

Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: Art 106 Design I

Faculty: Carolyn Lindsey

<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>
		11 students were assessed in the class.	
1. Students will follow directions.	Since this is a studio class and is skill oriented the state competencies are not required.	100% students scored 3 or above on the attached rubrics. Benchmark was met.	Continue to have students copy directions from board.
2. VALUE Element of art is used appropriately. Students complete 2 value projects to learn to use value.	Design I requires the student to use skills acquired during the semester. Projects are given to help students	Rubric Score: 1 2 3 4 5 No. students 1 5 5 Benchmark was met.	
3. COLOR Element of art is used appropriately. Students complete color wheel and color charts to learn to use color. Color quiz is also given understand color theory.	learn to appropriately use the elements of design. The final project is used for the purpose of assessment.	Rubric Score: 1 2 3 4 5 No. Students 2 5 4 Benchmark was met.	Design activity where students learn to recognize color schemes in art work to learn color theory, then apply to their projects.
4. SPACE: Element of art is used appropriately.	In the final assessment, the attached rubric was used to determine the student success in the class.	Rubric Score: 1 2 3 4 5 No. Students 2 5 4 Benchmark was met.	
5. SHAPE: Element of art is used appropriately.	Eight criteria were judged, with each criterion given from 1-5 in points. 5=excellent; 4=good; 3=average; 2=improvement needed; 1=poor. For	Rubric Score: 1 2 3 4 5 No. Students 1 5 5 Benchmark was met	
6. LINE: Element of art is used appropriately. Student's complete abstract design project as well as reading from text to learn to use line.	the benchmark, 70% of students should score above average.	Rubric Score: 1 2 3 4 5 No. Students 2 5 4 Benchmark was met	

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		11 students were assessed in the class.	
7. TEXTURE AND PATTERN: Element of art is used appropriately. Printmaking project was introduced to help with student understanding of texture.		Rubric Score: 1 2 3 4 5 No. Students 2 5 4 Benchmark was met.	Students will complete a project on simulated and actual texture.
8. RHYTHM AND MOVEMENT: Element of art is used appropriately.		Rubric Score: 1 2 3 4 5 No. Students 2 6 3 Benchmark was met.	Students will complete abstract paper project to better understand rhythm and movement.

Faculty Member Completing Assessment: Carolyn Lindsey

Date: Jan. 13 2015

Reviewed by: Shelley Denton
(Division chair)

Date: 7/15/2015

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: Art 107 Design II

Faculty: Carolyn Lindsey

<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. Follow directions	Students were required to follow criteria given for each project. A benchmark of 70% percent of students following criteria has been set	6 students assessed in the class. 6 of 6 students followed instructions correctly.	
2. Demonstrate knowledge of the elements and principles of Three-dimensional form. Harmony & Variety, Balance, Proportion Movement, Economy, and Dominance	Students were required to submit in writing definitions of the elements and principles and supply examples of appropriate use of each. A benchmark of 70% of students successfully completing project set.	5 of 6 students (80%) successfully completed assignment. Benchmark met.	Demonstrate in class application of design elements and principles.
3. Students will demonstrate a beginning level skill in using the four primary methods of three-dimensional design. Subtraction, manipulation, addition, and substitution.	Projects were based on the 4 methods of 3-D design. 20 points given for each project. A benchmark of 70% of students scoring 12 points or better has been set.	5 of 6 (80%) of the students successfully completed the 4 projects with a score of 15 or better. Benchmark met.	
4. Students will learn to critique their own design work and the work of others in the class to develop confidence in discussing viewpoints and design perspectives.	Students are required to critique each other's work as well as their own for each project. 5 points given for student critique. Benchmark set at 70% of students receiving an average of 4 points on critique.	6 of 6 students scored an average of 4 points or better on critiques. Benchmark met.	

<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> 6 students assessed in the class.</p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>5. Students will research three-dimensional work from historical and contemporary references to knowledge and inspiration of design.</p>	<p>Students are required to present to the class examples of three-dimensional design in each of the four methods. 20 points given for presentation. Benchmark set at 70% student success of 12 points.</p>	<p>5 of 6 students successfully presented examples to class. Benchmark met.</p>	<p>Show the students more examples of 3-D artwork.</p>

Faculty Member Completing Assessment: Carolyn Lindsey

Date: Jan. 15 2015

Reviewed by: Shelley Denton

Date: July 15, 2015

(Division chair)

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: ART 231

Faculty: Ron Shipp, Mary Amaro

Common Core No.: NMCC General Education elective Area V

<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.)	Twenty students were assessed. It is important to understand the basic terminology of ceramics, so a quiz was given at midterm to assess knowledge of terms. Students were asked to read chapters in the book, <i>Make it in Clay</i> by Charlotte F. Speight. Topics include various pottery techniques and a history of pottery is presented in the introduction.	92% of the students understood the concepts.	Students exceeded the 70% benchmark.
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 kept a sketchbook to document their thoughts and expressions of their work and how it relates to class projects. Students are required to complete a plan explaining the art forms used for projects. Students must use two building methods.	92% of the students understood the concepts.	Students exceeded the 70% benchmark.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students did outside research on ceramic artwork and submitted an informal (one page minimum paper, typed)	92% of the students understood the concepts.	Students exceeded the 70% benchmark.

