

**Core Competencies Assessment 2010-2011: Area I Courses**

**UNM Valencia Campus**  
UNMVC ENG 102

**Communications Competencies**  
NMCCN1123

<u><b>State Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></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>Not assessed this cycle.</p>			
<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>Not assessed this cycle.</p>			
<p><b>3. Students will use effective rhetorical strategies to persuade, inform, and engage.</b> 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 align="center">(Continued)</p>	<p>Not assessed this cycle.</p>			

## Core Competencies Assessment 2009-2010: Area I Courses, cont.

(Place University/College Name here) (Place University/College Course Number and Name here)		Communications Competencies, cont. (Place New Mexico Common Core Number here)		
<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<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 mechanics.</b> Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<p><b>Learning Outcome for English 102 from the 102 Programmatic Syllabus:</b> To be good writers, you need to <b>express yourself clearly</b>, write well-constructed <b>sentences</b>, and use good <b>grammar</b> – all of which result in good communication. You need to demonstrate this competency by writing well-edited papers and by passing quizzes and a final examination with a C average or higher (73%). In English 102, the grammar competencies, on which you must take a final examination worth 10% of your grade consists of these areas: <b><u>1) fragments, 2) comma splices/run-ons, 3) passive voice, 4) parallelism, 5) Wordiness.</u></b></p> <p><b>1. Students took a Diagnostic Grammar Test at the start of the semester and the same exam was given as the Final Grammar Competency Test on the 5 grammar competencies used at UNM Valencia Campus; this Competency Test was written to meet the NM State Competency No. 4.</b> The following identifies the questions for each of the grammar competencies in the <b>Diagnostic Grammar Test and Final Grammar Competency Test</b> used:</p> <ol style="list-style-type: none"> <li>1. Questions 1-5, Fixing Fragments</li> <li>2. Questions 6-10, Fixing Comma Splices and Run-ons</li> <li>3. Questions 11-15 Identifying Passive</li> </ol>	<ul style="list-style-type: none"> <li>• In the Diagnostic Grammar test, the mean score was 64.73% <math>((59.33+70.13)/2)</math>. See attached reports that illustrate the mean and median, as well as the results for each individual question for two sample sections.</li> <li>• In the Final Grammar Competency Examination, the mean score was 71.25% <math>((68.29+73.60)/2)</math>, an increase of 6.25%. Again, see attached reports that illustrate the mean and median, as well as the results for each individual question from two random sections.</li> <li>• From 2009 to 2010, we noted an improvement in achievement of the overall learning outcomes. The average increase from 2009 to 2010 was 3.25%.</li> <li>• In the Diagnostic Grammar Examination, 5 of 26 (19%) students</li> </ul>	<ol style="list-style-type: none"> <li>1. We will continue to teach grammar competencies by,               <ol style="list-style-type: none"> <li>a. Using interactive grammar exercises</li> </ol> </li> <li>2. We will try to increase scores and competency through,               <ol style="list-style-type: none"> <li>a. Using class capture for review of grammar lectures.</li> <li>b. Using PowerPoint and Voice Thread to explain grammatical concepts.</li> <li>c. Using YouTube presentations to illustrate grammatical concepts.</li> <li>d. We will conduct two workshops on grammar competencies</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. We will take a sample of student Final Competency Essay rubrics to continue our comparing of grammar samples.</li> <li>2. We will compare statistics from the final grammar test to the one administered next semester.</li> <li>3. Comparisons will be used to evaluate increased effectiveness of programmatic instruction of this SLO.</li> <li>4. We will review the questions in the Final Grammar Competency Examination to ensure that they are measuring what we want them to measure.</li> </ol>





## Core Competencies Assessment 2010-2011: Area II Courses

UNM Valencia Campus  
UNMVC Math 121 College Algebra

Mathematics – Algebra Competencies  
NMCCN=Math 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will graph functions</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</li> <li>b. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.</li> <li>c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.</li> </ul>	<p>Not assessed this cycle.</p>			
<p><b>2. Students will solve various kinds of equations.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</li> <li>b. Solve exponential and logarithmic equations.</li> <li>c. Solve systems of two or three linear equations.</li> </ul> <p style="text-align: center;">(Continued)</p>	<p>Not assessed this cycle</p>			

## Core Competencies Assessment 2010-2011: Area II Courses, cont.

UNM Valencia Campus

UNMVC Math 121 College Algebra

Mathematics – Algebra Competencies

NMCCN=Math 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>3. Students will demonstrate the use of function notation and perform operations on functions.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Find the value of a function for a given domain value</li> <li>b. Add, subtract, multiply, divide and compose functions.</li> <li>c. Determine the inverse of a function.</li> <li>d. Compute the difference quotient for a function.</li> <li>e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc.</li> </ul>	Not assessed this cycle.			
<p><b>4. Students will model/solve real-world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Use and understand slope as a rate of change.</li> <li>b. Use equations and systems of equations to solve application problems.</li> <li>c. Apply knowledge of functions to solve specific application problems.</li> <li>d. Solve compound interest problems.</li> <li>e. Solve application problems involving maximization or minimization of a quadratic function.</li> <li>f. Solve exponential growth and decay problems.</li> </ul> <p style="text-align: center;">End – Area II - Algebra</p>	<p><b>1.</b> On the final exam for Fall 2010, students were given a table of values and were asked to use Average Rate of Change to determine if a linear function could effectively model the data. For this assessment we used final exams from three of the five sections taught (N=39).</p> <p><b>2.</b> On this same final exam students were also asked to explain how the values calculated for Average Rate</p>	<p><b>1.</b> Out of 39 students sampled, 12 (31%) were not able to correctly use Average Rate of Change to determine if a set of data points could be modeled by a linear function nor could they state how to do that. Student responses showed no understanding of the need for the Average Rate of Change to be constant for all data points.</p> <p><b>2.</b> Out of 39 students sampled 11 (28%) were able to correctly state that the Average Rate of</p>	<p>This assessment exercise was part of a continued effort to see if students could verbalize mathematical concepts taught in the College Algebra course. Given the results, it appears that approximately half of the students are able to correctly verbalize the concept that a constant Average Rate of Change in data points indicates that a linear function would effectively model the data. We also found that although 21% of the students sampled did not/could not verbalize this concept, they could accurately use the test to determine the</p>	

	<p>of Change from a table of values could help them determine if a linear function could effectively model the data. For this assessment we used exams from three of the five sections taught (N=39).</p>	<p>Change between any two data points has to be constant for a linear function to model the data. However, these students did not actually perform the calculations to prove that the data provided fit this criterion. This result may be partially due to the wording of the question.</p> <p><b>3.</b> Out of 39 students sampled, 8 (21%) actually calculated the Average Rate of Change between various data points and discovered that they were the same, but never explained that this result showed them a linear function could model the data.</p> <p><b>4.</b> Out of 39 students sampled, 9 (23%) performed the calculations necessary to demonstrate that the data points provided had a constant Average Rate of Change <i>and</i> these students explained in words that this demonstrated that a linear function could thus model the data.</p> <p>Thus only 23% of the students completed both parts of the required task</p>	<p>linearity of the data.</p> <p>One way to increase the ability to verbalize concepts would be to design homework assignments, quizzes, and chapter tests that required this skill in preparation for the final exam. That 50% of the students could do this in the timed setting of a final exam is heartening and shows that they have had practice before this. Guided practice may improve student performance.</p>	
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		but 74% demonstrated that they understood the concept, either by performing the correct calculations or providing a correct explanation.		
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## Core Competencies Assessment 2010-2011: Area II Courses

University of New Mexico- Valencia Campus

Mathematics – Algebra Competencies

UNMVC Math 150 - Pre-Calculus

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will graph functions</b> Students should:</p> <p>a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.</p> <p>b. Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.</p> <p>c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.</p>	<p>I have included the following questions on the final exam (Fall 2010) to measure this learning outcome:</p> <p>1. Graph the conic section <math>100x^2 + 25y^2 = 100</math></p> <p>2. Graph the functions: <math>f(x) = \log x</math>, <math>g(x) = 10^x</math>, and <math>h(x) = x</math> on the same coordinate system.</p> <p>3. Sketch the graph of <math>g(x) = -x^2(2x + 5)(x - 10)</math>; describe its end behavior. Each question is worth 10 points on a 200 points final exam.</p>	<p>The average class score on these items was 67% (n=19). 12 out of the 19 students achieved the acceptable passing level of 70% or better.</p> <p>A few students did not try solving some of these questions at all which brings the class average to a lower level in these items.</p> <p>I also noticed that those who answered these items at an acceptable level achieved an average score of 82.3% while those who failed to achieve the passing level scored at an average level of 39.6%.</p>	<p>I have noticed a lower class average of performance from last year by about 3.5%. I focused more on graphing practices and exercises by encouraging the use of graphing calculators for in-class work and homework problems to see if it will make a difference. Graphing calculators were not allowed during tests, quizzes, or final exam.</p> <p>I noticed the performance average was lower than last year's performance in both of the two categories of students. I will search-for reasons why this happened. For example I will prepare more activities to test these skills &amp; data will be used to see if problems arise and if improvements occur. Sometimes it might also depend on what type of students you have to deal with every semester.</p>	
<p><b>2. Students will solve various kinds of equations.</b> Students should:</p> <p>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</p>	<p>To measure this learning outcome, I have included the following questions on the final exam (Fall 2010):</p> <p>4. Solve the system:</p>	<p>The average class score on these items was 60.0% (n=19). Only 9 out of the 19 students achieved the</p>	<p>Again, I have noticed a lower class average of performance from last year by about 11%. The major reason this time was that many students</p>	

<p>b. Solve exponential and logarithmic equations. c. Solve systems of two or three linear equations.</p> <p>(Continued)</p>	$\begin{cases} 4x + 8y - 4z = 4 \\ 3x + 8y + 5z = -11 \\ -2x + y + 12z = -17 \end{cases}$ <p>5. Solve for <math>x</math>: <math>\ln(2x - 7) - 1 = 5</math></p> <p>Each question is worth 10 points on a 200 points final exam.</p>	<p>acceptable level of 70% or better.</p> <p>A few students did not try solving some of these questions at all which brings the class average to a lower level in these items.</p> <p>I also noticed that those who answered these items at an acceptable level achieved an average score of 82.7% while those who failed to achieve the passing level scored at an average level of 39.5%.</p>	<p>missed at least one of the two questions. I noticed though that the average of performance of the category who did not achieve the acceptable level increased by about 8% from last year's performance level. No significant change was noticed on the performance level of the category who achieved the acceptable level. Based on these results, I will try to highlight the strategies we have been using on solving equations and systems of equations. Also, I will try to impose more practices on students who missed these types of questions on tests and quizzes.</p>	
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## Core Competencies Assessment 2010-2011: Area II Courses

University of New Mexico- Valencia Campus

Mathematics – Algebra Competencies

UNMVC Math 150 - Pre-Calculus

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>3. Students will demonstrate the use of function notation and perform operations on functions.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Find the value of a function for a given domain value</li> <li>b. Add, subtract, multiply, divide and compose functions.</li> <li>c. Determine the inverse of a function.</li> <li>d. Compute the difference quotient for a function.</li> <li>e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc.</li> </ul>	Not assessed this cycle.			
<p><b>4. Students will model/solve real-world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Use and understand slope as a rate of change.</li> <li>b. Use equations and systems of equations to solve application problems.</li> <li>c. Apply knowledge of functions to solve specific application problems.</li> <li>d. Solve compound interest problems.</li> <li>e. Solve application problems involving maximization or minimization of a quadratic function.</li> <li>f. Solve exponential growth and decay problems.</li> </ul> <p style="text-align: right;">End – Area II - Algebra</p>	Not assessed this cycle.			

Area II-Algebra Assessment Contact Person

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**Core Competencies Assessment 2010-2011: Area II Courses, cont.**

**UNM Valencia Campus**  
Calc I/Math 162

**Mathematics - Calculus I Competencies**  
NMCCM 1614

<u><b>State Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<b>How Results Will Be Used</b> <u><b>To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<p><b>1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus.</b> Students should: Algebraically and graphically demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>a. Limit</li> <li>b. Tangent line</li> <li>c. Difference quotient</li> <li>d. Fundamental theorem of calculus</li> <li>e. Riemann sums</li> </ul>				
<p><b>2. Students will use concepts of function, limit, continuity, derivative, and integral.</b> Students should: Apply the theory of calculus through manipulations involving:</p> <ul style="list-style-type: none"> <li>a. The finding of limits.</li> <li>b. Using differentiation techniques.</li> <li>c. Working with transcendental &amp; trigonometric functions.</li> <li>d. Determining points of discontinuity and intervals of continuity.</li> </ul> <p align="center">(Continued)</p>				

**Core Competencies Assessment 2009-2010: Area II Courses, cont.**

UNM-VC

Calc I/Math 162

Mathematics - Calculus I Competencies, cont.

