

**Assessment  
Plan  
for  
Department  
of  
Humanities**

# **MATRIX**

**Area I**  
*(Communications)*

**Area IV**  
*(Social & Behavioral Sciences)*

**Area V**  
*(Humanities/Fine Arts)*

## Core Competencies Assessment 2007-2008: Area I Courses

New Mexico Institution Name Luna Community College **Communications Competencies**

<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>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.</b>                      Students should:                      Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>ENGL1113 – Freshman Composition I                      ENGL1123 – Freshman Composition II                      COMM1113 – Public Speaking                      COMM1213 – Interpersonal Communication</p> <p>Instruments –                      Rubric Rating Form                      Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric's Average</p> <p>Pi Chart                      Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <ul style="list-style-type: none"> <li>*Understand how the Luna Community College community is defined.</li> <li>*Discuss why Luna Community College is successful at increasing student retention rates.</li> <li>*Gain the knowledge to create an active Luna Community College learning institution.</li> <li>*Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</li> </ul>
<p><b>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</b>                      Students should:                      Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<p>ENGL1113 – Freshman Composition I                      ENGL1123 – Freshman Composition II                      COMM1213 – Interpersonal Communication                      ENGL2123 – Introduction to Creative Writing/Fiction</p> <p>Instruments –                      Rubric Rating Form                      Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric's Average</p> <p>Pi Chart                      Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <ul style="list-style-type: none"> <li>*Understand how the Luna Community College community is defined.</li> <li>*Discuss why Luna Community College is successful at increasing student retention rates.</li> <li>*Gain the knowledge to create an active Luna Community College learning institution.</li> </ul>

				*Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.
<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b></p> <p>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>	<p>ENGL1113 – Freshman Composition I ENGL1123 – Freshman Composition II COMM1113 – Public Speaking</p> <p>Instruments – Rubric Rating Form Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric's Average</p> <p>Pi Chart Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <p>*Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>

**Core Competencies Assessment 2007-2008: Area I Courses**

New Mexico Institution Name Luna Community College **Communications Competencies, cont.**

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> <b>Course Name and NMCCN</b> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>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</b></p>	<p>COMM1113 – Public Speaking ENGL1113 – Freshman Composition I ENGL1123 – Freshman Composition II ENGL2123 – Introduction to Creative Writing/Fiction</p> <p>Instruments –</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric's Average</p> <p>Pi Chart Bar Chart</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but</p>	<p>How this affects our campus:</p> <p>*Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing</p>

<p><b>mechanics.</b> Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p>Rubric Rating Form Student Outcome Assessment Form</p>	<p>Success and Retention Report (Percentages)</p>	<p>also usable results.</p>	<p>student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>
<p><b>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</b> Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<p>ENGL1123 – Freshman Composition II  Instruments – Rubric Rating Form Student Outcome Assessment Form</p>	<p><b>See Attachments:</b>  DATA/Rubric’s Average  Pi Chart Bar Chart  Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:  *Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>
<p><b>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</b> Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>COMM1213 – Interpersonal Communication  Instruments – Rubric Rating Form Student Outcome Assessment Form</p>	<p><b>See Attachments:</b>  DATA/Rubric’s Average  Pi Chart Bar Chart  Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:  *Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>

## Core Competencies Assessment 2007-2008: Area IV Courses

New Mexico Institution Name Luna Community College **Social and Behavioral Sciences Competencies**

<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>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>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.</b></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>ANTH1113 – Introduction to Anthropology                      ANTH2113 – Cultures of the World                      POLS1123 – American National Government                      PSYC1113 – Introduction to Psychology                      SOCL1113 – Introduction to Sociology</p> <p>Instruments –                      Rubric Rating Form                      Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart                      Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <p>*Understand how the Luna Community College community is defined.                      *Discuss why Luna Community College is successful at increasing student retention rates.                      *Gain the knowledge to create an active Luna Community College learning institution.                      *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b></p> <p>Students should:                      Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p style="text-align: center;">(Continued)</p>	<p>ANTH1113 – Introduction to Anthropology                      ANTH2113 – Cultures of the World                      POLS1123 – American National Government                      SOCL1113 – Introduction to Sociology</p> <p>Instruments –                      Rubric Rating Form                      Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart                      Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <p>*Understand how the Luna Community College community is defined.                      *Discuss why Luna Community College is successful at increasing student retention rates.                      *Gain the knowledge to create an active Luna Community College learning institution.                      *Understand the benefits</p>

				and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.
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**Core Competencies Assessment 2007-2008: Area IV Courses**

New Mexico Institution Name Luna Community College **Social and Behavioral Sciences Competencies, cont.**

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> <b>Course Name and NMCCN</b> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<b>How Results Will Be Used To Make Improvements</b>	<b>(Optional)</b> Recommendations/Goals/Priorities
<p><b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>ANTH1113 – Introduction to Anthropology ANTH2113 – Cultures of the World PSYC1113 – Introduction to Psychology SOCL1113 – Introduction to Sociology</p> <p>Instruments – Rubric Rating Form Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <p>*Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>
<p><b>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. –</b> Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value</p>	<p>ANTH1113 – Introduction to Anthropology ANTH2113 – Cultures of the World POLS1123 – American National Government PSYC1113 – Introduction to Psychology SOCL1113 – Introduction to Sociology</p> <p>Instruments – Rubric Rating Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <p>*Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to</p>

<p>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.</p> <p>End – Social/Behavioral Sciences</p>	<p>Student Outcome Assessment Form</p>			<p>create an active Luna Community College learning institution.</p> <p>*Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</p>
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## Core Competencies Assessment 2007-2008: Area V Courses

New Mexico Institution Name Luna Community College **Humanities and Fine Arts Competencies**

<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>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<b>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.)</b>	ARTS1013 – Introduction to Art ARTS2113 – Art History MUSL1113 – Music Appreciation MUSL1313 – Music History THTR1013 – Introduction to Theatre ENGL2213 – Literature and Society ENGL2513 – American Literature I ENGL2523 – American Literature II ENGL2413 – British Literature I ENGL2423 – British Literature II  Instruments – Rubric Rating Form Student Outcome Assessment Form	<b>See Attachments:</b>  DATA/Rubric’s Average  Pi Chart Bar Chart  Success and Retention Report (Percentages)	Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.	How this affects our campus:  *Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.
<b>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).</b>	HIST1053 Western Civilization I HIST1063 – Western Civilization II HIST1113 – American History I HIST1123 – American History II PHIL1113 – Introduction to Philosophy  Instruments – Rubric Rating Form Student Outcome Assessment Form	<b>See Attachments:</b>  DATA/Rubric’s Average  Pi Chart Bar Chart  Success and Retention Report (Percentages)	Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.	How this affects our campus:  *Understand how the Luna Community College community is defined. *Discuss why Luna Community College is successful at increasing student retention rates. *Gain the knowledge to create an active Luna Community College learning institution. *Understand the benefits and pitfalls of setting up new

				Luna Community College learning goals, or learn how to make our existing class/program even better.
<p><b>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</b></p>	<p>HIST1053 Western Civilization I  HIST1063 – Western Civilization II  HIST1113 – American History I  HIST1123 – American History II  ARTS2113 – Art History  MUSL1313 – Music History</p> <p>Instruments –  Rubric Rating Form  Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart  Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <ul style="list-style-type: none"> <li>*Understand how the Luna Community College community is defined.</li> <li>*Discuss why Luna Community College is successful at increasing student retention rates.</li> <li>*Gain the knowledge to create an active Luna Community College learning institution.</li> <li>*Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</li> </ul>
<p><b>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.</b></p> <p>(Continued)</p>	<p>HIST1053 Western Civilization I  HIST1063 – Western Civilization II  HIST1113 – American History I  HIST1123 – American History II  ARTS2113 – Art History  ARTS1013 – Introduction to Art  MUSL1313 – Music History</p> <p>Instruments –  Rubric Rating Form  Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart  Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <ul style="list-style-type: none"> <li>*Understand how the Luna Community College community is defined.</li> <li>*Discuss why Luna Community College is successful at increasing student retention rates.</li> <li>*Gain the knowledge to create an active Luna Community College learning institution.</li> <li>*Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</li> </ul>

## Core Competencies Assessment 2007-2008: Area V Courses

New Mexico Institution Name Luna Community College **Humanities and Fine Arts 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>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>ARTS1013 – Introduction to Art                      ARTS2113 – Art History                      MUSL1113 – Music Appreciation                      MUSL1313 – Music History                      HIST1053 Western Civilization I                      HIST1063 – Western Civilization II                      HIST1113 – American History I                      HIST1123 – American History II                      PHIL1113 – Introduction to Philosophy                      ENGL2213 – Literature and Society                      ENGL2513 – American Literature I                      ENGL2523 – American Literature II                      ENGL2413 – British Literature I                      ENGL2423 – British Literature II                      THTR1013 – Introduction to Theatre</p> <p>Instruments –                      Rubric Rating Form                      Student Outcome Assessment Form</p>	<p><b>See Attachments:</b></p> <p>DATA/Rubric’s Average</p> <p>Pi Chart                      Bar Chart</p> <p>Success and Retention Report (Percentages)</p>	<p>Acquire information that faculty will actually use to improve what they are doing. The assessment will yield not only valid results but also usable results.</p>	<p>How this affects our campus:</p> <ul style="list-style-type: none"> <li>*Understand how the Luna Community College community is defined.</li> <li>*Discuss why Luna Community College is successful at increasing student retention rates.</li> <li>*Gain the knowledge to create an active Luna Community College learning institution.</li> <li>*Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.</li> </ul>

# **Sample/Completed Rubric**

**Area I**  
*(Communications)*

**Area IV**  
*(Social & Behavior Science)*

**Area V**  
*(Humanities/Fine Arts)*

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*Criminal Justice*

*Developmental Reading*

**INSTRUCTOR:** \_\_\_\_\_ **COURSE:** \_\_\_\_\_ **SECTION:** \_\_\_\_\_ **SEMESTER:** \_\_\_\_\_

**Expected Competencies:**  
*Communication/English*

- C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- C4.** 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.
- C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

Student ID#	C1	C2	C3	C4	C5	C6	Average
1.							
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24.							

**INSTRUCTOR:** Dr. Julian Vigil **COURSE:** ENG111 **SECTION:**01**SEMESTER:**SP 2007

**Expected Competencies:** **Communication/English**

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- C4.** 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.
- C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**FRESHMAN COMPOSITION I**

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>Average</u>
1	19467	4	3	3	4	4	5	<b>3.83</b>
2	25563	4	3	3	4	4	5	<b>3.83</b>
3	6629	4	3	4	4	4	5	<b>4.00</b>
4	25843	4	4	4	4	4	5	<b>4.17</b>
5	26941	4	4	4	4	3	5	<b>4.00</b>
6	25970	4	3	3	4	3	3	<b>3.33</b>
7	27387	1	1	1	1	1	1	<b>1.00</b>
8	27234	4	3	3	4	4	3	<b>3.50</b>
9	26888	4	4	3	4	3	3	<b>3.50</b>
10	27918	4	3	3	4	4	5	<b>3.83</b>
11	8182	3	3	3	3	4	4	<b>3.33</b>
12	28144	4	4	3	4	4	5	<b>4.00</b>
13	12278	4	4	3	4	3	5	<b>3.83</b>
14	20681	3	3	3	3	4	5	<b>3.50</b>
15	27290	3	3	3	3	3	3	<b>3.00</b>

**AVERAGE TOTAL**

**3.51**

**INSTRUCTOR:** R. Tripp **COURSE:** ENG111 **SECTION:** 01 **SEMESTER:** SU07

**Expected Competencies:**  
***Communication/English***

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

- C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- C4.** 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.
- C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**FRESHMAN COMPOSITION I**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>C5</u></b>	<b><u>C6</u></b>	<b><u>Average</u></b>
1	27318	3	4	3	4	4	5	<b>3.83</b>
2	4610	1	1	1	1	1	1	<b>1.00</b>
3	27589	4	4	3	4	4	4	<b>3.83</b>
4	27103	3	2	2	2	3	2	<b>2.33</b>
5	134	4	4	3	4	3	4	<b>3.67</b>
6	1487	2	1	1	1	1	1	<b>1.17</b>
7	24092	3	3	3	4	3	4	<b>3.33</b>
8	24145	3	3	3	3	3	4	<b>3.17</b>
9	23918	3	4	4	3	4	4	<b>3.67</b>
10	28685	4	4	4	3	4	4	<b>3.83</b>
11	25705	4	3	4	4	4	4	<b>3.83</b>
12	27876	4	4	3	3	4	5	<b>3.83</b>
13	23537	4	3	3	3	4	5	<b>3.67</b>
14	15994	4	4	4	3	4	4	<b>3.83</b>
15	9558	4	4	4	4	4	5	<b>4.17</b>
16	23362	4	4	4	5	4	5	<b>4.33</b>
17	24258	3	3	3	3	3	4	<b>3.17</b>
18	27082	4	3	3	3	3	4	<b>3.33</b>
19	28825	3	4	3	3	3	4	<b>3.33</b>
<b><u>TOTAL AVERAGE</u></b>								<b><u>2.82</u></b>

**INSTRUCTOR:** Dr. Julian Vigil      **COURSE:** ENG111      **SECTION:**01      **SEMESTER:** FA07

**Expected Competencies:**  
*Communication/English*

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- C4.** 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.
- C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**FRESHMAN COMPOSITION I**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>C5</u></b>	<b><u>C6</u></b>	<b><u>Average</u></b>
1	15030	4	5	4	4	5	5	<b>4.50</b>
2	28886	4	4	3	3	3	4	<b>3.50</b>
3	28180	3	4	3	3	3	4	<b>3.33</b>
4	24340	4	4	4	4	4	4	<b>4.00</b>
5	5086	2	4	2	3	3	4	<b>3.00</b>
6	29076	5	5	4	5	5	5	<b>4.83</b>
7	27593	3	5	3	4	5	5	<b>4.17</b>
8	28563	2	3	2	3	3	3	<b>2.67</b>
9	28071	4	4	4	4	3	4	<b>3.83</b>
10	27461	4	4	4	4	4	4	<b>4.00</b>
11	23733	2	3	2	3	2	3	<b>2.50</b>
12	7011	4	4	4	4	4	4	<b>4.00</b>
13	8118	2	3	2	3	2	3	<b>2.50</b>
14	16582	4	4	4	4	3	4	<b>3.83</b>
15	10290	4	4	3	4	3	4	<b>3.67</b>
16	27965	2	3	2	3	2	3	<b>2.50</b>
17	28885	4	4	4	4	4	4	<b>4.00</b>
18	28804	3	4	4	4	3	4	<b>3.67</b>
19	28756	5	5	5	5	5	5	<b>5.00</b>
20	16685	4	4	4	4	3	4	<b>3.83</b>

**TOTAL AVERAGE**

**3.67**

INSTRUCTOR: Julian Vigil COURSE: ENG111 SECTION: 01 SEMESTER: SP08

**Expected Competencies:**  
***Communication/English***

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

- C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- C4.** 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.
- C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**FRESHMAN COMPOSITION I**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>C5</u></b>	<b><u>C6</u></b>	<b><u>Average</u></b>
1	28559	3	3	2	3	2	2	<b>2.50</b>
2	28969	3	3	3	3	3	3	<b>3.00</b>
3	25924	4	3	4	3	3	3	<b>3.33</b>
4	1079	4	3	4	4	5	5	<b>4.17</b>
5	26260	4	4	4	4	4	4	<b>4.00</b>
6	28970	1	1	1	1	1	1	<b>1.00</b>
7	29064	2	2	2	2	2	2	<b>2.00</b>
8	29002	2	2	2	2	2	2	<b>2.00</b>
9	29135	5	5	5	5	5	5	<b>5.00</b>
10	29136	5	5	5	5	5	5	<b>5.00</b>
11	27572	4	4	5	4	4	5	<b>4.33</b>
12	28285	4	4	4	4	4	4	<b>4.00</b>
13	28884	2	2	2	2	2	2	<b>2.00</b>
4	20574	4	5	5	5	5	5	<b>4.83</b>
15	20796	4	5	5	5	5	5	<b>4.83</b>
16	29874	4	4	4	4	4	4	<b>4.00</b>
17	28648	1	1	1	1	1	1	<b>1.00</b>
18	16635	4	5	4	5	5	5	<b>4.67</b>
19	9939	5	5	5	5	5	5	<b>5.00</b>

**TOTAL AVERAGE**

**3.51**

INSTRUCTOR: \_\_\_\_\_ COURSE: \_\_\_\_\_ SECTION: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

**Expected Competencies:**  
***Social and Behavioral Science***

- C1.** 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.
- C2.** Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

**INSTRUCTOR:** Joseph S. Griego **COURSE:** PSYC101**SECTION:** 01 **SEMESTER:** SP07

**Expected Competencies:**  
***Social and Behavioral Science***

- C1.** 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.
- C2.** Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

**INTRODUCTION TO PSYCHOLOGY**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>Average</u></b>
1	26331	5	5	5	5	<b>5.00</b>
2	28212	5	5	5	5	<b>5.00</b>
3	26368	3	4	3	4	<b>3.50</b>
4	18547	4	4	4	4	<b>4.00</b>
5	22307	4	5	4	5	<b>4.50</b>
6	28257	3	3	3	3	<b>3.00</b>
7	10238	4	4	3	4	<b>3.75</b>
8	22804	3	3	3	3	<b>3.00</b>
9	26888	4	5	5	4	<b>4.50</b>
10	18304	4	5	5	5	<b>4.75</b>
11	24257	4	4	4	4	<b>4.00</b>
12	16582	4	4	4	4	<b>4.00</b>
13	4559	5	4	5	5	<b>4.75</b>
14	24896	4	4	4	4	<b>4.00</b>
15	12278	5	4	5	5	<b>4.75</b>
16	23605	4	4	4	5	<b>4.25</b>
17	13370	4	4	5	5	<b>4.50</b>
	<b><u>AVERAGE TOTAL</u></b>					<b><u>4.19</u></b>

**INSTRUCTOR:** J. Sabine Griego **COURSE:** PSYC101 **SECTION:** 01 **SEMESTER:** SU07

**Expected Competencies:**  
*Social and Behavioral Science*

- C1.** 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.
- C2.** Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

**INTRODUCTION TO PSYCHOLOGY**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>Average</u></b>
1	23497	4	5	4	5	<b>4.50</b>
2	24236	2	4	2	4	<b>3.00</b>
3	26036	2	4	2	4	<b>3.00</b>
4	28177	3	3	4	4	<b>3.50</b>
5	25872	5	5	4	5	<b>4.75</b>
6	12117	3	4	3	4	<b>3.50</b>
7	23744	4	5	4	5	<b>4.50</b>
8	21202	5	4	5	5	<b>4.75</b>
9	7011	3	4	3	4	<b>3.50</b>
10	26540	4	3	3	4	<b>3.50</b>
11	26535	4	3	4	3	<b>3.50</b>
12	27367	3	4	5	4	<b>4.00</b>
13	29955	3	4	3	4	<b>3.50</b>
14	2605	4	3	3	4	<b>3.50</b>
15	26003	3	4	3	4	<b>3.50</b>
16	9533	4	3	3	4	<b>3.50</b>

**AVERAGE TOTAL**

**3.75**

**INSTRUCTOR: S. Joseph Griego COURSE: PSYC101 SECTION:01 SEMESTER:FA07**

**Expected Competencies:**  
***Social and Behavioral Science***

- C1.** 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.
- C2.** Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

**INTRODUCTION TO PSYCHOLOGY**

	<b>Student ID#</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>Average</b>
1	14214	4	5	4	5	4.50
2	27150	3	3	4	4	3.50
3	27393	3	4	4	4	3.75
4	4610	2	2	3	3	2.50
5	6629	5	4	5	5	4.75
6	24025	4	4	3	4	3.75
7	26293	5	5	4	5	4.75
8	27234	4	4	3	4	3.75
9	22291	4	4	4	4	4.00
10	27330	2	3	3	3	2.75
11	21356	4	4	3	4	3.75
12	12778	4	3	4	4	3.75
13	25705	4	4	5	5	4.50
14	10154	5	5	4	5	4.75
15	19447	3	3	4	4	3.50
16	27392	4	4	4	3	3.75
17	28691	3	3	4	3	3.25
18	24258	3	3	3	3	3.00
19	19549	3	3	3	3	3.00

**Total Average**

**3.75**

**INSTRUCTOR:** J. Sabine Griego **COURSE:** PHIL101 **SECTION:** 01 **SEMESTER:** SP08

**Expected Competencies:**  
***Social and Behavioral Science***

- C1.** 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.
- C2.** Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

**INTRODUCTION TO PSYCHOLOGY**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>Average</u></b>
1	28886	4	4	4	3	<b>3.75</b>
2	26998	3	4	4	3	<b>3.50</b>
3	29925	4	5	4	5	<b>4.50</b>
4	24381	3	3	3	3	<b>3.00</b>
5	29816	4	3	3	4	<b>3.50</b>
6	27093	4	5	5	4	<b>4.50</b>
7	18370	5	4	5	4	<b>4.50</b>
8	24771	3	3	3	3	<b>3.00</b>
9	26967	4	5	4	5	<b>4.50</b>
10	2181	5	5	4	5	<b>4.75</b>
11	28154	4	4	4	4	<b>4.00</b>
12	24210	4	4	5	4	<b>4.25</b>
13	29518	5	4	4	5	<b>4.50</b>
14	27290	5	4	5	4	<b>4.50</b>
	<b><u>AVERAGE TOTAL</u></b>					<b><u>4.05</u></b>

INSTRUCTOR: \_\_\_\_\_ COURSE: \_\_\_\_\_ SECTION: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

**Expected Competencies:**  
*Humanities and Fine Arts*

**C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).

**C2.** 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).

**C3.** Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.

**C4.** 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.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
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18.					
19.					
20.					
21.					

**INSTRUCTOR:** Juan Ortega **COURSE:** SPAN101 **SECTION:** 01 **SEMESTER:** SP07

**Expected**  
**Competencies:**  
*Humanities and Fine*  
*Arts*

- C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- C2.** 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).
- C3.** Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- C4.** 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.

