

Core Competencies Assessment 2007-2008: Area I Courses

New Mexico Institution Name: UNM Taos

Communications Competencies

| <u>State Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> Course Name and NMCCN (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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| <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>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>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>Engl 101 Composition 1 (NMCCN=ENGL 1113) Reading and Analysis. Students will summarize, interpret, evaluate, and synthesize a variety of challenging texts, including their own and those of their fellow students.</p> <p>Problem Posing. Students will identify a central issue or question to address in their writing, and they will develop hypotheses, consider perspectives, and propose solutions that respond to this issue/question.</p> <p>Writing Decisions and Strategies. Students will respond to a variety of writing situations by choosing and employing strategies (genre, tone, style, content, organization, etc.) that are appropriate to the student's purpose and to the audience.</p> <p>Revision. Students will revise their writing by reconsidering and</p> | <p>Since UNM Taos was officially granted Branch Status in July of 2003, this past year is the first year that the faculty (8 full time and 110 adjunct) have begun the task of establishing Student Learning Outcomes (SLOs) for their courses. Program SLOs were completed in Spring of 2008.</p> <p>As you can see on the left, the majority of faculty have completed their SLOs, a handful still need to be completed.</p> <p>The institution's next task is to create rubrics to measure the accomplishment of the stated outcomes. This will begin in October 2008 with faculty in-service workshops. Our goal is to have these rubrics completed for each course by February 2009. With those in hand, faculty and the Department of Instruction can begin to gather data as to the efficacy of the stated outcomes and</p> | | |

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| <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>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. End -- Area I</p> | <p>significantly reworking their ideas, conclusions, and writing decisions.</p> <p>Clarity and Surface Features. Students will write prose that is clear and free of errors in syntax, grammar, conclusions, and writing decisions.</p> <p>Argument and Analysis. Students will understand and use an academic model of argumentation to analyze a variety of arguments, including their own.</p> <p>Focus and Development. Students will articulate a central point or “thesis” and develop that point throughout the essay.</p> <p>Research. Students will conduct and document research, evaluate sources, and integrate findings to support their argument.</p> <p>Engl 102 Composition II (NMCCN=ENGL 1123)</p> <p>Argument and Analysis. Students will understand and use an academic model or argumentation to analyze a variety of arguments, including their own.</p> <p>Focus and Development. Students will articulate a central point or “thesis” and</p> | <p>improvements can then be made. If you have additional questions, please contact Jim Gilroy, Dean of Instruction at gilroy@unm.edu or Joel Whitehead, Associate Dean, at joelw@unm.edu.</p> | | |
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develop that point throughout their essay.

Research. Students will conduct and document research, evaluate sources, and integrate findings to support their argument.

C&J 130 Public Speaking
(NMCCN=COMM1113)

Engl 219 Technical Writing
(ENGL 2113) **Understand Rhetorical Principles.**
Students should be able to produce professional documents that clearly recognize purpose, context, and audience.

Research Methods. Students should know how to evaluate the quality and validity of courses and apply appropriate citation methods for text and graphs.

Document Production.
Students should be able to develop overall concept design, readable layout and format through the effective application of software mechanics.

Ethical Conduct. Students should learn how to avoid plagiarism and copyright

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| | <p>infringement in the production of documents and generally to work in a way that does not harm others.</p> <p>Collaboration. Professional writing requires collaborative techniques in problem solving, distribution of work, and the sharing of information and ideas.</p> <p>Professionalism. Technical writers need to demonstrate effective skills in verbal communication that include clarity, correct grammar and mechanics, organizing information into a logical structure, employing appropriate and consistent tone and style, and professional-level revision, editing, and proof-reading.</p> | | | |
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Area I Assessment completed by _____

Signature

Robert Arellano _____

Printed Name

September 30, 2008 _____

Date

Phone number 575-737-6224

Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Institution Name: UNM Taos

Mathematics – Algebra Competencies

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p> |
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| <p>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.</p> | <p>Math 121 College Algebra (NMCCN=MATH 1113)</p> | | | |
| <p>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.</p> <p align="center">(Continued)</p> | <p>Math 121 College Algebra (NMCCN=MATH 1113)</p> | | | |

Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Institution Name: UNM Taos

Mathematics – Algebra Competencies, cont.

| <u>State Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> Course Name and NMCCN (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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| <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. | Math 121 College Algebra (NMCCN=MATH 1113) | | | |
| <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 style="text-align: center;">End – Area II - Algebra</p> | Math 121 College Algebra (NMCCN=MATH 1113) | | | |

Area II-Algebra Assessment completed by _____

Signature

Robert Arellano _____

Printed Name

September 30, 2008 _____

Date

Phone number 575-737-6224

Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Institution Name

Mathematics - Calculus I Competencies

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p> |
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| <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>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>Math 180 Elements of Calculus I (NMCCN=MATH 1613)</p> <p>Students will use correct mathematical notation and terminology</p> <p>Students will be able to generate, read, and interpret graphs of functions</p> <p>Students will be able to use functions that model real-world situations such as the profit of a business, the design of a box, and the height of a thrown ball.</p> <p>Students will use the various notations for the derivative.</p> <p>Student will be able to determine the slope of a straight line from a graph and from any of the forms of the equation, and interpret it as a rate of change.</p> <p>Students will understand the slope of a curve at a point as the slope of the tangent line to the graph at that point, and will be able to determine the</p> | | | |

