

Core Competencies Assessment 2009-2010: Area I Courses

UNM Valencia Campus

Communications Competencies

UNM Valencia CJ 130 Public Speaking

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 analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<p>Not assessed this cycle.</p>			
<p>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<p>Not assessed this cycle.</p>			
<p>3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats). (Continued)</p>	<p>CJ 130 Public Speaking <i>Objective:</i> Demonstrate the various components of effective public speaking by giving a presentation. <i>Criterion:</i> The student will give a four-to-six minute presentation that should include an attention-getting introduction, three to four main points, at least two citations to validate the facts/arguments, use of one of the appropriate formats in the body of the speech, and a strong conclusion that summarizes or uses another appropriate concluding techniques. See attached Rubric. My sample is from this semester, a first 8-weeks course – their Persuasive speech</p>	<p>Number of students: 26 Total Points: 40 Considered acceptable: 32 – 40 pts (80%) Students who earned acceptable pts: 24/26 students 92% Students who did not earn acceptable pts: 2/26 students 8% Median points: 35 or 80% Average points: 33.5 or 83.7%</p>	<p>In general, the students are doing well on most speech criteria. I review each criterion and look for low scores. 1. Many (45%) are missing a bibliography or data in the presentation. I will add a module on performing research, conducting it in a computer lab. 2. Often the accompanying PowerPoint presentations are too wordy or hard to read. To improve this, I will hold a class session in the computer lab for instruction and practice with this application.</p>	

Core Competencies Assessment 2009-2010: Area I Courses, cont.
UNM VC CJ 130 Public Speaking **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>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.</p>	<p>CJ 130 Public Speaking Not assessed this cycle</p>			
<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<p>CJ 130 Public Speaking Not assessed this cycle</p>			
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.</p> <p align="center">End -- Area I</p>	<p>CJ 130 Public Speaking Not assessed this cycle</p>			

Area I Assessment Contact Person Toni R. Black, Ph.D
Name

Phone number 505 925-8714 04/28/10
Date

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Core Competencies Assessment 2009-2010: Area V Courses

University of New Mexico-Valencia/English
UNM Valencia Campus English 101

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
<u>English 101</u>				
<p><u>1. Students will demonstrate that they can use good, correct grammar.</u></p>	<p>Explanation of SLO in syllabus: In English 101, students must demonstrate grammatical competency in these areas: 1) fragments, 2) comma splices/run-ons, 3) pronoun reference and point of view (second person), 4) capital letters, 5) commas, 6) apostrophes, 7) parallelism. Students demonstrate this competency by passing quizzes and a final examination with a C average (72%) or higher, by writing correctly, and by editing papers (with 72% accuracy). <i>If the instructor identifies grammatical errors, students are told to seek tutoring immediately. Students are encouraged to use grammar/spell check when writing. Bedford St. Martin's Exercise Central offers thousands of exercises for students to use to practice and to learn.</i></p> <p>(See attached rubric)</p>	<p>1. A random sample of 44 students took a Diagnostic Grammar Test and a Final Grammar Competency Test on the 7 grammar competencies</p> <ul style="list-style-type: none"> • In the Diagnostic Grammar test, the mean score was 65.36%. See attached reports that illustrate the mean and median, as well as the results for each individual question. • In the Final Grammar Competency Examination, the mean score was 74.30%, an increase of 8.94%. Again, see attached reports that illustrate the mean and median, as well as the results for each individual question. • The following identifies the questions for each of the grammar competencies: <ol style="list-style-type: none"> 1. Questions 1-5, Identifying Fragments 2. Questions 6-10, Identifying Comma Splices and Run-ons 3. Questions 11-20, Editing Fragments, Comma Splices 	<ol style="list-style-type: none"> 1. We will continue to teaching of grammar competencies by, <ol style="list-style-type: none"> a. Using interactive grammar exercises b. Using PowerPoint and Voice Thread to explain grammatical concepts. c. Using YouTube presentations to illustrate grammatical concepts. 2. We will use class capture for review of grammar lectures. 3. We will encourage students to use tutoring and supplemental instruction to increase knowledge of grammar competencies. 	<ol style="list-style-type: none"> 1. We will take a sample of student Final Competency Essay rubrics to continue our comparing of grammar samples. 2. We will compare statistics from this grammar test to the one administered next semester. 3. Comparisons will be used to evaluate increased effectiveness of programmatic instruction of this SLO.

		<p>and Run-ons</p> <ol style="list-style-type: none">4. Questions 21-25, Identifying and Editing Parallelism5. Questions 26-35, Identifying correct usage of pronouns6. Questions 36-40 Editing Capital Letters7. Questions 41-50, Editing for correct punctuation (recognizing comma splices and run-ons) <ul style="list-style-type: none">• In the Diagnostic Grammar Examination, 14 of 44 (32%) students indicated grammar competency.• In the Final Grammar Competency Examination, 23 of 33 (70%) possessed grammar competency.• The test indicated that 38% more students had grammar competency at the end of the semester. <p>2. Students turned in a Final Competency Essay. The following scores were documented from random sample from 21 students' Final Competency Essay rubric results (from 12 sections).</p> <p>Passing</p> <ul style="list-style-type: none">• 90-100%-- 0 students• 80-89% --14 students• 70-79% -- 3 students <p>Failing</p> <ul style="list-style-type: none">• 0-69% -- 4 students <p>17/21= 81% Passing 4/21= 19% Failing (See attached samples)</p>		
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Core Competencies Assessment 2009-2010: Area V Courses, cont.

**University of New Mexico at Valencia Campus
UNM Valencia Campus English 102**

**Humanities and Fine Arts Competencies,
NMCCN 1123**

<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
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English 102