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

**Beginning Spanish I**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>Average</u></b>
1	26230	5	5	5	4	<b>4.75</b>
2	27213	5	2	3	4	<b>3.50</b>
3	27393	4	4	3	3	<b>3.50</b>
4	15085	5	4	4	4	<b>4.25</b>
5	25558	3	5	4	3	<b>3.75</b>
6	27406	4	2	1	2	<b>2.25</b>
7	25579	5	4	4	3	<b>4.00</b>
8	28235	5	4	4	4	<b>4.25</b>
9	27304	5	2	4	4	<b>3.75</b>
10	27405	5	5	4	4	<b>4.50</b>
11	27164	5	5	4	5	<b>4.75</b>
12	27439	3	4	4	3	<b>3.50</b>
13	27391	2	3	4	4	<b>3.25</b>
14	24509	4	3	5	5	<b>4.25</b>
15	27437	1	3	5	2	<b>2.75</b>
16	25633	4	2	4	2	<b>3.00</b>
17	27434	1	3	4	3	<b>2.75</b>

**TOTAL AVERAGE**

**3.69**

**INSTRUCTOR:** A. Montoya **COURSE:** SPAN101 **SECTION:** 01 **SEMESTER:** SU07

**Expected**  
**Competencies:**  
*Humanities and Fine*  
*Arts*

- C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- C2.** 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).
- C3.** Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- C4.** 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.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

**Beginning Spanish I**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>Average</u></b>
1	3419	5	5	5	5	<b>5.00</b>
2	5827	5	5	5	5	<b>5.00</b>
3	11574	3	3	3	3	<b>3.00</b>
4	25206	3	3	3	3	<b>3.00</b>
5	27073	5	5	5	5	<b>5.00</b>
6	25937	5	5	5	5	<b>5.00</b>
7	28778	5	5	5	5	<b>5.00</b>
8	28760	3	3	3	3	<b>3.00</b>
9	5781	4	4	4	4	<b>4.00</b>
10	25356	5	5	5	5	<b>5.00</b>
11	26516	4	4	4	4	<b>4.00</b>
<b><u>TOTAL AVERAGE</u></b>						<b><u>4.27</u></b>

**INSTRUCTOR:** Juan Ortega **COURSE:** SPAN101 **SECTION:** 02 **SEMESTER:** FA07

**Expected Competencies:**  
*Humanities and Fine Arts*

- C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- C2.** 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).
- C3.** Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- C4.** 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.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

**Beginning Spanish I**

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>Average</u>	
1.	8131	5	3	2	1	2.75	
2.	24158	2	1	1	1	1.25	
3.	24119	4	2	5	5	4.00	
4.	23403	4	4	4	4	4.00	
5.	27299	4	4	3	3	3.50	
6.	23566	5	2	1	1	2.25	
7.	29136	5	5	5	5	5.00	
8	25140	5	5	5	5	5.00	
9	28867	5	2	5	4	4.00	
10	25415	4	1	3	3	2.75	
11	25980	5	4	5	5	4.75	
12	28884	3	2	5	4	3.50	
13	27903	5	4	5	4	4.50	
14	9939	5	3	5	5	4.50	
<b><u>Total Average</u></b>						<b><u>3.70</u></b>	

**INSTRUCTOR:** Juan Ortega**COURSE:** SPAN101 **SECTION:** 01 **SEMESTER:** SP08

**Expected**  
**Competencies:**  
*Humanities and Fine*  
*Arts*

- C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- C2.** 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).
- C3.** Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- C4.** 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.

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

**Beginning Spanish I**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>C3</u></b>	<b><u>C4</u></b>	<b><u>Average</u></b>
1	28855	2	4	3	4	<b>3.25</b>
2	29154	4	5	2	4	<b>3.75</b>
3	28942	5	5	3	4	<b>4.25</b>
4	27400	5	5	4	5	<b>4.75</b>
5	27564	5	5	5	4	<b>4.75</b>
6	29504	4	4	3	5	<b>4.00</b>
7	26113	4	4	2	5	<b>3.75</b>
8	29126	5	5	5	2	<b>4.25</b>
9	27754	5	5	4	5	<b>4.75</b>
10	27753	5	5	2	4	<b>4.00</b>
11	23545	5	5	4	3	<b>4.25</b>
12	25448	5	5	1	4	<b>3.75</b>
13	26610	2	4	2	3	<b>2.75</b>
14	4664	5	5	1	5	<b>4.00</b>
15	24210	4	5	2	2	<b>3.25</b>
16	17471	1	3	3	5	<b>3.00</b>
17	16643	4	3	3	2	<b>3.00</b>
18	22300	4	3	4	4	<b>3.75</b>
19	3244	5	5	2	3	<b>3.75</b>
20	28876	4	5	5	5	<b>4.75</b>

**TOTAL AVERAGE**

**3.89**

INSTRUCTOR: \_\_\_\_\_ COURSE: \_\_\_\_\_ SECTION: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

**Expected Competencies:**  
***Deviant Behavior***

- C1.** Demonstrate understanding of the various theories of deviant behavior as they relate to criminal deviance.
- C2.** Apply research techniques and critical thinking.

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

Student ID#	C1	C2	Average
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			

**INSTRUCTOR:** Cindy Armijo **COURSE:** CJ210 **SECTION:** 01 **SEMESTER:** SP07

**Expected**  
**Competencies:**  
*Deviant Behavior*

**C1.** Demonstrate understanding of the various theories of deviant behavior as they relate to criminal deviance.

**C2.** Apply research techniques and critical thinking.

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

**Deviant Behavior**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>Average</u></b>
1	1079	2	3	2.50
2	14063	4	4	4.00
3	18405	2	2	2.00
4	25645	2	2	2.00
5	25449	5	5	5.00
6	16676	3	3	3.00
<b><u>AVERAGE TOTAL</u></b>				<b><u>3.08</u></b>

**INSTRUCTOR:** CINDY ARMIJO **COURSE:** CJ210 **SECTION:** 01 **SEMESTER:** SP08

**Expected**  
**Competencies:**  
*Deviant Behavior*

**C1.** Demonstrate understanding of the various theories of deviant behavior as they relate to criminal deviance.

**C2.** Apply research techniques and critical thinking.

**RUBRIC RATING**

E - 5 Excellent  
G - 4 Good  
FR - 3 Fair  
U - 2 Unsatisfactory  
P - 1 Poor

**Deviant Behavior**

	<b><u>Student ID#</u></b>	<b><u>C1</u></b>	<b><u>C2</u></b>	<b><u>Average</u></b>
1	16899	3	3	<b>3.00</b>
2	20792	4	5	<b>4.50</b>
3	27125	2	3	<b>2.50</b>
4	21483	3	4	<b>3.50</b>
5	20265	4	4	<b>4.00</b>
6	1603	5	5	<b>5.00</b>
7				
8				
9				
10				
	<b><u>AVERAGE TOTAL</u></b>			<b><u><u>3.75</u></u></b>

INSTRUCTOR: \_\_\_\_\_ COURSE: \_\_\_\_\_ SECTION: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

**Expected Competencies:**  
*Developmental Reading*

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Identify main idea and/or implied main idea.
- C2.** Identify meaning of specialized vocabulary to selected reading.
- C3.** Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.
- C4.** Interpret and evaluate reading selections by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills.

Student ID#	C1	C2	C3	C4	C5	Average
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						

INSTRUCTOR: J. Hampleman COURSE:READ105 SECTION: \_\_\_\_\_ SEMESTER: SP07

**Expected Competencies:**  
*Developmental Reading*

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Identify main idea and/or implied main idea.
- C2.** Identify meaning of specialized vocabulary to selected reading.
- C3.** Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.
- C4.** Interpret and evaluate reading selections by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills.

**Developmental Reading**

	Student ID#	C1	C2	C3	C4	Average
1	27213	4	4	4	4	4.00
2	23721	5	5	5	5	5.00
3	27401	3	3	3	3	3.00
4	26389	5	5	5	5	5.00
5	27001	4	4	4	4	4.00
6	3741	4	4	4	4	4.00
7	27330	2	2	2	2	2.00
8	26662	2	2	2	2	2.00
9	18326	5	5	5	5	5.00
10	27406	2	2	2	2	2.00
11	23251	4	4	4	4	4.00
12	23537	5	5	5	5	5.00
13	24548	3	3	3	3	3.00
14	24226	2	2	2	2	2.00
15	27457	5	5	5	5	5.00
16	23349	3	3	3	3	3.00
17	27448	3	3	3	3	3.00
18	27439	4	4	4	4	4.00
<b>Total Average</b>						<b>3.61</b>

INSTRUCTOR: J. Hampleman COURSE: READ105 SECTION: 01 SEMESTER: SU07

**Expected Competencies:**  
***Developmental Reading***

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Identify main idea and/or implied main idea.
- C2.** Identify meaning of specialized vocabulary to selected reading.
- C3.** Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.
- C4.** Interpret and evaluate reading selections by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills.

**Developmental Reading**

	Student ID#	C1	C2	C3	C4	Average
1	28792	5	5	5	5	5.00
2	27308	5	5	5	5	5.00
3	28788	4	4	4	4	4.00
4	953	3	3	3	3	3.00
5	28563	5	5	5	5	5.00
6	4402	4	4	4	4	4.00
7	28805	2	2	2	2	2.00
8	27515	2	2	2	2	2.00
9	28773	5	5	5	5	5.00
10	28804	5	5	5	5	5.00
11	28837	5	5	5	5	5.00
12	27093	3	3	3	3	3.00
<b>Total Average</b>						<b>4.00</b>

INSTRUCTOR: J. Hampleman COURSE: READ105 SECTION: 01 SEMESTER: FA07

**Expected Competencies:**  
*Developmental Reading*

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Identify main idea and/or implied main idea.
- C2.** Identify meaning of specialized vocabulary to selected reading.
- C3.** Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.
- C4.** Interpret and evaluate reading selections by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills.

**Developmental Reading**

	Student ID#	C1	C2	C3	C4	Average
1	26072	4	4	2	2	3.00
2	28883	4	4	4	4	4.00
3	28942	3	3	3	3	3.00
4	29064	5	5	5	5	5.00
5	24158	3	3	2	4	3.00
6	26094	3	3	3	3	3.00
7	28914	4	4	4	4	4.00
8	28884	4	4	4	4	4.00
9	29016	4	2	2	2	2.50
10	28754	3	3	3	3	3.00
11	27407	3	3	3	3	3.00
12	18321	5	5	5	5	5.00
13	16563	2	2	2	2	2.00
14	28648	3	3	3	3	3.00
15	29028	4	4	4	4	4.00
<b>Total Average</b>						<b>3.43</b>

INSTRUCTOR: J. Hampleman COURSE: READ105 SECTION: 02 SEMESTER: SP08

**Expected Competencies:**  
***Developmental Reading***

**RUBRIC RATING**

- E - 5 Excellent
- G - 4 Good
- FR - 3 Fair
- U - 2 Unsatisfactory
- P - 1 Poor

- C1.** Identify main idea and/or implied main idea.
- C2.** Identify meaning of specialized vocabulary to selected reading.
- C3.** Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.
- C4.** Interpret and evaluate reading selections by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills.

**Developmental Reading**

	Student ID#	C1	C2	C3	C4	Average
1	1663	2	2	2	2	2.00
2	28389	2	2	2	2	2.00
3	28552	4	4	4	4	4.00
4	29003	2	2	2	2	2.00
5	28240	3	3	3	3	3.00
6	28417	5	5	5	5	5.00
7	27736	5	5	5	5	5.00
8	26610	2	2	2	2	2.00
9	29951	5	5	5	5	5.00
10	19547	5	5	5	5	5.00
11	15325	3	3	3	3	3.00
<b>Total Average</b>						<b>3.45</b>

# **Sample/Completed Success and Retention Outcome Assessments**

**Area I**  
*(Communications)*

**Area IV**  
*(Social & Behavioral Science)*

**Area V**  
*(Humanities/Fine Arts)*

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*Criminal Justice*

*Developmental Reading*



# Outcome Assessments - Freshman Composition I

## SPRING 2007

<b>Beginning Enrollment:</b>		<b>18</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 SP07	2	9	3	0	1	15	13.33%	60.00%	20.00%	93.33%	83.33%

## SUMMER 2007

<b>Beginning Enrollment:</b>		<b>20</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 SU07	12	3	2	2	1	20	60.00%	15.00%	10.00%	75.00%	100.00%

## FALL 2007

<b>Beginning Enrollment:</b>		<b>27</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 FA07	4	12	4	0	1	21	19.05%	57.14%	19.05%	76.19%	77.78%

## SPRING 2008

<b>Beginning Enrollment:</b>		<b>24</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 SP08	3	9	4	2	1	19	15.79%	47.37%	21.05%	63.16%	79.17%

# Outcome Assessments - Introduction to Psychology

## SPRING 2007

<b>Beginning Enrollment:</b>		<b>18</b>										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
PSYC101.01 SP07	13	1	2	1	0	17	76.47%	5.88%	11.76%	82.35%	94.44%	

## SUMMER 2007

<b>Beginning Enrollment:</b>		<b>13</b>										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
PSYC101.01 SU07	9	2	1	0	1	13	69.23%	15.38%	7.69%	84.62%	100.00%	

## FALL 2007

<b>Beginning Enrollment:</b>		<b>22</b>										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
PSYC101.01 FA07	9	7	0	3	0	19	47.37%	36.84%	0.00%	84.21%	86.36%	

## SPRING 2008

<b>Beginning Enrollment:</b>		<b>16</b>										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
PSYC101.01 SP08	6	6	2	2	0	16	37.50%	37.50%	12.50%	75.00%	100.00%	

# Outcome Assessments - Beginning Spanish I

## SPRING 2007

### BEGINNING SPANISH I

Beginning Enrollment:

21

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101/01	3	9	5	0	0	17	17.65%	52.94%	29.41%	100.00%	80.95%

## SUMMER 2007

### BEGINNING SPANISH I

Beginning Enrollment:

13

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101	6	2	3	0	0	11	54.55%	18.18%	27.27%	100.00%	84.62%

## FALL 2007

Beginning Enrollment:

22

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101.1	11	1	3	0	3	18	61.11%	5.56%	16.67%	83.33%	81.82%

## SPRING 2008

Beginning Enrollment:

24

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101.1	3	12	5	0	0	20	15.00%	60.00%	25.00%	100.00%	83.33%

# Outcome Assessments - Deviant Behavior

## SPRING 2007

Beginning Enrollment:

11

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
CJ210/01	1	2	2	0	2	7	14.29%	28.57%	28.57%	71.43%	63.64%

## SPRING 2008

Beginning Enrollment:

8

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
CJ210.01	2	2	2	0	0	6	33.33%	33.33%	33.33%	100.00%	75.00%

**Complete  
Listing  
Of  
All  
Program  
Goals**

## **Liberal Arts, Criminal Justice, Sports Performance and General Education Program Goals**

1. Provide the course work and services that are necessary for continuous human growth and development.
2. Provide course offering that are organized in four main components: General Education, Liberal Arts, Criminal Justice, and Sports Performance.
3. Provides enhanced academic skills that increase the general knowledge base in communications, social and behavioral sciences, and humanities and fine arts.
4. Provides a progressive learning environment conducive to students becoming lifelong learners.
5. Provide enhancement to student academic achievement and college attainment.
6. Provide an education that enhances the student's ability in logic, critical thinking, self-awareness, communication skills, and accumulation of general knowledge, both abstract and concrete.

**Articulation  
Of all  
Assessment  
means and  
measures that  
are collected**

# **BAR GRAPH**

# **PIE CHARTS**

**Area I**  
*Communications*

**Area IV**  
*Social & Behavioral Science*

**Area V**  
*Humanities/Fine Arts*

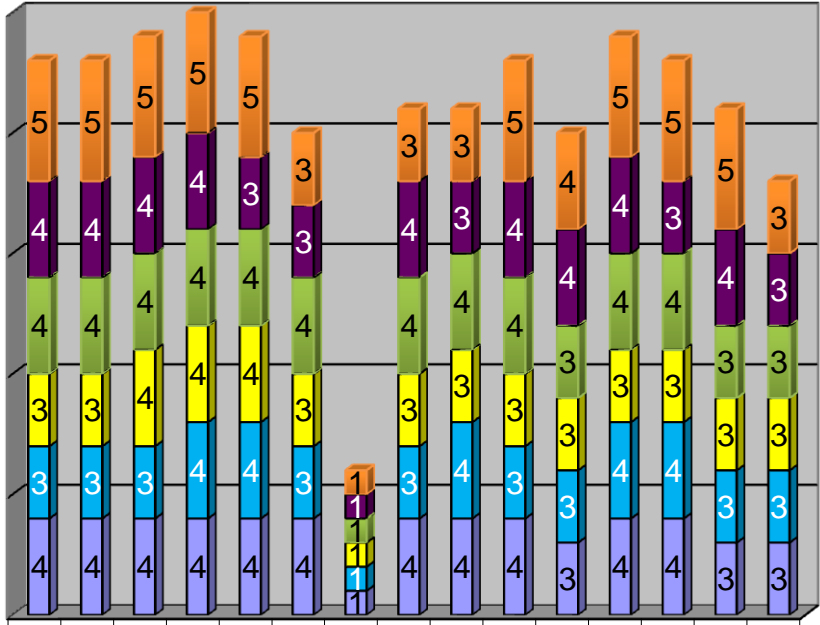
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*Criminal Justice*

*Developmental Studies*

# ENG111-01 SP07

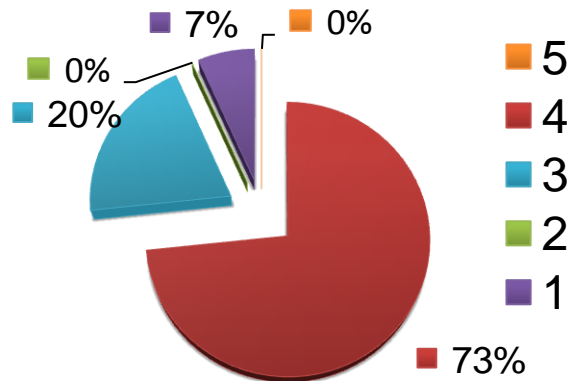
Competencies



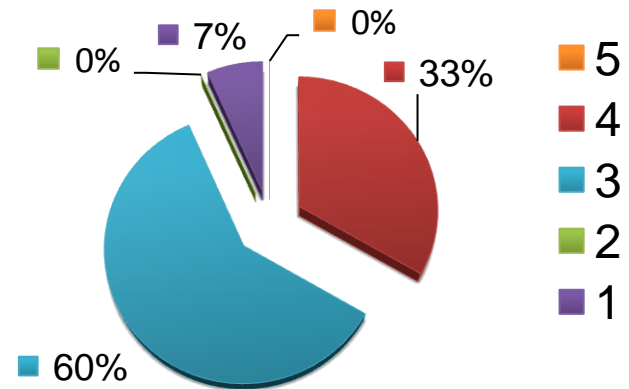
- C6
- C5
- C4
- C3
- C2
- C1

Students

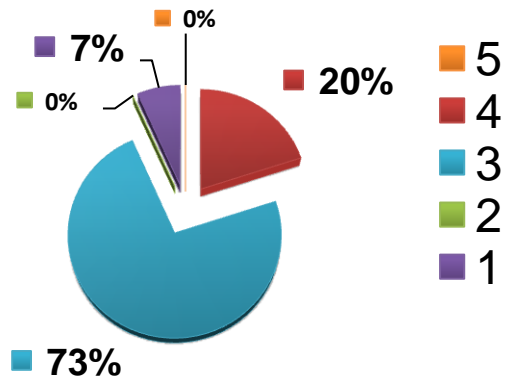
**C1-Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view**



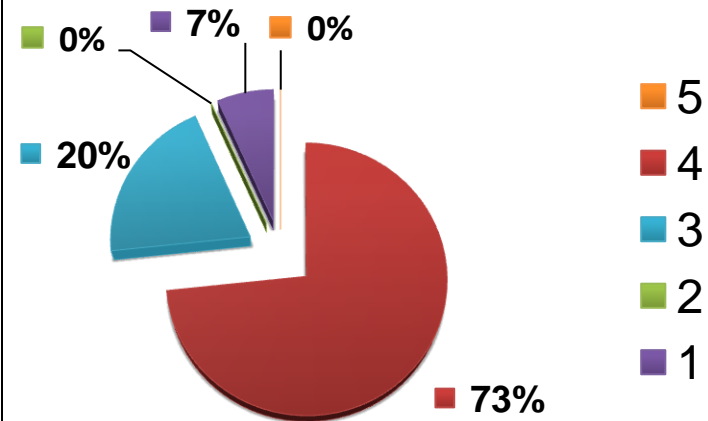
**C2-Express a primary purpose in a compelling statement and order supporting points logically and convincingly.**



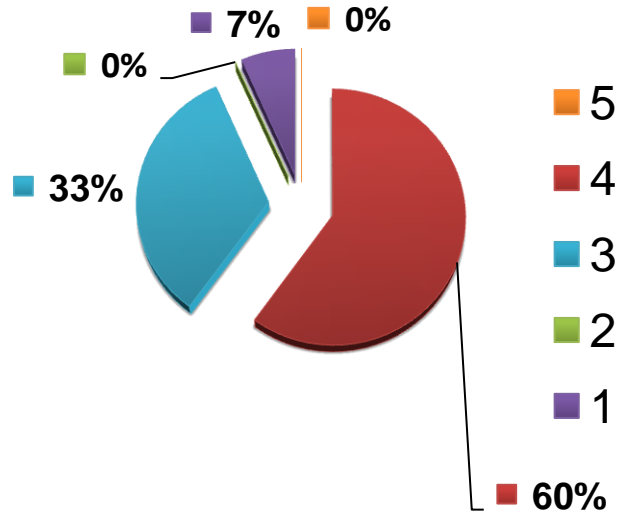
**C3-Use effective rhetorical strategies to persuade, inform, and engage.**