<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>on a ceramic arts topic.</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>Not only were students required to demonstrate a variety of pottery techniques in class, they were also required to do outside research on ceramic art. Students research using pottery books, magazines, and the internet to examine various types of pottery and the historical significance.</p>	<p>92% of the students understood the concepts.</p>	<p>Students exceeded the 70% benchmark.</p>

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

Faculty Member Completing Assessment: Mary Amaro, Ron Shipp

Date: 6/30/15

Reviewed by: Shelley Denton

Date: 7/1/15

(Division chair)

Clovis Community College

Core Competencies Assessment 2014-2014—Area V: Humanities and Fine Arts

Class: ART 232 Pottery II

Faculty: Ron Shipp, Mary Amaro

Common Core No.: NMCC General Education elective Area V

<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.)	Nine students were assessed. It is important to understand the basic terminology of ceramics, so a quiz was given at midterm to assess knowledge of terms. Students were asked to read chapters in the book, <i>Make it in Clay</i> by Charlotte F. Speight. Topics include various pottery techniques and a history of pottery is presented in the introduction.	100% of the students understood the concepts.	Students exceeded the 70% benchmark.
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 kept a sketchbook to document their thoughts and expressions of their work and how it relates to class projects. Students are required to complete a plan explaining the art forms used for projects. Students must use two building methods.	100% of the students understood the concepts.	Students exceeded the 70% benchmark.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students did outside research on ceramic artwork and submitted an informal (one page minimum paper, typed) on a ceramic arts topic.	100% of the students understood the concepts.	Students exceeded the 70% benchmark.

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 style="text-align: center;">End – Humanities/Fine Arts</p>	<p>Not only were students required to demonstrate a variety of pottery techniques in class, they were also required to do outside research on ceramic art. Students research using pottery books, magazines, and the internet to examine various types of pottery and the historical significance.</p>	<p>100% of the students understood the concepts.</p>	<p>Students exceeded the 70% benchmark.</p>

Faculty Member Completing Assessment: Mary Amaro, Ron Shipp

Date: 6/30/15

Reviewed by: Shelley Denton

Date: 7/1/15

(Division chair)

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: ART 262 Art History II

Faculty: Nita S. Howard

Common Core No.: NMCCN ARTS 2123

<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.)	Compiled results of ART 262 final exam, primarily brief essays on artists, works, and movements covered in class.	The ART 262 class exceeds the 70% benchmark. Final exam: 5 students took the exam: average score, 83.55%	I plan to continue as much one-on-one contact with students as possible and I will encourage students in classroom questioning and discussion, and to continue students' reports in class on their individual research.
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).	Compiled results of ART 262 final exam, primarily brief essays on artists, works, and movements covered in class.	The ART 262 class exceeds the 70% benchmark. Final exam: 5 students took the exam, average score, 81.25%	(As for 1., above)
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Compiled results of ART 262 final exam, primarily brief essays on artists, works, and movements covered in class.	The ART 262 class exceeds the 70% benchmark. Final exam: 5 students took the final exam, 82.50%	(As for 1., above)
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	Compiled results of ART 262 final exam, primarily brief essays on artists, works, and movements covered in class.	The ART 262 class exceeds the 70% benchmark. Final exam: 5 students took the final exam, average score, 81.50%	(As for 1., above)

<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>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: Nita S. Howard

Date: 6/11/15

Reviewed by: Shelley Denton
 (Division chair)

Date: 6/16/15

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: HUM 221

Faculty: Robin Henry

Common Core No.: NMCC General Education elective Area V

<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>24 students were assessed.</p> <p><i>After reading two different articles about explanations of <i>The Iliad</i> and <i>The Odyssey</i> The students wrote a 250 word essay using MLA formatting considering the following questions:</i></p> <p><i>What are the similarities and differences between these two epic stories?</i></p> <p><i>What values of Greek civilization do they reflect?</i></p>	<p>23 students met the 70% benchmark. Results here are mixed. Generally, some students do very well, but others struggle. They are not used to writing which requires their assertions to be supported by facts.</p>	<p>I will revise the instructions and provide further examples of good work done by students. I have noticed that when I post examples of a good paper, the students generally do better on the next assignment. I also give them specific feedback on what to do for the next paper—an area to focus on, which seems to help. I will continue these efforts. I am also going to update the rubric, to make the supporting facts and references more important to grading.</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 students completed a project about the Roman Civilization using the RAFT method: Role, Audience, Format, Topic. They chose one row from the following diagram for their assignment:</p>	<p>23 students met the 70% benchmark. Students generally struggle with this assignment. They do not always adopt the role in the intended way that would</p>	<p>I will revise the instructions on this one and provide an example of a good essay/project for each category on the RAFT. I am also going to revise the rubric to make it more clear what the goals of this</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)				<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>							
	Role	Audience	Format	Topic	require them to compare art forms and bridge the gap of time that would result in this competency.	assignment are.							
	Fund Raiser	Room full of wealthy potential donors	audio-visual presentation designed to get people to give money to restore the artwork	See choices below									
	Art Critic	newspaper readers--current	Critical piece about the art work	See choices below									
	Then chose a topic from the options below... Choices for the artwork/architectural structure (topic): <table border="1" style="margin-left: 20px;"> <tr><td>Colosseum</td></tr> <tr><td>Pantheon</td></tr> <tr><td>Temple of Fortuna Virilis</td></tr> <tr><td>Pont du Gard Aqueducts</td></tr> <tr><td>Roman Forum</td></tr> <tr><td>Column of Trajan</td></tr> <tr><td>Arch of Constantine</td></tr> </table>				Colosseum	Pantheon	Temple of Fortuna Virilis	Pont du Gard Aqueducts	Roman Forum	Column of Trajan	Arch of Constantine		
Colosseum													
Pantheon													
Temple of Fortuna Virilis													
Pont du Gard Aqueducts													
Roman Forum													
Column of Trajan													
Arch of Constantine													
	They were required to use authoritative sources for when gathering information (NOT Wikipedia). They were graded by the following guidelines: An image of the art work-including citation: 2 points Date and Place of creation: 4 points Purpose of Creation: 5 points Creator(s) 3 points												