1614

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>3. Students will apply methods of calculus to optimization, graphing, and approximation.</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>a. Find extreme points.</li> <li>b. Understand the graphs of a function and its 1<sup>st</sup> and 2<sup>nd</sup> derivatives and how they relate.</li> <li>c. Apply Newton’s method.</li> <li>d. Use differentials to approximate functions.</li> </ul>				
<p><b>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that calculus has many uses in science, business, and other fields.</li> <li>b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity.</li> </ul> <p align="center">End Area II – Calculus I</p>	<p>The following question was on the final exam, class of 17 students: “The length <math>l</math> of a rectangle is decreasing at a rate of 2 cm/s, while the width <math>w</math> is increasing at 3 cm/s. When <math>l = 12</math> cm and <math>w = 5</math> cm, find the rate of change of the rectangle’s diagonal.”</p>	<p>The max score for this problem was 10. High score was 10 (one student), low score was 1.5 (one student). The median was 5, the mean was 10, with a std dev of 2.6.</p> <p>Despite the large SD, these scores were disappointingly low since we had spent considerable time working related-rate problems.</p>	<p>In retrospect, I think the request for rate of change of diagonal length rather than area was a more challenging skill; we had not done rate-of-change-of-diagonal before. We had done plenty of rates of changes of areas and perimeters; My goal was for students to be able to generalize to a changing diagonal calculation, but it may have been too involved. In the future I will either demonstrate a similar example in class or change the problem slightly and have the students calculate rate of change of area or perimeter, rather than diagonal.</p>	

## Core Competencies Assessment 2010-2011: Area II Courses, cont.

**UNM-Valencia Campus**  
Calc II/Math 163

**Mathematics – Other College-Level Mathematics Competencies**  
NMCCN not listed for this course in UNM Catalog 2010-2011

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will display, analyze, and interpret data.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Discriminate among different types of data displays for the most effective presentation.</li> <li>b. Draw conclusions from the data presented.</li> <li>c. Analyze the implication of the conclusion to real life situations.</li> </ul>				
<p><b>2. Students will demonstrate knowledge of problem-solving strategies.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. For a given problem, gather and organize relevant information.</li> <li>b. Choose an effective strategy to solve the problem</li> <li>c. Express and reflect on the reasonableness of the solution to the problem.</li> </ul> <p style="text-align: center;">(Continued)</p>	<p>Topic: How to solve a 1<sup>st</sup> Order Linear Differential Equation.</p> <p>Students had been presented with the procedure for solving this type of differential equations, including examples, and had been given a homework assignment requiring the solution of a few examples.</p> <p>After the homework was turned in (2 days after the presentation), they were given a 1<sup>st</sup> order linear differential equations to solve (as part of the review). I retained their solutions, to assess their learning so far of the topic.</p>	<p>Scores on the assessment problem ranged from 6/10 to 10/10, with a mean score of 8.21, a median score of 8, and std dev of 1.6. While this could be regarded as a acceptable performance, I was a bit negatively surprised by it, I anticipated better. 4 of 14 participants scored 7 or below, with 3 others scoring only 7.5/10.</p>	<p>Since I had devoted an entire class period exclusively to 1<sup>st</sup> order linear differential equations and applications, I expected a mean near 9. There are a few students who have poor attendance and/or performance in general, compared to the others. Next time Calc II is offered, I will do this specific exercise during the introduction of the topic, give students a similar problem, collect their work, score, return, and solve the exercise together. During review for test, repeat the above process and determine whether that raises scores.</p>	

## Core Competencies Assessment 2009-2010: Area II Courses, cont.

UNM-Valencia Campus  
Calc II/Math 163

Mathematics – Other College-Level Mathematics Competencies  
NMCCN not listed for this course in UNM Catalog 2010-2011

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>3. Students will construct valid mathematical explanations.</b> Students should: Use mathematics to model and explain real life problems.</p>				
<p><b>4. Students will display an understanding of the development of mathematics.</b> Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.</p>				
<p><b>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.</b> Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.</p> <p style="text-align: center;">End – Area II Other Math</p>				

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*Date*

## Core Competencies Assessment 2010-2011: Area II Courses, cont.

### Mathematics - Calculus I Competencies

University of New Mexico- Valencia Campus  
UNMVC Math 180 - Elements of Calculus I

Mathematics - Calculus I Competencies, cont.  
NMCCN 1613

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus.</b> Students should: Algebraically and graphically demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>a. Limit</li> <li>b. Tangent line</li> <li>c. Difference quotient</li> <li>d. Fundamental theorem of calculus</li> <li>e. Riemann sums</li> </ul>	<p>I have included the following questions on the final exam (Fall 2010) to measure this learning outcome:</p> <p>2. Given the function: <math>f(x) = x^2 - \frac{1}{x}, x \neq 0</math>:</p> <ul style="list-style-type: none"> <li>a-Determine the equation of the tangent line to the graph at <math>x = 1</math>.</li> <li>b.Determine the area under the graph on the interval <math>1 &lt; x &lt; 2</math></li> </ul> <p>3. Given the function <math>f(x) = x^3 - x^2 + 4</math>, answer the following questions:</p> <ul style="list-style-type: none"> <li>a- Determine the average rate of change of the function as x varies from 0 to 2.</li> <li>b- Determine the instantaneous rate of change, the derivative, of the function at <math>x = 1</math>, and <math>x = 2</math></li> <li>c- Determine the equation of the tangent line to the graph at <math>x = 1</math>.</li> <li>d- Calculate <math>\frac{d}{dx} \left( \frac{dy}{dx} \right)</math>, at <math>x = -1</math></li> </ul> <p>These two questions are worth 40 points on a 200-points scale final exam.</p>	<p>The average class score on these items was 60% (n=22). 12 out of the 22 students achieved the acceptable passing level of 70% or better. I also noticed that those who answered these items at an acceptable level achieved an average score of 82.7% while those who failed to achieve the passing level scored at an average level of 54.2%. The lower average of this group made the class average lower.</p>	<p>More practice on different types of problems from these types will be implemented to let students gain familiarity and conceptual understanding of the learning outcome measured by these problems.</p>	

<p><b>2. Students will use concepts of function, limit, continuity, derivative, and integral.</b></p> <p>Students should:</p> <p>Apply the theory of calculus through manipulations involving:</p> <ol style="list-style-type: none"> <li>The finding of limits.</li> <li>Using differentiation techniques.</li> <li>Working with transcendental &amp; trigonometric functions.</li> <li>Determining points of discontinuity and intervals of continuity.</li> </ol> <p>(Continued)</p>	Not assessed this cycle.			

## Core Competencies Assessment 2010-2011: Area II Courses, cont.

University of New Mexico- Valencia Campus  
UNMVC Math 180 - Elements of Calculus I

Mathematics - Calculus I Competencies, cont.  
NMCCN 1613

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>3. Students will apply methods of calculus to optimization, graphing, and approximation.</b> Students should be able to:</p> <ol style="list-style-type: none"> <li>Find extreme points.</li> <li>Understand the graphs of a function and its 1<sup>st</sup> and 2<sup>nd</sup> derivatives and how they relate.</li> <li>Apply Newton's method.</li> <li>Use differentials to approximate functions.</li> </ol>	<p>I have included the following question on the final exam (Fall 2010) to measure this learning outcome: Given the function: <math>f(x) = x^3 + 3x^2 - 9x + 7</math></p> <ol style="list-style-type: none"> <li>Determine the location of all local maximum and minimum points.</li> <li>Determine the intervals for which the function increases and decreases.</li> <li>Determine the intervals for which the function is concave up and concave down and determine the location of all inflection points.</li> <li>Sketch a rough graph of the function.</li> </ol> <p>This question is worth 20 points on a 200-points scale final exam.</p>	<p>The average class score on these items was 79.3% (n=22). 18 out of the 22 students achieved the acceptable passing level of 70% or better. I also noticed that those who answered these items at an acceptable level achieved an average score of 88% while those who failed to achieve the passing level scored at an average level of 40%. The total number of points missed by the 4 students of this group exceeds those missed by all the other 18 students of the group who performed at a passing level or better.</p>	<p>Since the analysis of this item shows that students either know it very well (88%) or know less than half of the concepts (40%), I will try to filter the students who have deficiency in the learning outcome measured by this item early in the semester, and give them more practice problems as extra credit to make sure they master it well.</p>	
<p><b>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields.</b> Students should:</p> <ol style="list-style-type: none"> <li>Understand that calculus has many uses in science, business, and other fields.</li> <li>Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity.</li> </ol> <p>End Area II – Calculus I</p>	<p>Not assessed this cycle.</p>			

Area II-Calculus I Assessment Contact Person Khaled Kassem  
Name

04/03/2011  
Date

Phone number 505-610-8304

**Core Competencies Assessment 2010-2011: Area II Courses, cont.**

**Mathematics - Calculus I Competencies**

**University of New Mexico- Valencia Campus  
UNMVC Math 181 - Elements of Calculus II**

**Mathematics - Calculus I Competencies, cont.**

<u><b>State Competencies</b></u> (Learning Outcomes Being Measured)	<u><b>Assessment Procedures</b></u> (Process/Instrument named or described – rubric attached)	<u><b>Assessment Results</b></u>	<u><b>How Results Will Be Used To Make Improvements</b></u>	<u><b>(Optional)</b></u> Recommendations/Goals/ Priorities
<p><b>1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus.</b> Students should: Algebraically and graphically demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>a. Limit</li> <li>b. Tangent line</li> <li>c. Difference quotient</li> <li>d. Fundamental theorem of calculus</li> <li>e. Riemann sums</li> </ul>	<p>I have included the following questions on the final exam (Spring 2010) to measure this learning outcome:</p> <ol style="list-style-type: none"> <li>1. Find the critical point (s) of the function: <math>f(x,y) = x^3 - 3xy + y^2</math> Use the second derivative test (the D- test) to classify the nature of each point. Then determine, if possible, the relative extrema of the function.</li> <li>2. Find an infinite series that converges to the value of the following definite integral: <math>\int_0^2 5e^{-x^2} dx</math></li> </ol> <p>These two questions are worth 20 points on a 200-points scale final exam.</p>	<p>The average class score on these items was 56.3% (n=8). Only 3 out of the 8 students achieved the acceptable passing level of 70% or better. I also noticed that those who answered these items at an acceptable level achieved an average score of 80% while those who failed to achieve the passing level scored at an average level of 42%. The lower average of this group made the class average lower especially that it consists of 63% of class size.</p>	<p>More practice on different types of problems from these types will be implemented to let students gain familiarity and conceptual understanding of the learning outcome measured by these problems.</p>	
<p><b>2. Students will use concepts of function, limit, continuity, derivative, and integral.</b> Students should: Apply the theory of calculus through manipulations involving:</p> <ul style="list-style-type: none"> <li>a. The finding of limits.</li> <li>b. Using differentiation techniques.</li> <li>c. Working with transcendental &amp; trigonometric functions.</li> <li>d. Determining points of discontinuity and intervals of continuity.</li> </ul> <p>(Continued)</p>	<p>Not assessed this cycle.</p>			

**Core Competencies Assessment 2010-2011: Area II Courses, cont.**

(Place University/College Name here)

**Mathematics - Calculus I Competencies, cont.**

**University of New Mexico- Valencia Campus**

**UNMVC Math 181 - Elements of Calculus II**

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p><b>3. Students will apply methods of calculus to optimization, graphing, and approximation.</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>a. Find extreme points.</li> <li>b. Understand the graphs of a function and its 1<sup>st</sup> and 2<sup>nd</sup> derivatives and how they relate.</li> <li>c. Apply Newton's method.</li> <li>d. Use differentials to approximate functions.</li> </ul>	<p>Not assessed this cycle</p>			
<p><b>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that calculus has many uses in science, business, and other fields.</li> <li>b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity.</li> </ul> <p>End Area II – Calculus I</p>	<p>I have included the following question on the final exam (Spring 2010) to measure this learning outcome:</p> <p>-The number of accidents per week at a busy intersection was recorded for a year. There were 14 weeks with no accidents, 21 weeks with one accident, 11 weeks with two accidents, and 6 weeks with three accidents. A week is to be selected at random, and the number of accidents noted. Let X be the outcome, then X is a random variable taking on the values 0, 1, 2, and 3.</p> <ul style="list-style-type: none"> <li>a-Write out a probability table for X</li> <li>b-Compute the expected value E(X)</li> <li>c-Interpret the value of E(X)</li> </ul> <p>This question is worth 10 points on a 200-points scale final exam.</p>	<p>The average class score on these items was 87.5% (n=8). 7 out of the 8 students achieved the acceptable passing level of 70% or better. I also noticed that those who answered this item at an acceptable level achieved an average score of 92.8% while the one student who failed to achieve the passing level scored at an average level of 50%.</p>	<p>I am very satisfied with the assessment results. I will keep up the same practices with this item, and will try to copy a similar strategy to work to improve the results on other learning outcomes.</p>	