<p>1. Employ the conventions of Standard English, expressing ideas clearly, writing sentences well, and using good grammar.</p>	<p>To be good writers, you need to express yourself clearly, write well-constructed sentences, and use good grammar – 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 (75%). In English 102, the grammar competencies, on which you must take a final examination worth 10% of your grade consists of these areas: <u>1) fragments, 2) comma splices/run-ons, 3) passive voice, 4) parallelism, 5) Wordiness.</u> Hint: If you have problems with grammar or with any of the areas in the grammar competency, seek tutoring immediately, use grammar/spell check often, and practice in the Bedford Exercise Central exercise website. (http://bcs.bedfordstmartins.com/exercisecentral/exercises.html). The exercises in the Comprehensive Study Plan fit the goals of 102 best.)</p>	<p>1. A random sample of 36 students took a Diagnostic Grammar Test and a Final Grammar Competency Test on the 5 grammar competencies.</p> <ul style="list-style-type: none"> • In the Diagnostic Grammar test, the mean score was 62.75% (63.14+62.36/2). See attached reports that illustrate the mean and median, as well as the results for each individual question. • In the Final Grammar Competency Examination, the mean score was 66.00% (68.00+64.00/2), an increase of 3.25%. Again, see attached reports that illustrate the mean and median, as well as the results for each individual question. • The following identifies the questions for each of the grammar competencies: <ol style="list-style-type: none"> 1. Questions 1-5, Fixing 	<ol style="list-style-type: none"> 1. We will continue to teaching of grammar competencies by, <ol style="list-style-type: none"> a. Using interactive grammar exercises 2. We will try to increase scores and competency through, <ol style="list-style-type: none"> a. Using class capture for review of grammar lectures. b. Using PowerPoint and Voice Thread to explain grammatical concepts. c. Using YouTube presentations to illustrate grammatical concepts. d. We will encourage students to use tutoring and supplemental instruction to increase knowledge of grammar 	<ol style="list-style-type: none"> 1. We will take a sample of student Final Competency Essay rubrics to continue our comparing of grammar samples. 2. We will compare statistics from this grammar test to the one administered next semester. 3. Comparisons will be used to evaluate increased effectiveness of programmatic instruction of this SLO. 4. We will review the questions in the Final Grammar Competency Examination to ensure that they are measuring
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		<p>Fragments</p> <ol style="list-style-type: none"> 2. Questions 6-10, Fixing Comma Splices and Run-ons 3. Questions 11-15 Identifying Passive 4. Questions 16-20 Identifying Wordiness 5. Questions 20-25 Fixing Parallelism Errors <ul style="list-style-type: none"> • In the Diagnostic Grammar Examination, 11 of 36 (32%) students indicated grammar competency. • In the Final Grammar Competency Examination, 23 of 33 (31%) possessed grammar competency. • The test indicated that 45% more students had grammar competency at the end of the semester. <p>2. Students turned in a Final Competency Essay. The following scores were documented from random sample from 13 students' Final Competency Essay rubric results (from 8 sections).</p> <p>Passing</p> <ul style="list-style-type: none"> • 90-100%-- 3 students • 80-89% --4 students • 70-79% -- 3 students <p>Failing</p> <ul style="list-style-type: none"> • 0-69% -- 3 students <p>10/13= 77% Passing 3/13= 23% Failing (See attached samples)</p>	competencies.	what we want them to measure.
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Attachments for UNMVC English 101 and 102

<p style="text-align: center;">CRITERIA</p>	<p style="text-align: center;">Needs Improving 0-69</p>	<p style="text-align: center;">Meets Expectations 70-79</p>	<p style="text-align: center;">Good 80-89</p>	<p style="text-align: center;">Excellent 90-100</p>	<p style="text-align: center;">Weight</p>	<p style="text-align: center;">Expectations</p>
<p>Purpose</p> <ul style="list-style-type: none"> • Question Answered • Clear Central Issue/Stance • Content Logical (Logos) • Topic Sentence/Thesis 					.20	<p>Can the reader identify the importance of this piece of writing? The writer clearly and thoughtfully addresses the question asked. The writer provides a clear, central issue that is maintained, logical, and clear. Thesis and topic sentences are clear and helpful.</p>
<p>Genre (Assignment Type)</p> <ul style="list-style-type: none"> • Rhetorical Strategy • Summary, Analysis, or Argument • Developed Ideas: Examples or Quotations 					.20	<p>Does the writer make the right choices to fulfill the requirements of the writing assignment? The writer chooses the appropriate genre, such as summary, analysis, or argument. The ideas are developed, proved, and/or convincing.</p>
<p>Organization</p> <ul style="list-style-type: none"> • Overall Organization • Paragraph Structure, Order of Sentences • Unity/Transitions 					.20	<p>Can the reader follow the ideas easily? The overall organization is strong and order of paragraphs or ideas are logically placed. Paragraphs are well structured. Transitions provide unity.</p>
<p>Audience Needs</p> <ul style="list-style-type: none"> • Trust/Credibility/Appropriate Sources (Ethos) • Word Choice/Clarity/Conciseness/ Passive Voice/Missed Words/ Confused Words 					.10	<p>Does the writer consider audience when revising? The writer establishes ethos, or trust and credibility. Readers needs are met; essay is understandable. The writer uses clear, concise language that helps reader understand and read the work.</p>
<p><u>Sentences</u></p> <ul style="list-style-type: none"> • Fragments/Run-Ons/Comma Splices • Overuse of Questions • Awkward/Lack of Parallelism/Construction 					.10	<p>Are the sentences well-written? Few, if any boundary errors exist. Sentences are well constructed. Questions are used sparingly and purposefully only.</p>
<p><u>Grammar/ Mechanics</u></p> <ul style="list-style-type: none"> • Pronouns-- Agreement/Point of View (you, I) • Commas/Apost/Quot Marks/Semicolons • Capitalization, Spelling/Other • SV Agreement 					.10	<p>Is the essay well edited? The writer uses Standard English grammar, including correct pronouns and point of view. Punctuation is appropriately used. Students capitalize words when necessary. Subjects and verbs agree.</p>
<p><u>MLA</u></p> <ul style="list-style-type: none"> • MLA Formatting/Typing • Quotations Integrated • Parenthetical Documentation • Works Cited 					.10	<p>Does the student cite sources properly and use the correct formatting? The student is careful to give others credit for their work, to avoid plagiarism. The student formats headings, titles, parenthetical documentation using MLA style.</p>