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	How did its purpose change over time? 5 points Current location/purpose: 5 points Organized, logical prose/presentation: 8 points Works Cited: 8 points Total Points: 40		
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Students were expected to complete Reading/Writing assignments and write responses in our class wiki page. This project required students to understand historical perspectives and translate them to their own experience. The life of Sei Shonagon is one example of the reading material the students were required to write about. The following stories were also included: "Hateful Things," "Rare Things," and Adorable Things." They were required to be original, but follow the format of Sei Shonagon's work. The students were encouraged to add color and images to their work.	23 students met the 70% benchmark. This assignment is usually very successful. Students are very creative in the ways that they adapt the mode of the Pillow Book and because of the wiki format, they often build a collaborative work with others.	I will add a rubric to this assignments—there are sometimes one or two students who seem confused.

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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</p>	<p><i>Students were asked to write a 250 word essay about the Medieval period. For this essay, they chose from the following texts:</i></p> <ul style="list-style-type: none"> • Song of Roland • Magna Carta • Beowulf • Divine Comedy • Decameron • Canterbury Tales • The Book of the City of Ladies <p>The students argued why it is the most important culturally or socially during the period of the Middle Ages. They based their choice in literary merit, social or political importance, importance of the author, or any other criteria you prefer. Their arguments had to be taken from the course text book or other scholarly sources. Also, they included parenthetical references to ideas from other sources. A list of sources was included at the end of their essays.</p>	<p>23 students met the 70% benchmark.</p> <p>This assignment requires students to look at modern ideas of politics and gender through the lens of a historical text.</p> <p>Most of them are successful—they discuss the ideas of limited rule in the Magna Carta and women’s roles in The Book of the City of Ladies, and often the idea of morality as presented in the Divine Comedy, to name a few examples.</p>	<p>I will provide a stronger rubric for this assignment, to make the idea of looking at contemporary issues through historical text more overt as the goal of this assignment.</p>

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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: Robin Henry
Reviewed by: Shelley Denton
 (Division chair)

Date: 4-30-2015
Date: 7/14/2015

Clovis Community College

Core Competencies Assessment 2014-2015—Area I: Communications

Class: Types of Literature/Short Story

Faculty: Janett Johnson

Common Core No.: NMCCN ENGL 2343

The work of 36 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></p>	<p style="text-align: center;"><u>How Results Will Be Used To Make Improvements</u></p>
<p>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p> <p>Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>Students were assigned different readings for each unit. They then had to post their thoughts to a prompt that encompassed and addressed the readings in the Discussion Board. They also had to reply to two posts. The submissions were assessed by looking at</p> <ol style="list-style-type: none"> 1. Content 2. Connections and reflections 3. Support of claim by giving examples 4. Insightful replies that ended with a substantial question 5. Evaluating the English mechanics. 	<p>The assignments were graded on a scale from 1-50, the exams from 1-100. Discussions were graded from 1-15. The work of 36 students was assessed.</p> <p>The discussion grading scale encompassed 1-15. Students exceeded the 75% benchmark. Students that had difficulties forgot to submit replies and/or the substantial question, did not adhere to the instructions of the prompt, and/or did not revise/proof-read their writing.</p>	<p>I will address the students that have issues with writing skills personally and specifically recommend that they use the services that Clovis Community's Writing Center and "Brainfuse" offers.</p>

The work of 36 students was assessed.

Common Core No.: NMCCN ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100. Discussions were graded from 1-15. The work of 36 students was assessed.	<u>How Results Will Be Used To Make Improvements</u>
<p>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.</p>	<p>Students are required to write a 3-5 page paper where they compare/contrast characters from two different stories and where they will look at the characters' actions and behavior to support their decisions and claims. The papers were evaluated on a scale from 1-50. They were assessed according to:</p> <ol style="list-style-type: none"> 1. Format of paper MLA/APA 2. Organization and Structure 3. Power of thesis 4. Support of thesis 5. Powerful conclusion 6. Content/Following Instruction 7. Mechanics and skills in the English language 	<p>Students exceeded the 75% benchmark.</p>	

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The work of 36 students was assessed.

Common Core No.: NMCCN ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100. Discussions were graded from 1-15. The work of 36 students was assessed.	<u>How Results Will Be Used To Make Improvements</u>
<p>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).</p>	<p>For their final paper, students were required to write a 2-4 page paper where they have to explain what writer has left the biggest impression on them during this semester. They have to support their claim by giving examples from the work or life of the author.</p> <p>The papers were evaluated on a scale from 1-50. They were assessed according to:</p> <ol style="list-style-type: none"> 1. Format of paper MLA/APA 2. Organization and Structure 3. Power of thesis 4. Support of thesis 5. Powerful conclusion 6. Content/Following Instruction 7. Mechanics and skills in the English language 	<p>Students exceeded the 75% benchmark.</p>	

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The work of 36 students was assessed.

