The University of New Mexico-Albuquerque
Core Competencies Report

Date Submitted 10-24-2011

Attachments (please check all that apply):

__X__ Area I Communications	*Contact Person Tom Root, 505.277-4130*
__X__ Area II Math—Algebra	*Contact Person Tom Root, 505.277-4130*
__X__ Area II Math—Calculus	*Contact Person Tom Root, 505.277-4130*
__X__ Area II Math—Statistics	*Contact Person Tom Root, 505.277-4130*
__X__ Area III Laboratory Science	*Contact Person Tom Root, 505.277-4130*
__X__ Area IV Social/Behavioral Sciences	*Contact Person Tom Root, 505.277-4130*
__X__ Area V Humanities/Fine Arts	*Contact Person Tom Root, 505.277-4130*

This report fulfills reporting requirements for the New Mexico Higher Education Dept.
Attested:

	Chaouki Abdalla, Provost
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Institutional URL for HED Core Competencies Assessment Reports:

http://www.unm.edu/~assess/GenEdAssessment.html

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque — **Communications Competencies**

English 101 Composition I: Exposition — NMCCN=ENGL1113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Random sample (N=76) of writing portfolios from each of 79 sections of the course blind scored by team of ten course faculty. Combined scores of both direct (revised papers) and indirect (students' exit portfolio reflective letter) measures are reported here. Norming for inter-rater reliability on 4-scale rubric measuring competencies 1-6.	72% scored adequate or better	A third of the faculty met to discuss findings. As scores on reflective letters were relatively weaker, discussion focused on how to encourage stronger reflection by students. Faculty decided to encourage instructors to include short reflection assignments at the end of each writing sequence resulting in practice writing reflections through the term.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		71% scored adequate or better		
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).		71% scored adequate or better		

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque — **Communications Competencies**

English 101 Composition I: Exposition — NMCCN=ENGL1113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		71% scored adequate or better		
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		74% scored adequate or better		
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I		67% scored adequate or better		

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque **Communications Competencies**

English 219 Technical & Professional Writing NMCCN 2113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Random sample (N=28) of writing portfolios from each of 28 sections of the course blind scored at least twice by different members of team of 5 course faculty. Combined scores of both direct (a major assignment) and indirect (students' reflective cover memo) measures are reported here. Raters normed for inter-rater reliability on 4 point scale competencies 1-6.	55% scored adequate or better	Course instructors met to review the learning outcomes, assessment scoring system, research instruction assignment prompt guidelines, and assessment (reflective) memos. Faculty voted to accept several recommended changes: Faculty for this course will: 1) re-write the individual learning components that roll up to the larger competencies.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		59% scored adequate or better	2) move to a 5 point scoring scale. 3) review their assignment prompts to make sure they require the research components of internal citation and works cited/reference list, and limit appropriate document types analytical reports and proposals.	
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM,		59% scored adequate or better	4) explicitly teach development of clear arguments that include specific claims and support. 5. move from a wide variety of assignment prompts to a uniform assignment prompt.	

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque **Communications Competencies**

English 219 Technical & Professional Writing NMCCN 2113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
electronic writing), and graphics (charts, diagrams, formats).				
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. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		55% scored adequate or better		
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.		59% scored adequate or better		
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.		59% scored adequate or better		

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque — **Communications Competencies**

English 219 Technical & Professional Writing — NMCCN 2113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
End -- Area I				

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque — **Communications Competencies**

English 220, Expository Writing — NMCCN = N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	Random sample (N=57) of writing portfolios from each of 57 sections of the course scored at least twice by different members of team of 4 course faculty. Combined scores of both direct (a major assignment) and indirect (students' reflective cover memo) measures are reported here. Raters normed for inter-rater reliability on 4 point scale competencies 1-6	73% scored sufficient or better	Elements of this report were summarized and circulated by e-mail among ENGL 220 faculty, seeking comments and suggestions. Recommendations centered on a more ordered. carefully planned assessment process and perhaps requesting from each instructor a more narrative assessment.	
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.		82.3% scored sufficient or better		
3. Students will use effective rhetorical strategies to persuade,		87% scored sufficient or better		

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque — **Communications Competencies**

English 220, Expository Writing — NMCCN = N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).				
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. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		83% scored sufficient or better		
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or		86% scored sufficient or better		

