The University of New Mexico-ABQ
Core Competencies Report

Date Submitted October 30, 2009

Attachments (please check all that apply):

X Area I Communications	*Contact Person* Tom Root, troot@unm.edu
X Area II Math—Algebra	*Contact Person* Tom Root, troot@unm.edu
X Area II Math—Calculus	*Contact Person* Tom Root, troot@unm.edu
X Area II Math—Other Math	*Contact Person* Tom Root, troot@unm.edu
X Area III Laboratory Science	*Contact Person* Tom Root, troot@unm.edu
X Area IV Social/Behavioral Sciences	*Contact Person* Tom Root, troot@unm.edu
X Area V Humanities/Fine Arts	*Contact Person* Tom Root, troot@unm.edu

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

Suzanne Ortega
Chief Academic Officer Signature

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Institutional URL for HED Core Competencies Assessment Reports:

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

Core Competencies Assessment 2007-2008: Area I Courses

The University of New Mexico **Communications Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will analyze and 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.	**A.1. ENGL 101 Composition I** (NMCCN=ENGL 1113) 3.6% random sample (N=66) of portfolios from 86 sections of the course. Results of direct measure only are reported here. Norming for inter-rater reliability on 4-scale rubric measuring competencies 1-5. **A.2. ENGL 219 Technical & Prof'l Writing** (NMCCN=ENGL 2113) Random sample of written student work blind rescored. Norming for inter-rater reliability on 4-scale rubric measuring Competencies 1, 2, 3, 4, 5 in this cycle.	**A.1.** 84% scored adequate or better **A.2.** 68% scored adequate or better.	**A.1.** The Core Writing Program convened 40 faculty in two meetings to discuss results and recommended a set of written expectations for the portfolio contents, faculty clarification of desired outcomes, and a series of activities that would better prepare students for writing their reflective essays. **A.2.** ENGL 219 faculty will develop a template with better instructions on types of documents (reports and proposals) suitable for portfolio. Earlier in term begin discussion of what constitutes research. Provide addit'l resources to faculty for how to teach research. More emphasis throughout semester on document design. Faculty will set up peer classroom visits to expand ideas about teaching ENGL 219.	
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.		**A.1.** 74% scored adequate or better **A.2.** 80% scored adequate or better.		
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (Continued)		**A.1.** 74% scored adequate or better **A.2.** 80% scored adequate or better.		

Core Competencies Assessment 2007-2008: Area I Courses

The University of New Mexico **Communications Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
(essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).				
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.		**A.1.** 74% scored adequate or better **A.2.** 80% scored adequate or better.		
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting. (Continued)		**A.1.** 80% scored adequate or better. **A.2.** 62% scored adequate or better.		

Core Competencies Assessment 2007-2008: Area I Courses

The University of New Mexico **Communications Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I		**A.1.** Competency 6 was not measured in this cycle. **A.2.** Competency 6 was not measured in this cycle.		

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Core Competencies Assessment 2007-2008: Area II Courses

The University of New Mexico **Mathematics - Algebra Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** **Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will graph functions Students should: 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.				
2. Students will solve various kinds of equations. Students should: 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.				
3. Students will demonstrate the use of function notation and perform operations on functions. Students should: a. Find the value of a function				

Core Competencies Assessment 2007-2008: Area II Courses

The University of New Mexico **Mathematics - Algebra Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** **Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.				
4. Students will model/solve real-world problems. Students should: 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. End – Area II - Algebra				

Area II-Calculus Assessment Contact Person: Tom Root, Outcomes Assessment Planning Mgr. *Name* 10-30-2009 *Date* **Phone number:** 505.277-4130

Core Competencies Assessment 2007-2008: Area II Courses

The University of New Mexico **Mathematics - Calculus I Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** **Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will demonstrate an understanding of the theoretical, geometrical underpinnings of the calculus. Students should: Algebraically and graphically demonstrate an understanding of: a. Limit b. Tangent line c. Difference quotient d. Fundamental theorem of calculus e. Riemann sums	**Math 180 "Elements of Calculus I"** (NMCCN=MATH 1613) Measurement of competencies 2 and 3 consisted of 10 problems on a common final exam administered to 369 students in twelve sections of the course. Competency 4 addressed by 12 problems on final exam. Competency 1 addressed by 2 problems on final exam.	63 % performed adequate or better on all competencies. Basic algebra rules continue to inhibit students in this course.	Offer "Math Lab" "earlier" Faculty will emphasize notation and importance of showing work clearly. Cover integrals more thoroughly.	TAs teaching this class are required to take a seminar class on how to best serve student needs. Considering tightening pre-requisites to require prerequisite course within one semester of this course (all courses in the sequence in sequential terms).
2. Students will use concepts of function, limit, continuity, derivative, and integral. Students should: Apply the theory of calculus through manipulations involving: a. The finding of limits. b. Using differentiation techniques. c. Working with transcendental & trigonometric functions. d. Determining points of discontinuity and intervals of continuity. (Continued)				