Common Core No.: NMCCN ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100. Discussions were graded from 1-15. The work of 36 students was assessed.	<u>How Results Will Be Used To Make Improvements</u>
<p>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.</p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>In all their assignments (Discussion board, mid-term and final test, compare-contrast essays, creative story, connective story to a piece of art work) students are required to organize, compose, revise, and edit to create presentations that convey a knowledge of writing and language skills. For the assessment criteria, please look at # 1 and #2/3</p>	<p>Students exceeded the 75% benchmark.</p>	
<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</p> <p>Students should: Gather legitimate information to support ideas without plagiarizing,</p>	<p>For their comparison/contrast paper of 3-5 pages, students had to use research to support their claims and choice of characters.</p> <p>For the assessment criteria, please look at # 2.</p>	<p>Students exceeded the 75% benchmark.</p>	

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The work of 36 students was assessed.

Common Core No.: NMCCN ENGL 2343

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u> The assignments were graded on a scale from 1-50, the exams from 1-100. Discussions were graded from 1-15. The work of 36 students was assessed.	<u>How Results Will Be Used To Make Improvements</u>
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p> <p>Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>Students were assigned different readings for each unit. They then had to post their thoughts to a prompt that encompassed and addressed the readings in the Discussion Board. They also had to reply to two posts. The submissions were assessed by looking at</p> <ol style="list-style-type: none"> 8. Content 9. Connections and reflections 10. Support of claim by giving examples 11. Insightful replies that ended with a substantial question 12. Evaluating the English skills 	<p>Students exceeded the 75% benchmark</p>	

Faculty Member Completing Assessment: Janet Johnson**Reviewed by: Shelley Denton**

(Division chair)

Date: 06/24/2015**Date: 9/16/15***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 Fall 2014—Area V: Humanities and Fine Arts

Class: German 101

Faculty: Janett Johnson

Common Core No.: 13123620330

6 Students were assessed.

<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>1. Students were required to lead one and participate in 10 discussions (Café Corner) (each student lead one discussion and prepared for it) that could address movies, readings, historical and political events, famous figures (Einstein, Bach....), cultural experiences as well as the culture of Germany. The students who listened to the presentation had to ask meaningful questions after the presentation.</p> <p>The assessment involved:</p> <ol style="list-style-type: none"> 1. Preparation 2. Research 3. Depth 4. Visual 5. Length of presentation (5-8 minutes) 6. Knowledge displayed when answering questions. 	<p>The assignments were graded on a scale from 1-10/20, the exams from 1-20, the final exam from 1-200.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Number of Beginning Students</th> <th style="text-align: center;">Number of Developing Students</th> <th style="text-align: center;">Number of Good Students</th> <th style="text-align: center;">Number of Exemplary Students</th> <th style="text-align: center;">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">100 %</td> </tr> </tbody> </table> <p>The benchmark was met with 100% of the students receiving "good" or "exemplary."</p>	Number of Beginning Students	Number of Developing Students	Number of Good Students	Number of Exemplary Students	Percent of "Good and Exemplary"	0	0	0	6	100 %	<p>Students exceeded benchmark. No further changes.</p>
Number of Beginning Students	Number of Developing Students	Number of Good Students	Number of Exemplary Students	Percent of "Good and Exemplary"									
0	0	0	6	100 %									

Clovis Community College
Core Competencies Assessment Fall 2014—Area V: Humanities and Fine Arts

Page 2 of 4 Course: German 101

Common Core No: 13123620330

6 Students were assessed.

Faculty: Janett Johnson

<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>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 watched a German movie with subtitles that lead to intensive discussions regarding politics, history, and the effects for the future. In an essay, students discussed issues touched upon during the movie and reflected and re-evaluated their own values, experiences, and positions. The essay was assessed by looking at the following:</p> <ol style="list-style-type: none"> 1. Content 2. Depth 3. Ability for reflection 4. English skills 5. Formatting skills 	<p>The assignments were graded on a scale from 1-10/20, the exams from 1-20, the final exam from 1-200.</p> <table border="1" data-bbox="1010 722 1606 917"> <thead> <tr> <th data-bbox="1010 722 1126 858">Number of Beginning Students</th> <th data-bbox="1126 722 1249 858">(2) Number of Developing Students</th> <th data-bbox="1249 722 1357 858">(3) Number of Good Students</th> <th data-bbox="1357 722 1476 858">(4) Number of Exemplary Students</th> <th data-bbox="1476 722 1606 858">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td data-bbox="1010 858 1126 917">0</td> <td data-bbox="1126 858 1249 917">1</td> <td data-bbox="1249 858 1357 917">1</td> <td data-bbox="1357 858 1476 917">4</td> <td data-bbox="1476 858 1606 917">83 %</td> </tr> </tbody> </table> <p>The benchmark was met with 83% of the students receiving "good" or "exemplary."</p>	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	1	1	4	83 %	<p>Students exceeded benchmark. No further changes.</p>
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	1	1	4	83 %									

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Clovis Community College
Core Competencies Assessment Fall 2014—Area V: Humanities and Fine Arts