## Core Competencies Assessment 2009-2010: Area II Courses, cont.

**University of New Mexico-Valencia Campus**  
UNMVC MATH 215

**Mathematics – Other College-Level Mathematics Competencies**  
NMCCN = none

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will display, analyze, and interpret data.</b> Students should:</p> <ol style="list-style-type: none"> <li>a. Discriminate among different types of data displays for the most effective presentation.</li> <li>b. Draw conclusions from the data presented.</li> <li>c. Analyze the implication of the conclusion to real life situations.</li> </ol>	<p><b>Math 215: Mathematics for Elementary and Middle School Teachers III</b></p> <p>The following assessment question was included on the final exam in the one section of the course that we offer (n=17):</p> <ol style="list-style-type: none"> <li>1) Find the mean, median and mode of the following weights of elementary students; 74, 67, 89, 67, 87, 74, 59, 67, 88, 67, 200, 78. Which of three would you select to best represent the data set? EXPLAIN.</li> </ol>	<p>71% of the students (n=17) performed at an acceptable or better level on Competency 1.</p> <p>Note: Acceptable is defined as <math>\geq 70\%</math> correct.</p>	<p>The results of are acceptable but could be improved. Most of the students made an error in selecting the best measure and explaining why this is so. More emphasis will be placed on the difference among the three measures and the useful of each in different circumstances. Discussion of outliers and how they impact data has been incorporated in class but this does not seem to be reaching all of the students. Next year, a writing assignment will be added to see if this enhances understanding.</p>	
<p><b>2. Students will demonstrate knowledge of problem-solving strategies.</b> Students should:</p> <ol style="list-style-type: none"> <li>a. For a given problem, gather and organize relevant information.</li> <li>b. Choose an effective strategy to solve the problem</li> <li>c. Express and reflect on the reasonableness of the</li> </ol>	<p>The following assessment question was included on the final exam in the only section of this course offered at our campus (n=17):</p> <p>Solve the following problem using an equation and a model. Be sure to explain all steps.</p> <p>Fifty-six children are divided into</p>	<p>53% of the students (n=17) performed at an acceptable or better level on Competency 2.</p> <p>Note: Acceptable is defined as <math>\geq 70\%</math> correct.</p>	<p>Assessment results in this section indicate that students' performance is not acceptable. This is historically a difficult concept for students, but changes need to made to help more students comprehend this. More time will be spent in class working in groups on problem</p>	

<p>solution to the problem.</p> <p>(Continued)</p>	<p>two groups. The first group has 14 more children than the second group. How many are in each group?</p>		<p>solving and then having groups display and explain solutions to the class. Also, students will be required to turn in a minimum of five of these types of problems with clear write-ups and explanations before taking the exam.</p>	
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**Core Competencies Assessment 2009-2010: Area II Courses, cont.**

**University of New Mexico-Valencia Campus**  
UNMVC MATH 215

**Mathematics – Other College-Level Mathematics Competencies**  
NMCCN = none

<p><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p><b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)</p>	<p><b><u>Assessment Results</u></b></p>	<p><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p><b><u>(Optional)</u></b> Recommendations/Goals/Priorities</p>
<p><b>3. Students will construct valid mathematical explanations.</b> Students should: Use mathematics to model and explain real life problems.</p>	<p>The following assessment question was included on the final exam in the one section of this course offered at our campus (n=17):</p> <p>Is this game fair? EXPLAIN and show all of your work.</p> <p>You are rolling two dice. You win \$20 if you roll a sum of 6 or 7. You win \$50 if you roll a sum of 2 or 12. If you roll anything else, you lose \$15.</p>	<p>71% of the students (n=17) performed at an acceptable or better level on Competency 3.</p> <p>Note: Acceptable is defined as <math>\geq</math> 70% correct.</p>	<p>These results are acceptable. Students' work also indicated that they are gaining a deeper understanding of the complexity of this problem and are developing better explanations. But, we would like to see more students understand this concept, so examples of different explanations will be displayed in class. Students will then critique the various explanations so they can learn how to write a good explanation and follow valid reasoning.</p>	
<p><b>4. Students will display an understanding of the development of mathematics.</b> Students should: Recognize that math has evolved over centuries and that our current body of knowledge has been built upon contributions of many people and cultures over time.</p>	<p>Not assessed this cycle.</p>			

<p><b>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics.</b>  Students should:  Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.</p> <p>End – Area II Other Math</p>	<p>Not assessed this cycle.</p>			
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Area II-Other Math Assessment Contact Person Julie DePree *Name* 3/19/2011 *Date* Phone number 925-8607

## Core Competencies Assessment 2009-2010: Area III Courses

UNM Valencia Campus  
PHYSICS 151

Laboratory Science Competencies  
NMCCN 1114

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	Not assessed this cycle			
<p><b>2. Students will solve problems scientifically.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	Not assessed this cycle			
<p><b>3. Students will</b></p>	Not assessed this cycle			

<p><b>communicate scientific information.</b> Students should:</p> <p>(Continued)</p>				
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**Core Competencies Assessment 2009-2010: Area III Courses, cont.**

**UNM Valencia Campus  
PHYSICS 151**

**Laboratory Science Competencies  
NMCCN 1114**

<p><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p><b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)</p>	<p><b><u>Assessment Results</u></b></p>	<p><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p><b><u>(Optional)</u></b> Recommendations/Goals/Priorities</p>
<p>Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)</p>				
<p><b>4. Students will apply quantitative analysis to scientific problems.</b> Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	<p>The following final exam question on the Law of Gravitation was given to all students enrolled in Physics 151 (N=10) : Given the Moon’s mass, Earth’s mass, and Force they exert on each other, calculate how far the Earth is from the Moon.</p>	<p>Mean score on this test item was 94.5%; median score was 85%. Actual scores, in %, were: 65,70,75,85,85,85,95,100,100,100.</p> <p>The two lowest scorers on this item also scored very low on the exam as a whole, whereas most of the several higher scorers did well on the exam. This suggests that the lower scorers had study or other issues as the chief cause of their poor performance with the Law of Gravitation.</p>	<p>Results cited suggest a fair job was done presenting and solving problems inside and outside class with the Law of Gravitation, so I do not plan any instructional changes for this SLO.</p>	
<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should: a. Critically evaluate scientific</p>	<p>Not assessed this cycle</p>			

reports or accounts presented in the popular media.  
b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.

End – Laboratory Science

Area III Assessment Contact Person Clifton Murray 04.14.11 Phone number 505 925-8500  
*Name* *Date*

## Core Competencies Assessment 2010-2011: Area III Courses

UNM Valencia Campus  
BIOL 123

Laboratory Science Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	Not assessed this cycle			
<p><b>2. Students will solve problems scientifically.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	Not assessed this cycle			
<p><b>3. Students will communicate scientific information.</b></p>	See #5			
<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Critically evaluate scientific reports or accounts presented in the popular media.</li> <li>b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</li> </ul> <p style="text-align: center;">End – Laboratory Science</p>	<p>Student responses on the DNA Technology Review Questions: MAKE SURE YOU WRITE THE ANSWERS TO THESE REVIEW QUESTIONS <i>IN YOUR OWN WORDS</i>. THAT'S THE ONLY WAY WE CAN SEE IF YOU REALLY UNDERSTAND THE MATERIAL. Be sure your answers completely answer the questions so that someone without any knowledge of biology would be able to understand your explanations. You may draw WELL-LABELED diagrams/pictures if you like.</p> <p>1. <b>EXPLAIN</b> what recombinant DNA is <i>by EXPLAINING how you can make a recombinant DNA plasmid</i>. BE SURE TO</p>	<p>N = the 40 students enrolled in Biol 123 502 in Fall 2010. Mean = 74% St. Dev. = 2.2</p> <p>These results are satisfactory. These are very challenging concepts/processes. However a basic understanding of DNA technology is crucial so that these students can make informed decisions of biomedical issues.</p>	<p>Due to the complexity of DNA technology I will try to make our study of this material more meaningful by relating the information to case studies. Although a majority (~60%) do not plan to major in science they do care about taking control of their lives and being able to enhance the wellness of their families (they communicated this to me in their syllabus quizzes). Thus, I think if I can make issues in biotechnology “hit home” the students will try harder to gain a more thorough comprehension. Understanding this material is built on the foundation of our studies of DNA structure and functions. I will provide more learning opportunities for the</p>	

	<p><b>MAKE CLEAR:</b></p> <ul style="list-style-type: none"> <li>+ how a restriction enzyme works</li> <li>+ how the plasmid is different in the end (after it is recombinant DNA).</li> </ul> <p>2. <b>EXPLAIN WHY</b> a bacterium, with a human gene for insulin protein inserted into its plasmid (recombinant DNA), can make insulin (= build an insulin molecule by putting the amino acids together in the correct order).</p> <p>3. <b>EXPLAIN HOW</b> gene therapy could help someone with a genetic disorder. You may give an example if you'd like.</p> <p>4. <b>EXPLAIN</b> polymerase chain reaction (PCR).</p>		<p>students to apply what they know to biotechnology.</p>	
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Area III Assessment Contact Person

Claudia Barreto

*Name*

3/23/11

*Date*

Phone number

505.925.8726

## Core Competencies Assessment 2010-2011: Area III Courses

UNM Valencia Campus  
BIOL 124L

Laboratory Science Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	Not assessed this cycle			
<p><b>2. Students will solve problems scientifically.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	<p>Through examination (quizzes, midterm and final exam) the students are assessed for their ability to solve problems scientifically. <b>Specify which questions address this SLO?</b> They are prepared for this task prior to examination via laboratory experiments, practice questions and instructor initiated inquiry. The exams are designed to have problems where the information the students should have learned needs to be applied to solve the question scientifically.</p>	<p>Across several (give sample size &amp; justify) sections of this laboratory the results of the examinations are as follows: Report on the specific questions that address this SLO. Quizzes—median 76% Midterm—median 74% Final exam—median 77% In all cases the average runs 2-3 points lower. However, a subjective observation is that students understand that with science it is not sufficient to understand a concept. The concept must be applied to solve problems scientifically and so this is a major accomplishment for the laboratory course and that is for the students to recognize that scientific thought process is more involved than simple facts and figures.</p>	<p>It would be more beneficial <i>to see if</i> students <del>to</del> understand how to solve problems scientifically prior to examinations. Does this mean formative assessment during lab activities? Therefore, they need to be assessed during the <i>process of carrying out the lab experiments</i>. This will be done <del>by</del> more fully <i>by</i> discussing the results of the experiment with individuals and the entire class. Second, their lab manual <i>entries</i> will be more closely graded to ensure they are understanding the logic of scientific discovery. <del>acquiring the proper information.</del></p>	

<p><b>3. Students will communicate scientific information.</b> Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)</p>	Not assessed this cycle			
<p><b>4. Students will apply quantitative analysis to scientific problems.</b> Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</p>	Not assessed this cycle			
<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</p>	Not assessed this cycle			
End – Laboratory Science				

## Core Competencies Assessment 2009-2010: Area III Courses

UNM Valencia Campus  
BIOL 201/201L

Laboratory Science Competencies

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	See #3	See #3	See #3	
<p><b>2. Students will solve problems scientifically.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	See #3	See #3	See #3	
<p><b>3. Students will communicate scientific information.</b> Students should:</p> <p style="text-align: center;">(Continued)</p>	<p>In Biology 201/201L, students are required to write 4 lab reports (formatted for submission to a peer reviewed journal). One purpose of the lab report assignments is to measure student understanding of the logic of scientific inquiry. These assignments assess the following competencies:</p> <ul style="list-style-type: none"> <li>• Describe the process of scientific inquiry.</li> <li>• Solve problems</li> <li>• Scientifically communicate scientific information.</li> </ul>	<p>Grades on the report on an experiment we conducted on photosynthesis were used to assess student achievement (see Appendix for instructions and rubrics for this assignment). Sample size: N =20 = all students enrolled in BIOL 201/201L for Spring 2010 semester who turned in the report (2 students failed to turn in the assignment). 7 students earned &gt;90%; 5 earned 80-90%; 2 earned 70-80%; 4 earned 60-70%; 2 scored &lt;60%. The report is worth 50 points: Mean = 40.75; Standard Deviation = 10.55.</p>	<p>Conclusions and Actions: These results are satisfactory. Of the four students who earned 60-70%, 3 of them had previously written better reports for which they earned &gt;90%. An explanation could be that understanding this topic involves the integration of complex biochemistry and is also less interesting to these students (their interests are in the biomedical sciences). I will spend more time coaching my students on writing their photosynthesis reports in the future.</p>	

**Core Competencies Assessment 2009-2010: Area III Courses, cont.**

**UNM Valencia Campus**  
BIOL 201/201L

**Laboratory Science Competencies**

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<b>How Results Will Be Used To <u>Make Improvements</u></b>	<b>(Optional)</b> Recommendations/Goals/ Priorities
Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)				
<p><b>4. Students will apply quantitative analysis to scientific problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Select and perform appropriate quantitative analyses of scientific observations.</li> <li>b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.</li> </ul>				
<p><b>5. Students will apply scientific thinking to real world problems.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Critically evaluate scientific reports or accounts presented in the popular media.</li> <li>b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.</li> </ul> <p align="center">End – Laboratory Science</p>				

Area III Assessment Contact Person Claudia Barreto 3/23/11 Phone number 505.925.8726  
*Name* *Date*

## APPENDIX: SAMPLE INSTRUCTIONS AND GRADING RUBRICS FOR BIOLOGY 201 LAB REPORTS

### WRITING FORMAL LAB REPORTS

In most Biology courses, you have been asked to read textbooks. In 201 Lab we'll learn how scientists come up with all the information in those books. Scientists make discoveries by doing experiments. To make their research known, they submit a report on an experiment so that it might be published in a scientific journal. When a report is submitted, the journal editor sends it out for peer review (by scientists who can judge the quality and importance of the experiment). If the reviewers decide the paper is worthy of dissemination to the scientific community, then the editor sends the manuscript back to the author so s/he can use the reviewers' criticisms to improve the report (yes, professors get back papers they have written with all kinds of corrections that we use to revise our reports). The author re-submits the paper and the editor assesses the style, format, etc. Then the scientist writes the paper again and maybe this time s/he will get it right (= accepted for publication).