**C4-Employ writing and/or speaking processes**

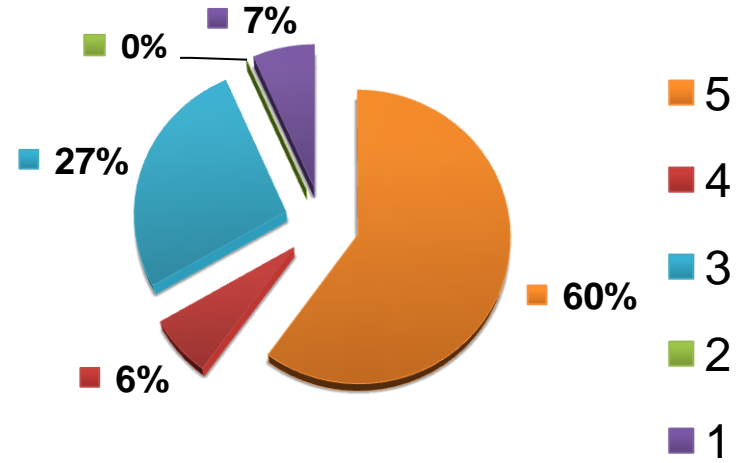


**C5-Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.**

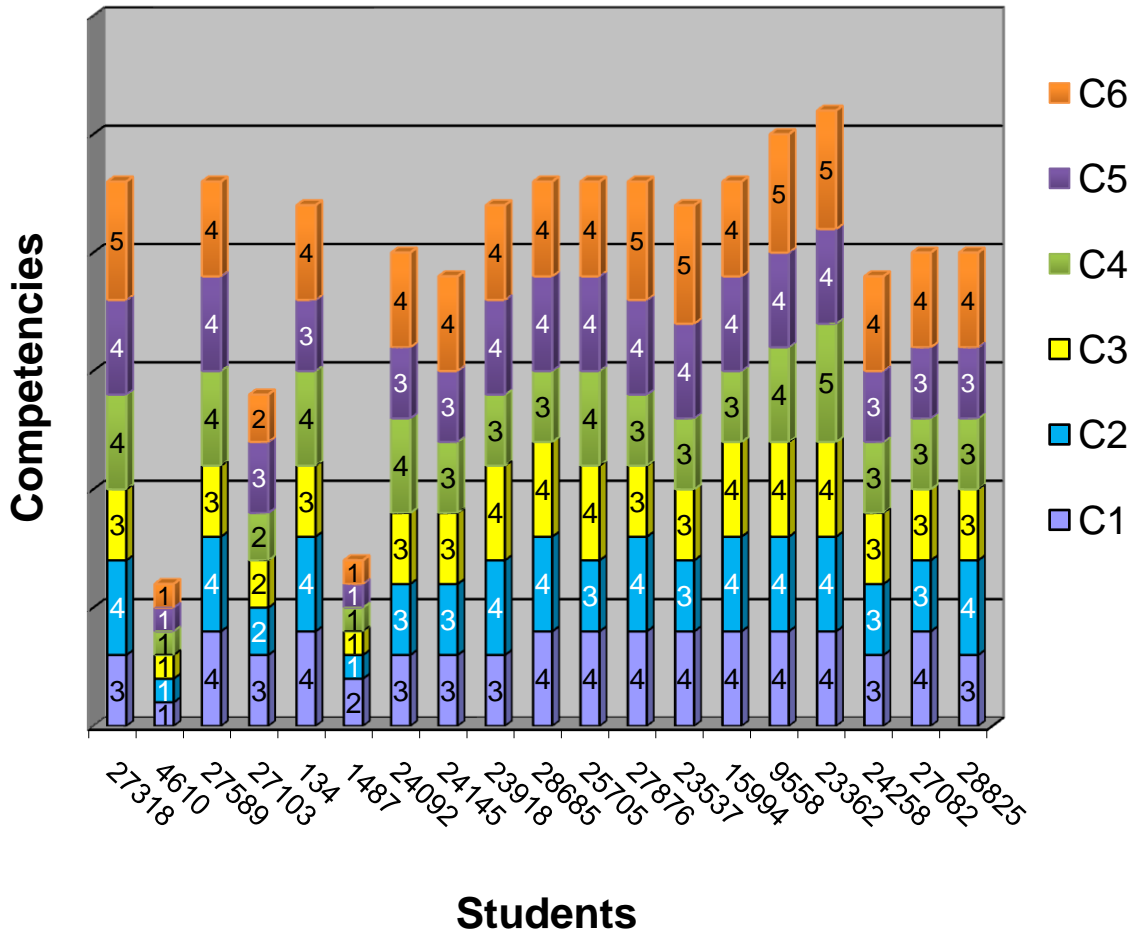


**ENG111-01 SP07**

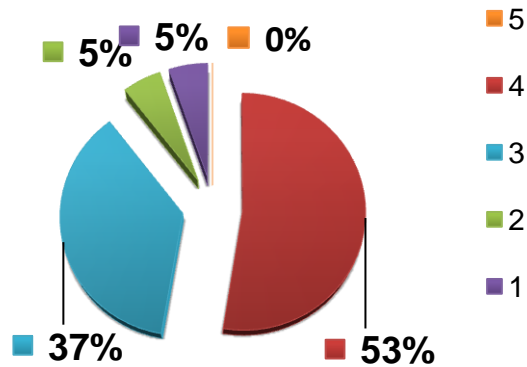
**C6-Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.**



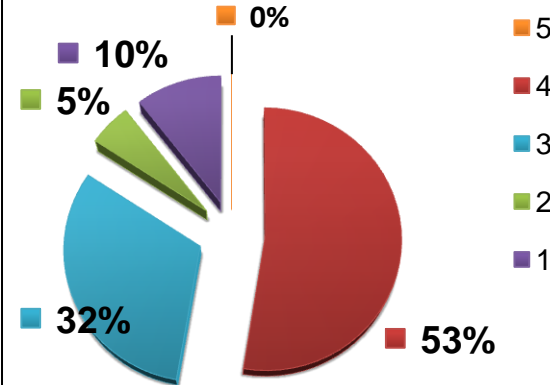
# ENG111-01 SU07



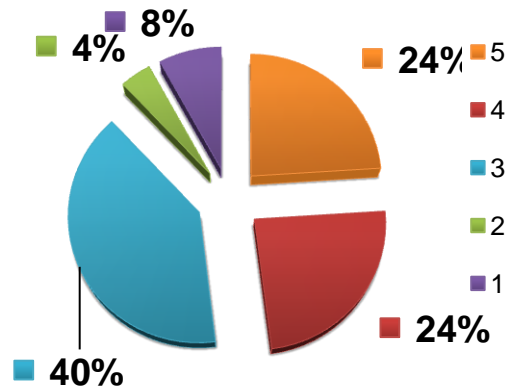
**C1-Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view**



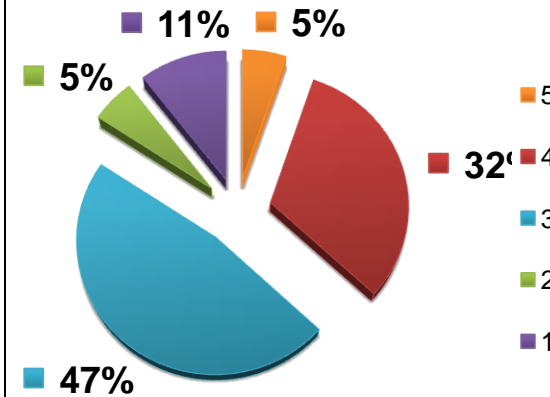
**C2-Express a primary purpose in a compelling statement and order supporting points logically and convincingly.**

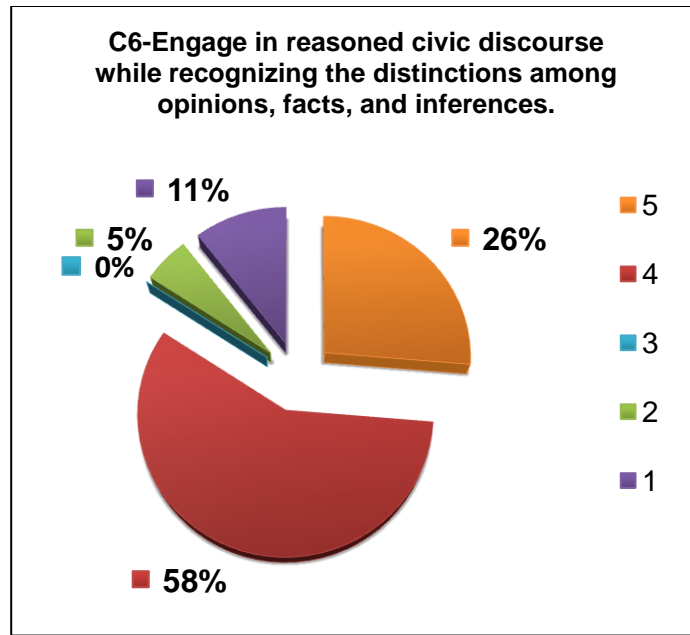
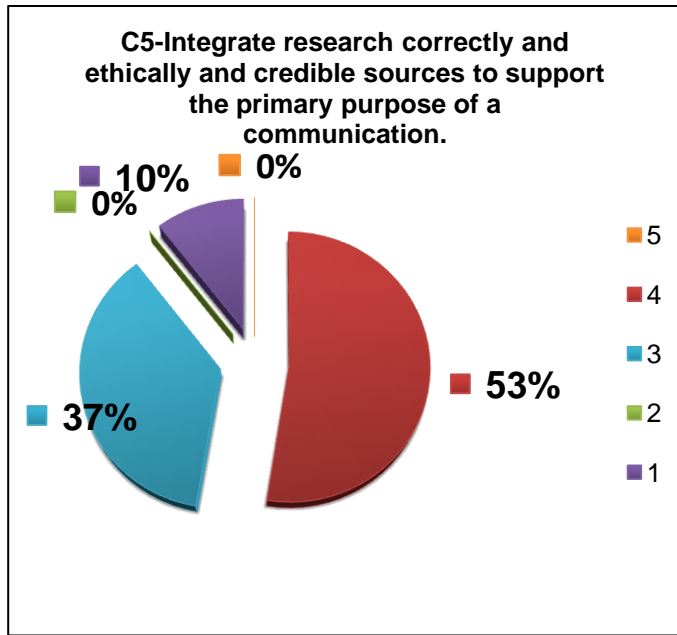


**C3-Use effective rhetorical strategies to persuade, inform, and engage.**



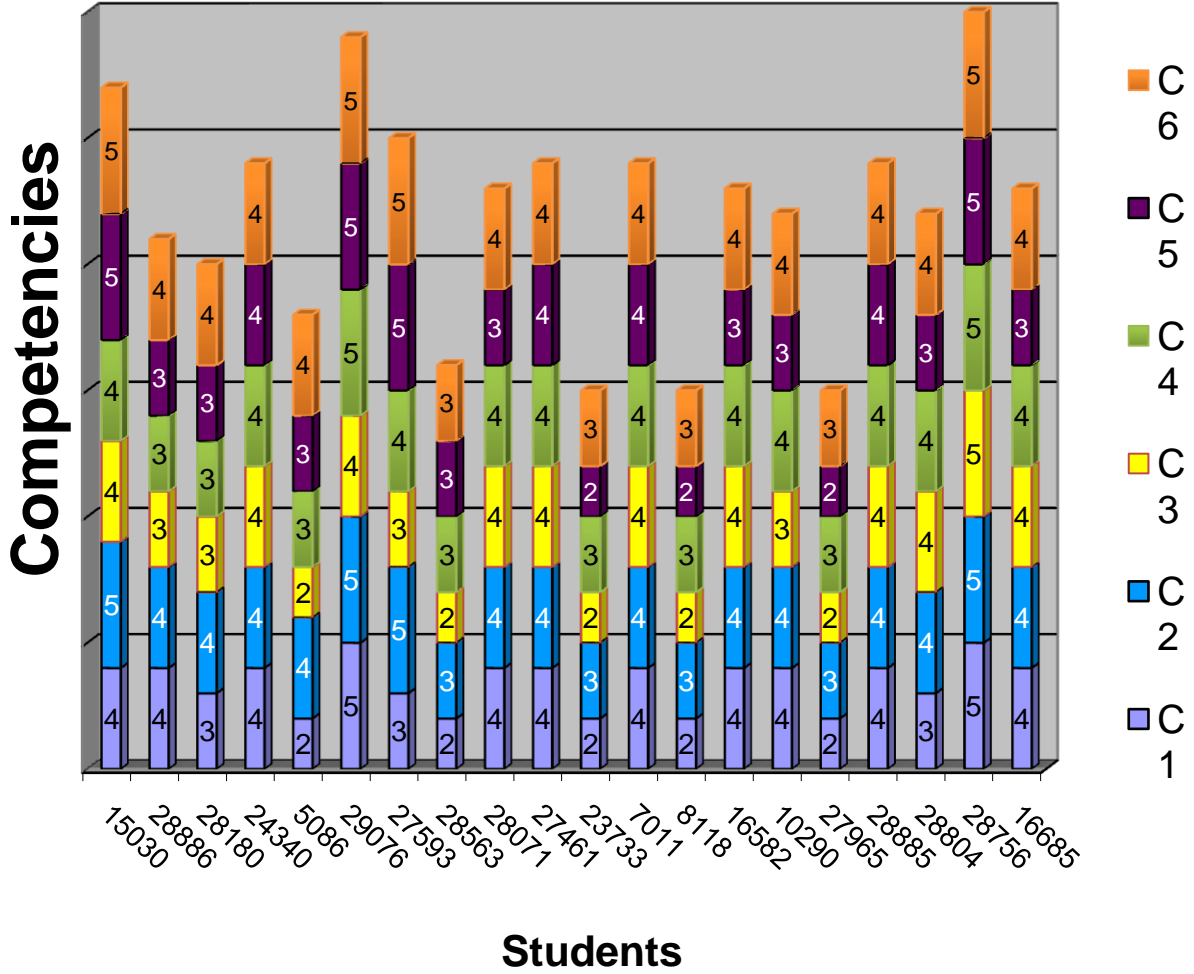
**C4-Employ writing and/or speaking processes**

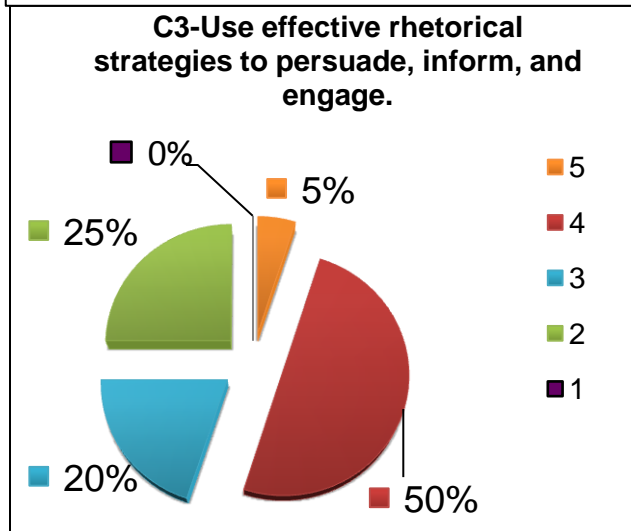
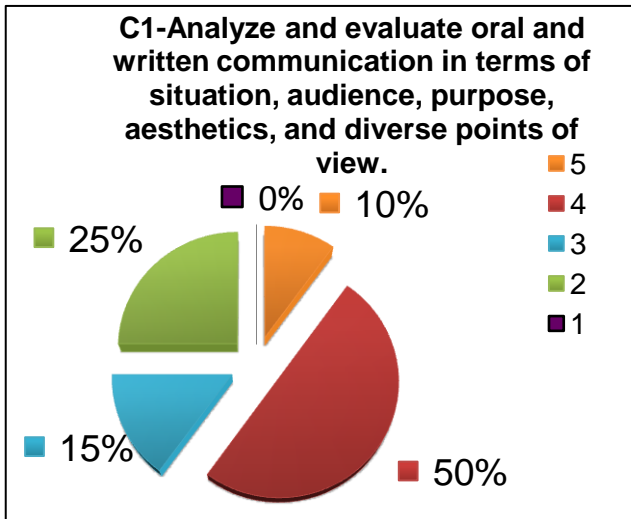




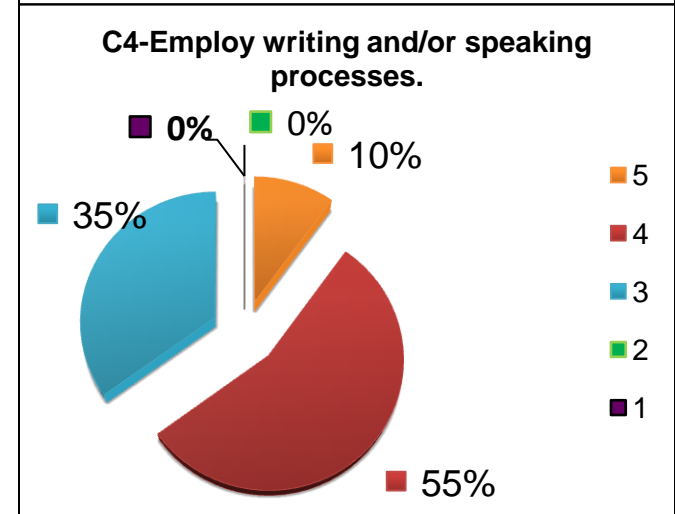
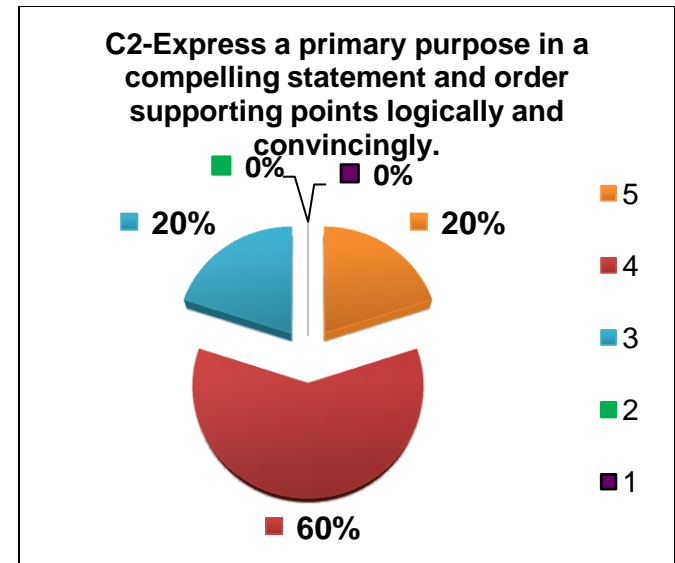
ENG111-01 SU07

# ENG111- 01 FA07

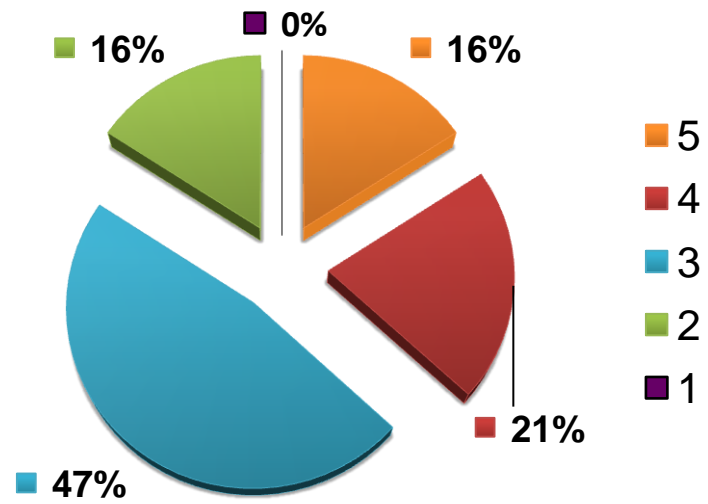




ENG111-01 FA07

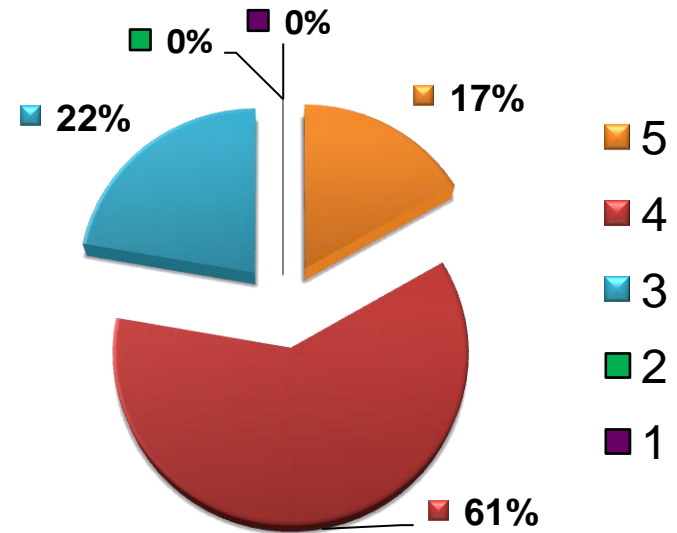


**C5-Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.**

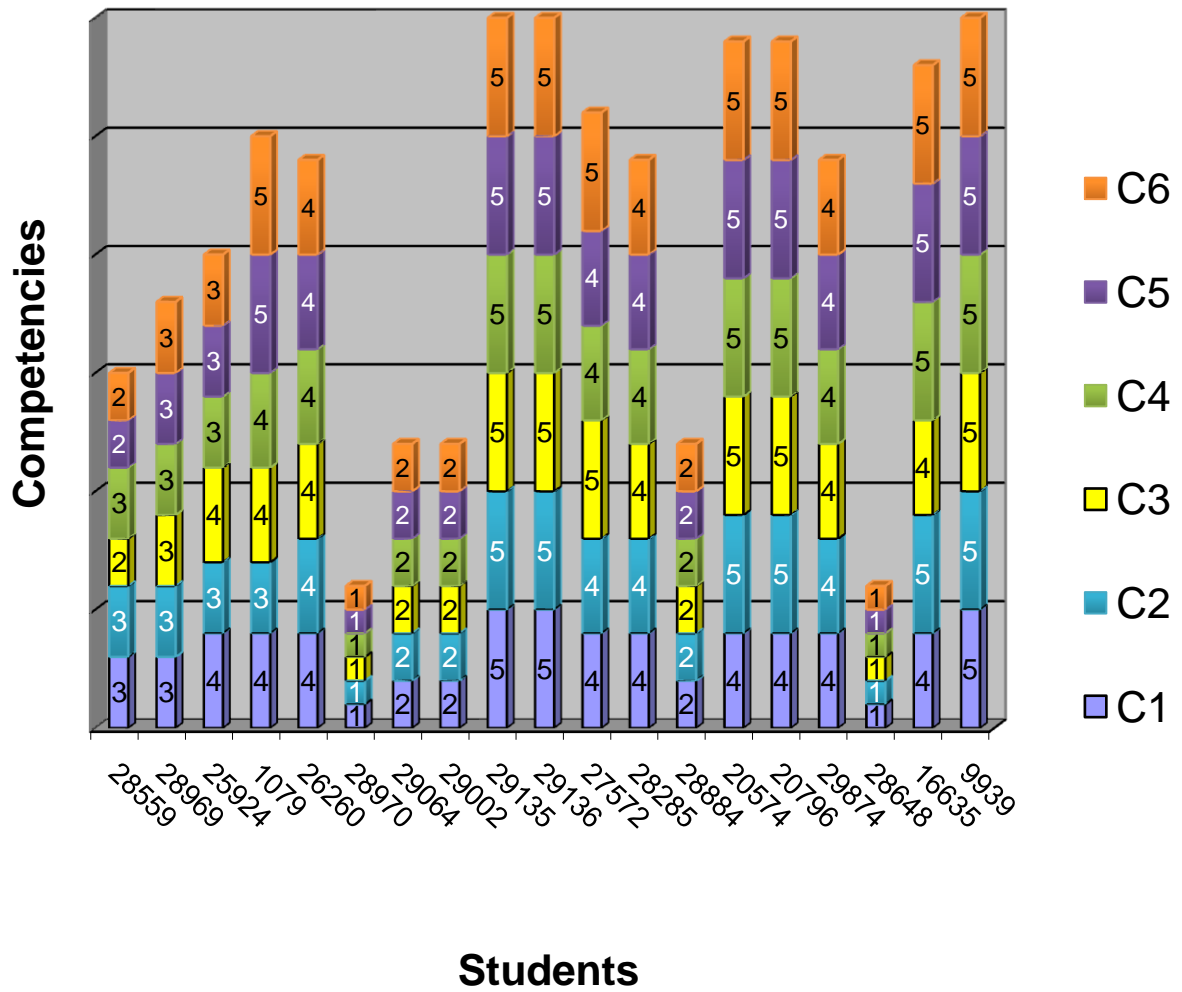


**ENG111-01 FA07**

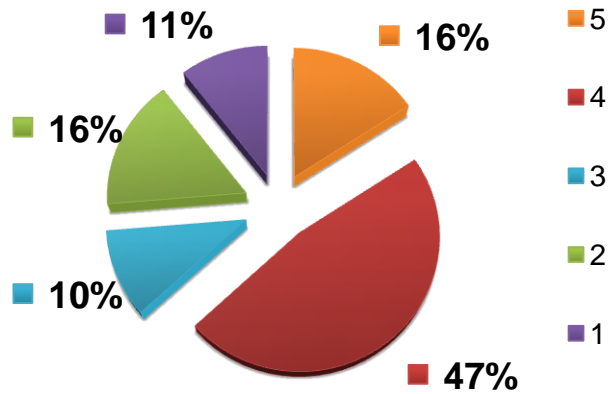
**C6-Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.**