Page 3 of 4 Course: German 101

Common Core No: 13123620330

6 Students were assessed.

Faculty: Janett Johnson

<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>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>During their homework assignments, students had to evaluate German cultural experiences described in their book and relate it to their own life. They had to look at different charts and evaluate their value and draw connections. Students had to turn in homework assignments.</p>	<p>The assignments were graded on a scale from 1-10/20, the exams from 1-20, the final exam from 1-200.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of Beginning Students</th> <th>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 style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">83 %</td> </tr> </tbody> </table> <p>The benchmark was met with 83% of the students receiving "good" or "exemplary."</p>	Number of Beginning Students	Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"	0	1	2	3	83 %	<p>Students exceeded benchmark. No further changes.</p>
Number of Beginning Students	Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and Exemplary"									
0	1	2	3	83 %									
<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,</p>	<p>One part of the Final Exam was a PowerPoint presentation in German about the students' backgrounds. Students introduced their families, their way of life, and their professions and dreams. Students had to use vocabulary they had been introduced to during the</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The benchmark was met with 100% of the students receiving "good" or "exemplary."</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	0	0	6	100%	<p>Students exceeded benchmark. No further changes.</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	0	0	6	100%									

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Clovis Community College
Core Competencies Assessment Fall 2014—Area V: Humanities and Fine Arts

Page 4 of 4 Course: German 101

Common Core No: 13123620330

6 Students were assessed.

Faculty: Janett Johnson

<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>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>semester.</p> <p>The presentation had to be 5 minutes long and students were assessed by:</p> <ol style="list-style-type: none"> 1. Time limit 2. Content 3. Creativity 4. Vocabulary 5. Annunciation 	<p>The assignments were graded on a scale from 1-10/20, the exams from 1-20, the final exam from 1-200.</p>	

Faculty Member Completing Assessment: Janett Johnson

Date: 12/28/2014

Reviewed by: Shelly Denton

Date: 01/20/2015

(Division chair)

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 2014-2015—Area V: Humanities and Fine Arts

Class: German 102

Faculty: Janett Johnson

Common Core No.: NMCCN GERM 1124

2 Students

<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 learned about the German culture by examining and comparing/contrasting those to American traditions, expectations, and norms. Additionally, students had to complete weekly vocabulary and grammar exercise online that they turned in and that reflected their progression, assimilation, and comprehension of the German language. For their Final exam, students were evaluated by their skills in vocabulary, conversation, annunciation, and comprehension skills.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Number of Beginning Students</th> <th style="text-align: center;">Number of Developing Students</th> <th style="text-align: center;">Number of Good Students</th> <th style="text-align: center;">Number of Exemplary Students</th> <th style="text-align: center;">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">100 %</td> </tr> </tbody> </table> <p>The benchmark was met with 100% of the students receiving "good" or "exemplary."</p>	Number of Beginning Students	Number of Developing Students	Number of Good Students	Number of Exemplary Students	Percent of "Good and Exemplary"	0	0	1	1	100 %	<p>Even though the results were wonderful, next year I would like to include more art work (a play, classical music, and paintings) by German artists to increase the "general knowledge" of the students even more.</p>
Number of Beginning Students	Number of Developing Students	Number of Good Students	Number of Exemplary Students	Percent of "Good and Exemplary"									
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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>Students watched a German movie with subtitles that lead to intensive discussions regarding politics, history, and the effects for the future.</p> <p>In an essay, students discussed issues touched upon during the movie and reflected and re-evaluated their own values and decisions.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Number of Beginning Students</th> <th style="text-align: center;">(2) Number of Developing Students</th> <th style="text-align: center;">(3) Number of Good Students</th> <th style="text-align: center;">(4) Number of Exemplary Students</th> <th style="text-align: center;">Percent of "Good and Exemplary"</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">100 %</td> </tr> </tbody> </table> <p>The benchmark was met with 100% of the students receiving "good" or "exemplary."</p>	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	1	1	100 %	<p>Even though the results were wonderful, next year I would like to include more art work (a play, classical music, and paintings) by German artists to increase the "general knowledge" of the students even more.</p>
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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>										
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Students were introduced to different aspects of German culture and exchanged their thoughts and reflections during participation in a weekly dialogue. The participation was assessed according to:</p> <ol style="list-style-type: none"> 1. Knowledge of subject 2. Ability to reflect <p>Ability to support ideas and reflection</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Number of Beginning Students</th> <th style="text-align: center;">Number of Developing Students</th> <th style="text-align: center;">(3) Number of Good Students</th> <th style="text-align: center;">(4) Number of Exemplary Students</th> <th style="text-align: center;">Percent of “Good and Exemplary”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">100 %</td> </tr> </tbody> </table> <p>The benchmark was met with 100% of the students receiving “good” or “exemplary.”</p>	Number of Beginning Students	Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and Exemplary”	0	0	0	2	100 %	<p>Even though the results were wonderful, next year I would like to include more art work (a play, classical music, and paintings) by German artists to increase the “general knowledge” of the students even more.</p>
Number of Beginning Students	Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of “Good and Exemplary”									
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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>The final essay for this class was an autobiography in German of the students where they were only allowed the use of vocabulary that they had accumulated during their one year of German.</p> <ol style="list-style-type: none"> 1. Content 2. Ability to reflect 3. Meaning/Thoughtfulness 4. Length 5. Understanding 6. Use of vocabulary 7. Sentence structure 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">(1) Number of Beginning Students</th> <th style="text-align: center;">(2) Number of Developing Students</th> <th style="text-align: center;">(3) Number of Good Students</th> <th style="text-align: center;">(4) Number of Exemplary Students</th> <th style="text-align: center;">Percent of “Good and Exemplary”</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The benchmark was met with 100% of the students receiving “good” or “exemplary.”</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	0	0	2	100%	<p>Even though the results were wonderful, next year I would like to include more art work (a play, classical music, and paintings) by German artists to increase the “general knowledge” of the students even more.</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	0	0	2	100%									