One major way that biologists **communicate** is through papers (research articles) published in scientific journals. Such papers may contain important information on research of interest to you. The concepts you learn in this course will enhance your ability to critically read scientific papers to learn about new discoveries in your life-long biology education. It is helpful to learn to **write** lab reports to be able to intelligently **evaluate papers you read**. Biologists conduct research by following the scientific method:

- 1) **Define the problem** of interest (ask a question);
- 2) Propose a **hypothesis** (possible answer to your question);
- 3) Design an experiment to specifically **test** the hypothesis (experimental methods);
- 4) Carry out the experiment to **collect data**;
- 5) Perform an un-biased **analysis of data** collected;
- 6) **Draw appropriate conclusions** from this experiment.

The above information must be **clearly communicated** in a report so that readers can decide if the research is valid.

Formal reports for this class allow you to **demonstrate your understanding** of the material you studied in the laboratory. The following are the components of a complete report:

- \* **TITLE:** Tell the reader what you studied.

- \* **ABSTRACT:** Write a brief, but comprehensive summary of the research. Let the reader know, "in a nutshell," how you tested your hypothesis & how you drew your conclusions. These conclusions will be new findings.
- \* **INTRODUCTION:** State the **hypothesis you tested** in the experiment and present **background** information to clearly show the **biological significance** of the research.
- \* **METHODS:** Briefly describe the **procedure(s)** used to **TEST** the hypothesis.
- \* **RESULTS:** Show the **data** you collected in an organized fashion and the **outcome of your analysis of the data**. **MAKE SURE YOU also WRITE AN EXPLANATION (1-2 PARAGRAPHS) OF YOUR RESULTS.**
- \* **DISCUSSION:**
  - + Did you decide to accept or reject your hypothesis **based on this experiment**?
    - ✓ Your conclusion *must* be based on the **data you collected**.
    - ✓ Rejecting a hypothesis is **not** a bad thing.
    - ✓ **BE SURE TO EXPLAIN WHY THINGS CAME OUT THE WAY THEY DID.**
  - + Explain any unexpected results and tell how you might change the experimental design and/or design a follow up experiment.
  - + Demonstrate what **you learned about biology** from **performing this experiment**.

### Lab Report Introduction Rubric

	Distinguished	Proficient	Unsatisfactory	Score
RESEARCH GOALS (statement of testable hypothesis & rationale)	Goals & testable hypothesis are clearly stated. The topic is thoroughly researched, using an ingenious variety of high-level resources. (10)	Clarity of goals & hypothesis is somewhat deficient. Some related issues introduced. Could be more resourceful. (7)	Not clear. Research is lacking in testability and appropriateness. (1)	

SIGNIFICANCE, CONTEXT & INFORMATION	Presents a concise, exceptionally clear, & insightful lead-in to the research. Supported by detailed references to current research that is appropriate to the topic & is clearly and accurately presented. Provides precise examples, facts and details, while conveying both the depth and breadth of the topic. (10)	Mentions concepts & topics from recent research that are appropriate to the topic. This info is accurately presented, providing selected examples, facts and details, but lacking the depth and richness of detail. (7)	No mention is made of relevant research. Minimal scientific background is presented, using some examples that may or may not be appropriate or relevant. (1)	
APPLICATIONS	Clearly describes how the research contributes to our understanding of biology & how the research can be applied. (10)	Presents some ideas on how the research applies to increasing our understanding of biology. (7)	Does not mention applications. It is not clear how this contributes to biology. (1)	
			<i>Total out of 25*</i>	

\* Note: By writing a truly outstanding Introduction Section you can earn up to 30 points! That means you can earn up to 5 extra credit points for this assignment.

*Lab Report Methods Rubric*

	3 POINTS	2 POINTS	1 POINTS	0 POINTS	SCORE
DESCRIPTION OF EXPERIMENT	Includes all factors that may affect the experimental results, including independent variables, dependent variables, and control variables.	Includes most factors that may affect the results of the experiment.	Includes some factors that may affect the results of the experiment.	Lacks explanation of factors that affect results.	
PROCEDURES	All special details & steps are listed.	All steps are listed.	Some steps are listed.	No steps are listed.	
MATERIALS	All materials and equipment listed.	All materials listed.	Some materials listed.	Incorrect or no materials listed.	
DESCRIBES CONTROL VS. EXPERIMENTAL GROUPS	The control variable – kept the same in both groups - is identified, & described.	Control variable is identified but not fully described.	A control variable is identified.	Control variable is not identified or described.	
	IDs the experimental group – the one composed of the independent variable.	IDs experimental group, but does not fully explain the independent variable.	IDs experimental group, but incorrectly explains the independent variable.	Experimental group is not identified.	
DESCRIBE RELEVANT DATA TO BE COLLECTED	Fully describes & justifies data to be collected in the context of testing the hypothesis.	Describes data but does not fully justify.	Briefly describes data.	Does not explain data.	
DATA ANALYSIS	Fully describes & justifies how data will be analyzed to test Ho.	Partly describes & justifies how data will be analyzed.	Poorly describes & justifies how data will be analyzed.	No discussion of data analysis.	
VALIDITY OF METHOD FOR TESTING THE HYPOTHESIS	Clearly explains how this test will enable you to accept or reject your hypothesis.	Partly explains how this test will enable you to accept or reject your hypothesis.	Illogically explains how this test will enable you to accept or reject your hypothesis.	Does not explain how test leads you to accept or reject your hypothesis.	
DEMONSTRATE REPETITION	Fully describes & justifies either multiple trials or multiple experimental setups.	Does not fully describe & justify repetition.	Incorrectly describes repetition.	No account of repetition.	
WRITING	Clearly written using correct grammar.	Some ambiguity and some grammatical errors.	Poorly written and poor grammar.	Not intelligible.	
				Total out of 25*	

\* **Note:** By writing a truly outstanding Methods Section you can earn up to 30 points! That means you can earn up to 5 extra credit points for this assignment

### LAB REPORT RESULTS RUBRIC

CRITERIA	4	2	1	0	score
<b>Presentation</b>	Professional presentation. Shows attention to detail. Clear summary of data & data analysis	Neat, easy to read. Summaries data & data analysis	Sometimes hard to read. Does not help reader understand data & data analysis	Little or no attention to presentation. Data/data analysis not explained or summarized.	
<b>Data collection</b>	Accurately displays data in both table & graph formats. Data is reasonable, thorough & includes values, labels, titles & appropriate scaling to demonstrate comprehension.	Displays data in table and graph formats. Data is reasonable and includes values, labels, titles, and appropriate scaling scales.	Data is reasonable and includes most of the values, labels, titles, appropriate scaling.	Inaccurately displays data in table and/or graph formats. Data is not reasonable &/or significant details are missing that interfere with comprehension.	
<b>Data analysis</b>	Precisely states hypothesis and accurately compares hypothesis to the actual results. Presents ample detail and data to support thesis statement. Accurately and thoroughly explains and states the type of relationship between input (independent) and outcome (dependent) variables.	Clearly states hypothesis and accurately compares hypothesis to the actual results. Presents sufficient data to support thesis statement. Accurately explains and states the type of relationship between independent and dependent variables.	Accurately compares hypothesis to the actual results. Generally refers to the data to support this relationship. Accurately explains or states the relationship between independent & dependent variables.	Inaccurately compares hypothesis to actual results. Does not refer or present data to support relationship. Inaccurately states relationship between independent & dependent variables as indicated by the data.	
<b>Explanation of reasoning</b>	Provides a clear, coherent, complete and organized explanation of math concepts (e.g., statistical models) and/or problem solving strategies.	Provides a clear and organized explanation of math concepts and/or problem solving strategies.	Provides a general explanation, which is organized but lacking in details.	Unclear or incomplete explanation of the problem solving process. Major steps or concepts may be omitted.	
<b>Graphics</b>	Easy to interpret. Clearly organize & summarize data/data analysis	Moderately easy to interpret. Reasonably organize & summarize data/data analysis	Somewhat confusing. Does not help reader to summarize data/data analysis	Absent &/or not clear,	
<b>Logic</b>	Accepts or rejects hypothesis based on evidence from this experiment.	Accepts or rejects hypothesis based somewhat on evidence from this experiment.	Not clear if hypothesis is accepted or rejected based on evidence from this experiment.	Does not explain if hypothesis should be accepted or rejected.	
				<u>Total out of 20*</u>	

\* Note: By writing a truly outstanding Results Section you can earn up to 24 points! That means you can earn up to 4 extra credit points for this assignment.

## Lab Report Discussion Section Rubric

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	<b>Distinguished (5)</b>	<b>Satisfactory (3)</b>	<b>Borderline (1)</b>	<b>Unsatisfactory (0)</b>	<b>points</b>
Framework	Restates the hypothesis, supports or refutes it and explains the role of the test in making the decision.	Restates the hypothesis and supports or refutes it.	Supports or refutes the hypothesis without restating it.	Does not address the hypothesis.	
Evidence	Uses data powerfully as evidence to support statements.	Uses data to support statements.	Refers to data in the body of the report as support.	Does not use data to support arguments	
Logic	Conclusion is logically forced from data and prior knowledge.	Conclusion is logical but not thoroughly defended.	The conclusion is logical but poorly defended	The conclusion is incorrect.	
Error	Identifies sources of error and explains effect on results.	Identifies sources of error.	Suggests possibility of error but identifies no sources.	Does not address possibility of error.	
Context	The experiment. is made meaningful by discussion of its scientific or societal implications; proposals for further investigation are made.	An application or use of the work is provided; a proposal for further investigation is made.	The work is generally ascribed to be useful but no rationale is provided for thinking so.	No relevance is provided for the work.	
				Total out of 20 *	

\* Note: By writing a truly outstanding Discussion Section you can earn up to 25 points! That means you can earn up to 5 extra credit points for this assignment.

**Abstract (10 pts):** This provides a *summary* of your report. The abstract will consist of a *brief* introduction which includes the objectives of your experiment, a description of the investigation to be conducted, methods, rationale for the hypothesis you have made; and significant results of the experiment. Remember that the abstract is an overall summary of your entire report and should not serve as an introductory paragraph; that is the purpose of the introduction!

**Tips on writing an abstract:** The abstract must be able to stand on its own, so don't make any statements that require further explanation or that reference an issue you raise in the body of your paper. Do not include references to your own lab report (e.g., to tables and graphs) or to literature citations. (In some professional scientific journals there are exceptions to this rule, but for student-level reports you should not include such references.) Write the abstract so that it makes sense to a reader who hasn't read the rest of your report. It should also make them interested in reading the whole report.