Core Competencies Assessment 2010-2011: Area I Courses

The University of New Mexico-Albuquerque — **Communications Competencies**
English 220, Expository Writing — NMCCN = N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** Measurement Process/Instrument named or described – rubric attached or described	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
distorting.				
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I		86% scored sufficient or better		

Core Competencies Assessment 2010-2011: Area II Courses

The University of New Mexico-Albuquerque — **Mathematics – Algebra Competencies**
Math 150, Pre-Calculus Mathematics — NMCCN = N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Construct and analyze graphs and/or data sets. Students should: a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. b. Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions, and by using key	Not Assessed this year	N/A	N/A	

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
characteristics of functions such as end behavior, intercepts and asymptotes. c. Determine the key features of a function such as domain/range, intercepts, and asymptotes.				
2. Use and solve various kinds of equations. Students should: a. Solve quadratic equations using techniques such as factoring, completing the square and the square root method, and the quadratic formula. b. Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations. c. Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function.	On the final exam in Fall 2010, one question asked students to solve a linear system to ascertain whether students were "able to solve systems of two or three linear equations." Another question tested students' ability to "solve exponential and logarithmic equations. Each question was worth 5 points. Ten (10) exams were selected at random from each of 8 sections of the course, scored and tallied for the percentage earning 3 or more points (60%) on each question.	Across 8 sections of the course, on question 1, only 32 out of 80 (40%) passed with 60% or more, and 48 out of 80 (60%) failed with less than 60%: On question 2, 71 out of 80 (89%) passed with 60% or more; 9 out of 80 (11%) failed with less than 60%.	The results for question 1 are very unsatisfactory; typically systems of linearly dependent equations cause a lot of difficulties for students, as do word problems that lead to systems. Therefore we propose to increase the time spent on systems of equations in class and to increase the number of assigned homework and practice problems in this chapter of the textbook. It is clear that question 2 was done well by a large majority of the students, and we believe that no action is necessary.	
3. Understand and write mathematical explanations using appropriate definitions and symbols. Students should: a. Correctly use function notation and the vocabulary associated with functions. b. Describe the implications of key features of a function with respect to its graph	Not Assessed this year	N/A	N/A	

Core Competencies Assessment 2010-2011: Area II Courses

The University of New Mexico-Albuquerque
Math 150, Pre-Calculus Mathematics

Mathematics – Algebra Competencies
NMCCN = N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
and/or in relation to its real world context.				
4. Demonstrate problem solving skills within the context of mathematical applications. Students should: a. Apply the knowledge of functions to identify an appropriate type of function to solve application problems. b. Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. c. Interpret the results of application problems in terms of their real world context. End – Area II - Algebra	Not Assessed this year	N/A	N/A	

Core Competencies Assessment 2010-2011: Area II Courses

The University of New Mexico-Albuquerque
Math 180, Elements of Calculus I

Mathematics – Calculus Competencies
NMCCN = MATH 1613

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus. Students should: Algebraically and graphically demonstrate an understanding of: a. Limit b. Tangent line c. Difference quotient d. Fundamental theorem of calculus e. Riemann sums	Not Assessed this year	N/A	N/A	
2. Students will use concepts of function, limit, continuity, derivative, and integral. Students should: Apply the theory of calculus through manipulations involving: a. The finding of limits. b. Using differentiation techniques. c. Working with transcendental & trigonometric functions. d. Determining points of discontinuity and intervals of continuity. (Continued)	Not Assessed this year	N/A	N/A	

Core Competencies Assessment 2010-2011: Area II Courses

The University of New Mexico-Albuquerque — **Mathematics – Calculus Competencies**