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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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>
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Faculty Member Completing Assessment: Janett Johnson

Date: 6/30/15

Reviewed by: Shelley Denton
(Division chair)

Date: 7/1/2015

*All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
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Clovis Community College

Core Competencies Assessment 2014-2015—Area IV: Social and Behavioral Science

Class: HIST 121

Faculty: Aaron Anderson

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>
<p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Students in the Spring 2015 Online section HIST 121 were required to take an objective final exam that contained an array of multiple-choice and essay questions that aligned with one or all of the four categories and elements that comprise the State of New Mexico core competencies for HIST. 1053 in the area of Social Sciences. The pedagogical basis for questions focused upon course readings, written document analysis assignments, and a range of visual content elements including PowerPoint presentations and video documentaries and narratives. The thematic concentration of the material particularly sought to concentrate upon ideas and traits related to social institutions, internal and external factors that influence human behavior, the nature and</p>	<p>In the Spring 2015 Online section of HIST 121, a total of sixteen students took the final exam and fifteen students exceeded the minimum state benchmark of 70%.</p> <p>The assessment results indicate 93% of the total students scored at the benchmark or higher.</p> <p>Core Competency One Assessment Goal: students will demonstrate a proficiency in the understanding of social structures and institutions in the context of global social and political development.</p>	<p>Greater emphasis in written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major developing civilizations in the eastern Asian and western Mediterranean worlds. In particular, these include the role of religious and ideological belief systems as a keystone of early political and social development, and the key role of developing trade systems and link the eastern and western worlds.</p>

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	importance of belief systems in forming behavior and social mores, and how these systems are embedded in laws and social institutions – as related to the development of global society from antiquity through the year 1450.		
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	See the procedural description listed above.	The assessment results indicate 93% of the total students scored at the benchmark or higher. Core Competency Two Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the pivotal role of the developing political economy and trade expansion in the development of Europe during the Middle Ages.	See the use of results description listed above.
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	See the procedural description listed above.	The assessment results indicate an 93% of the total students scored at the benchmark or higher. Core Competency Three Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the role of Mongol	See the use of results description listed above.

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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
		influence and domination throughout Asia and the Middle East during the years 1200-1450 – particularly the influence upon Imperial China and the developing Russian kingdom.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	See the procedural description listed above.	The assessment results indicate 93% of the total students scored at the benchmark or higher. Core Competency Four Assessment Goal: students will demonstrate a proficiency in the understanding and articulation of the role of belief systems, religion, and social mores in the development of ancient civilizations in Asia, Africa, and the Middle East.	See the use of results description listed above.

Faculty Member Completing Assessment: Aaron Anderson
Reviewed by: Shelley Denton
 (Division chair)

Date: 7/10/2015

Date: 7/13/2015

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: Music Appreciation MUS 113

Faculty: Janet Barnard

Common Core No.: NMCCN MUSI 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>
<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>Quiz #1 Element: Multiple choice questions about the elements of music. Discussion #1 Elements: Piano Guys Video: analysis of timbre and rhythm. Quiz #2 Middle Ages and Renaissance: MC - Identify works/elements by listening. Quiz #3 Baroque: Identify works/elements by listening. Discussion #3 Bach Minuet Animated Score: analysis of melody, rhythm, and harmony. Quiz #4 Classical: Identify works/elements by listening. Discussion #4: “America the Beautiful”: analysis of texture, genre/style, and form. Quiz #5 19th Century: Identify works/elements by listening. Quiz #6 20th Century: Identify works/elements by listening. Performance Response: Analysis of favorite song in concert. Listening Project: analysis of all elements in selected pieces.</p>	<p>Twenty students (20) were enrolled in Music Appreciation during the spring semester. Quiz #1 Elements: 90% success Discussion #1 Elements: 100% success Quiz #2 MA and R: 77% success Quiz #3 Baroque: 73% success Discussion #3 Elements: 68% success Quiz #4 Classical: 81% success Discussion #4 Elements: 85% success Quiz #5 19th Century: 78% Quiz #6 20th Century: 85% success Performance Response: 80% success</p>	<p>Quizzes: Lowest scoring questions will be evaluated and either rewritten or study guide adjusted for better understanding. Discussions: I will maintain Discussion #1. The explanation and instructions for Discussion #3 & #4 will be rewritten for better understanding. The Performance Response and Listening Project require students to identify music elements within a piece of music without explanation from the instructor. These assignments are a true indication of student understanding. Without years of musical experience this is difficult. I have rewritten many discussions trying to find the right examples to illustrate the elements. I have also written a help page call “Hints for discussing the elements.” After further analysis it is evident that the simplest elements are often confused: tempo (fast and slow) and dynamics (soft and loud). I will add to or create a new assignment/discussion/video that will clarify this for my students.</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
		Listening Project: 76% success	
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).	Quiz #2 Middle Ages and Renaissance: Multiple choice questions about the structures of these historical periods. Quiz #3 Baroque: Multiple choice questions about the structures of this historical era. Quiz #4 Classical: Multiple choice questions about the structures of this historical era. Quiz #5 19th Century: Multiple choice questions about the structures of this historical era. Quiz #6 20th Century: Multiple choice questions about the structures of this historical era. Discussion #4: “America the Beautiful”: compare renditions of this song across a range of genre and styles. Listening Project: compare the pieces of two composers from different eras (chosen from pairs suggested by instructor) Example: Overtures by Wagner	Quiz #2 MA and R: 88% success Quiz #3 Baroque: 81% success Quiz #4 Classical: 76% success Quiz #5 19th Century: 83% success Quiz #6 20th Century: 78% success Discussion #4: “America the Beautiful” Success 95% Listening Project: 86% success	Quizzes: Lowest scoring questions will be evaluated and either rewritten or study guide adjusted for better understanding. Discussion #4: I will maintain this discussion. Listening Project: I will add requirements in the comparisons and contrasts criteria that delve into the political, geographic, economic, social, cultural, religious, or intellectual aspects as most appropriate for