In the opening sentence(s) of the abstract, you should state the purpose of the experiment. In the subsequent sentence(s), you should briefly describe the methods used to obtain the results and tests of any hypotheses. In the body of the abstract, you should note whether or not the hypotheses were rejected (and the implications of such) and other important findings from the study. End with your overall conclusions. If there is time and room, mention the "real world" practical applications of what you discovered through your research

	<b>Excellent (10)</b>	<b>Proficient (7)</b>	<b>Unsatisfactory (0)</b>	<b>Points</b>
<b>Abstract: Specific Results</b>	Short, to the point, interesting abstract. Fact-rich in addition. Includes all elements explained above.	Short & interesting. Explains experiment well. Includes most of the elements explained above.	Missing elements explained above. Does not describe experiment well	

## Core Competencies Assessment 2010-2011: Area III Courses

UNM Valencia Campus

BIOL 202/202L

Laboratory Science Competencies

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
<p><b>1. Students will describe the process of scientific inquiry.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</li> <li>b. Students should value science as a way to develop reliable knowledge about the world.</li> </ul>	Not assessed this cycle			
<p><b>2. Students will solve problems scientifically.</b> Students should:</p> <ul style="list-style-type: none"> <li>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</li> <li>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).</li> </ul>	Not assessed this cycle			
<p><b>3. Students will communicate scientific information.</b> Students should:</p>	Not assessed this cycle			

(Continued)

## Core Competencies Assessment 2010-2011: Area III Courses

UNM Valencia Campus

Laboratory Science Competencies

BIOL 202/202L

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)				
<b>4. Students will apply quantitative analysis to scientific problems.</b> Students should: a. Select and perform appropriate quantitative analyses of scientific observations. b. Show familiarity with the metric system, use a calculator to perform appropriate mathematical operations, and present results in tables and graphs.	Not assessed this cycle			
<b>5. Students will apply scientific thinking to real world problems.</b> Students should: a. Critically evaluate scientific reports or accounts presented in the popular media. b. Understand the basic scientific facts related to important contemporary issues (e.g., global warming, stem cell research, cosmology), and ask informed questions about those issues.  End – Laboratory Science	An exam question was selected to assess student achievement: <b>EXPLAIN</b> the Hershey Chase experiment that demonstrated that DNA is indeed the hereditary material. <b>Explain</b> why they choose to use the specific radioactive elements and <b>explain</b> how this allowed them to draw their conclusion. Make sure your explanation <u>demonstrates all you know about the logic of scientific discovery.</u> (10 points)  Sample size: N =24 = all students enrolled in BIOL 202 501.	Student grades for this exam question: Total Possible Points = 10 Mean = 6.8 St. Dev.= 2.9	Conclusions and Actions: These results are not satisfactory. 20 of the 24 students were in my Biology 201L course. In that course students were required to write 4 lab reports (formatted for submission to a peer reviewed journal). One purpose of the lab report assignments was to measure student understanding of the scientific method. I plan to develop activities for students to practice the analysis of data sets. Students will carry out these activities in Biology 201/201L and at the start of Biology 202. I will also use this analysis as a formative assessment tool and will provide remedial learning activities as well as reassess this SLO in Biology 202 later in the semester.	

Area III Assessment Contact Person

Claudia Barreto  
Name

3/23/11  
Date

Phone number 505.925.8726

**Core Competencies Assessment 2010-2011: Area IV Courses**

**UNM Valencia Campus**

Political Science 200: American Politics

**Social and Behavioral Sciences Competencies**

*NMCCN 1123*

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> 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> 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>Not assessed this cycle.</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> 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 align="center">(Continued)</p>	<p>Not assessed this cycle.</p>			

**UNM Valencia Campus**

Political Science 200: American Politics

**Social and Behavioral Sciences Competencies**

*NMCCN 1123*

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)		<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></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</p>	<p>Not assessed this cycle.</p>			

determining quality of life.				
<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 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>	To measure this competency students in POL SCI 200 complete the “Judicial Observation Project” assignment (attached).	<p>The assignment is graded based on the “Judicial Observation Project Checklist” rubric (attached).</p> <p>Students performed well on this project. The average grade was 98% for the spring 2009 semester. Sample size: N = 29 (all students enrolled in the course).</p>	I will provide a sample completed student project for students to use as a model in the future.	

Area IV Assessment Contact Person Richard Melzer 04/06/11 Phone number 505 925 8620  
*Name Date*

Attachments for UNMVC Political Science 200: American Politics

**AMERICAN POLITICS**

**JUDICIAL OBSERVATIONS PROJECT**

**Students who write a Judicial Observation paper must:**

- Select a court they would like to visit (as a non-defendant!). Some possible courts are:
  - New Mexico State District Court in Los Lunas
  - Magistrate courts in Los Lunas, Belen, Mountainair, Socorro
  - Municipal courts in Belen, Los Lunas, Mountainair, Socorro

2. Attend a court session for at least one hour, based on what time is most convenient for you and your schedule. Check with the court to learn its docket (when trials and hearings will be held).
3. Write an essay of no longer than 2 pages, using the following structure:
  - A. an *introductory paragraph* in which you state which court you attended, the date, the presiding judge, and the attorney(s) (if any);
  - B. a paragraph briefly describing the physical appearance of the courtroom;
  - C. a paragraph briefly describing the court's staff and their duties;
  - D. at least one paragraph briefly describing the case(s) heard (in whole or in part);
  - E. a paragraph describing the outcome (if any) of the session;
  - F. a paragraph with your opinion of the proceedings and outcome, explaining your observations;
  - G. your *conclusion*: based on rational thought as well as personal opinion, how what would you change about the court to make it more fair and just?

You can answer most of these questions on your own, through careful observation. But there are some questions you may need some help with: politely ask to see the judge and/or staff members, if they are available. They are usually very willing to help, especially when they hear that you are a student in Melzer's American Politics class!

4. Review your Current Issues Project Checklist to be sure you have met all requirements to the best of your ability.
5. Students may attend the same court session, but their reports on these sessions *must be completely different in wording and ideas.*
6. *Optional*: Have the instructor read a draft of your essay for review and comment. This review does not count for or against your final grade.
7. Staple the Judicial Observations Project Checklist to the front of your essay (no fancy covers needed) and hand it in by the due date.

## Judicial Observations Project Checklist

Name: \_\_\_\_\_

Court Visited: \_\_\_\_\_

	<u>Done?</u>	<u>Score</u>
1. The project is submitted by its due date. (0 or 5 points)	_____	_____
2. The project is well organized with		
A. an <i>introductory paragraph</i> in which you state which court you attended, the date, the presiding judge, and the attorney(s) (if any) (0-5 points)	_____	_____
B. a paragraph briefly describing the physical appearance of the courtroom (0-5 points)		
C. a paragraph briefly describing the court's staff and their duties (0-10 points)	_____	_____
D. at least one paragraph briefly describing the case(s) heard (in whole or in part) (0-10 points)	_____	_____
E. a paragraph describing the outcome (if any) of the session (0-20 points)	_____	_____
F. a paragraph with <i>your opinion</i> of the proceedings and outcome, <b><i>explaining</i></b> your observations (0-10 points)	_____	_____
G. your <i>conclusion</i> : based on <i>rational thought</i> , how would you <i>change the court</i> to make it <i>more fair and just?</i> (0-20 points)	_____	_____
3. The essay is no longer than 2 double-spaced typewritten pages in no smaller than 12 point font and margins equal to at least ¾" on both sides and top and bottom. (0-5 points)	_____	_____
4. The essay has good grammar and spelling. (0-5 points)	_____	_____
5. The essay is proofread, with few typos or careless mistakes. (0-5 points)	_____	_____

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*TOTAL POINTS ON PROJECT OUT OF 100*

*POSSIBLE POINTS =* \_\_\_\_\_

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*YOUR AVERAGE IN THE CLASS SO FAR* \_\_\_\_\_

## Core Competencies Assessment 2010-2011: Area V Courses

University of New Mexico-Valencia/Fine Arts  
Valencia Campus/ARTH 101.501

Humanities and Fine Arts Competencies  
NMCCN 1013

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<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.)	Not assessed this cycle.			
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).	Not assessed this cycle.			
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	<p>1. One of the SLO's for Art History 101 states student will be able to:</p> <ul style="list-style-type: none"> <li>• identify purposes of art and the roles of the artist</li> </ul> <p>To measure this SLO students complete weekly (12) interactive electronic clicker quizzes that individually measures critical understanding of specific SLO's through</p>	<p><b>Results of measuring SLO based on quiz data:</b></p> <p>CH1 quiz (average: 77%) SLO designated question CH1 quiz 65% correct. CH2 quiz (average: 70%) SLO designated question CH2 quiz 48% correct. CH3 quiz (average: 74%) SLO designated question CH3 quiz 75% correct.</p> <p>Quiz questions that had percents in the 70's and</p>	<p>To improve student achievement we plan to :</p> <ol style="list-style-type: none"> <li>1. Continue to promote and facilitate usage of class capture for review while measuring usage. Especially for the once a week class.</li> <li>2. Expand the number of credit through outside class application of SLO(s):</li> </ol>	

	<p>multiple choice questions with follow up dialogue.</p> <p>Follow up dialogue (in an open but focused manner) reviews and debates why each possible question is right and wrong. Such attention is practical application/activation of critical thinking and observation per question (example attached 1).</p> <p>Quizzes total 25% of overall grade.</p> <p>To demonstrate proficiency, 80% of students should correctly answer SLO designated questions.</p> <p>2. In addition, to measure this SLO, offered is supplemental credit through outside class application of SLO(s) (example attached 2):</p> <p>Via extra credit gallery, lecture, and museum visits WebCT Discussion entries students will practically demonstrate:</p> <ul style="list-style-type: none"> <li>• the use of the vocabulary of art</li> <li>• identify some of the materials and processes involved in the production of a</li> </ul>	<p>below were revisited on tests</p> <p><b>Results of measuring SLO based on test data:</b> 96% of the students (in a class of 73) exceeded a 70 (passing grade) on test 1.</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>A+</td><td>34%</td></tr> <tr><td>A</td><td>29%</td></tr> <tr><td>A-</td><td>11%</td></tr> <tr><td>B+</td><td>10%</td></tr> <tr><td>B</td><td>3%</td></tr> <tr><td>B-</td><td>3%</td></tr> <tr><td>C</td><td>3%</td></tr> <tr><td>C-</td><td>3%</td></tr> <tr><td>D+</td><td>1%</td></tr> <tr><td>D-</td><td>1%</td></tr> <tr><td>F</td><td>1%</td></tr> </table> <p>Tests total 75% of overall grade.</p> <p>2. supplemental credit through outside class application of SLO(s):</p> <ul style="list-style-type: none"> <li>• understand and use the vocabulary of art</li> <li>• recognize some of the materials and processes involved in the production of a work of art</li> </ul> <p>As of test 1: 12 out of 73 students successfully</p>	A+	34%	A	29%	A-	11%	B+	10%	B	3%	B-	3%	C	3%	C-	3%	D+	1%	D-	1%	F	1%	<ul style="list-style-type: none"> <li>• understand and use the vocabulary of art</li> <li>• recognize some of the materials and processes involved in the production of a work of art</li> </ul> <p>Increasing the percent of quiz scores to 25% of overall grade has been informative.</p> <p>The extra credit recorded entries on discussion format in WebCT offsets quiz averages.</p>	
A+	34%																									
A	29%																									
A-	11%																									
B+	10%																									
B	3%																									
B-	3%																									
C	3%																									
C-	3%																									
D+	1%																									
D-	1%																									
F	1%																									

	<p>work of art</p> <p>(example attached 3)</p> <p>Students in ARTH 101.501 (73 students) were assessed as a representative sample.</p>	<p>received 20 points + extra credit on top of quiz scores for participation in gallery visits with entries on discussion format in WebCT.</p>		
<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>Not assessed this cycle.</p>			

**Core Competencies Assessment 2010-2011: Area V Courses, cont.**

<b>(University of New Mexico-Valencia/Fine Arts) (Valencia Campus/ARTH 101.501)</b>		<b>Humanities and Fine Arts Competencies, cont. (NMCCN 1013)</b>		
<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> 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</p>				

<p>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>End – Humanities/Fine Arts</p>				
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Area V Assessment Contact Person Michael Ceschiat *Name* 3.30.2011 *Date* Phone number 925.8712

**Attachments for UNMVC Art History 101:**

**UNMVC Art History 101 #1.**

CH1 quiz (average: 77%)

Objects that are intended to stimulate a sense of beauty in the viewer are thought to be \_\_\_\_\_ rather than functional.

- A 10% utilitarian
- B 65% aesthetic\*
- C 16% objective
- D 10% iconographic

CH2 quiz (average: 70%)

Christian art's main purpose through the Middle Ages, like that of the stained-glass window from Chartres Cathedral, was \_\_\_\_\_.

- A 48% to educate illiterate people in Christian doctrine\*
- B 8% to glorify the patrons of the art
- C 20% to distinguish Christianity from Islam and Buddhism
- D 24% a & b

CH3 quiz (average: 74%)

The artist's relation to the public often depends upon its:

- A 0% the amount charged for their work

- B 10% whether or not they make representational work
- C 15% the artist's background and lifestyle
- D 75% what the artist is trying to say\*

### **UNMVC Art History 101 #2.**

Extra credit will be added to a quiz score when you visit a gallery, museum or attend an art lecture.