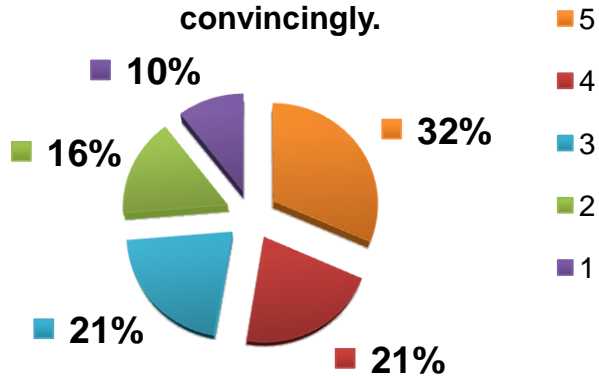
# ENG111-01 SP08



**C1-Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view**

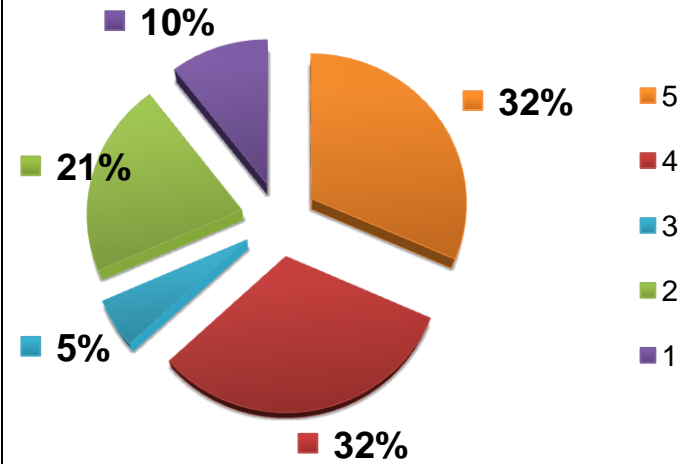


**C2-Express a primary purpose in a compelling statement and order supporting points logically and convincingly.**

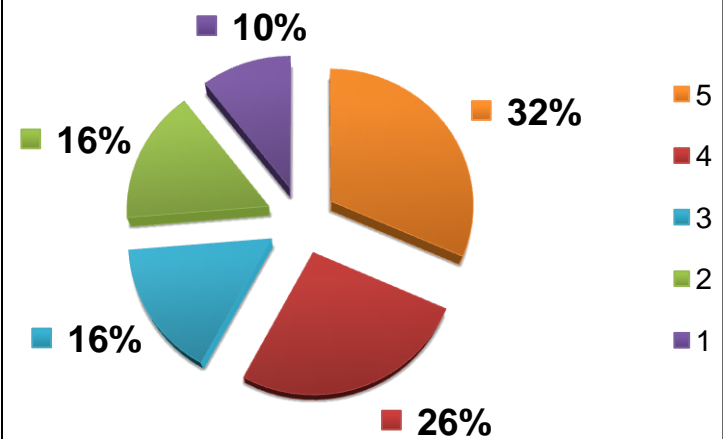


ENG111-01 SP08

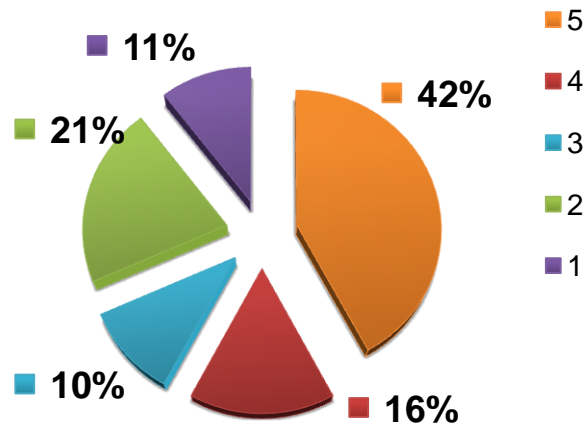
**C3-Use effective rhetorical strategies to persuade, inform, and engage.**



**C4-Employ writing and/or speaking processes**

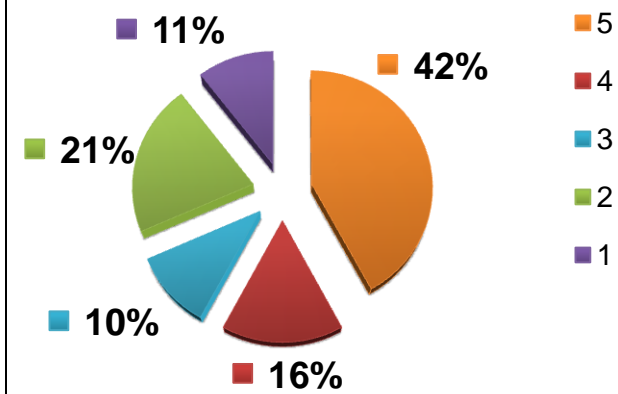


**C5-Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.**

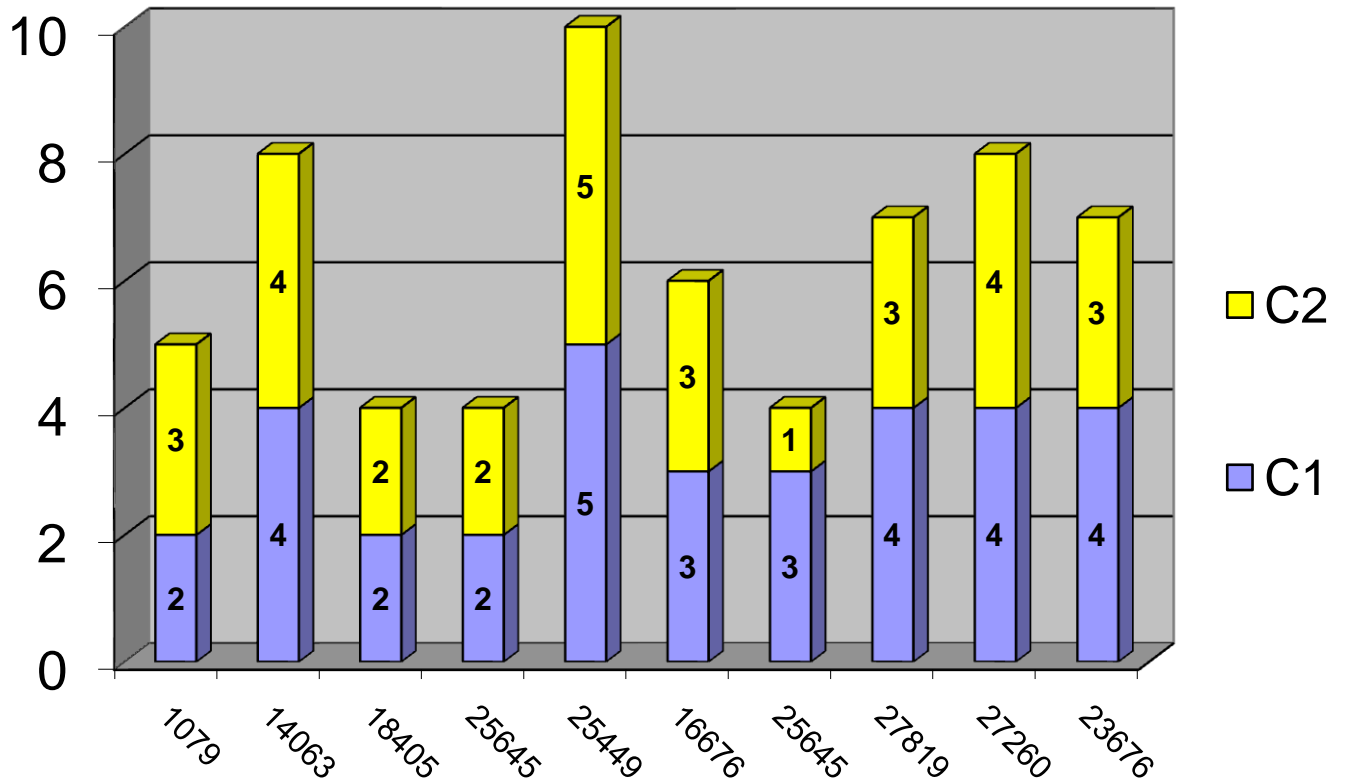


**ENG111-01 SP08**

**C6-Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.**

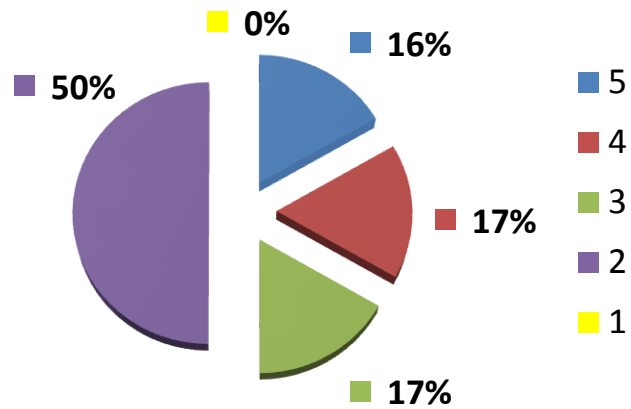


# CJ210-01 SP07



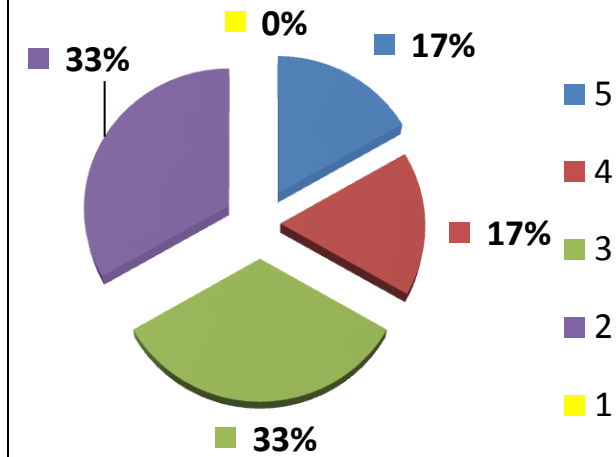
**Students**

**C1-Demonstrate understanding of the various theories of deviant behavior as they relate to criminal deviance.**

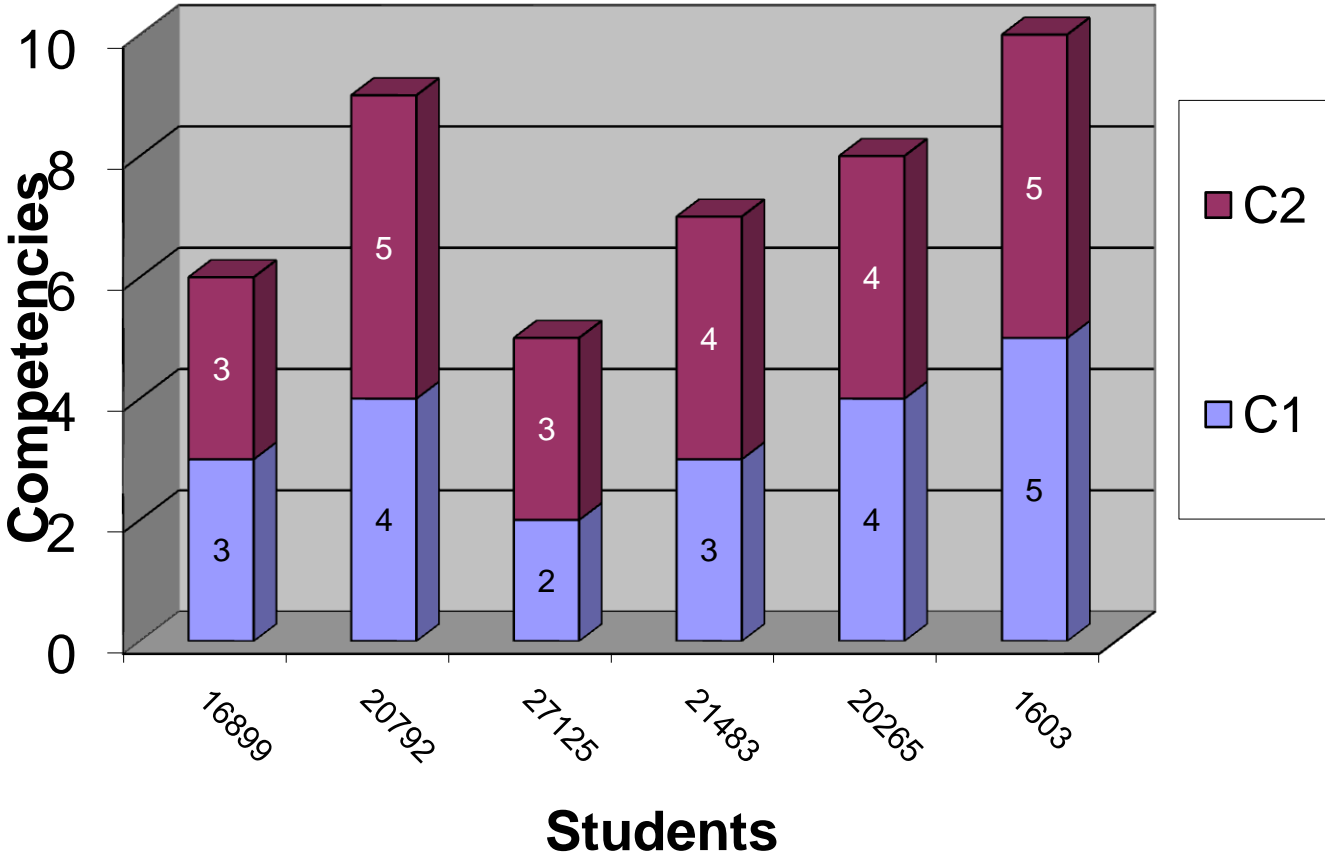


**CJ210-01 SP07**

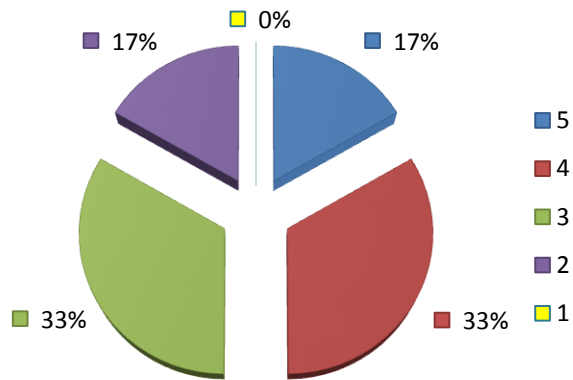
**C2-Apply research techniques and critical thinking.**