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	<p>(1813-1883) and Williams (1932 - present) across a range of historical periods.</p>		<p>the pairing of composers and pieces.</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>Discussion #2: Medieval Instruments: recognize and describe the diversity of musical instruments across a range of historical periods. Discussion #5: Folk Dances: recognize and describe the diversity of folk dances across a range of cultural perspectives. Composer Project: Compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: recognize and describe the diversity of human experience for French/Polish Chopin and Black American Joplin.</p>	<p>Discussion #2: 100% success Discussion #5: 95% success Composer Project: 92% success</p>	<p>Discussions: After a full discussion of the instrument/dance, I will ask a specific question about the “diversity” of the human experience. In many ways, the instruments/dances around the world throughout time are more similar than diverse. Composer Project: I will guide them in the assignment description under the comparisons and contrasts criteria to delve into the diversity of human experience (historical or cultural). Presently, the comparisons are completely open to their ideas.</p>

<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>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>Performance Response Paper: Students choose a concert to attend, often choosing a performance of a contemporary nature. They discuss the social aspects of contemporary audience behavior as well as their feelings about the contemporary style of music.</p> <p>Composer Project: Compare the lives and times of two composers from different eras and cultures (students choose from pairs suggested by instructor) Example: Contemporary advantages for women and contemporary technological advances in electronic music and distribution through the internet as evidenced in the pairing of Fanny Hensel (1805-1847) and Alex Shapiro (1962-present)</p>	<p>75% of students chose a contemporary concert and were successful.</p> <p>Performance Response Paper: Perhaps the most important assignment of the class, I would like to keep the concert choice as open as possible. Some students have trouble affording and/or finding a concert near to where they live. So many attend a live concert for the first time and become hooked!! My primary goal is to create educated audiences!</p> <p>Composer Project: I will make a separate discussion for the pairing of Fanny and Alex (often chosen by only 10 - 20% of students) so that all students will understand these important</p>	<p>Benchmark was met. Effort to improve course will be made as needed.</p>

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		aspects of contemporary thought and new modes of expression, in the classical world. Composer Project: 75% success	

Faculty Member Completing Assessment: Janet Barnard

Date: 6/15/15

Reviewed by: Shelley Denton

(Division chair)

Date: 6/16/15

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: PHIL 211

Faculty: Rayka Rush, Ph.D.

Common Core No.: NMCCN PHIL 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>
<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>34 students were assessed. Weekly quizzes: multiple choice questions embedded in an online Canvas class Assessment.</p> <p>Two reflections papers are requirements for the “Assignments” online class category, and they are designed as the comprehensive analyses of the original texts, which result is a reflection paper written in an essay form with references sources.</p>	<p>Two reflection papers/Assignments: 88% of students have achieved good results in this comprehensive writing assignments. Goal met. The students who don’t achieve results in this category are students who do not submit their work, but voluntarily choose to lose points, since this work requires independent work and a longer period of time to fulfill the writing assignment.</p>	<p>Students exceeded the 75% benchmark.</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>Argumentation Papers: a part of the “Assignment” online category; a comprehensive writing assignment where by which students are graded on their argumentation writing skills (evaluating prose/cons, taking a stand on the issue) and offering a strong conclusion as a result of the ethical arguments Evaluation.)</p>	<p>Argumentation papers: 86% of students achieve good results in this category. Goal met. Often students do not submit one argumentation paper, losing points as their choice. This writing assignment requires additional research time, and some students chose not to do this assignment.</p>	<p>Students exceeded the 75% benchmark.</p>

<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>Weekly Discussions: to write three distinctive paragraphs as a response with references to the reading assignment and to write two comments to other students' posts. Participation in weekly discussions is a part of the final grade and the class requirement: every module consists of a weekly discussion question based on the textbook reading assignment and research. Every Module corresponds to the one chapter of the textbook and the specific reading and research content. There are fifteen modules and fifteen discussion questions. Mid-term essay questions addressing moral relativism topics and multiculturalism. Students are required to use the textbook case-studies in order to analyze complexity of issues relevant to questions of diversity and moral relativism. Writing skills involve: analysis,</p>	<p>Weekly discussions that require higher skills of ethical evaluation is achieved by 90% of students' submissions. Goal Met. Mid-term essay questions addressing general ethics questions, moral relativism topics, and multiculturalism result in 94% of students achieving good results. Goal met.</p>	<p>Students exceeded the 75% benchmark.</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	comparison, objective and factual knowledge of legal issues, and writing an informed, well organized short essay answer.		
<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>	Final Exam: a comprehensive collection of multiple-choice questions that represent the overview of Ethics as a philosophical discipline, asking students to recognize different theories and special topics in Ethics. This exam is proctored by the CCC testing center, proctors if a student is out of the Clovis Community College, NM area, or the Proctor U	Final exam shows that 85% of the students show good results (80% and above). The goal met.	Students exceeded the 75% benchmark.