Math 180, Elements of Calculus I — NMCCN = MATH 1613

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should be able to: a. Find extreme points. b. Understand the graphs of a function and its 1st and 2nd derivatives and how they relate. c. Apply Newton's method. d. Use differentials to approximate functions.	The core final exam given to all students addressed 3b with question #1 which asked students to graph a standard cubic function and interpret how the first and second derivative aid in finding critical points for the graph. The coordinator graded all these problems, and took a random 10 from each section to tally the results. Eighty students out of 288 who took this exam were assessed for this purpose. (See attached for actual questions and rubric.)	Q1: 64 out of 80 students (80%) received a 3 or more out of 5 possible points. This score was considered proficient at this task.	The results of Q1 indicate a satisfactory result and so no action will be taken to alter this topic.	
4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields. Students should: a. Understand that calculus has many uses in science, business, and other fields. b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity.	The core final exam given to all students addressed 4b with question #2 which required students to set up and solve a problem on optimization, a direct use of the derivative. The coordinator graded all these problems, and took 10 of each section to tally the results. Eighty students out of 288 who took this exam were assessed for this purpose. (See attached for actual questions and rubric.)	Q2: 43 out of 80 students (54%) received a 3 or higher out of 5, the score considered proficient at this task.	The results for Q2 were unsatisfactory. Typically, word problems are difficult for our students. We are adjusting the time spent on this topic, adding more assigned problems of this nature and emphasizing their importance more clearly in all math 180 sections.	

Core Competencies Assessment 2010-2011: Area II Courses

The University of New Mexico-Albuquerque — **Mathematics – Statistics Competencies**

STAT 145 Introduction to Statistics — NMCCN=MATH 2113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Construct and analyze graphs and/or data sets. Students should be able to: a. Organize data and display in frequency distribution and find percentile points and ranks for the distribution. b. Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences.	Not measured this cycle	N/A	N/A	
2. Use and solve various kinds of equations. Students should: a. Compute mean, median, mode, and standard deviation. b. Calculate the least squares regression equation and the correlation coefficient. c. Determine basic probabilities and probabilities associated with the standard normal curve. d. Understand the binomial distribution and its properties. e. Compute sampling distributions of sample means. f. Compute the mean and	In both Fall '10 and Spg '11 N=1650 students in 36 sections of STAT 145 completed a 5-part real-life word problem on the final exam requiring: ▪ statement of hypothesis ▪ calculation of the approp. test statistic. ▪ determination of p-value ▪ statement of conclusion in terms of the problem. ▪ explanation of whether result was significant at 1% level of significance. Results are based on a 19% random sample.	75% of students scored acceptable or better on Competency #2.	Assessment results will be communicated with the many instructors at the beginning of the fall term to initiate discussion of improvements. The assessment itself will be scrutinized to avoid different versions of the questions. Instructors scoring the exam will be normed to ensure better standardization among graders. Instructors will discuss term-to-term standardization of the assessment to allow for comparisons across terms.	

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
standard deviation of sample means. g. Calculate margin of error given sample size and sample size given margin of error. h. Construct confidence intervals for population means and proportions. i. Calculate test statistics.				
3. Understand and write mathematical explanations using appropriate definitions and symbols. Students should: a. Use Z-scores appropriately. b. Construct probability distributions. c. Write confidence intervals. d. Understand the Central Limit Theorem and when to apply it. e. Write null and alternate hypotheses. f. Understand the concept of significance level and P values. g. Apply the steps for inference/hypothesis testing. h. Describe the basic elements of sampling and experimental design. i. Define parameters and statistic.		78% of students scored acceptable or better on Competency #3.		
4. Demonstrate problem solving skills within the context of mathematical applications.		55% of students scored acceptable or better on Competency #4.		

Core Competencies Assessment 2010-2011: Area II Courses

The University of New Mexico-Albuquerque — **Mathematics – Statistics Competencies**

STAT 145 Introduction to Statistics — NMCCN=MATH 2113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
a. Determine appropriate methods to display data b. Compare measures using Zscores c. Identify and analyze outliers d. Use least-square regression equations to predict values e. Select appropriate sampling techniques f. Determine if random variables are continuous or discrete g. Choose and construct appropriate hypothesis tests for population means and proportions End Area II – Statistics				

Core Competencies Assessment 2010-2011: Area III Courses

The University of New Mexico-Albuquerque — **Laboratory Science Competencies**

GEOG 101, Physical Geography — NMCCN: GEOG 1113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Not assessed this year	N/A	N/A	
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	Twelve common multiple-choice questions were included on final exams for all sections, intended to assess the following specific outcomes: A.1 Students will be able to identify primary atmospheric, geologic, hydrologic and biologic patterns on Earth's surface. B.1 Students will be able to identify the primary processes that produce spatial variation on Earth's surface. B.2 Students will be able to identify the primary physical processes responsible for shaping a specific (actual or idealized) landscape.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students did not perform at an acceptable level on this outcome overall. For our specific outcome A.1, students performed at an acceptable level on 2 of 4 questions. For our outcomes B.1 and B.2, however, students did not perform at an acceptable level for any of the eight questions.	The permanent and part time faculty responsible for teaching GEOG 101 will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve these learning outcomes. This group will try to develop a set of best practices that can be used to improve student learning and also improve consistency across all sections.	
3. Students will communicate scientific information. Students should: (Continued)	Not assessed this year	N/A	N/A	

