

Core Competencies Assessment 2010-2011: Area I Courses

Mesalands Community College

Communications Competencies

<p><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p>How Results Will Be Used <u>To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/Priorities</p>
<p>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>ENG 102 (English Composition) NMCCN 1113</p> <p>Students perform question guided literature discussion. Students are provided with questions to which they respond.</p>	<p>70% of the students scored 70% or more in discussion/analysis in terms of situation, audience, purpose, aesthetics, and diverse points of view.</p>	<p>Students need to be more proactive concerning the literature they read and create their own inquiries.</p>	
<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>ENG 102 (English Composition) NMCCN 1113</p> <p>Essay four is the last essay of the semester and involves persuasion and argument. Students’ must write a justifiable thesis and support it through a variety of methods, including rhetorical appeals.</p>	<p>Over fifty percent of students scored seventy percent or better in thesis development and following support on essay four.</p>	<p>I would like to refine the definition and hierarchal areas of thesis statements so that students’ are provided with more clarity concerning thesis development.</p>	<p>Developing a holistic rubric about thesis statements would probably be helpful for students engaged in the composition process.</p>

<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>(Continued)</p>				
--	--	--	--	--

Core Competencies Assessment 2007-2008: Area I Courses

New Mexico Institution Name

Mesalands CC

Communications Competencies, cont.

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used <u>To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<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,</p>	<p>ENG 102 (English Composition) NMCCN 1113</p> <p>Students participate in peer review where they</p>	<p>At least 70% of the students received a 70% or more on peer review activities.</p>	<p>Upon reviewing peer reviewed documents, I notice that students sometimes don't provide helpful feedback for the writer.</p>	<p>I would like to offer students additional instruction concerning peer review. As of now, we only have one session of instruction, and I would</p>

<p>grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>learn to recognize global and local composition concerns including planning, organizing, composing, revising, and editing.</p>		<p>I believe this may be because they are unfamiliar with examining writing.</p>	<p>like to add more.</p>
<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>				
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>				

Area I Assessment completed by _____

Signature

Printed Name

Date

Phone number _____