Faculty Member Completing Assessment: Rayka Rush

Date: 6/30/15

Reviewed by: Shelley Denton

Date: 7/1/15

(Division chair)

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: PHIL 211

Faculty: Rayka Rush, Ph.D.

Common Core No.: NMCCN PHIL 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>
<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>34 students were assessed. Weekly quizzes: multiple choice questions embedded in an online Canvas class Assessment.</p> <p>Two reflections papers are requirements for the “Assignments” online class category, and they are designed as the comprehensive analyses of the original texts, which result is a reflection paper written in an essay form with references sources.</p>	<p>Two reflection papers/Assignments: 88% of students have achieved good results in this comprehensive writing assignments. Goal met. The students who don’t achieve results in this category are students who do not submit their work, but voluntarily choose to lose points, since this work requires independent work and a longer period of time to fulfill the writing assignment.</p>	<p>Students exceeded the 75% benchmark.</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>Argumentation Papers: a part of the “Assignment” online category; a comprehensive writing assignment where by which students are graded on their argumentation writing skills (evaluating prose/cons, taking a stand on the issue) and offering a strong conclusion as a result of the ethical arguments Evaluation.)</p>	<p>Argumentation papers: 86% of students achieve good results in this category. Goal met. Often students do not submit one argumentation paper, losing points as their choice. This writing assignment requires additional research time, and some students chose not to do this assignment.</p>	<p>Students exceeded the 75% benchmark.</p>

<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>Weekly Discussions: to write three distinctive paragraphs as a response with references to the reading assignment and to write two comments to other students' posts. Participation in weekly discussions is a part of the final grade and the class requirement: every module consists of a weekly discussion question based on the textbook reading assignment and research. Every Module corresponds to the one chapter of the textbook and the specific reading and research content. There are fifteen modules and fifteen discussion questions. Mid-term essay questions addressing moral relativism topics and multiculturalism. Students are required to use the textbook case-studies in order to analyze complexity of issues relevant to questions of diversity and moral relativism. Writing skills involve: analysis,</p>	<p>Weekly discussions that require higher skills of ethical evaluation is achieved by 90% of students' submissions. Goal Met. Mid-term essay questions addressing general ethics questions, moral relativism topics, and multiculturalism result in 94% of students achieving good results. Goal met.</p>	<p>Students exceeded the 75% benchmark.</p>

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<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>
	comparison, objective and factual knowledge of legal issues, and writing an informed, well organized short essay answer.		
<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>Final Exam: a comprehensive collection of multiple-choice questions that represent the overview of Ethics as a philosophical discipline, asking students to recognize different theories and special topics in Ethics. This exam is proctored by the CCC testing center, proctors if a student is out of the Clovis Community College, NM area, or the Proctor U</p>	<p>Final exam shows that 85% of the students show good results (80% and above). The goal met.</p>	<p>Students exceeded the 75% benchmark.</p>

Faculty Member Completing Assessment: Rayka Rush

Date: 6/30/15

Reviewed by: Shelley Denton

Date: 7/1/15

(Division chair)

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Clovis Community College

Core Competencies Assessment 2014-2015—Area V: Humanities and Fine Arts

Class: THTR 275

Faculty: Christy Mendoza

Common Core No.: NMCCN THTR 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.)	I gave students a pre-test at the beginning of the semester and a post test at the end of the semester. Each question is tied to a specific objective. My benchmark is 70%	Pre-Test = 31% Post Test = 62% Number of students: 15	Although there was improvement, the students did not meet the 70% objective. I need to add more analytic activities with each film we view to help reinforce this objective. I also plan to look at the way the questions are asked in this category.
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).	I gave students a pre-test at the beginning of the semester and a post test at the end of the semester. Each question is tied to a specific objective. My benchmark is 70%	Pre-Test = 35% Post-Test = 80% Number of students: 15	The students met the post-test objective of 70%, so I am comfortable with the students' progress with this objective.
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	I gave students a pre-test at the beginning of the semester and a post test at the end of the semester. Each question is tied to a specific objective. My benchmark is 70%	Pre-Test = 60% Post-Test = 100% Number of students: 15	There was significant improvement in this category. Every student got this one right for a total of 100%. Next year I will change these questions or ask them in a different way to make sure I am getting a true reading with this objective.

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 style="text-align: right;">End – Humanities/Fine Arts</p>	<p>I gave students a pre-test at the beginning of the semester and a post test at the end of the semester. Each question is tied to a specific objective.</p> <p>My benchmark is 70%</p>	<p>Pre-Test = 47% Post-Test = 80%</p> <p>Number of students: 15</p>	<p>The students met the post-test objective of 70%, so I am comfortable with the students' progress with this objective.</p>

Faculty Member Completing Assessment: Christy Mendoza

Date: 06/27/2015

Reviewed by: Shelley Denton

(Division chair)

Date: 06/30/2015

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