Core Competencies Assessment 2010-2011: Area III Courses

The University of New Mexico-Albuquerque — **Laboratory Science Competencies**

GEOG 101, Physical Geography — NMCCN: GEOG 1113

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
Communicate effectively about science (e.g., write lab reports instandard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)				
4. Students will apply quantitative analysis to scientific problems. 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.	Twelve common multiple-choice questions were included on final exams for all sections, intended to assess the following specific outcomes: A.1 Students will be able to identify primary atmospheric, geologic, hydrologic and biologic patterns on Earth's surface. B.1 Students will be able to identify the primary processes that produce spatial variation on Earth's surface. B.2 Students will be able to identify the primary physical processes responsible for shaping a specific (actual or idealized) landscape.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students did not perform at an acceptable level on this outcome overall. For our specific outcome A.1, students performed at an acceptable level on 2 of 4 questions. For our outcomes B.1 and B.2, however, students did not perform at an acceptable level for any of the eight questions.	The permanent and part time faculty responsible for teaching GEOG 101 will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve these learning outcomes. This group will try to develop a set of best practices that can be used to improve student learning and also improve consistency across all sections.	
5. Students will apply scientific thinking to real world problems. 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	Four common multiple-choice questions were included on final exams for all sections, intended to assess the following specific outcome: B.2 Students will be able to identify the primary physical processes responsible for shaping a specific (actual or idealized) landscape.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students did not perform at an acceptable level on this outcome overall. None of the four questions had more than 75% correct answers.		

informed questions about those issues. End – Laboratory Science				

Core Competencies Assessment 2010-2011: Area III Courses

The University of New Mexico-Albuquerque — **Laboratory Science Competencies**

GEOG 105L, Physical Geography Lab — NMCCN: GEOG 1111

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	Not assessed this year	N/A	N/A	
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	Multiple-choice and open-ended questions were included on a regular lab assignment in each section, intended to assess the following specific outcomes: A.2 Students will be able to identify the primary physical processes that produce spatial variation on Earth's surface. C.1 (From GEOG101) Students will be able to assess how a human activity on the Earth's surface will impact physical processes and will be able to predict landscape changes that will result.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students generally performed at an acceptable level on these outcomes overall.	The permanent and part-time faculty responsible for teaching GEOG 105L will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve these learning outcomes. This group will try to develop a set of best practices that can be used to further refine and improve student learning for all conceptual areas within these outcomes.	
3. Students will communicate scientific information. Students should: (Continued)	Not assessed this year	N/A	N/A	

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
Communicate effectively about science (e.g., write lab reports instandard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)				
4. Students will apply quantitative analysis to scientific problems. 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.	Multiple-choice and open-ended questions were included on a regular lab assignment in each section, intended to assess the following specific outcomes: A.2 Students will be able to identify the primary physical processes that produce spatial variation on Earth's surface. C.1 (From GEOG101) Students will be able to assess how a human activity on the Earth's surface will impact physical processes and will be able to predict landscape changes that will result.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students generally performed at an acceptable level on these outcomes overall.	The permanent and part-time faculty responsible for teaching GEOG 105L will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve these learning outcomes. This group will try to develop a set of best practices that can be used to further refine and improve student learning for all conceptual areas within these outcomes.	
5. Students will apply scientific thinking to real world problems. 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	Open-ended questions were included on a regular lab assignment in each section, intended to assess the following specific outcome: C.1 (From GEOG101) Students will be able to assess how a human activity on the Earth's surface will impact physical processes and will be able to predict landscape changes that will result.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students generally performed at an acceptable level on this outcome overall.	The permanent and parttime faculty responsible for teaching GEOG 105L will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve this learning outcome. This group will try to develop a set of best practices that can be used to further refine and improve student learning for all conceptual areas within this outcome.	