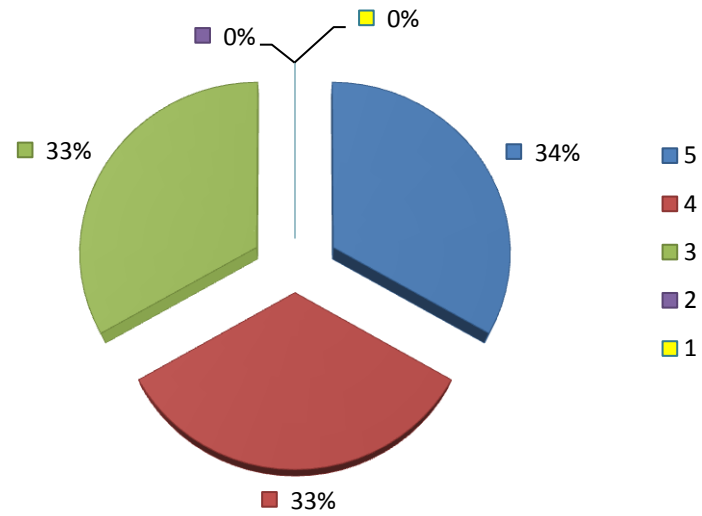
# CJ210-01 SP08



**C1-Demonstrate understanding of the various theories of deviant behavior as they relate to criminal deviance.**

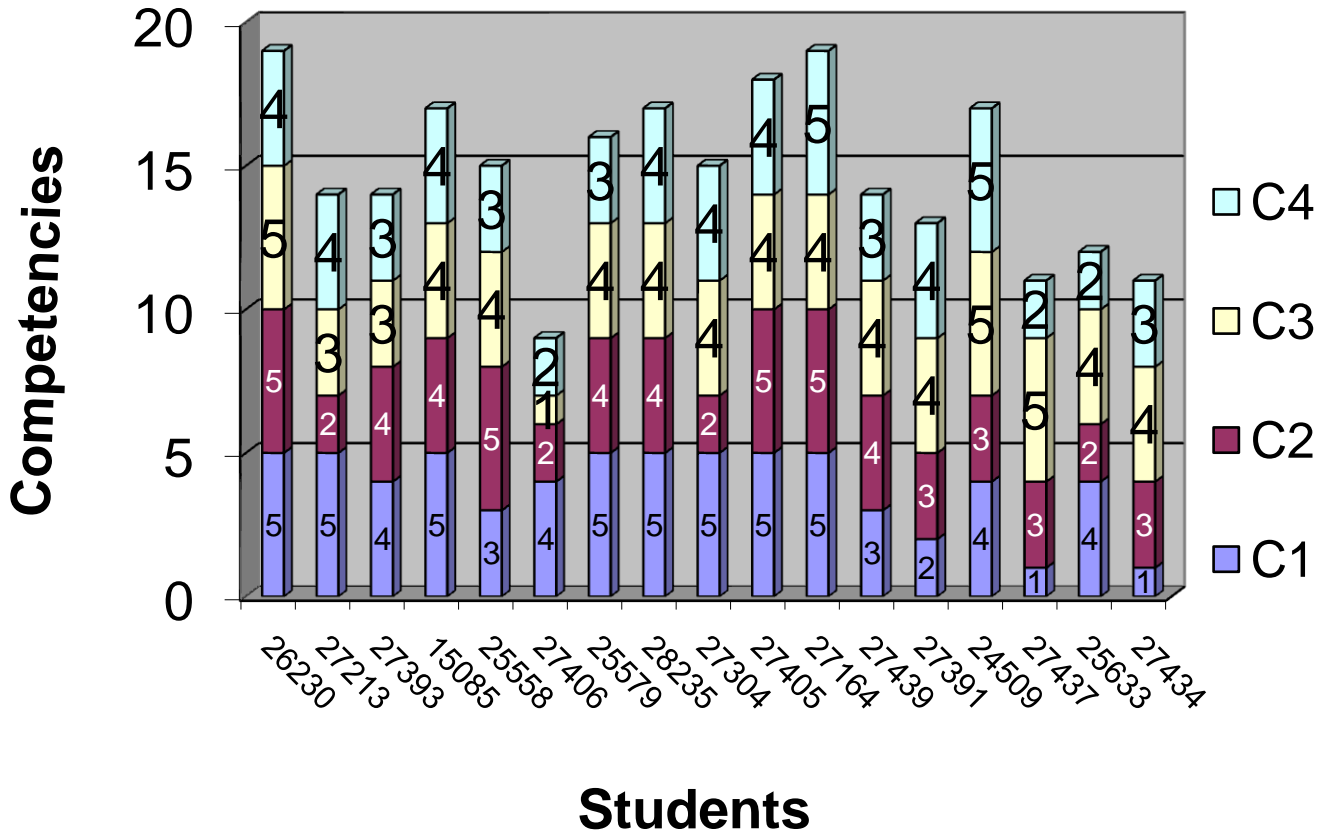


**C2-Apply research techniques and critical thinking.**

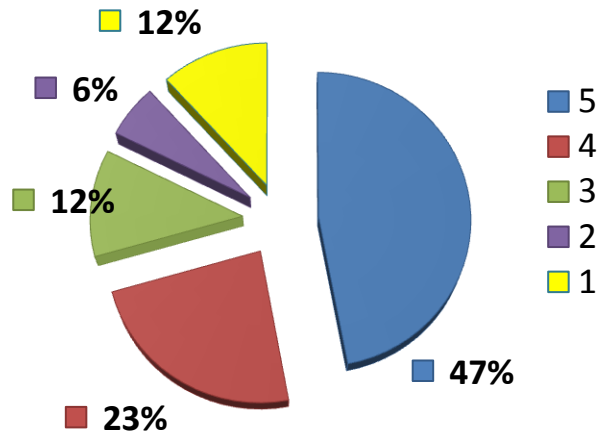


**CJ210-01 SP08**

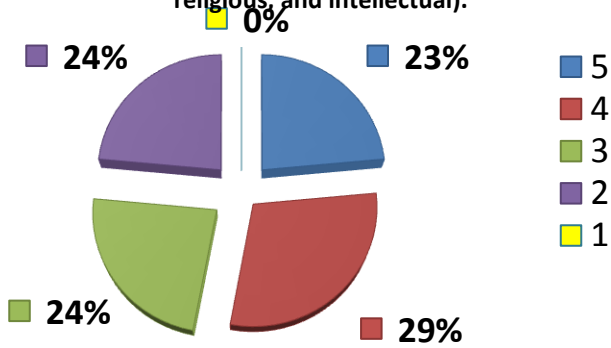
# SPAN101-01 SP07



**C1-Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).**

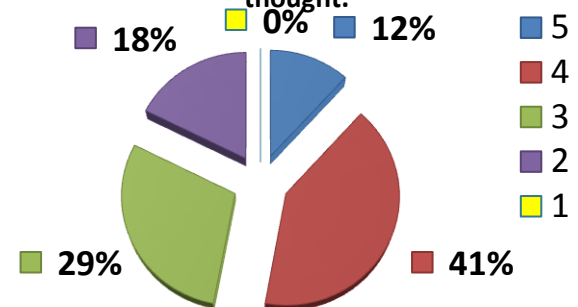


**C2-Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).**

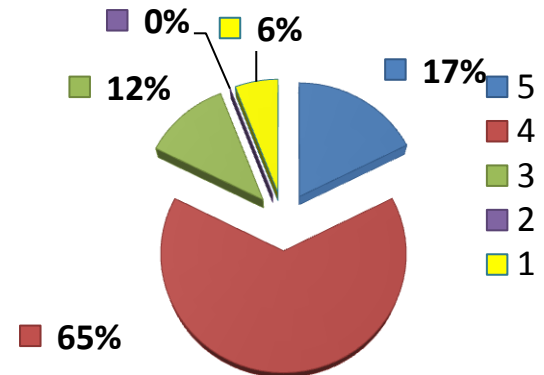


SPAN101-01 SP07

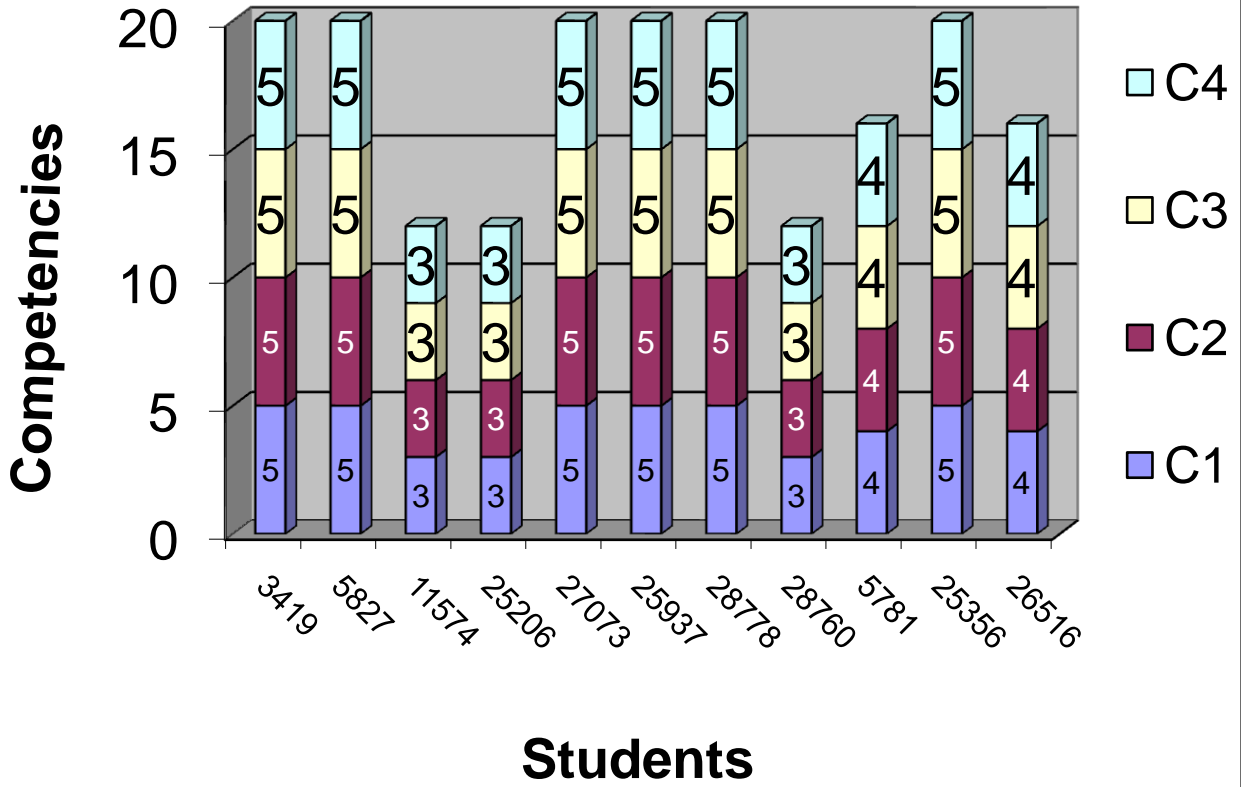
**C4-Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.**



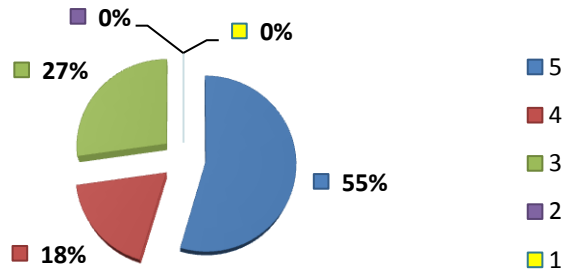
**C3-Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.**



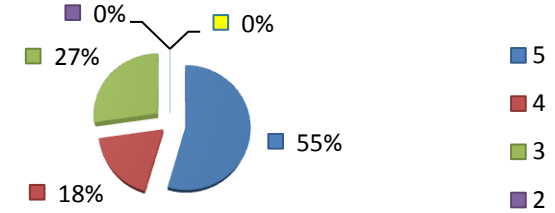
# SPAN101-01 SU07



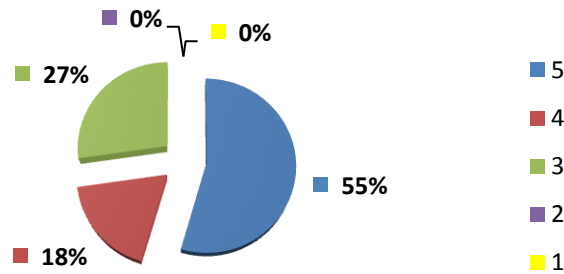
**C1-Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).**



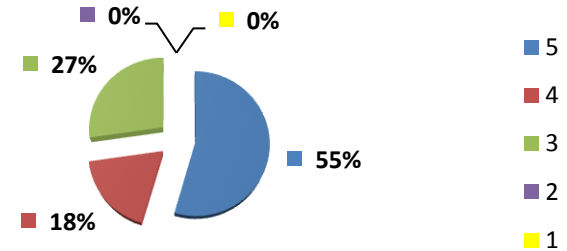
**C2-Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).**



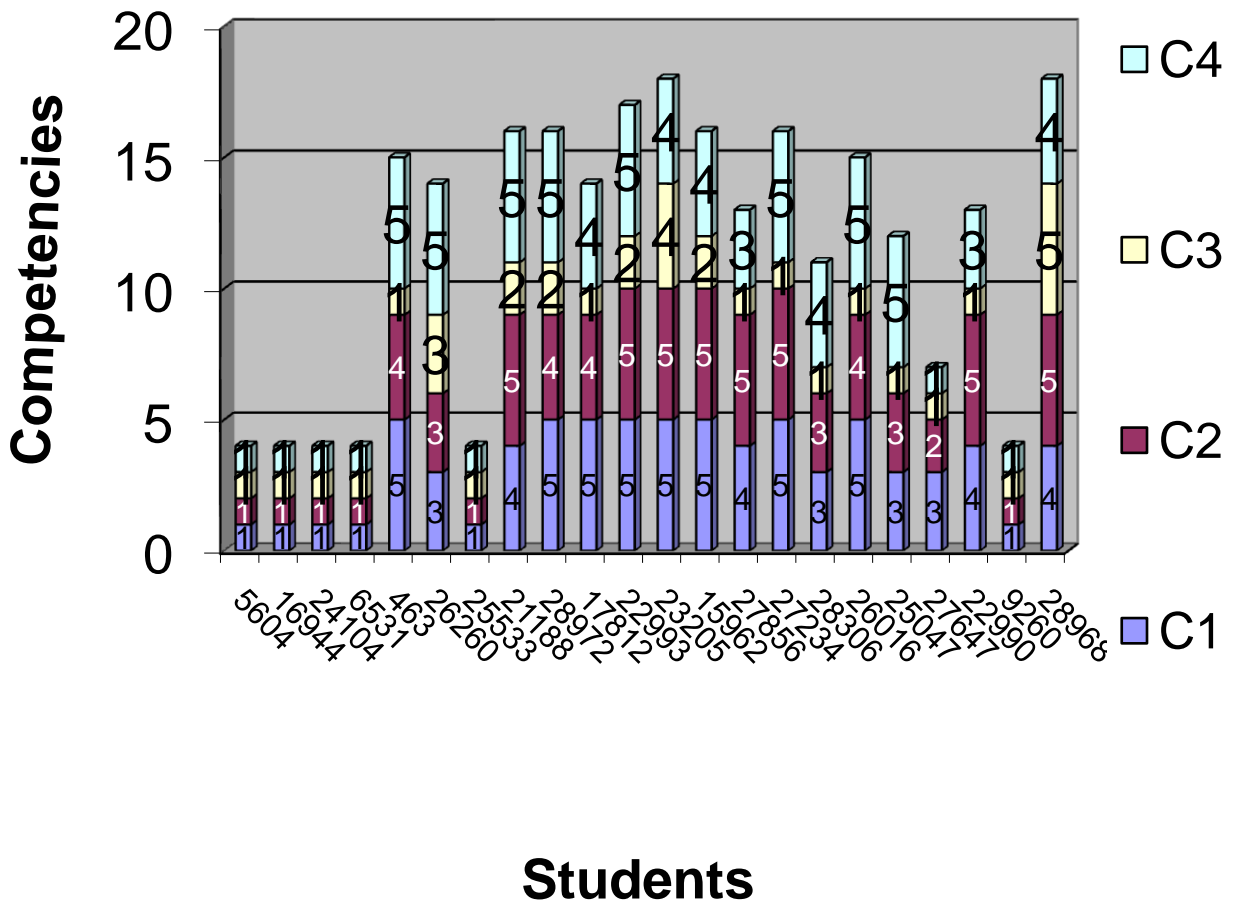
**C3-Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.**



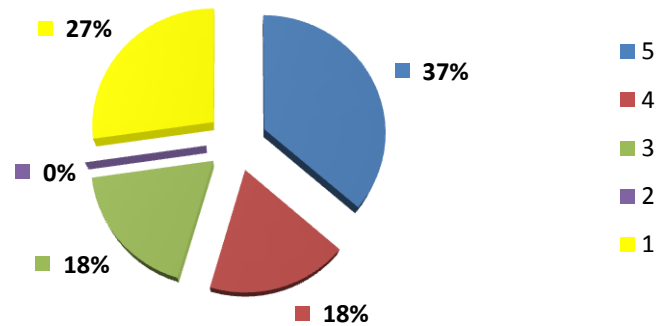
**C4-Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.**



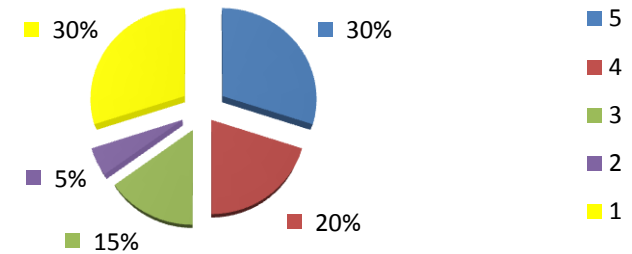
# SPAN101-01 FA07



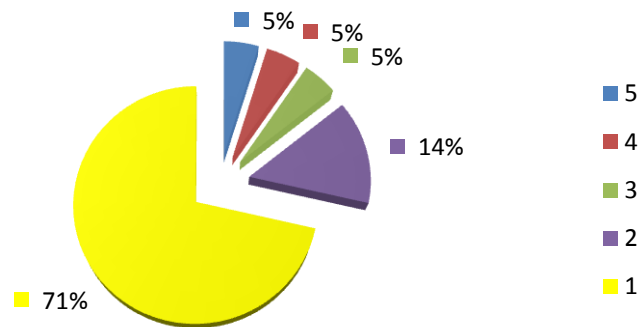
**C1-Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).**



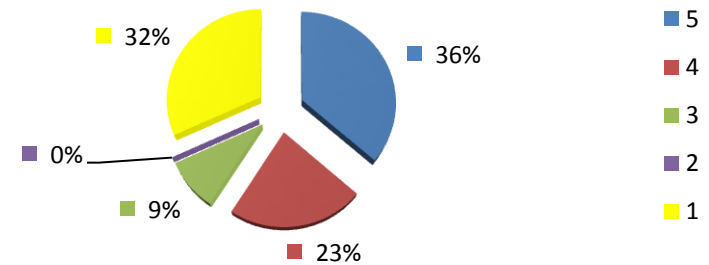
**C2-Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).**



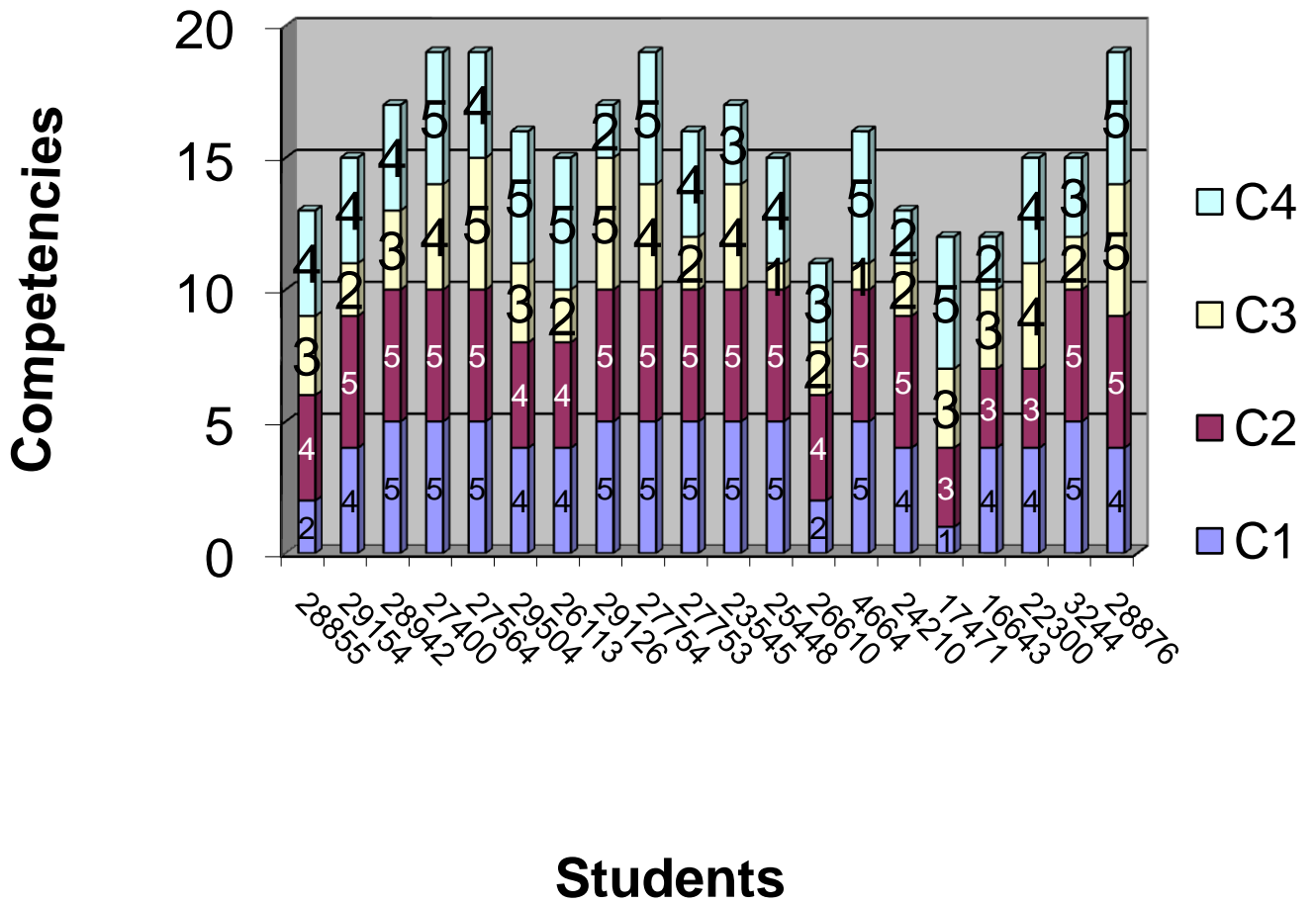
**C3-Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.**



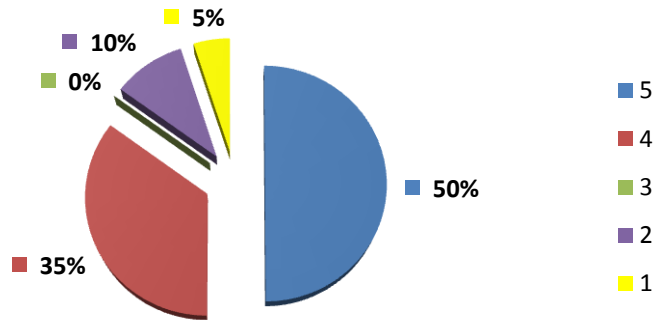
**C4-Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.**



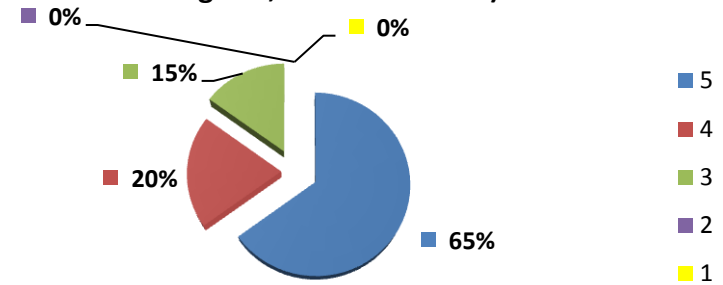
# SPAN101-01 SP08



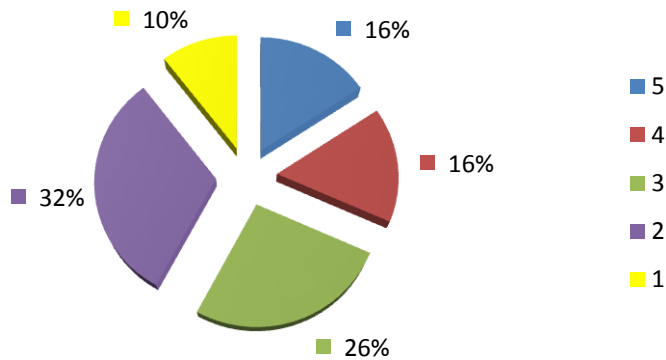
**C1-Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).**



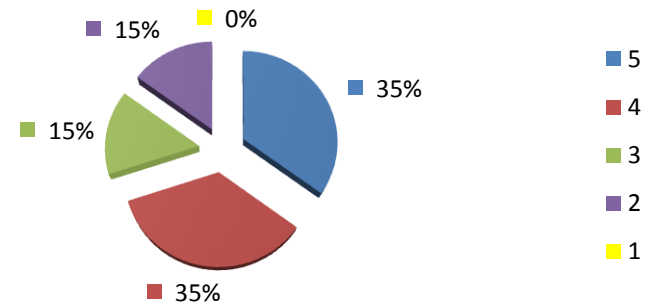
**C2-Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).**