You must show me a receipt or show card and WebCT, in the discussion area ONLY, a few lines about your visual experience. Be sure to use references/terminology and critical thinking based on what we have studied in class. No submissions on paper or email will be accepted. Too long or horrible writing will not be accepted. At the end of week 16 no additional extra credit will be accepted.

Structure:

- 10pts for UNM Valencia galleries and library shows
- 20pts for off campus art galleries/museums
- 20pts for attending an artist reception at our UNM Valencia Gallery

### **UNMVC Art History 101 #3.**

Student discussion entry:

I attended the exhibition, A Passionate Light: Polaroid's by H. Joe Waldrum, at the Albuquerque Museum of Art. The exhibition displayed the museum's collection of H. Joe Waldrum's SX-70 Polaroid's of historic pueblo churches, adobe architecture, and flowers. The collection was grouped into short series of photos for each church, architectural element, or type of flower. In each series, Waldrum captured the changing composition as shade and shadow played against the organic forms. The show also showcased Waldrum's prints and painting inspired by the Polaroid's of New Mexico's adobe architecture. While the Polaroid's depicted Realism, his prints reduced the forms to solid blocks of color depict the Representational form of art, because it portrays recognizable forms.

## Core Competencies Assessment 2010-2011: Area V Courses

**University of New Mexico-Valencia/Fine Arts  
Valencia Campus/ARTH 201**

**Humanities and Fine Arts Competencies  
NMCCN 2113**

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<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>	Not assessed this cycle.			
<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>	Not assessed this cycle.			
<b>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</b>	<p>1. One of the SLO's for Art History 201 states student will be able to:</p> <ul style="list-style-type: none"> <li>• identify purposes of art and the roles of the artist</li> </ul> <p>To measure this SLO students complete weekly (12) interactive electronic clicker quizzes that individually measures critical understanding of specific SLO's through multiple choice questions with follow up dialogue.</p> <p>Follow up dialogue (in an</p>	<p>Results of measuring SLO based on quiz data: CH1 quiz (average: 72%)  CH1 quiz 61% correct.  CH2 quiz (average: 70%)  SLO designated question CH2 quiz 53% correct.</p> <p>Results of measuring SLO based on test data:  96% of the students (in a class of 47) exceeded a 70</p>	<p>To improve student achievement we plan to :</p> <p>3. Continue to promote and facilitate usage of class capture for review while measuring usage. Especially for the once a week class.</p> <p>4. Expand the number of credit through outside class application of SLO(s):</p> <ul style="list-style-type: none"> <li>• understand and use the</li> </ul>	

	<p>open but focused manner) reviews and debates why each possible question is right and wrong. Such attention is practical application/activation of critical thinking and observation per question (example attached 1).</p> <p>Quizzes total 25% of overall grade.</p> <p>To demonstrate proficiency, 80% of students should correctly answer SLO designated questions.</p> <p>Quiz questions that had percents in the 70's and below were revisited on tests.</p> <p>Tests total 75% of overall grade.</p> <p>2. In addition, to measure this SLO, offered is supplemental credit through outside class application of SLO(s) (example attached 2):</p> <p>Via extra credit gallery, lecture and museum visits WebCT Discussion entries students will practically demonstrate:</p> <ul style="list-style-type: none"> <li>the use of the vocabulary of art</li> </ul>	<p>(passing grade) on test 1.</p> <table border="0"> <tr><td>A+</td><td>53%</td></tr> <tr><td>A</td><td>11%</td></tr> <tr><td>A-</td><td>17%</td></tr> <tr><td>B</td><td>9%</td></tr> <tr><td>B-</td><td>4%</td></tr> <tr><td>C-</td><td>2%</td></tr> <tr><td>D+</td><td>2%</td></tr> <tr><td>D-</td><td>2%</td></tr> </table> <p>2. supplemental credit through outside class application of SLO(s):</p> <ul style="list-style-type: none"> <li>understand and use the vocabulary of art</li> <li>recognize some of the materials and processes involved in the production of a work of art</li> </ul> <p>31 out of 47 students successfully received 20 points + extra credit for participation in gallery visits with entries on discussion format in WebCT.</p>	A+	53%	A	11%	A-	17%	B	9%	B-	4%	C-	2%	D+	2%	D-	2%	<p>vocabulary of art</p> <ul style="list-style-type: none"> <li>recognize some of the materials and processes involved in the production of a work of art</li> </ul> <p>Increasing the percent of quiz scores to 25% of overall grade has been informative.</p> <p>The extra credit recorded entries on discussion format in WebCT offsets quiz averages.</p>	
A+	53%																			
A	11%																			
A-	17%																			
B	9%																			
B-	4%																			
C-	2%																			
D+	2%																			
D-	2%																			

	<ul style="list-style-type: none"> <li>identify some of the materials and processes involved in the production of a work of art</li> </ul> <p>(example attached 3)</p> <p>Students in ARTH 201.501 (47 students) were assessed as a representative sample.</p>			
<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>	Not assessed this cycle.			

**Core Competencies Assessment 2010-2011: Area V Courses, cont.**

University of New Mexico-Valencia/Fine Arts Valencia Campus/ARTH 201		Humanities and Fine Arts Competencies NMCCN 2113		
<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<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</p>				

<p>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>End – Humanities/Fine Arts</p>				
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Area V Assessment Contact Person Michael Ceschiat *Name* 3.30.2011 *Date* Phone number 925.8712

**Attachments for UNMVC Art History 201:**

**UNMVC Art History 201 #1.**

CH1 quiz (average: 72%)

In northeast Nigeria Wodaabe women carve gourds into calabashes; most of these are treasured as:

- A 61% ceremonial possessions\*
- B 0% utensils to hold porridge
- C 0% vessels to carry milk
- D 39% all of these
- E 0% none of these

CH2 quiz (average: 70%)

The skill of Paleolithic artists was often remarkable in:

- A 53% fluid execution of the animal forms\*
- B 0% rendering of the landscape
- C 5% exact geometry of the decorative patterns
- D 40% all of these

E 2% none of these

### **UNMVC Art History 201 #2.**

Extra credit will be added to a quiz score when you visit a gallery, museum or attend an art lecture.

You must show me a receipt or show card and WebCT, in the discussion area ONLY, a few lines about your visual experience. Be sure to use references/terminology and critical thinking based on what we have studied in class. No submissions on paper or email will be accepted. Too long or horrible writing will not be accepted. At the end of week 16 no additional extra credit will be accepted.

Structure:

10pts for UNM Valencia galleries and library shows

20pts for off campus art galleries/museums

20pts for attending an artist reception at our UNM Valencia Gallery

### **UNMVC Art History 201 #3.**

Student discussion entry:

On Friday, October 1, 2010, I went to the Tamarind Institute for a tour of their new facilities at 108 Stanford SE. Shelley Smith, Marketing Specialist, introduced herself and Anne Slattery, Curator. Shelley gave a short history of the Institute, and then showed a video of the creation of a lithograph from the beginning stroke to the final print, demonstrated by a Japanese artist and a French Master Printer. The audio was difficult to understand, due in part to their accents. I came home and read the Lithography section of *The Complete Printmaker* by John Ross and Clare Romano. Lithography is a so-called planographic process which depends on the natural opposition of grease and water. The image is drawn with a greasy crayon or ink onto a smooth stone (most probably mined in Germany and finely ground). The stone is then alternately dampened with water and rolled with an oil-based ink. Depending on the fineness of the image, this will be done five or six times. (The demonstration we watched was done ten times.) The paper is placed over the image and rolled through the press. Here again the precision of where the image appears on the paper is meticulously determined by "pinhole registers" placed on the stone and the paper and these are then lined up. If more than one color is used, a separate stone is used for each color. The printer and the artist work together until the bon a tirer (passed for press, accepted by the artist - BAT) is approved. This print is signed and the number of prints in the edition are printed. Each additional print is signed and numbered by the artist and "chops" are applied indicating who printed it, both the Institute and the collaborating printer. The curator explained this process in detail, impressing on us the need for thoroughness and accuracy. When the edition is complete, the stone containing the image is destroyed by defacing it, and printing an image indicating such.

The conducted tour of the Institute provided actual visual contact with the processes and the chance to ask questions.

Fascinating!

**Core Competencies Assessment 2010-2011: Area V Courses**

University of New Mexico-Valencia/Fine Arts  
Valencia Campus/ARTH 202.501

Humanities and Fine Arts Competencies  
NMCCN 2123

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><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></p>	<p>1. One of the SLO's for Art History 202 states student will be able to:</p> <ul style="list-style-type: none"> <li>distinguish the elements &amp; principles of design in different styles and explain how they are being used in a given work of art</li> </ul> <p>To measure this SLO students complete weekly (12) interactive electronic clicker quizzes that individually measures critical understanding of specific SLO's through multiple choice questions with follow up dialogue.</p> <p>Follow up dialogue (in an open but focused manner) reviews and debates why each possible question is right and wrong. Such attention is practical application/activation of critical thinking and observation per question (example attached 1).</p> <p>Quizzes total 25% of overall grade.</p>	<p>Results of measuring SLO based on quiz data: CH7quiz1 (average: 69%)</p> <p>SLO designated question CH7quiz1 75% correct.</p> <p>CH7quiz2 (quiz average: 66%)</p> <p>SLO designated question CH7quiz2 36% correct.</p> <p>CH8quiz1 (average: 66%)</p> <p>SLO designated question CH8quiz1 65% correct.</p> <p>CH8quiz2 (average: 69%)</p> <p>SLO designated question CH8quiz2 62% correct.</p> <p>Results of measuring SLO based on test data: 78% of the students (in a class of 47) exceeded a 70 (passing grade) on test 1.</p> <p align="center">A+ 24% A 11% A- 13% B+ 9%</p>	<p>To improve student achievement we plan to:</p> <p>5. Continue to promote and facilitate usage of class capture for review while measuring usage. Especially for the once a week class.</p> <p>6. Expand the number of credit through outside class application of SLO(s):</p> <ul style="list-style-type: none"> <li>understand and use the vocabulary of art</li> <li>recognize some of the materials and processes involved in the production of a work of art</li> </ul> <p>Increasing the percent of quiz scores to 25% of overall grade has been informative.</p> <p>The extra credit recorded entries on discussion format in WebCT offsets</p>	

	<p>To demonstrate proficiency, 80% of students should correctly answer SLO associated questions.</p> <p>2. In addition, to measure this SLO, offered is supplemental credit through outside class application of SLO(s)</p> <p>(example attached 2):</p> <p>Via extra credit gallery, lecture and museum visits WebCT Discussion entries students will practically demonstrate:</p> <ul style="list-style-type: none"> <li>• the use of the vocabulary of art</li> <li>• identify some of the materials and processes involved in the production of a work of art</li> </ul> <p>(example attached 3)</p> <p>Students in ARTH 202.501 (47 students) were assessed as a representative sample</p>	<table border="0"> <tr><td>B</td><td>4%</td></tr> <tr><td>B-</td><td>4%</td></tr> <tr><td>C</td><td>7%</td></tr> <tr><td>C-</td><td>4%</td></tr> <tr><td>D+</td><td>4%</td></tr> <tr><td>D</td><td>2%</td></tr> <tr><td>D-</td><td>2%</td></tr> <tr><td>F</td><td>13%</td></tr> </table> <p>Quiz questions that had percents in the 70's and below were revisited on tests.</p> <p>Tests total 75% of overall grade.</p> <p>2. supplemental credit through outside class application of SLO(s):</p> <ul style="list-style-type: none"> <li>• understand and use the vocabulary of art</li> <li>• recognize some of the materials and processes involved in the production of a work of art</li> </ul> <p>As of test 1: 11 out of 47 students successfully received 20 points + extra credit on top of quiz scores for participation in gallery visits with entries on discussion format in WebCT.</p>	B	4%	B-	4%	C	7%	C-	4%	D+	4%	D	2%	D-	2%	F	13%	<p>quiz averages.</p>	
B	4%																			
B-	4%																			
C	7%																			
C-	4%																			
D+	4%																			
D	2%																			
D-	2%																			
F	13%																			

<p><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></p>	<p>Not assessed this cycle.</p>			
<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>Not assessed this cycle.</p>			
<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>Not assessed this cycle.</p>			

<p><b>Core Competencies Assessment 2010-2011: Area V Courses</b></p> <p><b>University of New Mexico-Valencia/Fine Arts</b> Valencia Campus/ARTH 202.501</p>	<p><b>Humanities and Fine Arts Competencies</b> NMCCN 2123</p>
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<p><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p><b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)</p>	<p><b><u>Assessment Results</u></b></p>	<p><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p><b><u>(Optional)</u></b> Recommendations/Goals/Priorities</p>
<p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of</p>				

<p>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>End – Humanities/Fine Arts</p>				
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Area V Assessment Contact Person Michael Ceschiat 3.30.2011 Phone number 925.8712  
*Name Date*

**Attachments for UNMVC Art History 202:**

**UNMVC Art History 202 #1.**

CH7quiz1 (average: 69%)

Scientific perspective was:

- A 0% a discovery gleaned from classical antiquity
- B 8% a refinement of the aesthetic concerns of the Middle Ages
- C 17% a technique for psychological realism
- D 75% the rendering of figures and objects in illusory space\*

CH7quiz2 (average: 66%)

Leonardo da Vinci developed a form of composition that:

- A 39% emphasized two-dimensional illusionary space
- B 36% created visual unity\*
- C 19% separates the macrocosmic from the microcosmic
- D 6% avoided references to three-dimensional realism

CH8quiz1(average:66%)

The boldest aspect of Bramante’s proposed conception for the new St. Peter’s basilica was its:

- A 65% colossal scale\*
- B 5% six equal arms
- C 14% basilica plan
- D 16% use of two bell towers

CH8quiz2 (average: 69%)

Titian's Madonna of the Pesaro Family was innovative in Renaissance art because of its:

A 3% vanishing point seen only from above

B 3% tight tempera linearity

C 62% asymmetrical composition\*

D 32% all of these

E 0% none of these

\*correct answer

### **UNMVC Art History 202 #2.**

Extra credit will be added to a quiz score when you visit a gallery, museum or attend an art lecture.