Core Competencies Assessment 2010-2011: Area IV Courses

The University of New Mexico-Albuquerque — **Social and Behavioral Sciences Competencies**

GEOG 102, Human Geography — NMCCN: GEOG 1213

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. 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.	Four common multiple-choice questions were included on final exams for each section, intended to assess the following specific outcomes: A.1.Students will be able to apply core geographic concepts to the spatial patterns demonstrated in a real-world scenario. B.1.Students will be able to identify the relationships that influence human-environment interaction in a specific location at a specific time. B.2.Students will be able to explain the geographic context of a current event or conflict. C.1.Students will be able to identify a current event that illustrates a core geographic concept.	We set 75% correct as our aggregate target for "acceptable" competency in this area. Using this standard, students did not perform at an acceptable level on this outcome overall. Student performed at an acceptable level only on the specific outcome B.2.	The permanent and part-time faculty responsible for teaching GEOG 102 will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve these learning outcomes. This group will try to develop a set of best practices that can be used to improve student learning and also improve consistency across all sections.	
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world. (Continued)	Not assessed this year	N/A	N/A	

Core Competencies Assessment 2010-2011: Area IV Courses

The University of New Mexico-Albuquerque — **Social and Behavioral Sciences Competencies**

GEOG 102, Human Geography — NMCCN: GEOG 1213

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	A common multiple-choice question was included on final exams for each section, intended to assess the following specific outcome: B.1.Students will be able to identify the relationships that influence human-environment interaction in a specific location at a specific time.	We set 75% correct as our aggregate target for "acceptable" competency in this area, and students fell well short of this mark, displaying a significant misconception about human-environment interactions.	The permanent and part-time faculty responsible for teaching GEOG 102 will meet as a group to review the pedagogical strategies and materials that are currently used to help students achieve this learning outcome. This group will try to understand the source of this misconception and then develop a set of best practices that can be used to combat it.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences	Not assessed this year	N/A	N/A	

Core Competencies Assessment 2010-2011: Area IV Courses

The University of New Mexico-Albuquerque — **Social and Behavioral Sciences Competencies**

ECON 105 Introductory Macroeconomics — (NMCCN: ECON 2113)

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. 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.	Not measured this cycle.	N/A	N/A	
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world. (Continued)	Not measured this cycle.	N/A	N/A	
3. Students will describe ongoing	Not measured this cycle.	N/A	N/A	

Core Competencies Assessment 2010-2011: Area IV Courses

The University of New Mexico-Albuquerque — **Social and Behavioral Sciences Competencies**

ECON 105 Introductory Macroeconomics — (NMCCN: ECON 2113)

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.				
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences	Direct assessment consisted of a 15-item multiple choice quiz and three essay questions administered to 1,108 students enrolled Spring 2009 and Fall 2009. Scorers used a common rubric to score the essay questions.	Across all students in both terms, 57% scored adequate or better on Competency 4.	Faculty will share the question-by-question results with instructors in the Fall 2011 departmental assessment workshop.	

Core Competencies Assessment 2010-2011: Area IV Courses

The University of New Mexico-Albuquerque (ECON 106 Introductory Microeconomics)

Social and Behavioral Sciences Competencies (NMCCN: ECON 2123)

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. 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.	Direct assessment consisted of a 15-item multiple choice quiz and three essay questions administered to 894 students enrolled Spring 2009 and Fall 2009. Scorers used a common rubric to score the essay questions.	Across all students in both terms, 62.3% scored adequate or better on Competency 1.	Faculty will share the question-by-question results with instructors in the Fall 2011 departmental assessment workshop.	
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.		Across all students in both terms, 61.8% scored adequate or better on Competency 2.		

(Continued)

Core Competencies Assessment 2010-2011: Area IV Courses

The University of New Mexico-Albuquerque (ECON 106 Introductory Microeconomics)

Social and Behavioral Sciences Competencies (NMCCN: ECON 2123)

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.		Across all students in both terms, 70% scored adequate or better on Competency 3.		
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences		Across all students in both terms, 64.1% scored adequate or better on Competency 4.		