**C3-Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.**

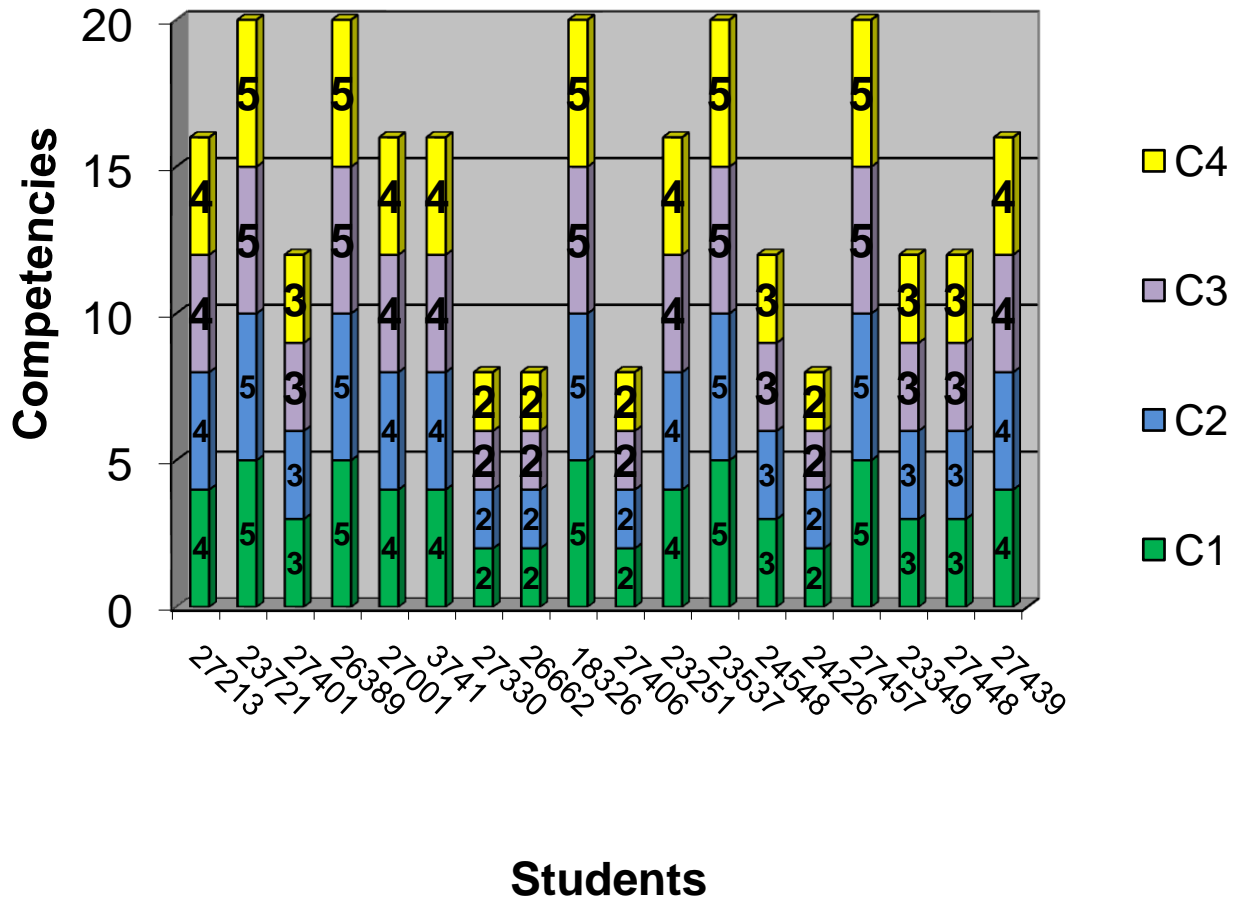


**C4-Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.**

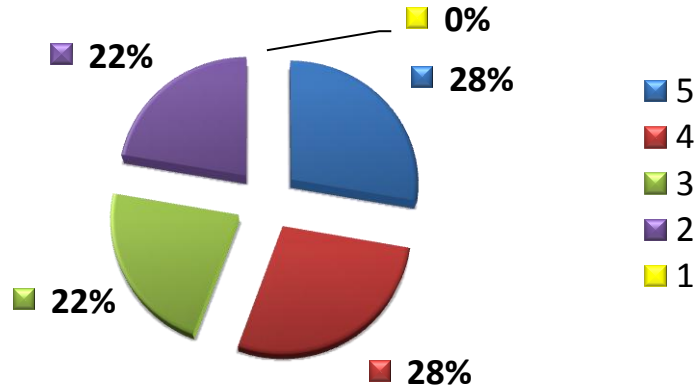


**SPAN101-01 SP08**

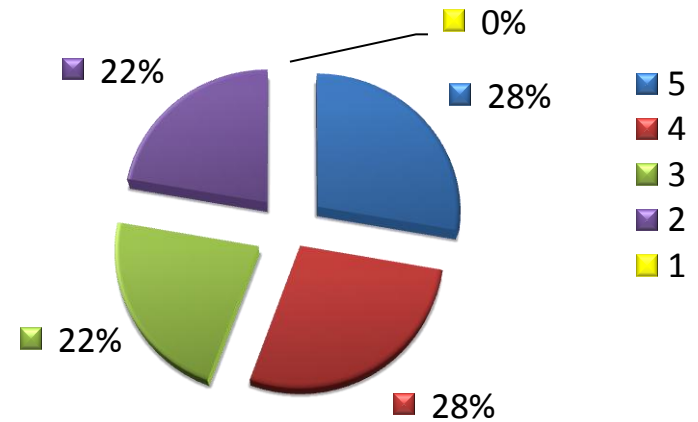
# READ105-01 SP07



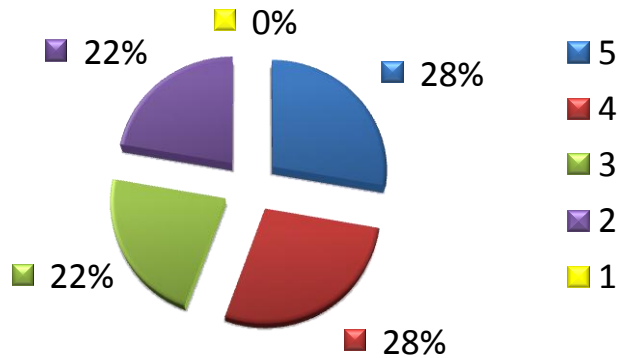
**C1- Identify main idea and/or implied main idea.**



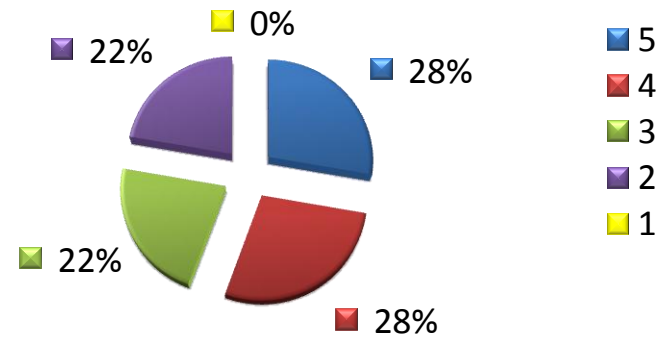
**C2- Identify meaning of specialized vocabulary to selected reading.**



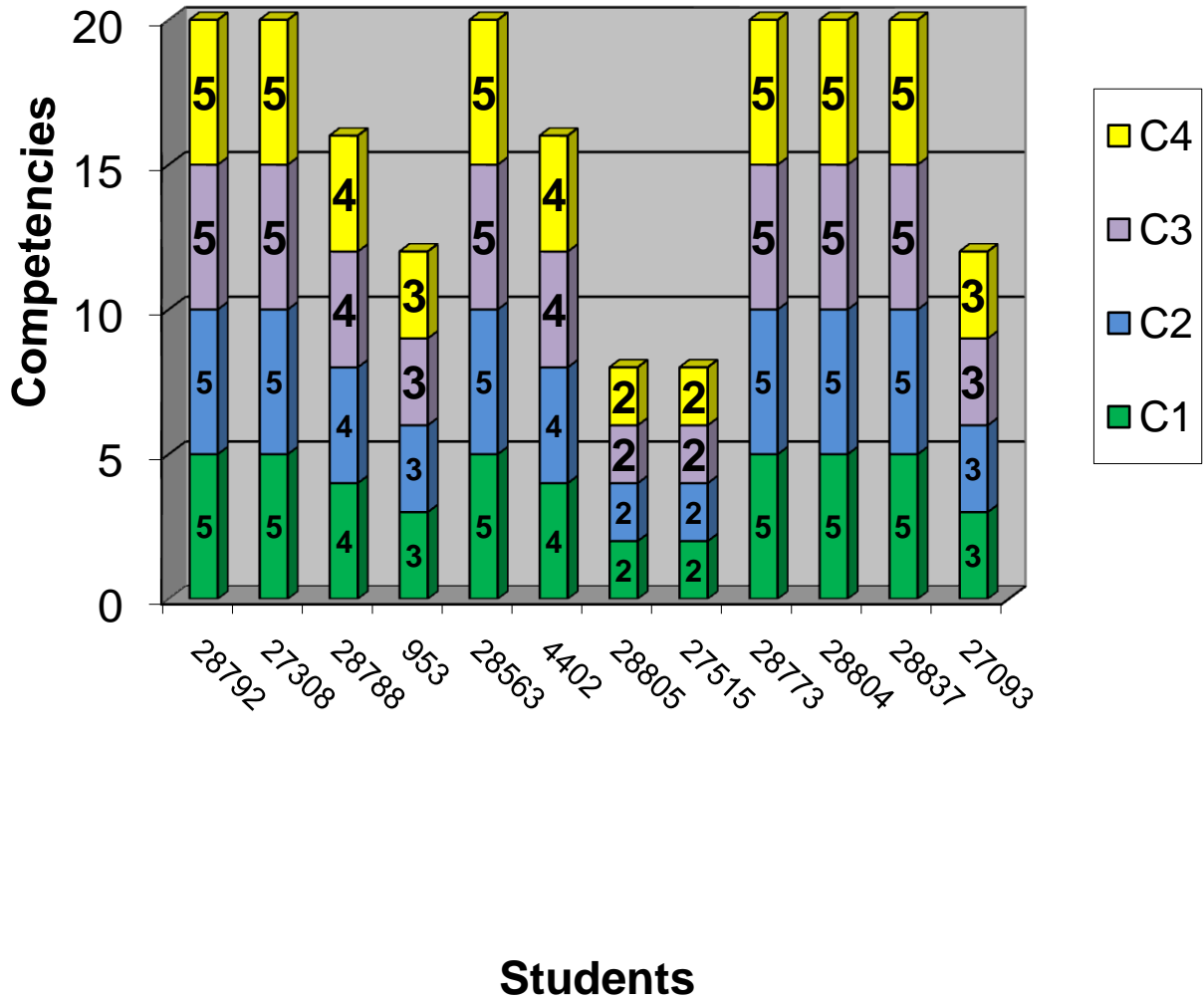
**C3- Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.**



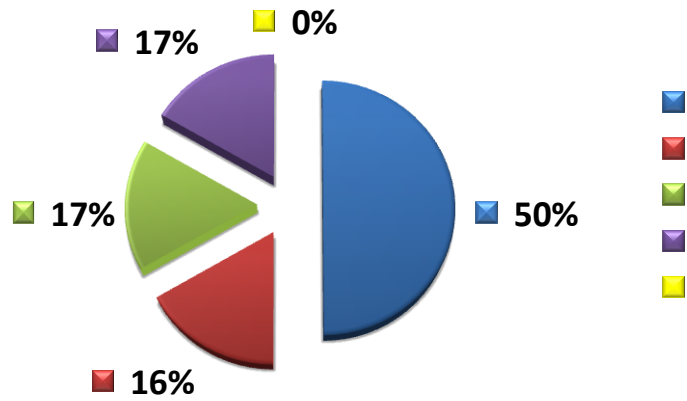
**C4- Interpret and evaluate reading selection by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills**



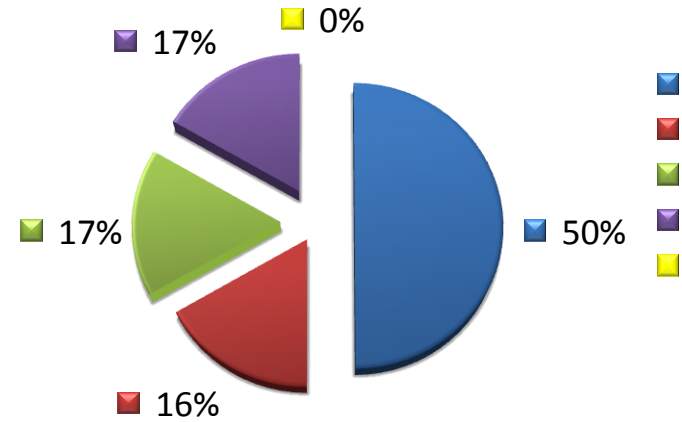
# READ105-01 SU07



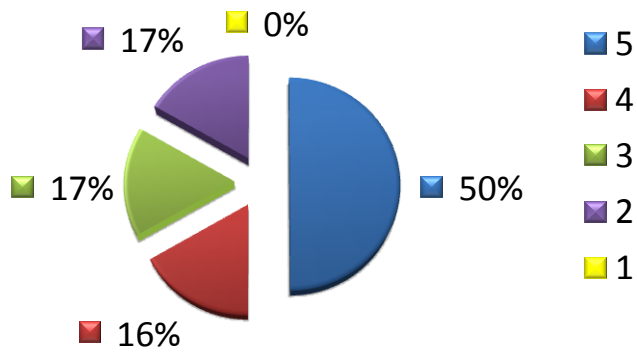
**C1- Identify main idea and/or implied main idea.**



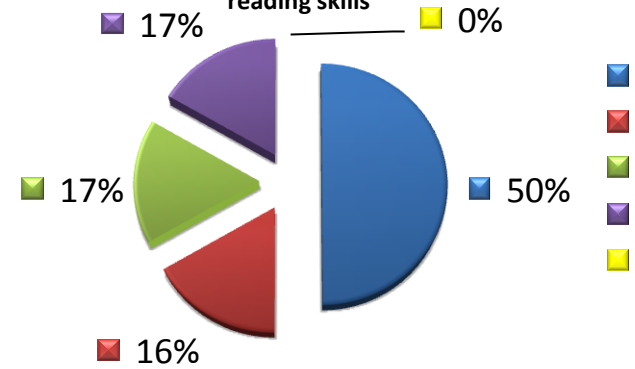
**C2- Identify meaning of specialized vocabulary to selected reading.**



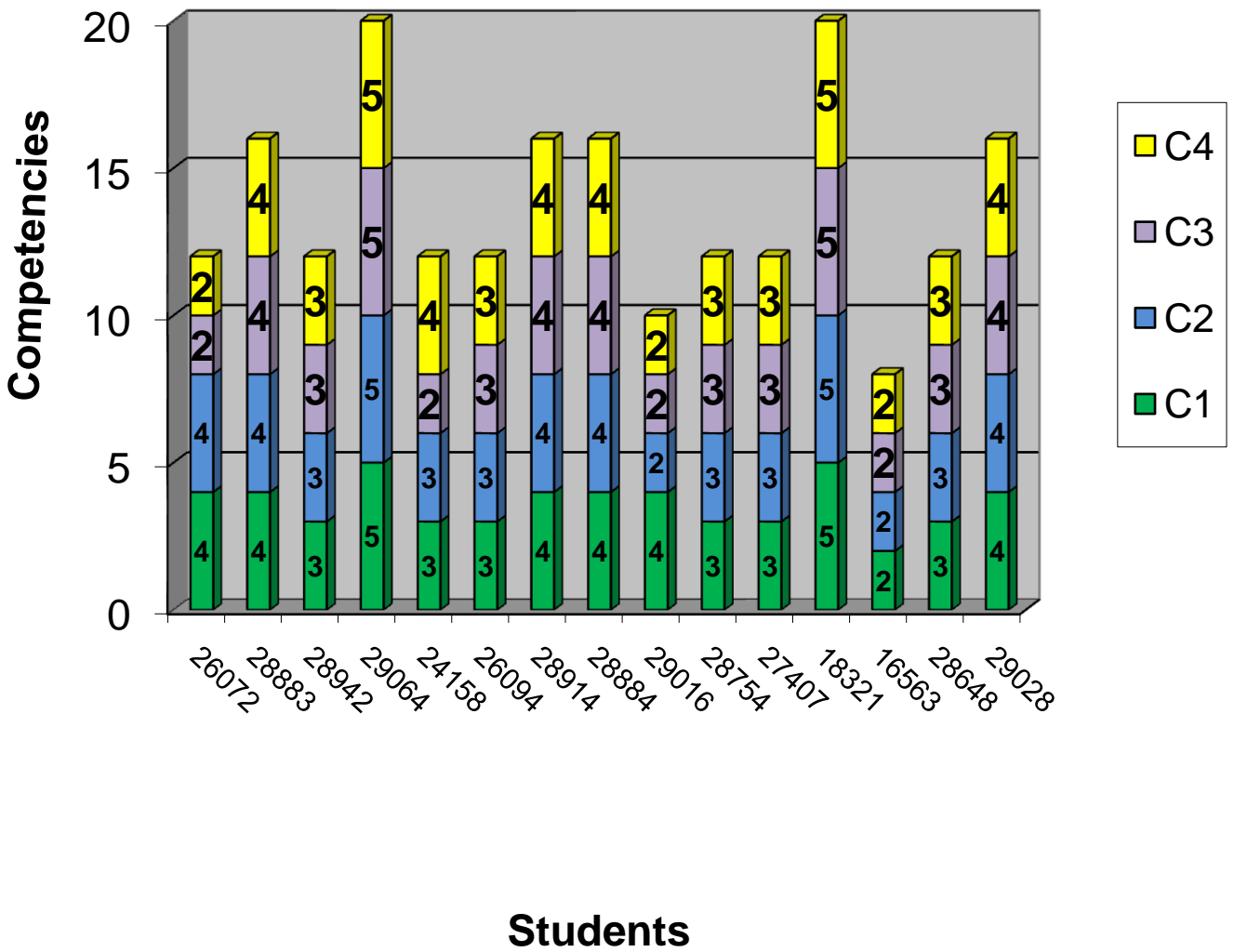
**C3- Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.**



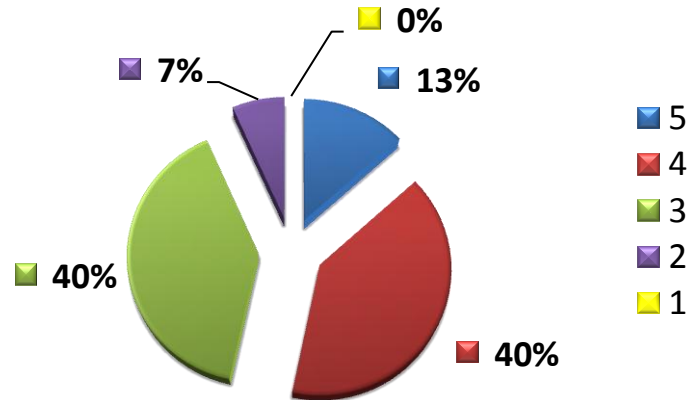
**C4- Interpret and evaluate reading selection by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills**



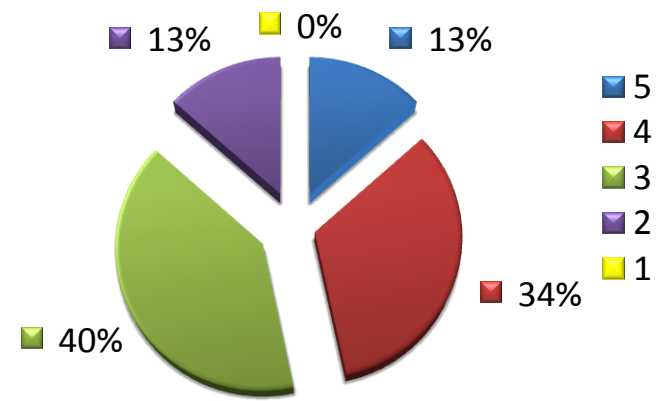
# READ105-01 FA07



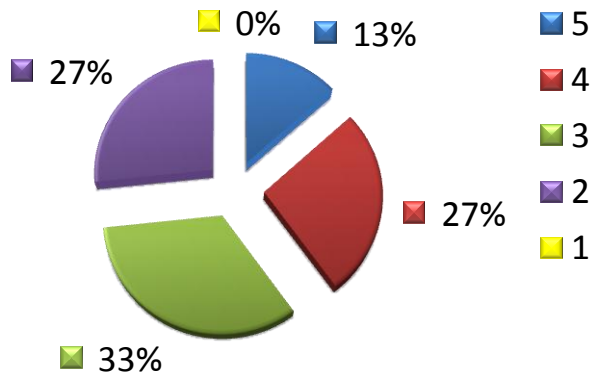
**C1- Identify main idea and/or implied main idea.**



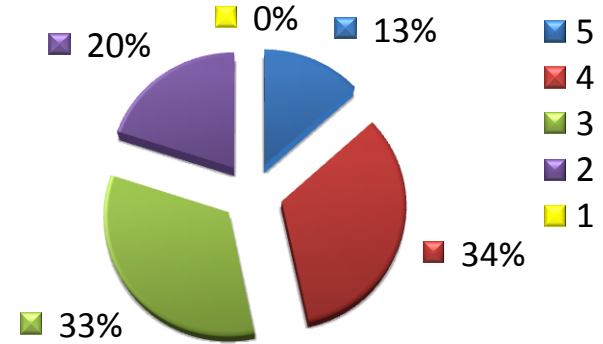
**C2- Identify meaning of specialized vocabulary to selected reading.**



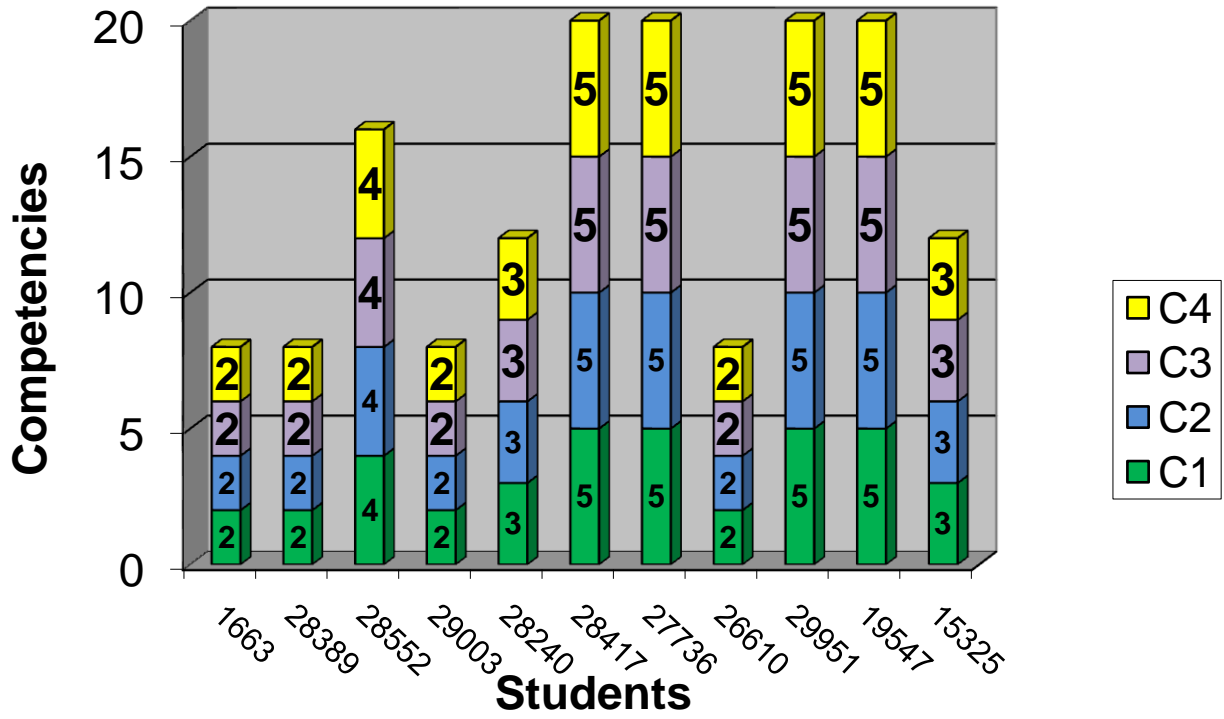
**C3- Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.**



