<br>Number of Good Students | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary" | 1 | 1 | 2 | 4 | 75%  | (1)<br>Number of Beginning Students | (2)<br>Number of Developing Students | (3)<br>Number of Good Students | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary" | 0 | 1 | 1 | 6 | 88% | <p>Met: This is a higher level skill for our students, and this result matches previous results for this instructor. I have instituted research that begins earlier in the semester, and as such, the results have improved in this category.</p> <p>Met</p> |  |  |
|--|--------------------------------------|---|-------------------------------------|--------------------------------------|--------------------------------|-------------------------------------|---------------------------------|---|---|---|---|------|-------------------------------------|--------------------------------------|--------------------------------|-------------------------------------|---------------------------------|---|---|---|---|-----|--|--|--|
| (1)<br>Number of Beginning Students  | (2)<br>Number of Developing Students | (3)<br>Number of Good Students  | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary"      |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
| 1  | 1                                    | 2   | 4                                   | 75%                                  |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
| (1)<br>Number of Beginning Students  | (2)<br>Number of Developing Students | (3)<br>Number of Good Students  | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary"      |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
| 0  | 1                                    | 1   | 6                                   | 88%                                  |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
| <p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p> |                                      | <p><b>Analysis and discussion:</b> Demonstrates analysis by making points supported by evidence; includes in the discussion synthesis of sources; includes appropriate primary and/or secondary sources and attends to the quality of evidence presented.</p> <table border="1" data-bbox="654 1054 1256 1214"> <thead> <tr> <th>(1)<br/>Number of Beginning Students</th> <th>(2)<br/>Number of Developing Students</th> <th>(3)<br/>Number of Good Students</th> <th>(4)<br/>Number of Exemplary Students</th> <th>Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>4</td> <td>4</td> <td>100%</td> </tr> </tbody> </table> <p><b>Resourcefulness and Independence:</b> Writer takes risks and actively seeks out untested and unconventional approaches to the assignment or to argumentation. Writer adapts, extends, and transforms a unique idea, question, format, or product to create something new.</p> <table border="1" data-bbox="654 1377 1256 1430"> <thead> <tr> <th>(1)<br/>Number</th> <th>(2)<br/>Number of</th> <th>(3)<br/>Number</th> <th>(4)<br/>Number</th> <th>Percent of "Good and</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | (1)<br>Number of Beginning Students | (2)<br>Number of Developing Students | (3)<br>Number of Good Students | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary" | 0 | 0 | 4 | 4 | 100% | (1)<br>Number                       | (2)<br>Number of                     | (3)<br>Number                  | (4)<br>Number                       | Percent of "Good and            |   |   |   |   |     | <p>Met</p> <p>Met</p>  |  |  |
| (1)<br>Number of Beginning Students  | (2)<br>Number of Developing Students | (3)<br>Number of Good Students  | (4)<br>Number of Exemplary Students | Percent of "Good and Exemplary"      |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
| 0  | 0                                    | 4   | 4                                   | 100%                                 |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
| (1)<br>Number  | (2)<br>Number of                     | (3)<br>Number   | (4)<br>Number                       | Percent of "Good and                 |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |
|  |                                      |   |                                     |                                      |                                |                                     |                                 |   |   |   |   |      |                                     |                                      |                                |                                     |                                 |   |   |   |   |     |  |  |  |

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



|  |  | of Beginning Students | Developing Students | of Good Students | of Exemplary Students | "Exemplary" |  |  |  |
|--|--|-----------------------|---------------------|------------------|-----------------------|-------------|--|--|--|
|  |  | 0                     | 0                   | 2                | 6                     | 100%        |  |  |  |

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**Clovis Community College**

**Class Assessment 2012-2013 Area I Communications**

**Class: COMM 101 Interpersonal Communication**

**Faculty: Ron Biddle**

| <u>Competencies</u><br>(Learning Outcomes Being Measured)  | <u>Assessment Procedures</u><br>(Process/Instrument named or described – rubric attached)   | <u>Assessment Results</u>  | <u>How Results Will Be Used To Make Improvements</u>  |
|--|---|--|---|
| <p>Human beings use interpersonal communication to make sense and organize their lives.</p> <p>Our individual perceptions of reality, our personal values, and our life choices emerge from the outcomes of our interpersonal communication with others.</p> <p>In this course the student will understand:</p> <ol style="list-style-type: none"> <li>1. the significance of the human communication process,</li> <li>2. the self-concept's impact on interpersonal transactions,</li> <li>3. what causes people to react as they do to other's messages,</li> <li>4. more effective listening skills,</li> <li>5. the internal and external elements influencing the messages we create, and</li> <li>6. that communication is a significant social experience that is critical to the development of relationships with others.</li> </ol> | <p>The students in Interpersonal Communication are assessed through the use of exams, presentations, theory application essays, and exercises to assess the ability to apply theory to an actual (personal) interpersonal interaction in their life. Note: Exams are a paradox, in the instructor's opinion, and do not measure a topic like Interpersonal Communication with much accuracy. The exams are both comprehensive and conceptual.</p> <p>Each essay evidences learning on the paradigms presented for a particular theory. The theories include self-concept, perception, language, nonverbal communication, listening, conflict, and relationship development. Each essay requires the student to understand, identify terms, and apply them to a real life personal experience.</p> | <p>Exams in Interpersonal Communication, because the students are more accustomed to memorizing material "for the next test," typically follow a standard Bell Curve.</p> <p>By the second or third essay (out of six):</p> <ul style="list-style-type: none"> <li>o 52% of the students evidenced an understanding of the material, and have the ability to apply theoretical concepts from lecture.</li> <li>o 17% of the students show some understanding of the material, but have some difficulty applying the concepts.</li> <li>o 7% of the students neither understand or attempt to apply the concepts in their essays.</li> <li>o 24% did not submit any essays</li> </ul> | <p>Each week of the Fall and Spring semesters, the instructor collected essays from students.</p> <p>67% (51% &amp; 16%) accurately showed some degree of understanding and the ability to apply theoretical concepts about Interpersonal communication.</p> <p>7% wrote essays without attempting to integrate the concepts into their essays. I am attempting to spend more one-on-one time with these students to move them into the next higher group (less than the previous year).</p> <p>26% attended class intermittently or quit attending altogether, and did not submit any essays. I am searching for some method to inspire this group to become active (this was a marked increase because of the number of students who quit attending class).</p> |

**Faculty Member Completing Assessment:**

**Ron Biddle**  
*Name*

**September 9, 2013**  
*Date*