Core Competencies Assessment 2010-2011: Area V Courses

The University of New Mexico-Albuquerque — **Humanities and Fine Arts Competencies**

HIST 101, Western Civilization to 1648 — NMCCN: HIST 1053

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** 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.)	A sample of student 4-5 pp essays were scored with a holistic rubric for ability to do historic analysis of primary sources.	96% of students performed at acceptable level or better. 52% performed at mastery level, 44% performed at competent level. This measure applies to both competencies 1 and 2.	Current methods will be sustained for the time being.	
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).				
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Not measured this cycle	N/A	N/A	
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.	Not measured this cycle	N/A	N/A	
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. End – Humanities/Fine Arts				

Core Competencies Assessment 2010-2011: Area V Courses

The University of New Mexico-Albuquerque | **Humanities and Fine Arts Competencies**

Media Arts 210, Introduction to Film Studies | NMCCN: N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** 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.)	Filmic Sequence Analysis. Two of four total regular faculty members read "clean," unmarked Sequence Analyses from one large (100+ students) and one small (35 students) class, the only two "Intro" courses offered each term in 2010. Both faculty members independently used a common rubric to assess samples. Professors Fonoroff and Dever formally evaluated in 2010, with Professor Stone and Lecturer Konefsky weighing in during general discussions. The sample was random; 35 papers were assessed from the large section; 15 from the smaller course. Raters offered a total of 100 points to essays describing shots (25 points), film form (30 points), and significance of aesthetics (45 points).	1) A little over ten percent of the total sample population were able to detail a shot list with precision and detail, providing accurate information including a suitable "title" for each shot corresponding to all formal elements requested. Most papers fell somewhat short here; about seventy percent either captured some, but not all, information, or did not include responses about shot POVs vis-à-vis camera positions, or other key characteristics. Nevertheless, while imperfect, these essays clearly represented most students' comprehension of the task assigned. The balance of the population either failed to provide a shot list, or were less than skilled in articulating the relevant information. 2) A rewarding bulk of the essays—over half—reflected student ability to *describe* formal filmic elements quite vividly. Another twenty percent made the effort, but without much verve. The remainder wavered between lackluster description and inability to see or hear (or perhaps record) their perceptions.	1) Shot description is introduced in this foundations course, but students might benefit from earlier exposure. Seeing a shot is, however, what all our courses help students do. Such sight training is the result of countless hours of the "practice of looking" throughout the curriculum. We must discuss the validity and use value of this requirement. If we're to elicit student papers asking students to report, we need to teach this skill during lectures and in special workshops. 2) Student essays still reflected writers' abilities to describe what was perceived, but we were disappointed with the bottom forty percent of the sample: for some, writing what the mind may observe simply isn't a parallel process. Others' writing skills seemed all too matched with poor perception.	

Core Competencies Assessment 2010-2011: Area V Courses

The University of New Mexico-Albuquerque | **Humanities and Fine Arts Competencies**

Media Arts 210, Introduction to Film Studies | NMCCN: N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
		3) About the same range of percentages prevailed with respect to *analysis* of what students recounted, though here the highly perceptive (and commensurately articulate) students speculated quite compellingly about filmic significance, even, perhaps, when their shot analyses lacked full exposition. The clearest result, as all observers agreed (whether formally assessing or generally opining) was that student analyses lagged behind citation of cinematic evidence to the rate of about ten percent. Essays at this penultimate moment in class (12th week) reflected most skill in the description of mise-en-scène, and were weakest in sound description. Cinematography and Editing were described equally well, though this means that some efforts focused more centrally on one element over the other. 4) Student papers, overall, were least attentive to sound; only some fifteen percent of the total population gave attention to this aspect of description or analysis.	3) We'd like to address the agitation that clearly accompanies the mind of the restless writer; we'd like to encourage the inattentive to settle and see, from which stance a little insight might arise. We'd like everybody to apply such mindfulness to the joy of composition. In addition to offering other courses that provide such training, "Intro to Film" instructors can provide more in-class writing exercises—even short ones—so students can become as accustomed to seeing and hearing as they are to describing and analyzing what they take in. 4) Discussion with our Dean of College about the results of this assessment were fruitful. With us, Dean Linnell is especially keen to inaugurate a series of CFA/IFDM courses dealing specifically with sound. Meanwhile, core faculty agree that	