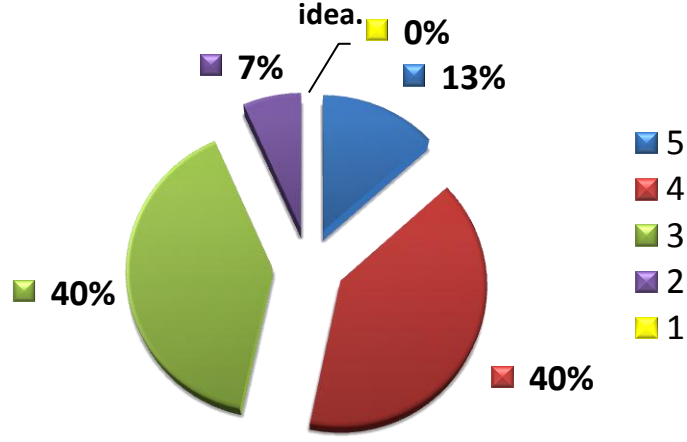
**C4- Interpret and evaluate reading selection by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills**



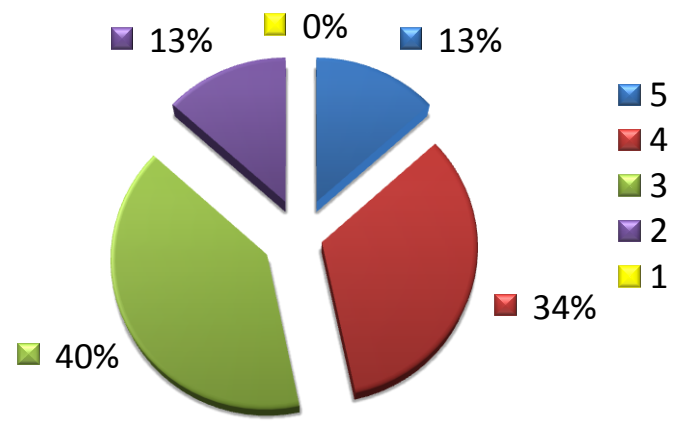
# READ105-01 SP08



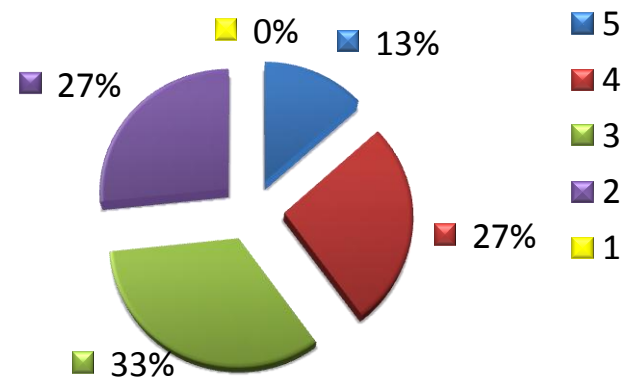
**C1- Identify main idea and/or implied main idea.**



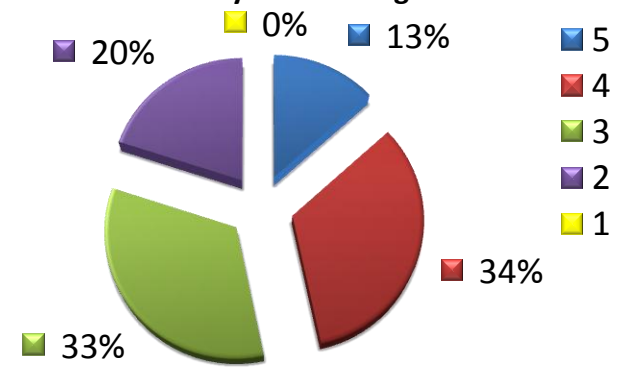
**C2- Identify meaning of specialized vocabulary to selected reading.**



**C3- Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.**



**C4- Interpret and evaluate reading selection by using critical reading skills such as determining fact from opinion, author's tone, author's slant, and analytical reading skills**



**FRESHMAN  
COMPOSITION I  
SPRING 2007 –  
SPRING 2008  
BAR GRAPH  
PIE CHARTS**

## SPRING 2007

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Beginning Enrollment: 18

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 SP07	2	9	3	0	1	15	13.33%	60.00%	20.00%	93.33%	83.33%

## SUMMER 2007

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Beginning Enrollment: 20

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 SU07	12	3	2	2	1	20	60.00%	15.00%	10.00%	75.00%	100.00%

## FALL 2007

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Beginning Enrollment: 27

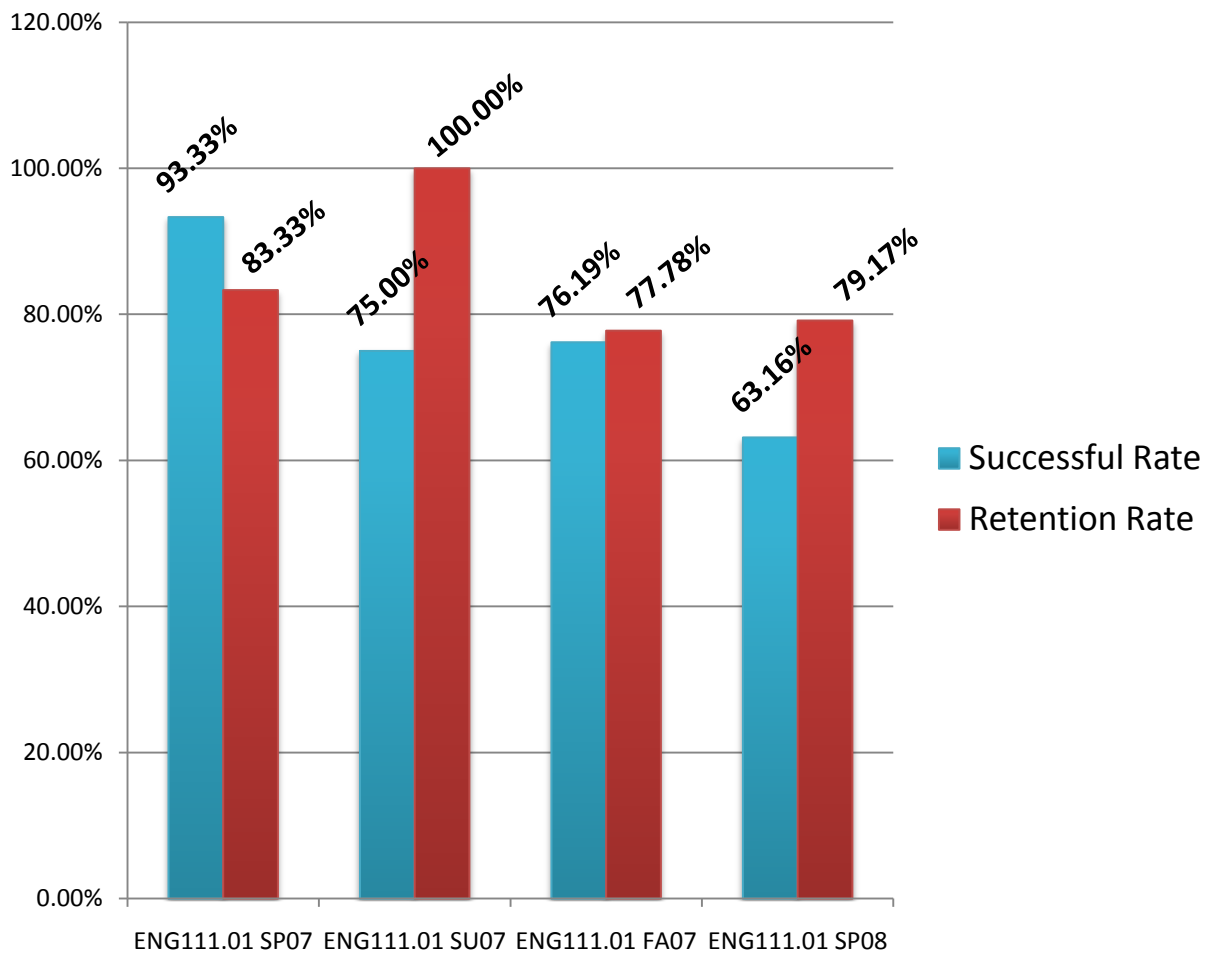
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 FA07	4	12	4	0	1	21	19.05%	57.14%	19.05%	76.19%	77.78%

## SPRING 2008

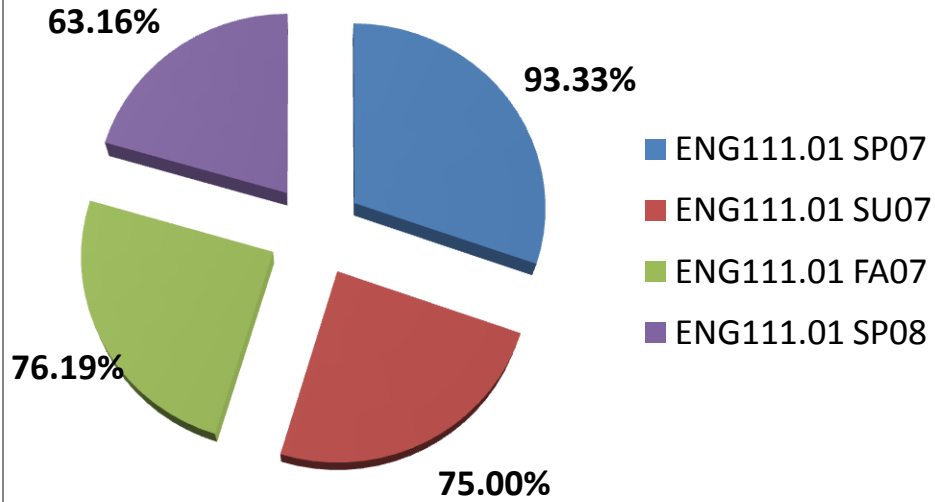
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Beginning Enrollment: 24

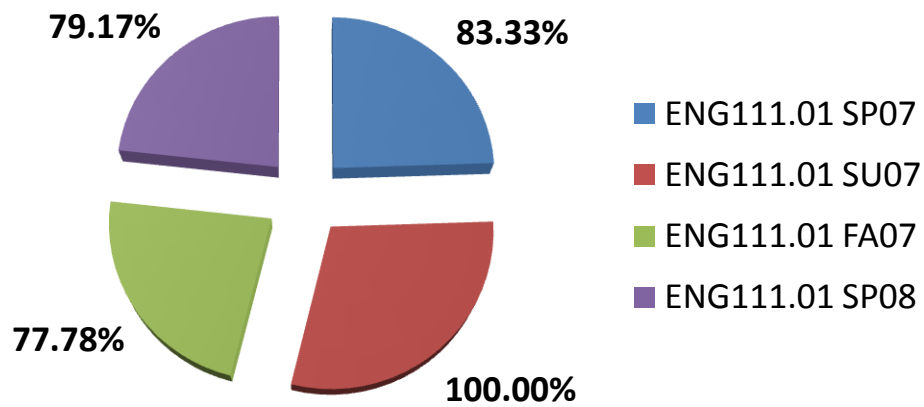
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
ENG111.01 SP08	3	9	4	2	1	19	15.79%	47.37%	21.05%	63.16%	79.17%



### Success Rate Freshman Composition I



### Retention Rate Freshman Communication I



**INTRO TO  
PSYCHOLOGY  
SPRING 2007-  
SPRING 2008  
BAR GRAPH  
PIE CHARTS**

## SPRING 2007

<b>Beginning Enrollment:</b>		<b>18</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
PSYC101.01 SP07	13	1	2	1	0	17	76.47%	5.88%	11.76%	<b>82.35%</b>	<b>94.44%</b>

## SUMMER 2007

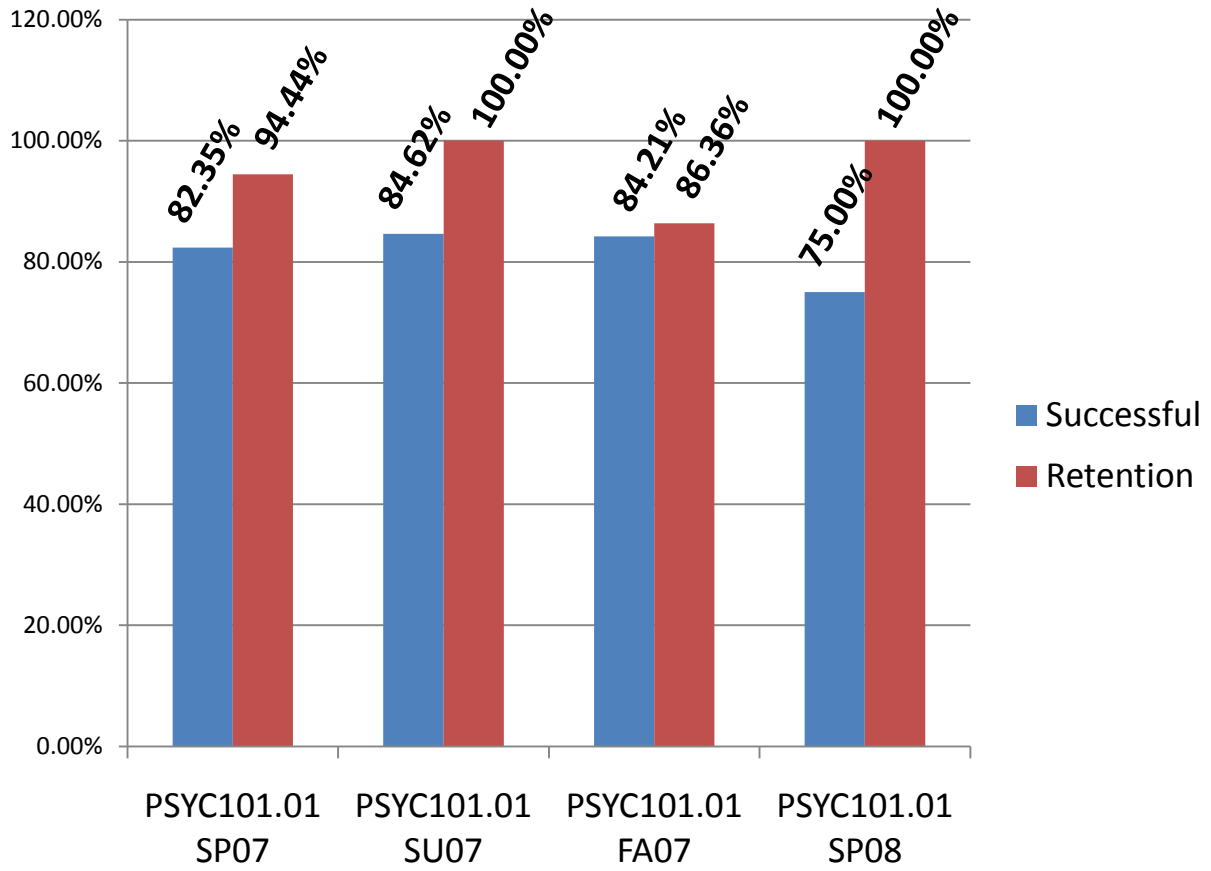
<b>Beginning Enrollment:</b>		<b>13</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
PSYC101.01 SU07	9	2	1	0	1	13	69.23%	15.38%	7.69%	<b>84.62%</b>	<b>100.00%</b>

## FALL 2007

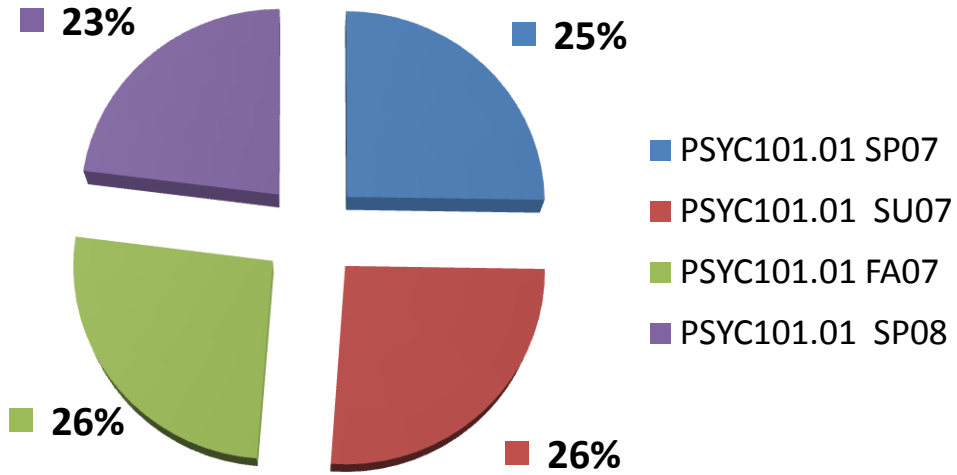
<b>Beginning Enrollment:</b>		<b>22</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
PSYC101.01 FA07	9	7	0	3	0	19	47.37%	36.84%	0.00%	<b>84.21%</b>	<b>86.36%</b>

## SPRING 2008

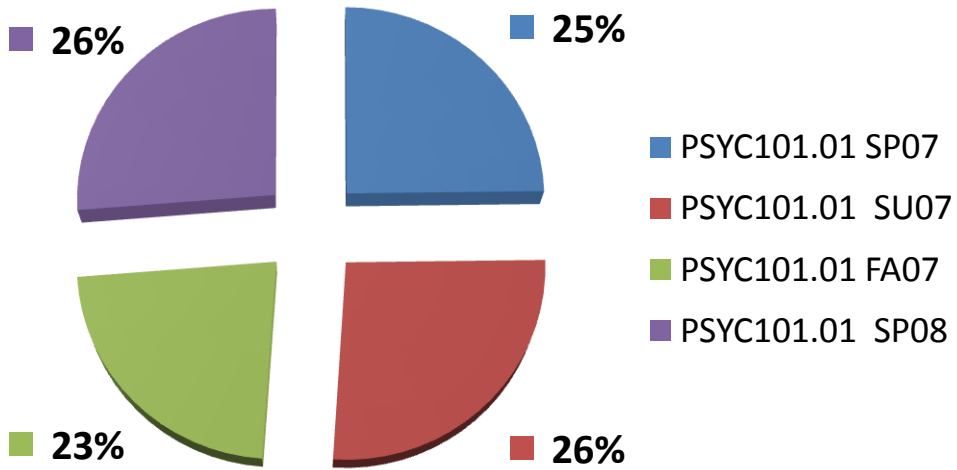
<b>Beginning Enrollment:</b>		<b>16</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
PSYC101.01 SP08	6	6	2	2	0	16	37.50%	37.50%	12.50%	<b>75.00%</b>	<b>100.00%</b>



### Successful Rate Social & Behavior



### Retention Rate Social & Behavior



**BEGINNING  
SPANISH I  
SPRING 2007 –  
SPRING 2008  
BAR GRAPH  
PIE CHARTS**

# Outcome Assessments - Beginning Spanish I

## SPRING 2007

### BEGINNING SPANISH I

Beginning Enrollment:

21

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101/01 SP07	3	9	5	0	0	17	17.65%	52.94%	29.41%	100.00%	80.95%

## SUMMER 2007

### BEGINNING SPANISH I

Beginning Enrollment:

13

Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101/01 SU07	6	2	3	0	0	11	54.55%	18.18%	27.27%	100.00%	84.62%

## FALL 2007

Beginning Enrollment:

22

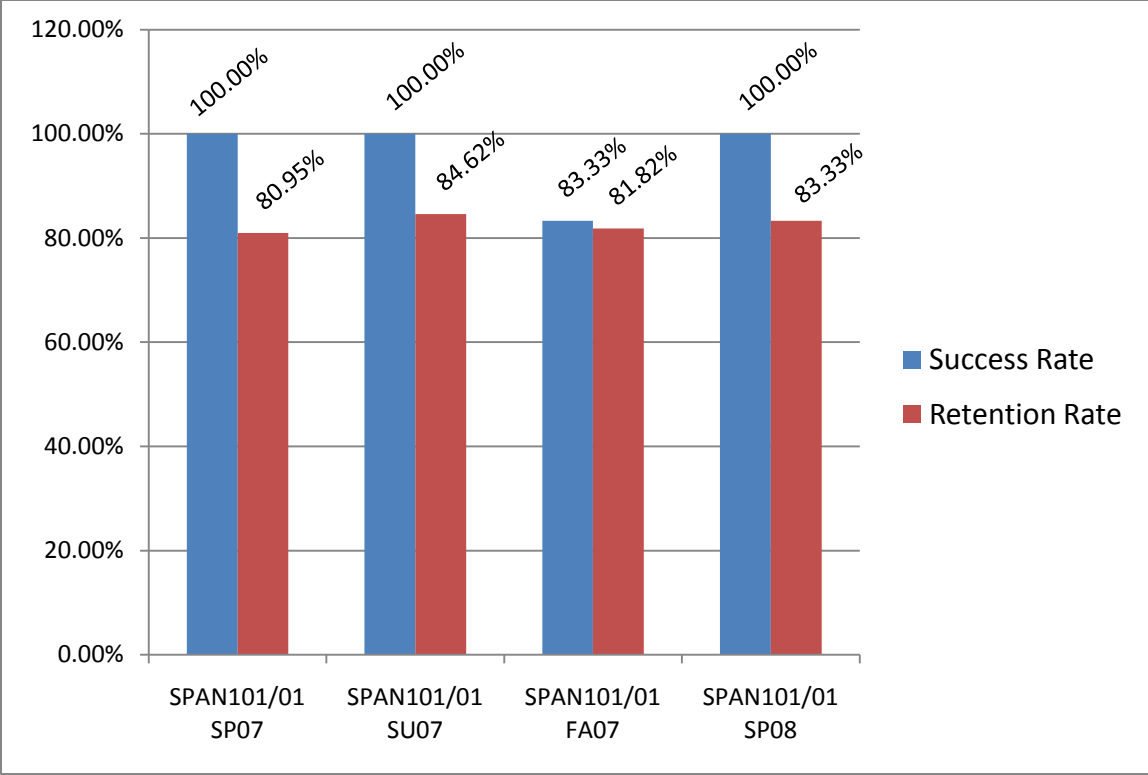
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101/01 FA07	11	1	3	0	3	18	61.11%	5.56%	16.67%	83.33%	81.82%