You must show me a receipt or show card and WebCT, in the discussion area ONLY, a few lines about your visual experience. Be sure to use references/terminology and critical thinking based on what we have studied in class. No submissions on paper or email will be accepted. Too long or horrible writing will not be accepted. At the end of week 16 no additional extra credit will be accepted.

Structure:

10pts for UNM Valencia galleries and library shows

20pts for off campus art galleries/museums

20pts for attending an artist reception at our UNM Valencia Gallery

### **UNMVC Art History 202 #3.**

Student discussion entry:

It was really neat that Karl took the time to come into our class and show us his art, and talk to us a little bit about it. I really enjoyed some of the pieces he showed during the class. I very much enjoyed his floral patterns, ( the wallpaper inspired designs) I loved the color and the contrast between the two sides of the paintings. I also enjoyed seeing his photography, there were all so simple but yet had a lot of feeling to them. At the reception itself it was amazing to see his pieces. I really loved seeing the drawings he did from his photography. There were truly amazing. He captured so much emotion from their faces, without a ton of detail. They were very raw, but amazing. The fencing guy was also very neat, although I did prefer the fencing guy with the leaves as the backdrop a little more than the one in the reception, both were very nicely done. I loved the contrast between him and the backdrops.

## Core Competencies Assessment 2010-2011: Area V Courses

University of New Mexico-Valencia /Digital Media Arts)  
Valencia Campus/MA 210

Humanities and Fine Arts Competencies  
NMCCN 2123

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p><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></p>	<p>1. Two of the SLO's for MA 210 state:</p> <ol style="list-style-type: none"> <li>a. To identify major film genres and subgenres</li> <li>b. To develop visual literacy – to build a vocabulary for analyzing films in terms of form and style</li> </ol> <p>To measure these SLO's, students complete weekly quizzes and discussion postings as this is a purely online course. Discussion postings are interactive and have a strict rubric for evaluation (see attached).</p> <p>The discussion highlighted in this example was:</p> <p>“</p> <p><b>Film Art &amp; Film History:</b></p> <p>Pretend it is fifty years from now.</p>	<p>32 students were enrolled in this course (Summer 2010).</p> <p>Representing the grades of the <b>discussion</b> assignment:</p> <p>17 scored A or better 4 scored B 8 scored C 3 scored C- or below</p> <p>For comparison, the semesters grades are broken down as such:</p> <p>We can see how the red ones correlate. Relate the other to the SLOS in left column.</p> <ul style="list-style-type: none"> <li>• Syllabus Quiz – 5 points</li> <li>• Discussions (7) – 6 points each. Total discussion points = 42</li> <li>• Quizzes (6) – 5 points each. Total quiz points = 30</li> <li>• Final Project Film Analysis – 23 points</li> </ul>	<p>To improve student achievement, I plan to:</p> <ol style="list-style-type: none"> <li>1. Continue to adapt curriculum to current standards in film history, both internationally and locally</li> <li>2. Expand the use of social/multi-media tools available on the internet for online courses such as YouTube movies and experimental non-traditional filmmaking as it relates to curriculum development and textbook edition revisions</li> </ol>	

	<p>While doing research into some old-fashioned computer technology called the "Internet," you unearth a website that showcases popular films from the early part of this century's first decade (2000-2010), then consider:</p> <ol style="list-style-type: none"> <li>1. What might you be led to believe about film form and film history of the period?</li> <li>2. How would you describe to your colleagues the relationship between film form and film history in this period of American popular filmmaking?</li> <li>3. What films would you name as those that highlighted this decade? Name at least three.</li> </ol> <p>Please post, and then respond to at least THREE other postings.</p> <p><b>In the subject line of your post, please put the name of one of the three films you believe will mark this</b></p>	<p>Representing the grades of the <b>Quiz 6</b> assignment (see below for actual quiz questions):</p> <p>Quiz 6</p> <p>5</p> <p>5</p> <p>0</p> <p>5</p> <p>3.51</p> <p>5</p> <p>1.78</p> <p>2.17</p> <p>5</p> <p>0</p> <p>4.72</p> <p>0</p> <p>4.74</p> <p>4.86</p> <p>4.31</p> <p>0</p> <p>0</p> <p>4.07</p>		
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	<p><b>decade in film history. For example, The Fantastic Mr. Fox!"</b></p> <p>Postings and the required replies constitute for an educated and lively debate that focuses on genres studied and verbal syntax of what is critiqued. This exemplifies practical knowledge of the content in the text and reviewed material thus far in the semester (movie clips and full length films) and highlights critical thinking.</p>	<p>4.46</p> <p>5</p> <p>2.46</p> <p>0</p> <p>0</p> <p>4.2</p> <p>4</p> <p>5</p> <p>4.72</p> <p>5</p> <p>5</p> <p>2.31</p> <p>4.72</p> <p>4.32</p>		
<p><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></p>	<p>Not assessed this cycle</p>			
<p><b>3. Students will recognize and articulate the diversity of</b></p>	<p>Not assessed this cycle</p>			

<p><b>human experience across a range of historical periods and/or cultural perspectives.</b></p>				
<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>Not assessed this cycle</p>			

**Core Competencies Assessment 2010-2011: Area V Courses**

**University of New Mexico-Valencia /Digital Media Arts)**  
Valencia Campus/MA 210

**Humanities and Fine Arts Competencies**  
NMCCN 2123

<p><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p><b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)</p>	<p><b><u>Assessment Results</u></b></p>	<p><b><u>How Results Will Be Used To Make Improvements</u></b></p>	<p><b><u>(Optional)</u></b> Recommendations/Goals/Priorities</p>
<p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and</p>				

<p>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>End – Humanities/Fine Arts</p>				
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Area V Assessment Contact Person Alexa Wheeler  
*Name*

3-22-2011  
*Date*

Phone number 505.925.8702

Rubrics for Discussion Postings:

## THREADED DISCUSSION RUBRIC

- all postings MUST be delivered by the required due dates -

6 – Excellent	<ul style="list-style-type: none"><li>- New and original ideas relevant to the discussion</li><li>- Insightful and reflective</li><li>- Elaboration of ideas</li><li>- Multiple contributions to the discussion</li><li>- Responding to at least three other postings</li></ul>
5 – Very Good	<ul style="list-style-type: none"><li>- Insightful and reflective</li><li>- Elaboration of ideas</li><li>- Multiple contributions to the discussion</li><li>- Responding to at least two other postings</li></ul>
4 – Acceptable	<ul style="list-style-type: none"><li>- Elaboration and contribution to one idea</li><li>- Only contributed once to the discussion</li><li>- Responding to at least one other posting</li></ul>
3 – Marginal	<ul style="list-style-type: none"><li>- Simple insight</li><li>- Only contributed once to the discussion</li><li>- Responding to only one other posting</li></ul>
2 – No Value	<ul style="list-style-type: none"><li>- Merely repeat what has been said by others</li><li>- Only contributed once to the discussion</li><li>- Not responding to any other posting</li></ul>
0 – No Credit	<ul style="list-style-type: none"><li>- Agreement statement only</li><li>- Only contributed once to the discussion</li><li>- “Flaming” or derogatory comments</li><li>- Messages are totally unrelated to the topic of the discussion</li><li>- Not responding to any other posting</li><li>- No participation</li></ul>

## Core Competencies Assessment 2010-2011: Area V Courses

University of New Mexico, Valencia Campus  
Music 139.501/Music Appreciation

Humanities and Fine Arts Competencies  
NMCCN 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities														
<p><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></p>	<p>One of the SLOs for Music Appreciation (Mus 139) is to describe and write about music in a knowledgeable manner. In order to do this, students attend concerts and then analyze and interpret the pieces which were performed on the concert. Each student must attend two live concert performances and write a subjective review long enough to give adequate detail about the concert, but no more than three pages long, typed and double spaced.</p> <p>*The requirements are as follows: Concert I: Symphony Concert (NMSO, Santa Fe Symphony, UNM Orchestra) Concert II: Classical/Jazz (UNM Keller Hall Series, Placitas Artists Series, Outpost, etc.)</p> <p>The paper must incorporate musical ideas and terms</p>	<p>93% of the students (in a class of 40) scored higher than 80% for the Concert Review assignment/assessment.</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>A+</td><td>55%</td></tr> <tr><td>A</td><td>26%</td></tr> <tr><td>B+</td><td>5%</td></tr> <tr><td><u>B</u></td><td><u>7%</u></td></tr> <tr><td>C+</td><td>0%</td></tr> <tr><td>C</td><td>5%</td></tr> <tr><td>D</td><td>2%</td></tr> </table>	A+	55%	A	26%	B+	5%	<u>B</u>	<u>7%</u>	C+	0%	C	5%	D	2%	<p>To improve student achievement we plan to:</p> <ol style="list-style-type: none"> <li>1. Identify and review misused terms and concepts from individual papers as a whole class. Who misused the term or concept will, of course, be kept anonymous.</li> <li>2. At the class session after a concert which many of the students attended, we will have a brief in-class discussion about the concert; the music, the performers, the composers, and the experience of attending such an event.</li> </ol>	
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	<p>from lectures, as well as personal opinions and observations. What terms and ideas did you notice from class? What did you like or dislike about the concert? The papers can be submitted in any order. The guidelines for these concert reviews are attachment 1.</p> <p>To demonstrate proficiency, each student is expected to earn an 80% or above on each of the concert reviews. Students in Music 139.501 (40 students) were assessed as a representative sample. Please see Attachment 2, Criteria for Grading Concert Reviews, for the scoring rubric.</p>			
<p><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></p>	<p>Not assessed this cycle.</p>			
<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>Not assessed this cycle.</p>			
<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>Not assessed this cycle.</p>			

## Core Competencies Assessment 2010-2011: Area V Courses

**University of New Mexico, Valencia Campus**  
 Music 139.501/Music Appreciation

**Humanities and Fine Arts Competencies**  
 NMCCN 1113

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

Area V Assessment Contact Person Suzanne Shelton Phone number 505.266.1671

### Attachment 1: Guidelines for Concert Reviews

#### Music Appreciation Guidelines for Concert Reviews

How to be a music critic, or just sound like one.  
“Writing about music is like dancing about architecture.” Elvis Costello

**Describe:** A very basic and factual description of the concert can function as the introduction. Include who, what, when, and where information of the concert. Anything unusual about the concert? Did you attend alone or with friends and family? Please include the important information relevant to the concert.

**Analyze:** To analyze is to get “picky” about what you hear in the music, more than just a superficial description. What was outstanding about each piece, how did they compare to each other and to what we’ve heard in class or other times. Use terms from class, but by no means restrict yourselves to those terms. Listen at the Musical Level!

**Interpret:** Think about what meaning you found in the music, where did it come from (time period, country, the composer). Is it relevant today, who might be the listeners of this kind of music, and can you support your opinions and assertions? Include any ideas and general themes from class.

**Judge:** There are two elements to consider here: the music itself and the people doing the performing. Include remarks concerning both. Likes and dislikes about the music itself and about the performer’s performance should be followed by explanations for your judgments. You will not be graded down for disliking a concert provided you describe why you didn’t like it.