Gramm

English 102 Essay						Total _____	<i>Pass</i> _____ <i>Fail</i> _____
Matrix							Panel Evaluator _____
<u>Grammar Score</u>	Failing 0-72	Passing 73-79	Passing 80-89	Excellent 90-100	Weight	<i>Expectations</i>	
Purpose <ul style="list-style-type: none"> • Question Addressed • Clear Purpose, Audience • Counterargument 					.15	Writer responds to question, providing both purpose and point of view maintained, logical, and clear. Audience is considered and addressed.	
Genre (Assignment Type) <ul style="list-style-type: none"> • Rhetorical Strategy • Analysis, Argument • Development, Support 					.20	The writer chooses the appropriate genre, such as summary, analysis, or argument. The ideas are developed, proved, and convincing. Ideas are logical and thoroughly, supported by relevant, well-reasoned examples. Appropriate quotations to develop ideas used.	
Organization <ul style="list-style-type: none"> • Thesis, Topic Sentences • Order of Paragraphs • Unity, Transitions • Paragraphs Structure 					.15	Thesis is argumentative and clear. Paragraphs are focused (topic sentences), discussing aspects of thesis. Paragraph order is logical. Transitions illustrate relationships clearly. Intro is well written, containing background information and thesis. Conclusion provides closure.	
Critical Thinking <ul style="list-style-type: none"> • Logic, • Reading, • Interpretation 					.20	Appropriate rhetorical strategy is effectively used, and counterarguments well noted. Texts presented accurately, critically, analytically. Clear argument presented, with proof and convincing points. In-depth analysis of points thoughtful.	
MLA <ul style="list-style-type: none"> ▪ Quotations, Integration ▪ Parenthetical Doc ▪ Works Cited ▪ MLA Formatting 					.15	MLA documentation, both Works Cited and parenthetical documentation, are accurate. Formatting is precise. Quotations are integrated smoothly.	
<u>Expression</u> <ul style="list-style-type: none"> • Word Choice, Word Errors • Clarity/Wordiness/Repetition • Point of View (You, I) 					.5	Style/voice is appropriate and lively. Word choice is specific, clear, and varied. Point of view is appropriate for formal presentation.	
<u>Sentence Boundaries</u> <ul style="list-style-type: none"> • Fragments, R-ons/CS • Parallelism/ Construction • Passive Voice • Inappropriate Questions 					.5	Few, if any boundary errors exist in well-constructed sentences. Passive voice, inappropriate questions, and lack of parallelism is avoided.	

Panel Evaluators' Reasons for Failing or Passing Portfolio

ORS.

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Core Competencies Assessment 2009-2010: 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>1. Students will graph functions Students should:</p> <ul style="list-style-type: none"> a. Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. 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. c. Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation. 	<p>Math 121 Not assessed this cycle.</p>			
<p>2. Students will solve various kinds of equations. Students should:</p> <ul style="list-style-type: none"> a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula. b. Solve exponential and logarithmic equations. c. Solve systems of two or three linear equations. <p align="center">(Continued)</p>	<p>Not assessed this cycle</p>			

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

**UNM Valencia Campus
UNMVC Math 121 College Algebra**

**Mathematics – Algebra Competencies, cont.
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>3. Students will demonstrate the use of function notation and perform operations on functions. Students should:</p> <ul style="list-style-type: none"> a. Find the value of a function for a given domain value b. Add, subtract, multiply, divide and compose functions. c. Determine the inverse of a function. d. Compute the difference quotient for a function. e. Correctly use function notation and vocabulary related to functions, i.e. domain, range, independent variable, of, even symmetry, etc. 	<p>1. UNMVC Math 121 College Algebra (NMCCN=Math 1113) Ten matching questions on the final exam were scored for all students enrolled in Math 121 at Valencia Campus in Fall 2009 (n = 85) to measure correct use of math vocabulary addressing Competency #3e. This is a repeat of the assessment done for Spring/Summer 2009. Given 2 points for each completely correct response. Given 1 point if chose a response that would also be considered correct (one of the matching questions was ambiguous; one completely correct response and one response that could be correct.)</p> <p>2. UNMVC Math 121 College Algebra (NMCCN=Math1113) We calculated a rough correlation between acceptable or better performance on matching questions (SLO = to</p>	<p>1. 64% (54 out of 85 students) scored at an acceptable or better level ($\geq 70\%$ correct) on this measure, as opposed to 52% that scored at an acceptable level during the Spring/Summer 2009 terms. This shows a slight improvement in performance during the second time this assessment measure was added to the final exam.</p> <p>2. 77% of those who scored below an acceptable level (70% correct) on the matching also scored below an acceptable level on the final; 67% of those who scored at an acceptable level or better (70% correct) also scored at an acceptable level or better on the final exam. Although when a linear regression test was conducted the correlation ($r = 0.507$) indicated only a slight positive correlation between the score on the vocabulary matching</p>	<p>1. The improvement on student performance on the 10 matching questions in Fall 2009 compared to Spring/Summer 2009 may be attributed to instructors anticipating this sort of question on the final the second time around. Other measures may need to be used to determine if incorporating verbal descriptions of mathematical concepts on assessments truly measures a deeper student understanding of the concepts.</p> <p>2. There is a slight positive correlation between the score on the matching portion of the final exam and the overall exam score for these students (n=85). Again, other measures may need to be used to determine if verbalizing mathematical concepts builds a deeper understanding.</p>	

	measure correct use of math vocabulary) and overall final exam score and a linear regression test was also conducted to examine the association between the scores on the matching section and the score on the final exam.	section and the score on the final exam.		
<p>4. Students will model/solve real-world problems.</p> <p>Students should:</p> <p>a. Use and understand slope as a rate of change.</p> <p>b. Use equations and systems of equations to solve application problems.</p> <p>c. Apply knowledge of functions to solve specific application problems.</p> <p>d. Solve compound interest problems.</p> <p>e. Solve application problems involving maximization or minimization of a quadratic function.</p> <p>f. Solve exponential growth and decay problems.</p> <p>End – Area II - Algebra</p>	Math 121: Not assessed this cycle			

Area II-Algebra Assessment Contact Person Elaine Clark and Julie DePree 4-10-10 Phone number 925-8607
Name Date

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

University of New Mexico-Valencia Campus
UNM VC STAT 145

Mathematics – Other College-Level Mathematics 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>1. Students will display, analyze, and interpret data. Students should:</p> <ol style="list-style-type: none"> a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations. 	<p>Stat 145 Intro to Statistics (NMCCN=2113) One question on the final exam was used to assess Competency 1 in two sections (N=44).</p> <p>Given the weights of 15 Belen High School basketball players, find the mean, median and mode of the weights. Then explain which of the three measures best describes the central tendency. Explain why.</p>	<p>77% of the students performed at an acceptable or better level on Competency 1.</p> <p>Note: Acceptable is defined as $\geq 70\%$ correct.</p>	<p>Assessment results in this section showed that many students had trouble drawing conclusions and correctly interpreting the results. This is of utmost importance, so more attention will be paid to analysis and interpretation of results in the statistics courses. More assignments will require clearly written interpretations of results.</p>	
<p>2. Students will demonstrate knowledge of problem-solving strategies. Students should:</p> <ol style="list-style-type: none"> a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem. <p style="text-align: center;">(Continued)</p>	<p>Math 145 Not assessed this cycle</p>			

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

University of New Mexico-Valencia Campus

Mathematics – Other College-Level Mathematics Competencies,
cont.

UNM VC STAT 145

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>3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.</p>	<p>Math 145 Not assessed this cycle</p>			
<p>4. Students will display an understanding of the development of mathematics. 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>Math 145 Not assessed this cycle</p>			
<p>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics. Students should: Recognize the inherent value of mathematical concepts, their connection to structures in nature, and their implications for everyday life.</p> <p align="center">End – Area II Other Math</p>	<p>Stat 145 Intro to Statistics (NMCCN=2113) Five questions on the final exam were used to assess Competency 5 in three sections of the course (N=53).</p> <p>1. Write at least two sentences to describe standard deviation. Then give a real-life case where you would expect to find a small standard deviation. 2. What is simple random sampling and why is it important? 3. If two variables are significantly correlated, does this mean there is a cause-and-effect relationship? Explain. 4. Explain how the correlation coefficient and the slope of the regression line are related. 5. What does a confidence interval tell you?</p>	<p>73% of the students performed at an acceptable or better level on Competency 5.</p> <p>Note: Acceptable is defined as \geq 70% correct.</p>	<p>Stat 145 Intro to Statistics (NMCCN=2113) Five questions on the final exam were used to assess Competency 5 in three sections of the course (N=53).</p> <p>1. Write at least two sentences to describe standard deviation. Then give a real-life case where you would expect to find a small standard deviation. 2. What is simple random sampling and why is it important? 3. If two variables are significantly correlated, does this mean there is a cause-and-effect relationship? Explain. 4. Explain how the correlation coefficient and the slope of the regression line are related. 5. What does a confidence interval tell you?</p>	

Area II-Other Math Assessment Contact Person Julie DePree

4-10-10

Phone number 505-925-8607

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

UNM Valencia Campus)

Mathematics - Calculus I Competencies, cont.

UNMVC MATH 163

New Mexico Lower-Division General Education Common Core Curriculum

<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>3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should be able to:</p> <p>a. Find extreme points.</p> <p>b. Understand the graphs of a function and its 1st and 2nd derivatives and how they relate.</p> <p>c. Apply Newton’s method.</p> <p>d. Use differentials to approximate functions.</p>	<p>UNMVC MATH 163</p> <p>Re: Competency 3a</p> <p>←</p> <p>On Calc I test 3E, problem #5 specifically tests student ability to find extrema of functions: “Find the extreme values of the function $y = x^2 - 1$ on the interval $-1 \leq x \leq 2$ using the analytical technique studied in class.”</p>	<p>The minimum score for a “C” on my grading scale is 73%. This is taken as the minimum “acceptable” score.</p> <p>Results:</p> <p><u># scoring acceptable</u></p> <p><u># students</u></p> <p align="center">= $\frac{7}{8}$</p>	<p>The technique for finding extrema is not simple. However, it was illustrated slowly and carefully several times in class, with much student participation; homework problems that used the technique were assigned, graded, and returned. Thus, students were provided with ample opportunity to master the technique. Most did, as reflected in the fact that 7 of 8 students scored 80% or higher (3 scored 100%) on the problem designed to assess the skill. Hence, I see no need to change my instructional approach regarding this SLO.</p>	
<p>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields.</p> <p>Students should:</p> <p>a. Understand that calculus has many uses in science, business, and other fields.</p> <p>b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity.</p> <p align="center">End Area II – Calculus I</p>	<p>Not assessed this cycle</p>			

Area II-Calculus I Assessment Contact Person Dr. W Clifton Murray

Name

04/13/10

Date

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Core Competencies Assessment 2009-2010: Area II Courses

University of New Mexico- Valencia Campus
UNMVC Math 150 - Precalculus

Mathematics – Algebra Competencies
New Mexico Lower-Division General Education Common Core Curriculum

<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 graph functions 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>UNMVC Math 150- Precalculus We include the following questions on the final exam (Fall 2009) to measure this learning outcome:</p> <p>1. Graph the conic section $9x^2 + 4y^2 = 36$</p> <p>2. Graph the functions: $f(x) = \log x$, $g(x) = 10^x$, and $h(x) = x$ on the same coordinate system.</p> <p>3. Sketch the graph of $g(x) = -x^2(2x + 3)(x - 20)$; describe its end behavior. Each question worth 10 points on a 200 points final exam.</p>	<p>The average class score on these items was 70.5%. Only 7 out of the 14 students achieved the acceptable level of 70% or better. 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. I also noticed that those who answered these items at an acceptable level achieved an average score of 90.5% while those who failed to achieve the passing level scored at an average level of 53.4%.</p>	<p>I will try another approach on graphing. I am going to focus more on graphing practices and exercises by encouraging the use of graphing utilities to see if it will make a difference. We did not allow graphing calculators on our final exams, but I will do more practices on using graphing calculators for in-class work and homework problems.</p>	
<p>2. Students will solve various kinds of equations. Students should:</p> <p>a. Solve quadratic equations using factoring, completing the squares, the square root method, and quadratic formula.</p> <p>b. Solve exponential and logarithmic equations.</p> <p>c. Solve systems of two or three linear equations.</p> <p style="text-align: right;">(Continued)</p>	<p>To measure this learning outcome, we include the following questions on the final exam (Fall 2009):</p> <p>4. Solve the system:</p> $\begin{cases} \frac{x}{2} + \frac{y}{3} = 2 \\ \frac{x}{5} + \frac{2y}{3} = 8 \end{cases}$ <p>5. Solve for x:</p> $\ln(2x - 7) - 1 = 3$ <p>6-a. Solve for x:</p> $e^{2x} - e^x - 6 = 0$ <p>Each question worth 10 points on a 200 points final exam.</p>	<p>The average class score on these items was 71.4%. 10 out of the 14 students achieved the acceptable level of 70% or better. 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. I also noticed that those who answered these items at an acceptable level achieved an average score of 87.3% while those who failed to achieve the passing level scored at an average level of 31.7%.</p>	<p>No major change will be applied here. I will try to highlight the strategies we have been using on solving equations and systems of equations.</p>	

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

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

**Mathematics - Calculus I Competencies
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>1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus. Students should: Algebraically and graphically demonstrate an understanding of:</p> <ul style="list-style-type: none"> a. Limit b. Tangent line c. Difference quotient d. Fundamental theorem of calculus e. Riemann sums 	<p>Not assessed this cycle.</p>			
<p>2. Students will use concepts of function, limit, continuity, derivative, and integral. Students should: Apply the theory of calculus through manipulations involving:</p> <ul style="list-style-type: none"> a. The finding of limits. b. Using differentiation techniques. c. Working with transcendental & trigonometric functions. d. Determining points of discontinuity and intervals of continuity. <p align="right">(Continued)</p>	<p>UNMVC Math 180 - Elements of Calculus I We include the following questions on the final exam (Fall 2009) to measure this learning outcome: 1. Write the derivative of the functions below:</p> <ul style="list-style-type: none"> a. $y = \frac{x^2}{3} - \frac{5\sqrt{x}}{3} + \pi^2$ b. $y = (x^2 - 1)^2 e^{-2x}$ c. $y = e^{2x-2} + \ln(x^2 + 2)$ d. $y = \frac{e^x}{\ln x}, x > 0, x \neq 1$ <p>This question is worth 24 points on a 200 points final exam.</p>	<p>The average class score on these items was 63%. 12 out of the 26 students achieved the acceptable level of 70% or better. 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. I also noticed that those who answered these items at an acceptable level achieved an average score of 87.5% while those who failed to achieve the passing level scored at an average level of 42%.</p>	<p>I will try to do more drill and practice on derivatives problems using different types of functions.</p>	

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Core Competencies Assessment 2009-2010: 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>3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should be able to:</p> <ul style="list-style-type: none"> 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. 	Not assessed this cycle.			
<p>4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields. Students should:</p> <ul style="list-style-type: none"> 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. <p align="center">End Area II – Calculus I</p>	<p>UNMVC Math 180 - This is an example of many questions we include in the final exam (Fall 2009) to measure this learning outcome:</p> <p>7. A rectangular box with an open top and a square base is to have a volume of 32 cubic feet. Determine the dimensions of the box that minimize the amount of material used.</p> <p>This question is worth 20 points on a 200 points final exam.</p>	<p>The average class score on these items was 75%. 13 out of 26 students achieved the acceptable level of 70% or better. I Also noticed that those who answered these items at an acceptable level achieved an average score of 100% while those who failed to achieve the passing level scored at an average level of 50%.</p>	<p>Students are usually challenged in the area of Calculus application problems. Sometimes, the issue is about how to form the algebraic mathematical model before applying calculus on it. I will try to cover a variety of applications in business, economy, and other fields to make sure the students understand how to deal with this type of problems.</p>	

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

University of New Mexico-Valencia Campus
UNM VC Math 215

Mathematics – Other College-Level Mathematics Competencies
(N/A: UNM Core Curriculum – 2: Mathematics.)

<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 display, analyze, and interpret data. Students should:</p> <ul style="list-style-type: none"> a. Discriminate among different types of data displays for the most effective presentation. b. Draw conclusions from the data presented. c. Analyze the implication of the conclusion to real life situations. 	<p>Math 215: Not assessed this cycle</p>			
<p>2. Students will demonstrate knowledge of problem-solving strategies. Students should:</p> <ul style="list-style-type: none"> a. For a given problem, gather and organize relevant information. b. Choose an effective strategy to solve the problem c. Express and reflect on the reasonableness of the solution to the problem. <p style="text-align: center;">(Continued)</p>	<p>Math 215: Math for Elementary and Middle School Teachers III (NMCCN=N/A) A written exercise conducted in class was used to assess competency 2 in one section (N=8).</p> <p>Ms. Jones gave $\frac{1}{4}$ of her money to charity and $\frac{1}{2}$ of the remainder to her mother. Then Ms. Jones had \$240 left. How much money did Ms. Jones have at first? Solve this problem in two ways. Discuss both solution methods and discuss how they are related and why your solution is reasonable.</p> <p>See scoring rubric attached.</p>	<p>88% of the students performed at an acceptable or better level on Competency 2.</p> <p>Note: Acceptable is defined as $\geq 70\%$ correct.</p>	<p>More emphasis will be placed on mathematical modeling of real life situations in the math for teachers' courses. This will be done by incorporating more group projects in the course that model real life situations.</p>	

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

**University of New Mexico-Valencia Campus
UNM VC Math 215**

**Mathematics – Other College-Level Mathematics Competencies, cont.
(N/A: UNM Core Curriculum – 2: Mathematics.)**

<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>3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.</p>	<p>Math 215: Math for Elementary and Middle School Teachers III (NMCCN=N/A) A multiple-part short answer question was included on an in-class exam to assess competency 3 in two sections of the course (N=24).</p> <p>Write a real-life problem which gives rise to the function, f, that has the formula $f(x) = 7x + 5$.</p> <p>a) Make a table of values for the function. b) Graph the function. c) Discuss the meaning of the slope and the y-intercept of this equation and tell what they mean in terms of your real-life problem.</p>	<p>71% of the students performed at an acceptable or better level on Competency 3.</p> <p>Note: Acceptable is defined as $\geq 70\%$ correct.</p>	<p>More emphasis will be placed on mathematical modeling of real life situations in the math for teachers' courses. This will be done by incorporating more group projects in the course that model real life situations.</p>	
<p>4. Students will display an understanding of the development of mathematics. 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>Math 215: Not assessed this cycle</p>			
<p>5. Students will demonstrate an appreciation for the extent, application, and beauty of mathematics. 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>Math 215: Not assessed this cycle</p>			

Name

Date

Math 215: Math for Elementary and Middle School Teachers III
Problem Solving Rubric
Characteristics of Good Explanations

	10 points	8 points	5 points	0 points
Factually correct	Factually Correct	A few minor flaws	Several minor flaws	Factually Incorrect
Explanation is clear, convincing and logical.	Outstanding Explanation - could be used to teach someone who is not in class	Explanation is coherent but more details or supporting pictures, diagrams or equations are needed	Explanation is essentially correct but requires reader to take “a leap of faith” - more supporting information is needed.	Explanation lacks supporting information or has incorrect information.

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Core Competencies Assessment 2009-2010: Area III Courses

**UNM Valencia Campus
UNM Valencia Campus BIOLOGY 123**

**Laboratory Science Competencies
New Mexico Lower-Division General Education Common Core Curriculum**

<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 describe the process of scientific inquiry. Students should:</p> <ol style="list-style-type: none"> 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 cycle.			
<p>2. Students will solve problems scientifically. Students should:</p> <ol style="list-style-type: none"> 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). 	Not assessed this cycle.			
<p>3. Students will communicate scientific information. Students should:</p> <p style="text-align: center;">(Continued)</p>	<p>Two of the student learning outcomes for Biology 123 (Biology for Health-Related Sciences/Non-Majors): Students will <i>explain</i> :</p> <ol style="list-style-type: none"> 1. the processes of mitosis and meiosis so a non-scientist will understand them. 2. The biological significance of mitosis & meiosis. <p>To measure this SLO students complete short essay "Review Questions" (see attached assessment tools).</p>	<p>Mitosis Review Questions: N= 35 Class average = 6.278 out of 7 30 students scored at least 5.0 out of 7 4 students scored less than 5 points out of 7</p> <p>Meiosis Review Questions: N = 28 Class average = 6.357 out of 7 23 students scored at least 5.0 out of 7</p>	<p>We are pleased that on average the students exceeded proficiency. To improve student achievement we plan to:</p> <ul style="list-style-type: none"> • Offer Supplemental Instruction for Biology 123 to help more students reach proficiency • Continue the student-centered activities that have been incorporated into the class sessions on mitosis & meiosis. • Expand the number of student-centered activities into more topics in Biology 123. 	

	Students can earn up to 7 points per set of Review Questions. To demonstrate proficiency, students should earn at least 5 points per assignment (= 71%). Students in section 502 were assessed as a representative sample.	5 students scored less than 5 points out of 7	<ul style="list-style-type: none"> Encourage Biology 123 instructors to attend the OSET Institute on Course Design to learn how to incorporate student-centered/student-active learning into their courses. 	
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Core Competencies Assessment 2009-2010: Area III Courses, cont.

**UNM Valencia Campus
UNM Valencia Campus BIOLOGY 123**

**Laboratory Science Competencies
New Mexico Lower-Division General Education Common Core Curriculum**

<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.)				
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.	Biology 123 Not assessed this cycle.			
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	Not assessed this cycle.			

Assessment Tools for UNMVC Biology 123:

Chapter 18, Part 1 - Mitosis Review Question

MAKE SURE YOU WRITE THE ANSWER TO THE REVIEW QUESTION *IN YOUR OWN WORDS*. THAT'S THE ONLY WAY WE CAN SEE IF **YOU** UNDERSTAND THE MATERIAL.

You may draw well labeled diagrams/pictures if you like.

DUE on 2/23

Sorry, but you cannot earn credit if the assignment is not turned in on time.

1. ***EXPLAIN WHY*** a cell undergoes mitosis **&** ***EXPLAIN HOW*** a cell accomplishes that goal.

Chapter 18, Part 2 - Meiosis Review Questions

MAKE SURE YOU ANSWER THE REVIEW QUESTIONS IN YOUR OWN WORDS. THAT'S THE ONLY WAY WE CAN TELL IF YOU UNDERSTAND THE MATERIAL.

You can use well labeled diagrams/pictures if you like.

DUE on March 2nd

Sorry, but you cannot earn credit if the assignment is not turned in on time.

1. ***EXPLAIN WHY*** a cell undergoes MEIOSIS **&** ***EXPLAIN HOW*** it accomplishes that goal.
2. ***EXPLAIN*** the processes of **random alignment (independent assortment) and crossing over**. ***Explain HOW*** these processes increase genetic variety (diversity) in a population.

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Core Competencies Assessment 2009-2010: Area III Courses

UNM Valencia Campus UNM Valencia Campus BIOLOGY 124L		Laboratory Science Competencies New Mexico Lower-Division General Education Common Core Curriculum		
<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 describe the process of scientific inquiry. Students should:</p> <ul style="list-style-type: none"> 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. 	<p>Biology 124L Not assessed this cycle.</p>			
<p>2. Students will solve problems scientifically. Students should:</p> <ul style="list-style-type: none"> 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). 	<p>Before the experiment on enzymes was performed, the students were only able to define an enzyme but were not able to provide any possible examples of enzyme activity. In laboratory we added an enzyme to a mixture and measured the reaction after 30 minutes. The students were then required to explain the results in their laboratory manual. Then on their midterm examination a problem was provided to them that was very closely related to the lab experiment with a slight change to the scenario. (See attached materials)</p>	<p>After completing the laboratory experiment, 27/41 students were able to properly explain the results on their own. 14/41 students required extensive guidance for their explanations.</p> <p>On the midterm examination 30/41 students were able to solve the problem.</p>	<p>While 73% of the class was able to take the information from the hands on experience and apply their knowledge to a new yet related scenario we were expecting more students to do so. To improve student achievement we plan to:</p> <ol style="list-style-type: none"> 1. Provide a wider range of examples to work on by administering questions through WebCT. 2. Provide additional assessment prior to a major examination to gauge student understanding. 	
<p>3. Students will communicate scientific information. Students should: (Continued)</p>	<p>Biol 124L Not assessed this cycle.</p>			

Core Competencies Assessment 2009-2010: Area III Courses

(Place University/College Name here)
UNM Valencia Campus BIOLOGY 124L

**Laboratory Science Competencies
 New Mexico Lower-Division General Education Common Core Curriculum**

<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.)				
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.	Biol 124L Not assessed this cycle.			
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	Biol 124L Not assessed this cycle.			

Area III Assessment Contact Person Melanie Sanchez-Dinwiddie

Date: 04/15/10

Phone number 505-925-8875

Assessment Tools for Biology 124L:

Laboratory Manual Question

If the iodine test is negative in tube I-2, what would this tell you about the digestion of starch by amylase?

Midterm Examination Question

20. You are going to test the function of starch synthase by:

1. Add glucose to the 4 test tubes.
2. Add starch synthase to test tubes B2 and S2
3. Set test tubes B2 and S2 aside for 1 hour.
4. Immediately test B1 for glucose using Benedict's solution.
5. Immediately test S1 for starch using Iodine.
6. At the end of the 1 hour test B2 for glucose using Benedict's solution.
7. At the end of the 1 hour test S2 for starch using iodine solution.

Results from the experiment:

- B1 tested positive for glucose
- B2 tested negative for glucose
- S1 tested negative for starch
- S2 tested positive for starch

From the information provided what is the function of glycogen synthase?(4



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Core Competencies Assessment 2009-2010: Area III Courses

University of New Mexico, Valencia
UNMVC Chem 121- General Chemistry 1 & Chem 123L- General Chemistry Lab

Laboratory Science Competencies
NMCCN 1214 & NMCCN 1224

<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 be able to convert from the mass of a reacting substance given in a balanced chemical reaction to grams of product produced.</p> <p>Students should:</p> <ol style="list-style-type: none"> Understand how to correctly set up a balanced chemical reaction Students should be able to convert from grams of the reacting substance to moles of a substance through the use of the reactant's molecular weight Be able to convert from the moles of reactant to moles of the product through the use of a proper mole to mole conversion factor found from a correctly balanced chemical reaction, assuming the other reactants are in excess Be able to convert from moles of a product to grams of a product from using the product's molecular weight 	<p>For Chemistry 121, students are given an unbalanced chemical equation, with starting amounts of a reactant (with the other reactants in excess) and asked how much of a certain product substance can be produced. The assessment answers have to show all work to receive full credit with proper use of units and significant figures. For Chemistry 123L, the students are given a chemical equation, asked to measure out in grams one of the reactants (while the other is in excess), carry out the reaction in a flask, separate out and weigh the final product and are asked to compare their experimental results with their theoretical calculations.</p>	<p>Since this tends to be a difficult concept for a lot of students I expect 70% or better raw score for a passing grade on my assessments to demonstrate that students have adequate understanding of the stated learning objective. For my general chemistry class for spring 2010, I had a successful passing rate of 16 students out of 20 (80%). For the laboratory, my success rate was 13 out of 16 (81%) students who received a 70% or better raw score on their lab quizzes.</p>	<p>Since this is my 2nd cycle of teaching chemistry 121 I have learned a great deal about what to focus on when teaching the material to the students. However, I have learned this semester to teach simple concepts, such as a pancake recipe, and how to relate this to a balanced chemical reaction. The concept of mole-mole ratios seems to be the most difficult concept to grasp when teaching this learning objective.</p>	<p>To get my passing rate on my assessments to 100%.</p>

Area III Assessment Contact Person

Ben Njus

4/16/10

Phone number

505-925-8642

Name

Date

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Core Competencies Assessment 2009-2010: Area IV Courses

**University of New Mexico—Valencia Campus
UNMVC SOC 101: Introduction to Sociology**

**Social and Behavioral Sciences 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 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.</p> <p>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>Not assessed this cycle.</p>			
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p style="text-align: center;">(Continued)</p>	<p>SOC 101: Introduction to Sociology</p> <p><u>Student Learning Outcome:</u></p> <p>Students will be able to create examples of the elements of culture, including values, norms, material goods and nonmaterial culture (e.g. language/symbols).</p> <p><u>To measure this SLO:</u></p> <p>Students responded to a prompt and used a series of short answer, applied examples, on a summative assessment—the Mid-Term Examination.</p> <p><u>Assessment Tool:</u></p>	<p><u>Competency:</u></p> <p>An adequate score to reflect competency is 75% correct: letter grade of “C”</p> <p>The question was worth 20 points, so 15 points would be necessary to achieve competency.</p> <p><u>Data/Findings:</u></p> <p>N = 40 students</p> <p>Mean Score = 17 points (85% of total possible points)</p> <p>35 students (87% of students) scored greater than or equal</p>	<p>This is first cycle of assessment—no data from previous cycles.</p> <p>I am pleased that a large portion of the students handily exceeded the minimum acceptable level of proficiency.</p> <p>To improve student achievement:</p> <ol style="list-style-type: none"> <u>Before-Class Learning:</u> I plan to continue assigning a pre-class reflective-learning assignment that introduces students to the elements of culture by using their own high school subculture. <u>In-Class Learning:</u> I plan on giving the students an additional, collaborative 	

	<p>See attachment for test question.</p> <p><u>Sample:</u> Soc 101, 501</p> <p>The sample used was the entire (and only) section of Soc 101 offered in the Summer Session 2010</p>	<p>to 15 points.</p> <p>5 students (13% of students) scored less than 15 points.</p>	<p>exercise to help them use their sociological imagination in picking out the elements of culture that are illustrated in everyday events.</p> <p>3. <u>After-Class Learning:</u> The students will then have both reflective- and collaborative-learning exercises to elaborate and organize their notes for effective studying.</p>	
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Core Competencies Assessment 2009-2010: Area IV Courses, cont.

**University of New Mexico—Valencia Campus
UNMVC SOC 101: Introduction to Sociology**

**Social and Behavioral Sciences 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>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.</p>	<p>SOC 101: Introduction to Sociology Not assessed this cycle.</p>			
<p>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</p>	<p>Not assessed this cycle.</p>			

Name

Date

SOC 101: Introduction to Sociology
ASSESSMENT QUESTION:

Culture

Identify and explain the various elements of culture that you would observe in the following event. Please be sure to relate the examples to this specific event, and not just something that could happen anywhere, anytime. *Note: you cannot use the same example for two different elements.*

Event: A High School Graduation Ceremony

Element 1: _____ Definition: _____

Example: _____

Element 2: _____ Definition: _____

Example: _____

Element 3: _____ Definition: _____

Example: _____

Element 4: _____ Definition: _____

Example: _____

Submitted by: Hope M. Garcia, M.A.

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Core Competencies Assessment 2009-2010: 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>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.)</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"> • distinguish the elements & principles of design in different styles and explain how they are being used in a given work of art <p>To measure this SLO students complete weekly (12 average) 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 or wrong. Such attention is practical application/activation of critical thinking and observation per question (example attached 1).</p>	<p>90% of the students (in a class of 44) 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>2%</td></tr> <tr><td>B+</td><td>7%</td></tr> <tr><td>B</td><td>7%</td></tr> <tr><td>C</td><td>5%</td></tr> <tr><td><u>C-</u></td><td><u>5%</u></td></tr> <tr><td>D+</td><td>5%</td></tr> <tr><td>D-</td><td>5%</td></tr> </table> <p>CH7quiz1 (quiz average: 66%)</p> <p>SLO designated question CH7quiz1 50% correct.</p> <p>CH7quiz2 (quiz average: 66%)</p> <p>SLO designated question CH7quiz2 80% correct.</p> <p>CH8quiz1 (quiz average: 56%)</p>	A+	34%	A	29%	A-	2%	B+	7%	B	7%	C	5%	<u>C-</u>	<u>5%</u>	D+	5%	D-	5%	<p>To improve student achievement we plan to :</p> <p>4. Continue to promote and facilitate usage of class capture for review while measuring usage.</p> <p>5. Expand the number of credit through outside class application of SLO(s):</p> <ul style="list-style-type: none"> • understand and use the vocabulary of art • recognize some of the materials and processes involved in the production of a work of art <p>by requiring it to be part regular credit and recorded by entries on discussion format in WebCT.</p>	
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	<p>Quizzes total 12.5% of overall grade.</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"> • the use of the vocabulary of art • identify some of the materials and processes involved in the production of a work of art <p>(example attached 3)</p> <p>Students in ARTH 202.501 (44 students) were assessed as a representative sample.</p>	<p>SLO designated question CH8quiz1 56% correct.</p> <p>CH8quiz2 (quiz average: 70%)</p> <p>SLO designated question CH7quiz2 81% correct.</p> <p>1. 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"> • understand and use the vocabulary of art • recognize some of the materials and processes involved in the production of a work of art <p>28 out of 38 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>		
<p>2. Students will compare art</p>	<p>Not assessed this cycle.</p>			

<p>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>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>1. One of the SLO's for ARTH 202 states student will be able to:</p> <ul style="list-style-type: none"> • identify purposes of art and the roles of the artist <p>To measure this SLO students complete weekly (12 average) 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 or wrong. Such attention is practical application/activation of critical thinking and observation per question</p> <p>(example attached 3).</p> <p>Quizzes total 12.5% of overall grade.</p> <p>To demonstrate proficiency,</p>	<p>76% of the students (in a class of 44) exceeded a 70 (passing grade) on test 2.</p> <table border="0"> <tr><td>A+</td><td>32%</td></tr> <tr><td>A</td><td>14%</td></tr> <tr><td>A-</td><td>11%</td></tr> <tr><td>B+</td><td>11%</td></tr> <tr><td>B</td><td>5%</td></tr> <tr><td>B-</td><td>2%</td></tr> <tr><td>D+</td><td>2%</td></tr> <tr><td>D</td><td>2%</td></tr> <tr><td>D-</td><td>2%</td></tr> <tr><td>F</td><td>16%</td></tr> </table> <p>CH9quiz1 (quiz average: 69%)</p> <p>SLO designated question CH9quiz1 86% correct.</p> <p>CH9quiz2 (quiz average: 59%)</p> <p>SLO designated question CH9quiz2 46% correct.</p> <p>CH10 quiz (quiz average: 64%)</p> <p>SLO designated question CH7quiz1 85% correct.</p>	A+	32%	A	14%	A-	11%	B+	11%	B	5%	B-	2%	D+	2%	D	2%	D-	2%	F	16%	<p>To improve student achievement we plan to :</p> <ol style="list-style-type: none"> 1. Continue to promote and facilitate usage of class capture for review while measuring usage. 2. Expand the number of credit through outside class application of SLO(s): <ul style="list-style-type: none"> • understand and use the vocabulary of art • recognize some of the materials and processes involved in the production of a work of art <p>by requiring it to be part regular credit and recorded by entries on discussion format in WebCT.</p>	
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	<p>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"> • the use of the vocabulary of art • identify some of the materials and processes involved in the production of a work of art <p>Students in ARTH 202.501 (44 students) were assessed as a representative sample.</p>	<p>1. 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>4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p> <p>(Continued)</p>	<p>Not assessed this cycle.</p>			

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

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NMCCN 2123**

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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 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>				

Area V Assessment Contact Person Michael Ceschiat 4.15.10 Phone number 505.925.8712
Name Date

Attachments for UNMVC Art History 202:

UNMVC Art History 202 #1.

CH7quiz1 (quiz average: 66%)

Scientific perspective was:

- A 11% a discovery gleaned from classical antiquity
- B 18% a refinement of the aesthetic concerns of the Middle Ages
- C 21% a technique for psychological realism
- D 50% the rendering of figures and objects in illusory space*

CH7quiz2 (quiz average: 66%)

In Leonardo's Last Supper, the calm figure of Christ exists:

- A 14% at the focal point of the perspective.
- B 6% to form a symbolic triangle.
- C 0% on the axis of symmetry.
- D 0% to give visual stability to the composition.
- E 80% all of these.*

CH8quiz1(quiz average:56%)

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

- A 56% colossal scale*
- B 6% six equal arms
- C 31% basilica plan
- D 8% use of two bell towers

CH8quiz2 (quiz average: 70%)

A medium of printmaking in which V-shaped grooves are cut into a metal plate is termed:

- A 5% woodcut
- B 81% engraving*
- C 8% etching
- D 5% lithograph

*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.

Structure:

10pts for local (Valencia county) galleries/museums

20pts for out of town galleries/museums

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

UNMVC Art History 202 #3.

Student discussion entry:

On March 24, 2010 I attended the reception for the 7th Annual Santeros Del Rio Abajo exhibition, at the Valencia Campus of UNM. This exhibit occurred in conjunction with an exhibit in the student gallery, as well as two Santero themed shows at the Tome Gallery and at the Charlie Sanchez Gallery.

20 Works were neatly exhibited with a common centerline around the white walls of the gallery. The earthy, rich colors used upon most of the works were well displayed in this austere setting, which corresponds with other austere, traditional settings for the objects made by Santeros (like adobe-walled homes and churches).

Artwork is perhaps an inappropriate term to use for the output of a Santero; though in our postmodern era, Santeros are now respected as artists. Certain Santeros have adapted to and incorporated the fine art and avante garde context with regard to their output, but other Santeros continue to work in an utterly traditional manner. For such Santeros the work is a form of actual spiritual communion.

The participating Santeros were: Nicolas Otero, Marie Anoinette Luna, Richard Martinez, Amanda Griego, David McCoy, Carlos Jose Otero, Emilio Jose Otero, Charlie Sanchez, Danny Sachs, Roy Trujillo, Vanessa Sanchez de Martinez, Robert Apodaca (who alone was using modern acrylic paint), and Vicente Telles.

I was particularly impressed with a retablo by Vicente Telles. This retablo featuring San Ysidro, painted on gessoed panel, had cut-out elements, which worked surprisingly well at vitally focusing attention toward the Saint and selected symbols, since the normal color field background was absent. The natural pigments employed were subtle and earthy, which enabled the high pitched red of the saints coat to stand out by contrast.

"Entero" by David McCoy, a bulto featuring Christ, dead and removed from the cross, in a four handled wooden bier. The knees of Christ were painted with blossoms of blood, a device used by New Mexico Santeros which seems to recollect the stumbling of the savior upon the Via Dolorosa.

Such a show stimulates questions about folk and fine art, new and old, tradition and exploration, continuity and revitalization.

I suppose that the true challenge for the contemporary Santero is to find a way to change and reveal one's own touch, while allowing oneself to be formally limited in numerous matters. Nuance and incremental change, blended with humility, seem to be the ways in which individual Santeros distinguish their life's work.

UNMVC Art History 202 #4.

CH9quiz1 (quiz average: 69%)

The Northern Italian artist whose dramatic naturalism contributed to the origin of the Baroque style in Rome c. 1600 was:

- A 0% Honthorst
- B 6% Annibale Carracci
- C 86% Caravaggio*
- D 9% Gaulli

CH9quiz2 (quiz average: 59%)

Seventeenth-century Dutch landscape painting:

- A 0% was inspired by ancient Greek and Roman painting
- B 46% was related to Dutch nationalism*
- C 51% was devised for rural and pastoral people
- D 3% reflected nostalgia for Poussin's pastoral settings

CH10quiz (quiz average:64%)

The unusual French Rococo artist, Jean-Baptiste Siméon Chardin, was inspired by:

- A 11% Watteau.
- B 4% the grand style of Reynolds.
- C 85% Dutch 17th century naturalism.*
- D 0% all of these.
- E 0% none of these.

*correct answer