## SPRING 2008

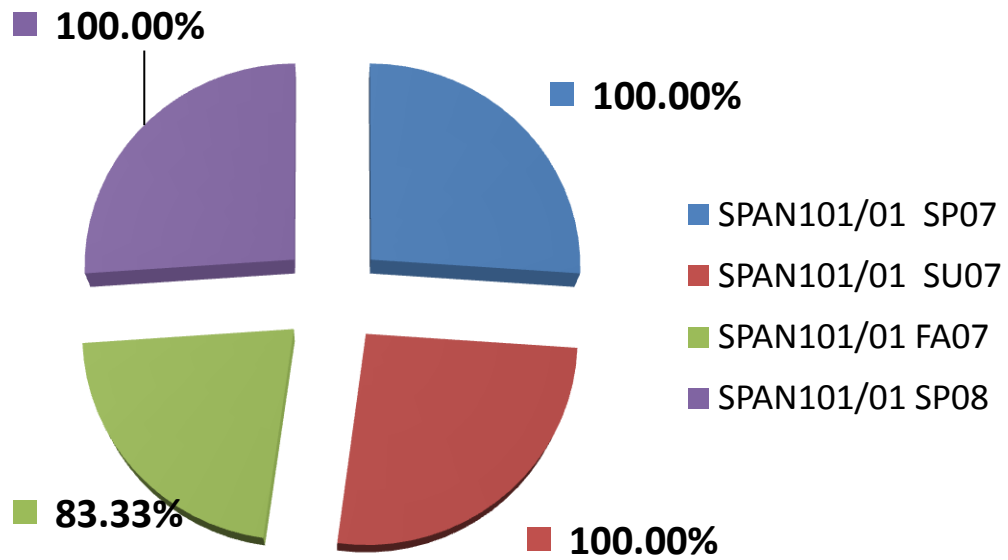
Beginning Enrollment:

24

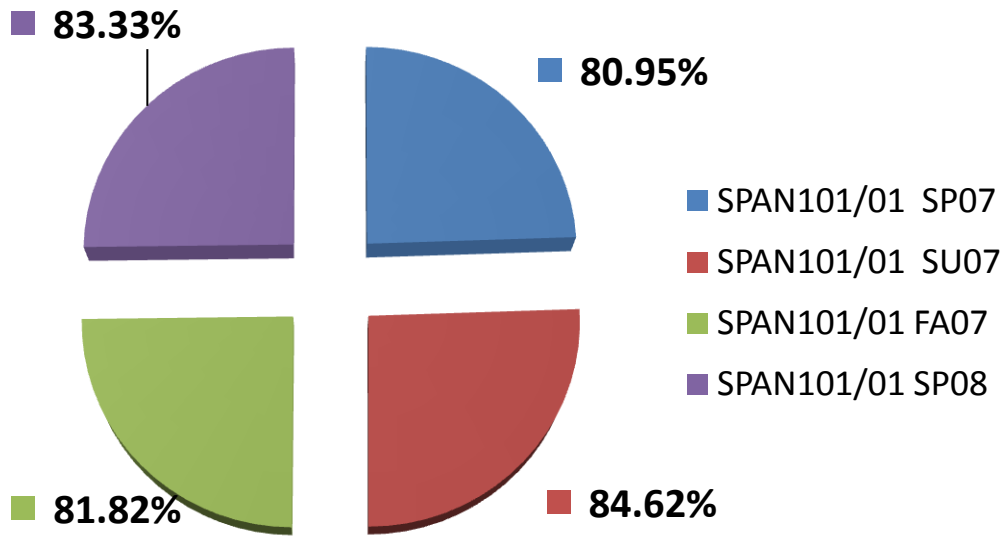
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
SPAN101/01 SP08	3	12	5	0	0	20	15.00%	60.00%	25.00%	100.00%	83.33%



### Successful Rate Humanities



### Retention Rate Humanities



**DEVIANT  
BEHAVIOR  
SPRING 2007  
&  
SPRING 2008  
BAR GRAPH  
PIE CHARTS**

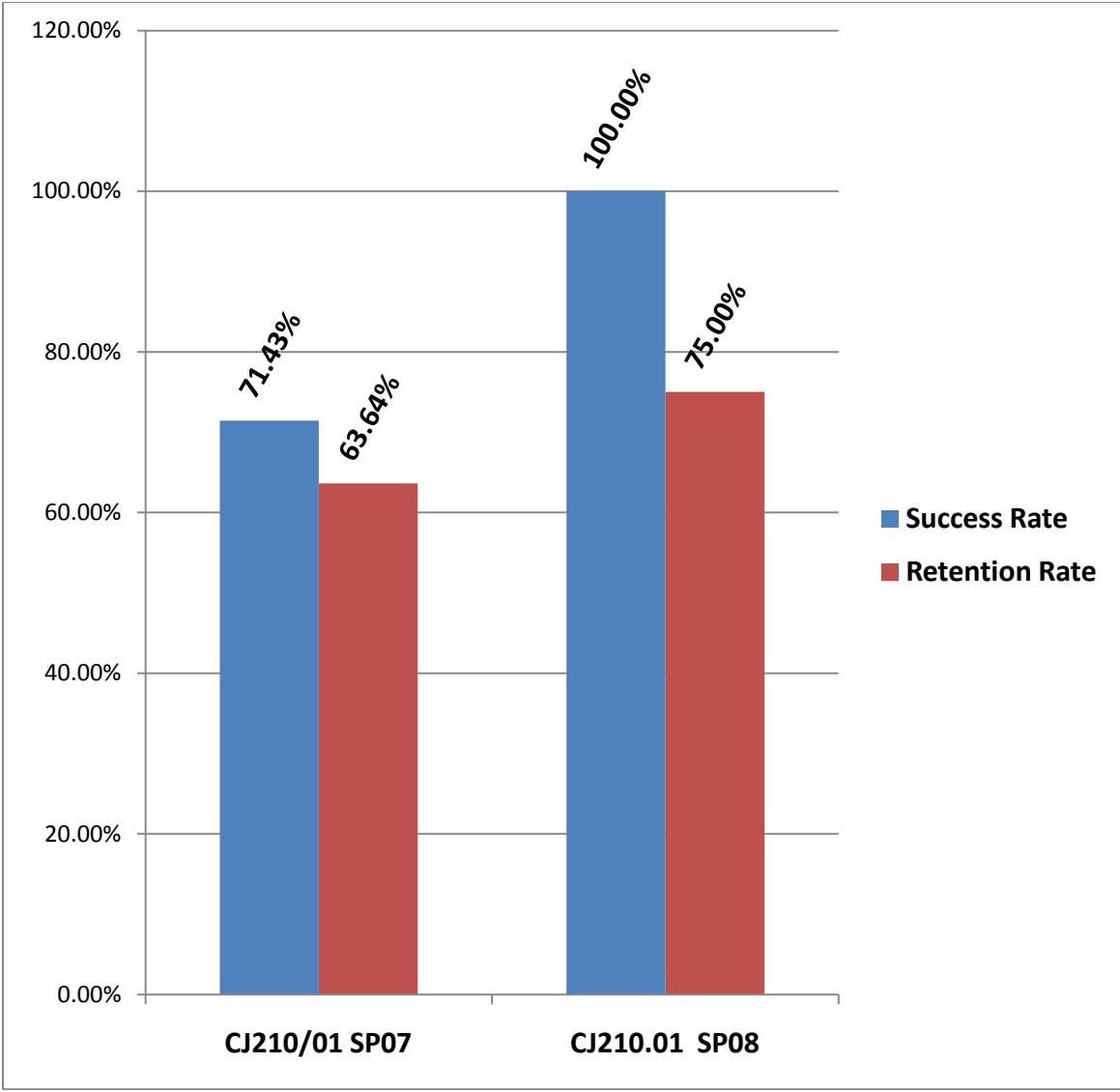
# Outcome Assessments - Deviant Behavior

## SPRING 2007

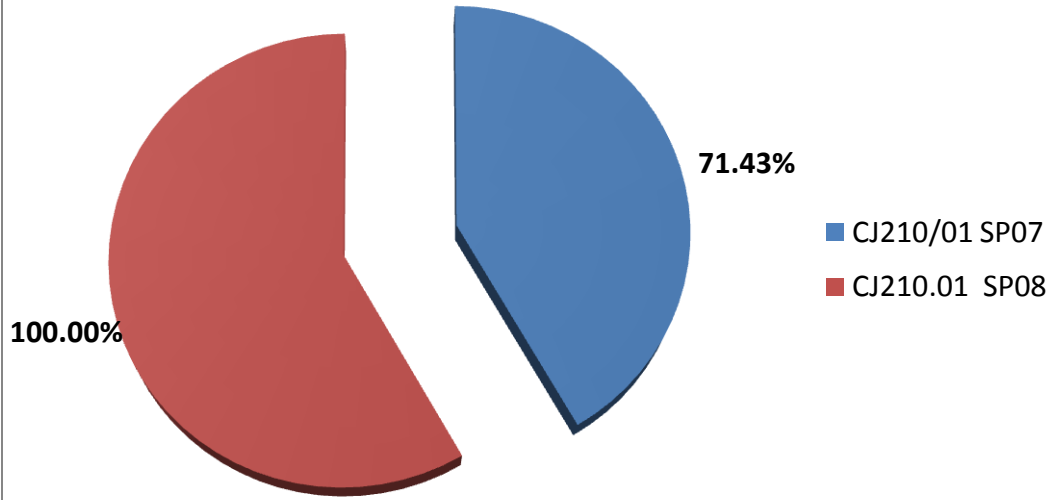
Beginning Enrollment:		11										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
CJ210/01	1	2	2	0	2	7	14.29%	28.57%	28.57%	71.43%	63.64%	

## SPRING 2008

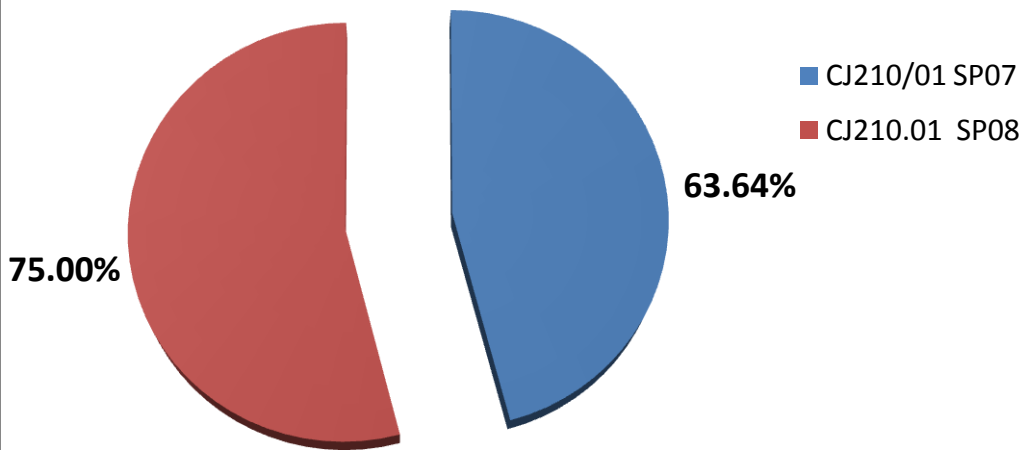
Beginning Enrollment:		8										
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention	
CJ210.01	2	2	2	0	0	6	33.33%	33.33%	33.33%	100.00%	75.00%	



### Success Rate Criminal Justice



### Retention Rate Criminal Justice



**DEVELOPMENTAL  
READING  
SPRING 2007 –  
SPRING 2008  
BAR GRAPH  
PIE CHARTS**

# Outcome Assessments - Developmental Reading

## **SPRING 2007**

<b>Beginning Enrollment:</b>		<b>21</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
READ105 SP07	12	5	2	1	1	21	57.14%	23.81%	9.52%	<b>90.48%</b>	<b>100.00%</b>

## **SUMMER 2007**

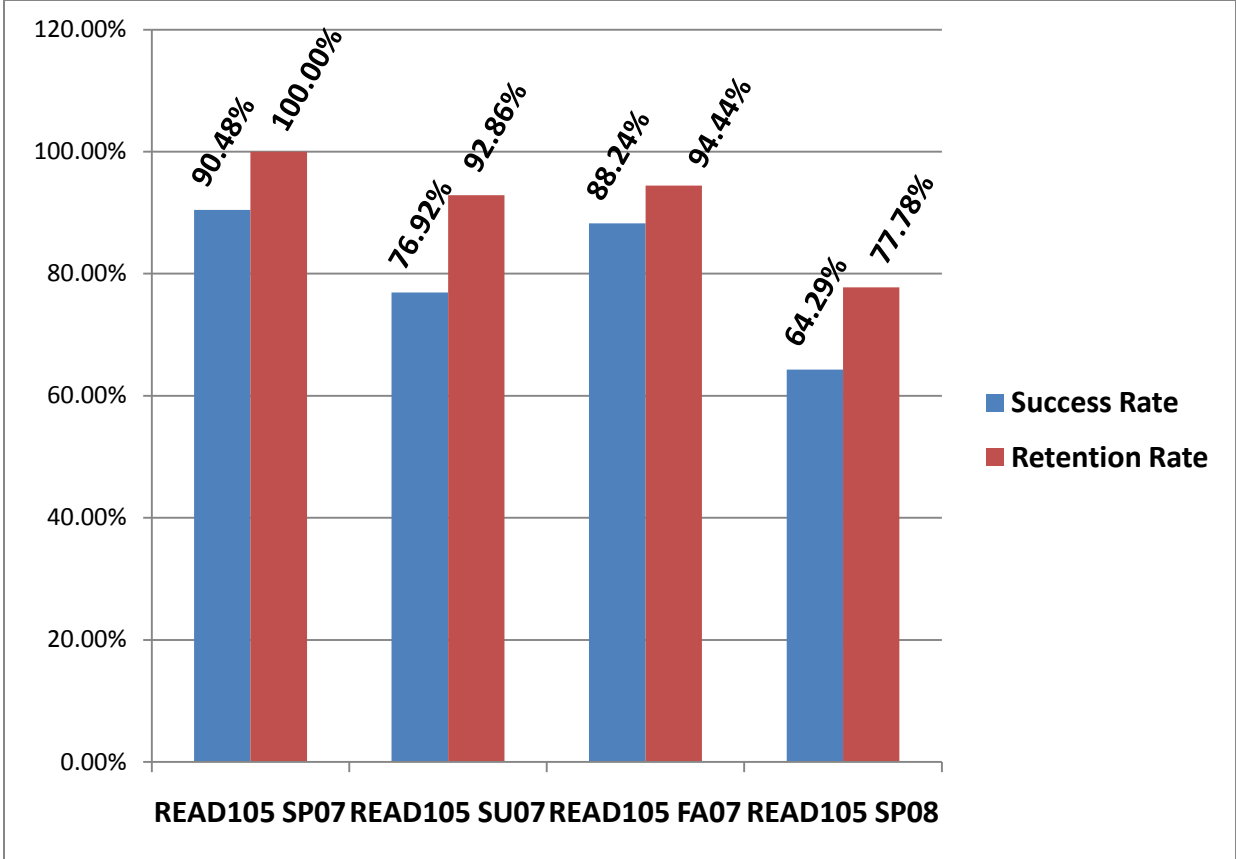
<b>Beginning Enrollment:</b>		<b>14</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
READ105 SU07	10	0	2	0	1	13	76.92%	0.00%	15.38%	<b>76.92%</b>	<b>92.86%</b>

## **FALL 2007**

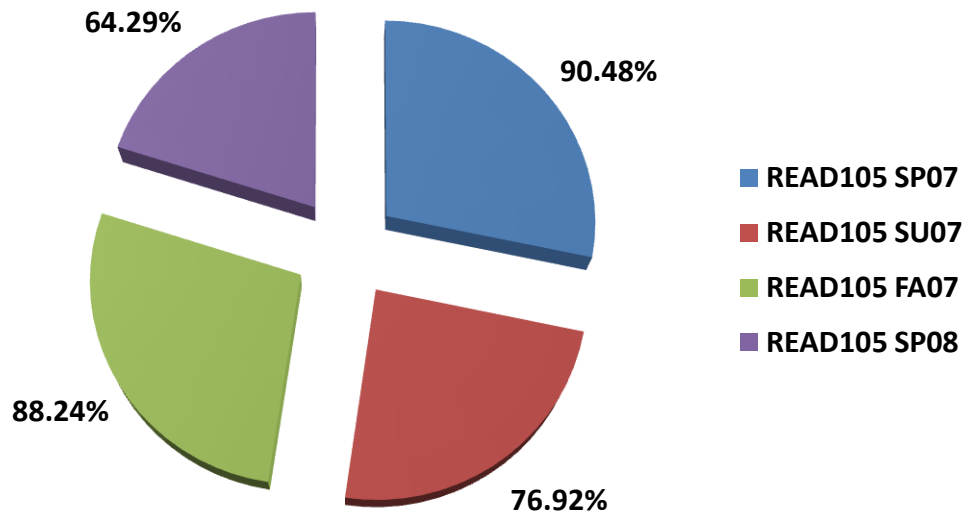
<b>Beginning Enrollment:</b>		<b>18</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
READ105 FA07	10	5	0	0	2	17	58.82%	29.41%	0.00%	<b>88.24%</b>	<b>94.44%</b>

## **SPRING 2008**

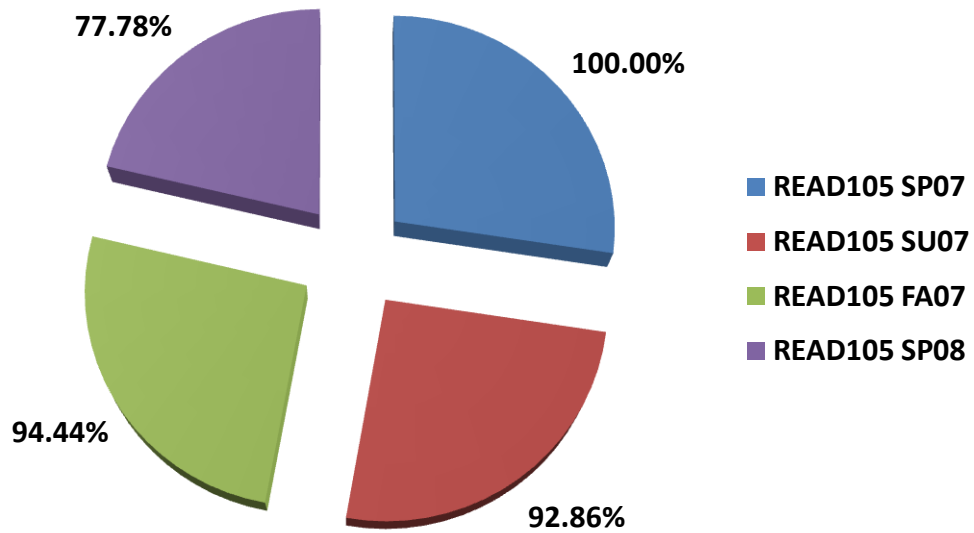
<b>Beginning Enrollment:</b>		<b>18</b>									
Course	A's	B's	C's	D's	F's	Total	%A's	%B's	%C's	Successful	Retention
READ105 SP08	9	0	1	2	2	14	64.29%	0.00%	7.14%	<b>64.29%</b>	<b>77.78%</b>



### Success Rate Developmental Reading



### Retention Rate Developmental Reading



**CAPSTONE COURSES**  
**FOR**  
**LIBERAL ARTS**  
**CRIMINAL JUSTICE**  
**GENERAL EDUCATION**

**HUM110 – HUMANITIES PORTFOLIO I**

The first semester of the final year of a Liberal Arts' major, portfolio is taught. This capstone course addresses public presentations and discussion of ethical issues. Specifically, the student will present three speeches: impromptu, information, and persuasion. Because the persuasive speech involves critical thinking, it is most emphasized. The student must receive a letter grade of 'C' in each speech. Students will also write an essay on the significance of intrapersonal communication and a detailed essay analyzing a case study that relates to interpersonal conflict. The student must receive a letter grade of 'C' in both essays. *Prerequisite: Students in their first semester of the final year should enroll in this course or have department director permission.*

**HUM210 – HUMANITIES PORTFOLIO II**

The final semester of the Liberal Arts' major, portfolio II is taught. The capstone course requires a student to write a five-page research paper on a subject that is chosen in consultation with the instructor. The student must receive a letter grade of 'C'. In addition, the student will participate in six class discussions that address ethical issues chosen by the students in conjunction with the instructor. Based on the quality of the participation, students will receive a grade for each session. The student must earn a letter grade of 'C'. *Prerequisite: Students in their final semester of their final year should enroll in this course or have department director permission.*

**CJ298 – CRIMINAL JUSTICE INTERNSHIP**

This capstone course is the culmination of the criminal justice student's academic experience. It serves to synthesize gained from courses taken within the criminal justice curriculum and to prepare students for transfer into Baccalaureate degree programs or entry-level career position within criminal justice or related fields. Internships are unique and negotiated between the student, agency, and faculty advisor. Students are required to comply with specifications set forth in the cooperative education program training agreement. Students are not compensated for their work and supervision is shared between the specific agency and the Criminal Justice faculty/advisor. *Prerequisites: Students in their final semester or their degree completion should enroll in this course with approval from the Criminal Justice faculty advisor.*

**Thorough analysis of  
how assessment data  
make a difference at  
Luna Community  
College (Department  
of Humanities) with  
respect to planning,  
budget, and  
curriculum.**

### **How this affects our campus (Department of Humanities):**

- Gain an understanding how the Luna Community College community is defined.
- Gain an understanding why Luna Community College is successful at increasing student retention rates.
- Gain the knowledge to create an active Luna Community College learning institution.
- Gain an understanding about the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.