

| Core Competencies Assessment 2007-2008: Area V Courses | | | | |
|--|--|---|--|--|
| Eastern New Mexico University | | | Humanities and Fine Arts Competencies | |
| <u>State Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> HIST 102, NMCCNS 1123 | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
| 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.) | <u>Written Examinations</u> (covers book and lecture): 80% of exam score (identifications [40%-50%] and essay[30%-40]); includes Map Exercises (20% of exam). | <p>Examinations and exercises first half of the course: 15.19% exceeded expectations 32.55% met expectations 52.33% did not meet expectations</p> <p>Examinations and exercises second half of the course: 56.16 % exceeded expectations 25.12% met expectations 18.72% did not meet expectations</p> <p><u>Map Scores at Midterm:</u> Less than 10% earned 15 or more points out of 20 points available on exam meeting expectations.</p> <p><u>Map Scores on Final:</u> 75% earned 15 points or more out of 20 points available meeting expectations.</p> | <p>Data indicates areas needing additional work, and/or change in teaching method. Many of the students have not read the chapter or are not prepared to discuss the chapter.</p> <p>Due to mapping & the exam test scores additional time was devoted to mapping exercises, reading and composition skills. This class had a Supplementary Instructor (SI) helping students learn to write identifications, construct essays, and locate places on maps as well as correlate historical information with those locations.</p> | |

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> HIST 102, NMCCNS 1123</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional)</u> Recommendations/Goals/Priorities</p> |
|---|--|---|--|---|
| <p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p> | <p>Essay portion of written examination increased in length, complexity, and value between Midterm and Final examination). Midterm Essay: 30% Final Essay: 40%</p> <p>Essay asking student to define, then compare/contrast political activities and reform movements in different time periods is given; i.e. Populists and Progressives reform activities and politics associated with each.</p> | <p>Essay responses to exam questions were scored using the following simple rubric:</p> <ul style="list-style-type: none"> • Thesis presented & supported • Logical development of ideas/events • Text & Lecture material used • Essay format used • Writing & spelling skills • Analysis <p>Each area valued at 5% of the essay score.</p> | <p>Students demonstrating weak writing skills and essay development skills are referred to the Writing Center; the SI also dedicates session time to helping students develop composition skills.</p> <p>Final examination essays demonstrate a significant improvement due to the individualized attention from the SI working to improve their composition and map reading skills.</p> <p>Data further indicates study/practice time in a controlled environment (SI sessions) helped students learn to recognize important places on maps, places pertinent to the narrative in the textbook and lecture.</p> | |

ENMU American History 1865-present (History 102)

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> HIST 102, NMCCNS 1123</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional) Recommendations/Goals/Priorities</u></p> |
|---|---|--|--|---|
| <p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p> | <p>(1) See Item 2 above – Comparative Essay on Midterm.</p> <p>(2) Written Identifications (section varies between 40% and 50% of exam) allow students to demonstrate their understanding of specific people, places, legislation, movements, and time periods important to US History after 1865.</p> | <p>Identifications are examined for accuracy, and in three distinct areas:</p> <ul style="list-style-type: none"> • Time period (or date if one to know) • Definition of the term • Historical importance or significance of the term <p>Each area of the identification is awarded a value; for example, in 40% eight identifications would be scored, in points, as follows:</p> <ul style="list-style-type: none"> • Definition (2) • Time/Date (1.5) • Importance/Significance (1.5) <p>In general Identifications are students' weakest writing area, but comparison of Midterm with Final grades indicates most students met expectations for this writing area.</p> | <p>The comparisons were also part of the exams. Students were able to correctly identify time periods and discuss the historical significance of the event.</p> <p>Results indicate that more teaching time is required for this material, time from lecture or SI sessions.</p> | |
| <p>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> | <p>Limited activities in survey class. While lecture and text includes links past and present, students in this freshmen level class do not generally possess the skills necessary to making or understanding the connections. Those links are highlighted regularly, but no assessment rests on the student comprehension of them at this level.</p> | <p>N/A</p> | <p>N/A</p> | |

ENMU American History 1865-present (History 102)

Area V Assessment completed by _____
Signature

Dr. Peggy Hardman
Printed Name

Sept 2009
Date

575-562-2642
Phone number