**General guidelines:** Originality and clarity of expression will go a long way in this paper.

-- Using program notes: Sometimes there is printed information about the music or the performers provided in the program. This information can be helpful, however, don’t let them “write” your paper for you. If you must quote from the program notes, please be sure to use quotes. After all, this paper is about your experience, not someone else’s!

-- Correct spelling, grammar, punctuation, capitalization, and word usage are parts of a well written paper, so be sure to proof-read your copy. Grades will be lowered for excessive grammar and punctuation mistakes.

-- Punctuation of musical pieces is as follows:

**Quotation marks or italics?** Titles of individual selections of a larger work are put in quotation marks while the larger piece is put in italics.

“Come scoglio” from *Così fan tutte*. This is an aria (“Come”) within an opera (*Così*)

“Halleluia Chorus” from Handel’s *Messiah*

**Generic titles are capitalized only when referring to specific pieces:**

Symphony No. 3 by Beethoven. (Refers to a specific piece)

The symphonies of Beethoven. (All of his symphonies in general. He wrote 9.)

example: The second movement of Symphony No. 6 started with a mournful oboe solo.

**Subtitles or nicknames of pieces are in quotation marks inside parentheses and follow the official title of the piece:**

Symphony No. 3 (“Eroica”) by Beethoven

**Capitalization or italics?** Pieces which do not have a generic title, such as Symphony No. 3, are put in italics. Titles of lieder, operas, and ballets are always italicized.

*Night on Bald Mountain* *Madame Butterfly* *Erlking* *The Nutcracker*

-- In order to incorporate all of the above mentioned points, the paper should be about three pages long, double-spaced. The program and ticket stub should be attached.

--Grading is broken down the following way: Content/Analysis 40, Vocabulary 30, Organization 20, Mechanics 10.

The order of your paper can go in concert order or you may use the Doing Art Is Jolly framework from above.

## Attachment 2: CRITERIA FOR GRADING CONCERT REVIEWS

### Content/Analysis (40 points)

39-40 Very complete information: thorough and relevant, analysis is not based on impressionistic comments.

34-35 Adequate information: some development of ideas, lacking some supporting details, somewhat impressionistic.

29-30 Limited information: ideas present but not developed, lack of supporting details, very impressionistic.

15-20 Minimal information: analysis is solely impressionistic of irrelevant to description.

### **Vocabulary of Musical Terms (30)**

29-30 Broad: accurate and effective word use and choice, extensive use of musical terms studied in the classroom.

27-28 Adequate use of vocabulary: some erroneous word usage or lack of use where indicated.

22-24 Erroneous word choice leads to incorrect interpretation of music, some invented words.

18-20 Lack of any musical terms, abundance of invented words or many incorrect use of terms.

### **Organization (20)**

19-20 Logically and effectively ordered: description and main points connected, not choppy.

16-17 Apparent order is intended: somewhat choppy, loosely organized but main points stand out.

13-14 Limited order to the content: sequencing of ideas is ineffective or not logical, very choppy.

10-11 Series of separate sentences with no transitions: disconnected ideas, no apparent order.

### **Mechanics (10)**

9-10 Typed and neat, very few errors in spelling, excellent presentation.

8-7 Typed and somewhat clear, occasional errors in spelling, good presentation.

6-5 Typed, several errors in spelling, lack of proofreading, or perhaps not edited.

2-3 Not typed, frequent errors in spelling, clearly not edited.

### **Additional information:**

Late papers may be turned in. 5% for each class day late, with a maximum of 10% counted off.

*The following reports were submitted to and reviewed by the UNMVC CARC, however revised reports have not been returned:*

<b>Core Competencies Assessment 2010-2011: Area V Courses</b> (University of New Mexico-Valencia Fine Arts ) <b>Competencies</b> Valencia Campus/THEA 105-501 (listed as 122-501 in catalogue Hybrid Course 2 <sup>nd</sup> , 8 week semester					<b>Humanities and Fine Arts</b>  (NMCCN ?)
<b>State Competencies</b> (Learning Outcomes Being Measured)	<b>Assessment Procedures</b> (Process/Instrument named or described – rubric attached)	<b>Assessment Results</b>	<b>How Results Will Be Used To Make Improvements</b>	<b>(Optional)</b> 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>	Not assessed at this cycle				

<p><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></p>	<p>One of the SLO's for Theatre Appreciation 105-501 states that the student will be able to: Identify Major playwrights, artistic movements and historical periods of theatre.</p> <p>To assess students achievement of the SLO, students are required to complete As-written homework assignments in which they <del>and in order to measure this SLO students complete written answers to the questions given in the "Learning Objectives" and they define the "Key Terms" section</del> of each chapter of their text; <i>The Enjoyment of Theatre</i> 8/E. They are also required to respond, in writing, to answers questions in the "Key Terms" section in each chapter of the text.</p> <p>The material is previewed in class and followed up by in-class discussion and or, short writing assignments. By doing the above students will augment their</p>	<p>Each homework asmt. Is turned in to me and counts for half of the students' participation for that day. It may also be sent via e-mail or online.</p> <p>We need data here on how the students performed on the tools described in the "Procedures" column.</p>	<p>To improve student achievement we plan to:</p> <ol style="list-style-type: none"> <li>1. Continue to promote and facilitate usage of class capture for review while measuring usage.</li> </ol> <p>Is #2 relevant to the assessment exercise reported here?</p> <ol style="list-style-type: none"> <li>2. Expand the number of credit? through outside class application (homework assignments?) of SLO (s): <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the 8 elements of theatre (participants, scenario, time, costume, geography, music, movement and purpose ) involved in any given theatrical production.</li> </ul> </li> </ol> <p>By requiring it to be part regular credit and recorded by entries on discussion format in WebCT.</p>	
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	knowledge of the major playwrights, artistic movements and historical periods of theatre. The above is in addition to course lectures, theatre documentaries, filmed performances and scene readings.			
<b>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</b>	Not assessed at this cycle			
<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>	Not assessed at this cycle			
(Continued)				

**Core Competencies Assessment 2010-2011: Area V Courses, cont.**

(Valencia Campus/THEA 105-501( 122-501 in catalogue)

**Humanities and Fine**

**Arts Competencies, cont.**

(e University/College Course Number and Name here)

(Place New Mexico Common Core Number here)

<b>State Competencies</b> (Learning Outcomes Being Measured)	<b>Assessment Procedures</b> (Process/Instrument named or described – rubric attached)	<b>Assessment Results</b>	<b>How Results Will Be Used To Make Improvements</b>	<b>(Optional)</b> Recommendations/Goals/Priorities
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<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</p>				
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<p>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>End – Humanities/Fine Arts</p>				
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Area V Assessment Contact Person Dawn-Marie Lopez 4-04-2011 Phone number 505-925-8628  
*Name Date*

## Core Competencies Assessment 2010-2011: Area V Courses

University of New Mexico-Valencia Fine Arts  
Valencia Campus/DANC 105-501

Humanities and Fine Arts Competencies  
(NMCCN 1113)

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities																																																									
<p>1. Students will recognize and articulate the diversity of human experience through dance appreciation across a range of historical periods and/or cultural perspectives.</p>	<p><b>One of the SLO's for Dance Appreciation, 105-502, states that the student will be able to do the following: Describe and recognize dance styles in relation to their cultural origins and contexts, with a special focus on the dance cultures of New Mexico.</b></p> <p><u>Assessment Rubric:</u> <u>Oral Report = 20 points</u> ( 20 points divided by 4 Areas 5 points: Presentation/Preparedness 5 points: Content/research 5 points: Use of Visual Media/ and supporting materials i.e., costumes, props, 5 points: Presentation: beg./middle/end (was the topic research</p>	<p>90% of the students (in a class of 36) exceeded a 70 (passing grade on both their oral report and 5 page research paper.</p> <p><b>Oral Report Grades:</b> (20 points = A+)</p> <table style="margin-left: 20px;"> <tr> <td>20</td> <td>A+</td> <td>32</td> </tr> <tr> <td>19</td> <td>A</td> <td></td> </tr> <tr> <td>18</td> <td>A-</td> <td></td> </tr> <tr> <td>17</td> <td>B+</td> <td></td> </tr> <tr> <td>16</td> <td>B</td> <td></td> </tr> <tr> <td>15</td> <td>B-</td> <td>4</td> </tr> <tr> <td>14</td> <td>C+</td> <td></td> </tr> <tr> <td>13</td> <td>C</td> <td></td> </tr> <tr> <td>12</td> <td>C-</td> <td></td> </tr> <tr> <td>11</td> <td>D+</td> <td></td> </tr> <tr> <td>10</td> <td>D</td> <td></td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td>09</td> <td>D-</td> <td></td> </tr> <tr> <td>08</td> <td></td> <td></td> </tr> <tr> <td>07</td> <td></td> <td></td> </tr> <tr> <td>06</td> <td></td> <td></td> </tr> <tr> <td>05</td> <td></td> <td></td> </tr> <tr> <td>04</td> <td></td> <td></td> </tr> <tr> <td>03</td> <td></td> <td></td> </tr> </table>	20	A+	32	19	A		18	A-		17	B+		16	B		15	B-	4	14	C+		13	C		12	C-		11	D+		10	D		<hr/>			09	D-		08			07			06			05			04			03			<p>To improve student achievement we plan to:</p> <p><b>1. Expand the number of credit through outside class application of SLO(s):</b></p> <ul style="list-style-type: none"> <li>• Understand and use the vocabulary of dance elements (body, space, time and effort) to describe and analyze dance.</li> <li>• Understand the fundamental vocabulary used to describe dance within historical, cultural contexts and specific genres.</li> </ul> <p>#1. Continue to promote and</p>	
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	statement answered?)	02 01	facilitate usage of both archival and current dance documentaries, film clips and videos by referencing their links and relevant information both in class and in the near future in hybrid WebCTformat.																																					
(Continued)	<p>To measure this SLO students are asked to write a 5 page research paper that includes a bibliography in MLA style, on a dance topic of their choice and to give a 7-10 minute presentation of their research topic in class at the end of the semester.</p> <p><u>Research Paper Grading:</u> The Research Paper = 20 points divided in 4 (continued) Segments:</p> <p>5 points: 5 page essay beg./middle/ end i.e., Introduction to the topic, Research undertaken, Findings, concluding statement. MLA Style bibliography</p> <p>5 points:</p>	<p><b>Research Paper Grades:</b></p> <table border="0"> <tr><td>20</td><td>A+</td><td>30</td></tr> <tr><td>19</td><td>A</td><td></td></tr> <tr><td>18</td><td>A-</td><td>2</td></tr> <tr><td>17</td><td>B+</td><td></td></tr> <tr><td>16</td><td>B</td><td></td></tr> <tr><td>15</td><td>B-</td><td>3</td></tr> <tr><td>14</td><td>C+</td><td></td></tr> <tr><td>13</td><td>C</td><td></td></tr> <tr><td>12</td><td>C-</td><td></td></tr> <tr><td>11</td><td>D+</td><td></td></tr> <tr><td>10</td><td>D</td><td>1</td></tr> <tr><td>09</td><td>D-</td><td></td></tr> </table>	20	A+	30	19	A		18	A-	2	17	B+		16	B		15	B-	3	14	C+		13	C		12	C-		11	D+		10	D	1	09	D-		(continued) #2 By requiring it? to be part Regular credit and recorded by entries on discussion format in WebCT.	
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	<p><b>Supported and expanded upon Oral Presentation?</b></p> <p><b>5points:</b>  <b>Spelling</b>  <b>Punctuation</b>  <b>Grammar</b></p> <p><b>5points:</b>  <b>Effort Preparedness</b></p> <p><u><b>Assessment Rubrics:</b></u>  <b>Oral Report = 20 points</b>  <b>( 20 points divided by 4 Areas</b></p> <p><b>5 points:</b>  <b>Presentation/Preparedness</b></p> <p><b>5 points:</b>  <b>Content/research</b></p> <p><b>5 points:</b>  <b>Use of Visual Media/ and supporting materials i.e., costumes, props,</b></p> <p><b>5 points:</b>  <b>Presentation: beg./middle/end (was the topic research statement answered?)</b></p> <p><b>The research paper and the oral presentation of it account for a total of 40 points out of the 100 possible points for the course?</b></p>			
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**Core Competencies Assessment 2010-2011: Area V Courses, cont.**

**(Place University/College Name here)**  
**(Place University/College Course Number and Name here)**

**Humanities and Fine Arts Competencies, cont.**  
**(Place New Mexico Common Core Number here)**

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/Priorities
<p>For all Humanities and Fine Arts 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>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</p>				

different disciplines.				
End – Humanities/Fine Arts				

Area V Assessment Contact Person Dawn-Marie Lopez 4-04-2011 Phone number 505-925-8628  
*Name* *Date*