Core Competencies Assessment 2007-2008: Area II Courses

The University of New Mexico **Mathematics - Calculus I Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will apply methods of calculus to optimization, graphing, and approximation. Students should be able to: a. Find extreme points. b. Understand the graphs of a function and its 1st and 2nd derivatives and how they relate. c. Apply Newton's method. d. Use differentials to approximate functions.				
4. Students will apply differential and integral calculus to problems in geometry, physics, and other fields. Students should: a. Understand that calculus has many uses in science, business, and other fields. b. Students should be able to solve application problems involving rates of change, optimization, related rates, and acceleration/velocity. End Area II – Calculus I				

Area II-Calculus Assessment Contact Person: Tom Root, Outcomes Assessment Planning Mgr. 10-30-2009 **Phone number:** 505.277-4130

Name *Date*

Core Competencies Assessment 2008-2009: Area II Courses

The University of New Mexico **Mathematics – Other College-Level Mathematics Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will display, analyze, and interpret data. Students should: 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.				
2. Students will demonstrate knowledge of problem-solving strategies. Students should: 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.				
3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems. (Continued)				

Core Competencies Assessment 2008-2009: Area II Courses

The University of New Mexico **Mathematics – Other College-Level Mathematics Competencies**

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				

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Core Competencies Assessment 2008-2009: Area III Courses

The University of New Mexico **Laboratory Science Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will describe the process of scientific inquiry. Students should: a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition. b. Students should value science as a way to develop reliable knowledge about the world.	**A.1. CHEM 111L Elements of Gen. Chemistry** (NMCCN=CHEM 1114) To improve learning over same outcomes assessed last year, Formative assessment at 5th week included knowledge survey/in-class exam #1/discussion with 185 students from two sections. A 22% random sample of follow up exercise was team scored using a rubric. In-class exam #2 followed 3 wks later. **A.2. CHEM 121 "Gen. Chem I"** (NMCCN=CHEM 1213) All students in one section responded to four questions embedded in course MC exams, machine scored, measuring competencies 1, 2, 3, and 4. **B. GEOG 101//105L Physical Geography/Lab** (NMCCN=GEOG1113/1111) A.1. Common MC questions on final exam all students/all sections. **C.1. PHYC 151 General Physics I** (NMCCN=PHYS 1113) Embedded exam questions in two sections of the course were used to measure competencies 2, 4, and 5 for all students. **C.2. PHYC 152 General Physics II** (NMCCN=PHYS 1123)	**A. 1.** 75% of 5th wk Knowledge Survey respondents reported OK understanding; 75% of 5th wk participants in class problems exercise likewise scored 3 or better on 5 pt. scale on direct assessment. Students appear to have an accurate idea of their level of understanding. Results of 2nd exam increased significantly over last year. 54% demonstrated proficiency in Competency 1. **A.2.** 89.8% of students demonstrated proficiency on Competency 1. **B.** Competency 1 was not assessed this year. **C.1.** Competency 1 was not assessed. **C.2.** 71% of students performed at a satisfactory level or better on Competency 1.	**A.1.** To improve attendance and learning in recitation sections quizzes are being administered using a group learning environment and clickers in every recitation section. The valuable 5th wk exercises will be spread over two class sessions to increase their impact. **A.2.** Faculty were satisfied with student performance and plan no changes, but plan to assess learning in all sections next year. **B.** Though results revealed fundamental misunderstanding on several issues, faculty had not yet met to discuss implications at the time of the dept'l report in April. **C.1. & C.2.** The department is focusing assessment on different course clusters in sequential years in order to give more focus. A team of 7 faculty met to discuss results. The faculty decided they need more data across time than a single snapshot.	
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. (Continued)		**A.1.** 54% demonstrated proficiency in Competency 2. **A.2.** 89.8% of students demonstrated proficiency on Competency 2. **B.** 49% of students tested performed acceptably on Competency 2. **C.1.** 79% of students tested performed at a satisfactory level or better on Competency 2. **C.2.** 76% of students performed		

Core Competencies Assessment 2008-2009: Area III Courses

The University of New Mexico **Laboratory Science Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	Embedded exam questions in one section of the course were used to measure all competencies for all students.	at a satisfactory level or better on Competency 2.		
3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in standard format and explain basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)		**A.1.** 66% demonstrated proficiency in Competency 3. **A.2..** 89.8% of students demonstrated proficiency on Competency 3. **B.** Competency 3 was not assessed this year. **C.1.** Competency 3 was not assessed. **C.2.** 85% of students performed at a satisfactory level or better on Competency 3.		
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. (Continued)		**A.1.** 66% demonstrated proficiency in Competency 4. **A.2.** 89.8% of students demonstrated proficiency on Competency 4. **B.** 49% of students tested performed acceptably on Competency 4. **C.1.** 79% of students tested performed at an satisfactory level or better on Competency 4. **C.2.** 77% of students performed at a satisfactory level or better on Competency 4.		