Core Competencies Assessment 2010-2011: Area V Courses **The University of New Mexico-Albuquerque** — **Humanities and Fine Arts Competencies** Media Arts 210, Introduction to Film Studies — NMCCN: N/A				
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
			sonic studies should begin earlier in our "Intro" curriculum, though we noted that our otherwise beloved text book, which builds sequentially, does not introduce sound in cinema until the course has been well launched. Borrowing from other texts to supplement early lectures and discussion could vastly improve this area, as could inviting our department's sound experts to guest lecture in courses early in the term.	
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).	Filmic Sequence Analysis (20% of paper concerns this area)	1) Nearly a third of Intro essays assessed reflected both comprehension and some sophistication about the world viewed and heard in the movies. Another third demonstrated an effort to appreciate meaning, but even these papers left filmic evidence aside for more fantastical commentary. Fully a third of our writers struggled to little or moderate effect. Movies and meaning in these samples seemed entirely unrelated.	1) What to do, indeed. We've perennial promise and problem with "Intro" students. Each year, the faculty devise more ways to engage the always-already excited while animating those lacking in ability or desire to apprehend the cinematic. Discussion point: how might small groups function in a large class? How could short "discussion break-outs"—to outside spaces—freshen minds and bodies in our 3.5 hour courses? While the issue seems to rest on enhancing the pedagogy in "Intro," these problems arise throughout the curriculum. Our faculty are eager to meet the issues across our program of studies.	
3. Students will recognize and articulate the diversity of human experience across a range of	Not measured this cycle	N/A	N/A	

Core Competencies Assessment 2010-2011: Area V Courses

The University of New Mexico-Albuquerque — **Humanities and Fine Arts Competencies**

Media Arts 210, Introduction to Film Studies — NMCCN: N/A

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
historical periods and/or cultural perspectives.				
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.	Not measured this cycle	N/A	N/A	
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				

Core Competencies Assessment 2010-2011: Area V Courses				
The University of New Mexico-Albuquerque Media Arts 210, Introduction to Film Studies			**Humanities and Fine Arts Competencies** NMCCN: N/A	
State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
are primarily skills-oriented. End – Humanities/Fine Arts				

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
Report Organization	1) Used state-adopted reporting form 2) Scoring rubric appended 3) Report is complete unto itself; does not require supplemental materials beyond rubric. 4) If attachments are referenced in the report they are attached, germane, and brief.	1. Used state-adopted form, but • scoring rubric not included • includes more than minimal attachments • relies on attachments to adequately represent assessment methods, results or how assessment results will be used for improvement	1. State-adopted form not used or does little or nothing more than refer reader to attachments. One or more of columns 2, 3 and 4 are left blank for a given assessment.	
Assessment Procedures	1. Measurement method(s) clearly described, appropriate for the competency, and is direct assessment. 2. Semester-Year stated. 3. Representativeness of assessment participants described: Sample/ Population size, sample method, # course sections/total course sections 4. Scoring method/scale described.	1. An appropriate measurement method is described. 2. Semester-Year 3. States sample or population assessed. 4. States threshold acceptable score.	1. Method for assessment is missing, unclear, or inappropriate. 2. No indication of when (academic term) assessment conducted. 3. No indication of the number or representativeness of students assessed.	

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
Assessment Results	For each competency assessed: 1. States numbers of students at each score level or percentages scoring acceptable level or better. 2. Analysis process is summarized, appropriate 3. Within the elements of the competency relative strengths and weaknesses are indentified	1. Percent of participants performing at acceptable level or better for each competency measured.	1. No clear results from the assessment measure for the competencies measured. 2. Number students passing the course or average course grade.	
How Results Will Be Used to Make Improvements	1. Describes how the results displayed in column 3 will be used to improve learning through modifications to the assessment strategy, pedagogy, or curriculum for each competency.	1. Either describes how the results displayed in column 3 will be used for improvement or describes the faculty strategy & timetable for data aggregation and eventual improvement planning.	No discussion of how results of assessment will be used to improve student learning through modifications to assessment, pedagogy, curriculum, etc.	
For each of the above elements of the report:	Circle words or phrases of text that best apply. Decide which score is most appropriate for that row and enter that score in right hand column.			**Total =**

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the College Assessment Review Committee

Gen. Ed. Core Course: _____ **Date:** _____

Department: _____ College: _____

Report/Plan status: approved _____ revise and resubmit _____

Strengths of report and progress on assessment "loop":

Concerns/Questions:

Suggestions for future reports or assessment approaches:

Other comments: