

Core Competencies Assessment 2009-2010: Area I Courses -- Communications Competencies

INSTRUCTIONS

<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><i>In this column, list the course by Institution Designation <u>and</u> the New Mexico Common Course Number. For example: ENG 243 Creative Writing ENGL 2123</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p>	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p> <p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></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><i>Assessment Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Rubric-based (e.g., holistic, criteria-based, skills assessments), evaluation of student written and oral discourse</i> 			
<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).</p> <p style="text-align: center;">(Continued)</p>	<ul style="list-style-type: none"> • <i>Portfolio (e.g., paper, digital, recorded performance) evaluations</i> • <i>Journals</i> • <i>Self-Review</i> • <i>Peer Review</i> • <i>Pre/Post Tests</i> • <i>Capstone Projects</i> • <i>Skills Tests</i> • <i>Exit Exams</i> • <i>Core Competency panel assessments</i> • <i>etc.</i> 			

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

<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><i>Course reporting requirements continue as outlined on page 1 of Communications Competencies.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></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>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>				

End -- Area I

Core Competencies Assessment 2009-2010: Area II Courses -- Mathematics – Algebra Competencies

INSTRUCTIONS

<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><i>In this column, list the course by Institution Designation and the New Mexico Common Course Number. For example: MATH 119 College Algebra MATH 1113/4</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p> <p><i>Assessment Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Pre/Post Tests</i> • <i>Test/quiz questions</i> • <i>Routine use of an accepted Classroom Assessment Technique (CAT)</i> 	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p> <p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></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 align="center">(Continued)</p>	<ul style="list-style-type: none"> • <i>Oral presentations</i> • <i>Written presentations</i> • <i>Student-created portfolios</i> • <i>Capstone Projects</i> • <i>Peer Review</i> • <i>Student self-assessments</i> • <i>Group research and presentations on real-life problems analyzed/solved by using algebra</i> • <i>etc.</i> 			

Core Competencies Assessment 2009-2010: Area II Courses -- Mathematics – Algebra Competencies, cont.
INSTRUCTIONS, cont.

<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><i>Course reporting requirements continue as outlined on page 1 of Algebra Competencies.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></p>
<p>4. Students will model/solve real-world problems. Students should:</p> <ul style="list-style-type: none"> a. Use and understand slope as a rate of change. b. Use equations and systems of equations to solve application problems. c. Apply knowledge of functions to solve specific application problems. d. Solve compound interest problems. e. Solve application problems involving maximization or minimization of a quadratic function. f. Solve exponential growth and decay problems. <p>End – Area II - Algebra</p>				

Core Competencies Assessment 2009-2010: Area II Courses -- Mathematics - Calculus I Competencies

INSTRUCTIONS

<p><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/ Priorities</p>
<p>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</p>	<p><i>In this column, list the course by Institution Designation and the New Mexico Common Course Number. For example: MATH 124 Calculus I MATH 1614</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p>	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p> <p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></p>
<p>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.</p> <p>(Continued)</p>	<p><i>Assessment Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Pre/Post Tests</i> • <i>Test/quiz questions</i> • <i>Routine use of an accepted Classroom Assessment Technique (CAT)</i> • <i>Oral presentations</i> • <i>Written presentations</i> • <i>Student-created portfolios</i> • <i>Capstone Projects</i> • <i>Peer Review</i> • <i>Student self-assessments</i> • <i>Group research and presentations on real-life problems analyzed/solved by using algebra</i> • <i>etc.</i> 			

Core Competencies Assessment 2009-2010: Area II Courses -- Mathematics - Calculus I Competencies, cont.
INSTRUCTIONS, cont.

<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. 	<p><i>Course reporting requirements continue as outlined on page 1 of Calculus Competencies.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></p>
<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 style="text-align: center;">End Area II – Calculus I</p>				

Core Competencies Assessment 2009-2010: Area II Courses -- Mathematics – Other College-Level Mathematics Competencies

INSTRUCTIONS

<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><i>In this column, list the course by Institution Designation and the New Mexico Common Course Number. For example: MATH 120 Plane Trigonometry MATH 1213</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p>	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p> <p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></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>(Continued)</p>	<p><i>Assessment Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Pre/Post Tests</i> • <i>Test/quiz questions</i> • <i>Routine use of an accepted Classroom Assessment Technique (CAT)</i> • <i>Oral presentations</i> • <i>Written presentations</i> • <i>Student-created portfolios</i> • <i>Capstone Projects</i> • <i>Peer Review</i> • <i>Student self-assessments</i> 			

Core Competencies Assessment 2009-2010: Area II Courses -- Mathematics – Other College-Level Mathematics Competencies, cont.
INSTRUCTIONS, cont.

<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
3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.	<i>Course reporting requirements continue as outlined on page 1 of Other College-Level Mathematics Competencies.</i>	<i>Continued, as on page 1.</i>	<i>Continued, as on page 1.</i>	<i>Continued, as on page 1.</i>
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.				
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.				

End – Area II Other Math

Core Competencies Assessment 2009-2010: Area III Courses -- Laboratory Science Competencies

INSTRUCTIONS

<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><i>In this column, list the course by Institution Designation <u>and</u> the New Mexico Common Course Number. For example: BIO 151 + Lab General Biology BIOL 1124</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p> <p><i>Assessment Suggestions: Presentation of case studies, problems, and/or laboratory exercises that call for the student to apply the “scientific method.”</i></p>	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p> <p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></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><i>Assessment Suggestion: Presentation of case studies, problems, and/or laboratory exercises that call for the student to construct and test hypotheses related to the scientific discipline they have elected to study.</i></p>			
<p>3. Students will communicate scientific information. Students should: (Continued)</p>	<p><i>Assessment Suggestions: Require written and oral work to be evaluated according to college- (Continued)</i></p>			

Core Competencies Assessment 2009-2010: Area III Courses – Laboratory Science Competencies, cont.
INSTRUCTIONS, cont.

<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.)	<i>level writing criteria, as well as the standards of the field being studied.</i>	<i>Continued, as on page 1.</i>	<i>Continued, as on page 1.</i>	<i>Continued, as on page 1.</i>
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.	<i>Assessment Suggestions: Presentation of case studies, problems, and/or laboratory exercises that call for the student to apply appropriate quantitative techniques for the level and type of material being covered.</i>			
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.	<i>Assessment Suggestions: Presentation of case studies, problems, and/or laboratory exercises that call for the student to critically evaluate scientific accounts from the popular media. Exam questions should call upon higher-order thinking rather than rote knowledge.</i>			

End – Laboratory Science

Core Competencies Assessment 2009-2010: Area IV Courses -- Social and Behavioral Sciences Competencies

INSTRUCTIONS

<p><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p><u>How Results Will Be Used To Make Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/ Priorities</p>
<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. 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><i>In this column, list the course by Institution Designation <u>and</u> the New Mexico Common Course Number. For example: PSY 101 Introductory Psychology PSYC 1113</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p> <p><i>Assessment Suggestions: Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.</i></p>	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p> <p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></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. 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>(Continued)</p>	<p><i>Assessment Suggestions: Comparative & problem based essays, examinations requiring analysis of information, research projects.</i></p>			

Core Competencies Assessment 2009-2010: Area IV Courses -- Social and Behavioral Sciences Competencies, cont.
INSTRUCTIONS, cont.

<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><i>Assessment Suggestions: Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></p>	<p><i>Continued, as on page 1.</i></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.</p> <p>End – Social/Behavioral Sciences</p>	<p><i>Assessment Suggestions: Problem based projects, research projects, essays, examinations requiring analysis of information, fieldwork.</i></p>			

Core Competencies Assessment 2009-2010: Area V Courses -- Humanities and Fine Arts Competencies

INSTRUCTIONS

<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><i>In this column, list the course by Institution Designation and the New Mexico Common Course Number. For example: MUS 101 Music Reading MUSI 1213</i></p> <p><i>For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number.</i></p>	<p><i>In this column, display the results obtained from the assessment(s) for each competency.</i></p> <p><i>Interpretation and explanation of the assessment results may also be included in this column.</i></p>	<p><i>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency.</i></p> <p><i>Future plans can be included here as well as reasons for discarding or adopting certain assessments.</i></p>	<p><i>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</i></p>
<p>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</p>	<p><i>Assessment Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Pre/Post Tests</i> • <i>Journals</i> • <i>Portfolios</i> • <i>Public Debates</i> 	<p><i>For each assessment, state what percent of those students measured performed at the acceptable level or better on each competency measured.</i></p>		
<p>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<ul style="list-style-type: none"> • <i>Essays</i> • <i>Visual/Audio Identification</i> • <i>Videos</i> • <i>Recitals</i> • <i>Performances</i> 			
<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>	<ul style="list-style-type: none"> • <i>Documentation of service learning</i> • <i>Presentations: Performance, time-based</i> • <i>Final Exams</i> • <i>Log of On-line Discussions</i> • <i>Graphic Productions (charts, diagrams, timelines, etc.)</i> • <i>Peer review/self review</i> 			

(Continued)

Core Competencies Assessment 2009-2010: Area V Courses -- Humanities and Fine Arts Competencies, cont.

INSTRUCTIONS, cont.

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