Core Competencies Assessment 2008-2009: Area III Courses

The University of New Mexico **Laboratory Science Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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		**A.1.** Not assessed this year. **A.2.** Not assessed this year. **B.** 46% of students tested performed acceptably on Competency 5. **C.1.** 79% of students tested performed at an satisfactory level or better on Competency 5. **C.2.** 83% of students performed at a satisfactory level or better on Competency 5.		

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Core Competencies Assessment 2008-2009: Area IV Courses

The University of New Mexico **Social and Behavioral Sciences Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.	**A. Sociology 101 Introduction to Sociology** (NMCCN=SOCI 1113) 100% of students in 3 of 4 sections answered 3 common essay questions in the final exam; scored by pair of faculty. **B.1 Political Science 220 Comparative Politics** (NMCCN=????) Two of seven sections reported results derived in one section from embedded MC exam questions and in the other from an embedded writing assignment. **B.2. Political Science 240 International Politics** (NMCCN=????) Four of ten sections reported results derived in one section from MC Qs embedded in final exam and three sections from an embedded writing assignment. Linguistics 101 Introduction to the Study of Language/Anth 110 Language, Culture and the Human Animal (NMCCN=?????)	**A.** 89% of students performed adequate or better on Competency 1. **B.1.** 59% of students performed adequate or better on Competency 1. **B.2.** 86% of students adequate or better on Competency 1.	**A.** Increase practice throughout semester answering questions on basic themes. Alter one SLO to focus on the agents of socialization and how these vary across societies and time. Alter assessment method to use the same wording on like prompts. Faculty agree in advance on how to handle latitude in defining social structure and blank responses to prompts. Add SLOs to syllabus. Increase writing linked to SLOs. Increase communication about progress toward SLOs among students and faculty to keep eyes on the goal. **B.1. & B.2.:** Faculty discussion are planned around a) data comparability, b) appropriateness of current SLOs for freshman courses, and c) faculty participation in assessment.	
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world. (Continued)		**A.** 98% of student performed at an adequate or better level on Competency 2. **B.1.** 59% of students performed at an adequate or better level on Competency 2. **B.2.** 86% of students performed at an adequate or better level on Competency 2.		

Core Competencies Assessment 2008-2009: Area IV Courses

The University of New Mexico **Social and Behavioral Sciences Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.		**A.** 87% of students performed at an adequate or better level of Competency 3. **B.1.** Competency 3 was not assessed in this cycle. **B.2.** Competency 3 was not assessed in this cycle.		
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		**A.** 80% of students performed at an adequate or better level on Competency 4. **B.1.** 59% of students scored acceptable or better on Competency 4. **B.2.** 85% of students performed at an acceptable or better level on Competency 4.		

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Core Competencies Assessment 2008-2009: Area V Courses

The University of New Mexico **Humanities and Fine Arts Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)	**A.1. PHIL 101 Intro to Philosophical Problems** (NMCCN=PHIL 1113) A 1.5% random sample of 536 students in 8 sections responded to predominantly essay assignments. Faculty used a 4 pt. scale to score multiple measures for competencies 1, 3 in this cycle. 4=Excellent 3=Good 2=Acceptable 1=Not Acceptable **A.2. PHIL 156 Reasoning and Critical Thinking** (NMCCN=PHIL 1213) A random sample of essay assignments from 322 students' in 7 sections of the course was scored on a four point scale for multiple measures of competencies 1 and 3.	**A.1.** The lowest of 16 scores in the sample was 2.35; the median was 2.98, and the mean of 16 scores in the sample was 3.07for Competency 1. **A.2.** The lowest of 14 scores in the sample was 2.68; the median was 3.1; and the mean of the 14 scores in the same was 3.11 for Competency 1.		
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).		**A.1.** Competency 2 was not measured in this cycle. **A.2.** Competency 2 was not measured in this cycle.		
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.		**A.1.** The lowest of 23 scores in the sample was 2.15; the median was 2.47; and the mean of 23 scores in the sample was 2.73. **A.2.** The lowest of 21 scores in the sample was 1.95; the median was 2.755; and the mean of 21 scores in the sample was 2.8 on Competency 3.		

(Continued)

Core Competencies Assessment 2008-2009: Area V Courses

The University of New Mexico **Humanities and Fine Arts Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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.		**A.1.** Competency 4 was not measured in this cycle. **A.2.** Competency 4 was not measured in this cycle.		
For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement (Continued)				

Core Competencies Assessment 2008-2009: Area V Courses

The University of New Mexico **Humanities and Fine Arts Competencies**

State Competencies (Learning Outcomes Being Measured)	**Assessment Procedures Course Name and NMCCN** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**	**(Optional)** Recommendations/Goals/ Priorities
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. End – Humanities/Fine Arts				

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