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| | <p>slope from a graphic representation and also analytically. They will be able to write the equation of the tangent line to a curve at a given point.</p> <p>Student will be able to determine when the limit of a function exists and when it doesn't, and to find limits algebraically and also from the graph of a function.</p> <p>Students will be able to determine derivatives of simple functions using the limit definition, and will be able to apply the different rules of differentiation (power, product, quotient, chain)</p> <p>Students will be able to use the graph of a function to explain why a function is or is not continuous or differentiable at a point.</p> <p>Students will be able to describe the graph of a function as increasing or decreasing, concave up or concave down and relate these descriptions to the first and second derivatives.</p> <p>Students will be able to use the first and second derivative to find relative maxima, relative minima, and inflection points.</p> | | | |
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| | <p>Students will be able to sketch the graph of a function using numbers 1 and 2 above. Students will be able to solve optimization problems using the concept of derivative. Students will be able to analyze and solve real-world problems involving exponential growth and decay.</p> <p>Students will be able to find anti-derivatives of various types of functions.</p> <p>Students will be able to use the Fundamental Theorem of Calculus and the rules of integration to evaluate definite integrals of simple functions.</p> <p>Students will be able to find areas under curves, and use the definite integral to solve applied problems</p> <p>Math 162 Calculus I (NMCCN=MATH1614)</p> | | | |
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Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Institution Name: UNM Taos

Mathematics - Calculus I Competencies, cont.

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p> |
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| <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>Math 181 Elements of Calculus II (NMCCN=MATH 1623) Math 162 Calculus II (NMCCN=MATH1624)</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 align="center">End Area II – Calculus I</p> | <p>Math 181 Elements of Calculus II (NMCCN=MATH 1623) Math 162 Calculus II (NMCCN=MATH1623)</p> | | | |

Area II-Calculus Assessment completed by _____
Signature

Richard Niemeier

Printed Name

September 30, 2008

Date

Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Institution Name: UNM Taos

Mathematics – Other College-Level Mathematics

Competencies

| <p><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p><u>Assessment Procedures</u> Course Name and NMCCN (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> |
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| <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>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>Math 145 Statistics (NMCCN=Math 2113) To gain an appreciation for the use and value of statistics in your everyday life. To have a concrete sense of the basics of statistics and statistical inference. To learn to use statistics and how to answer questions statistically. To envision the possibilities and power that statistics can wield. To find a level of comfort in things mathematical. To actively love your fine calculator. To build upon your math esteem. To get to know yourself. To overcome fear. To believe. To enjoy.</p> | | | |

Core Competencies Assessment 2007-2008: Area II Courses

New Mexico Institution Name : UNM Taos

Mathematics – Other College-Level Mathematics

Competencies, cont.

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p> |
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| <p>3. Students will construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.</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>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 129 A Survey of Mathematics Apply the problem solving steps of preparation, thinking time, illumination, verification, and related strategies to solve various every day problems Work on simple survey problems by using set theory notation and weighted Venn diagrams Understand the difference between inductive and deductive reasoning and know when to apply them Construct and use truth tables to determine the validity of statements and arguments Apply the nearest neighbor, best edge, or brute force methods to solve the Traveling Salesperson Problem</p> | | | |

Core Competencies Assessment 2007-2008: Area III Courses

New Mexico Institution Name: UNM Taos

Laboratory Science Competencies

| <p><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p><u>Assessment Procedures</u> Course Name and NMCCN (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> |
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| <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>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>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</p> | <p>Biol 110/112 Biology for Non-Majors (NMCCN=BIOL 1113/1111)</p> <p>Biol 123/124L Biology for Health Related Sciences (NMCCN=BIOL 1113)</p> <p>Students will be able to understand the basic concepts of biology and how they relate to their lives by the end of the course.</p> <p>The objectives are to use the scientific method, use critical thinking skills, explain and compare biological concepts and theories with an overall emphasis on how each topic related to humans and human health.</p> | | | |

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.
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

Envs 101/102L The Blue Planet (ENVS1113)
 Describe and integrate a holistic understanding of systems, biogeochemical cycles and thermodynamics as the foundation of Environmental Science.
 Describe and compare past and present effects of the solar system upon the Earth, including the Sun, planets, moon and extraterrestrial bodies.
 Describe and diagram plate tectonics theory and analyze its impact on continents, climate, oceans and bioevolution.
 Identify the causes and effects of earthquakes, faulting, volcanoes and tsunamis.
 Describe and diagram the rock cycle including minerals, rocks, soils and erosion.
 Describe and diagram the hydrologic cycle including oceans, clouds, precipitation, ice, groundwater and runoff.
 Identify and analyze the

causes and effects of climate change, extreme weather, ice ages, desert extraterrestrial impacts and global warming. Describe and analyze the relationship between biological evolution, biodiversity, population dynamics, energy transfer and extinctions. Develop a synthetic understanding of the Gaia hypothesis, and the complex interrelationship of organic life with the lithosphere, atmosphere and hydrosphere. Identify, analyze and assess human impacts on the environment due to overpopulation, pollution, energy use and environmental degradation, and relate it to their personal impacts on their immediate environment. Identify and compare minerals, rocks, soils and fossils found in the Taos area. Recognize faults, lava flows and volcanoes associated with the Rio Grande Rift Zone.

Collect and identify Pennsylvanian marine fossils from Fossil Hill.

Collect and identify mineral specimens from the Harding Pegmatite Mine.

Describe and analyze the complex water system in the Taos Valley and experience the Taos Municipal Water Treatment Plant.

Describe and synthesize the ecology of the Taos region, including lithospheric, atmospheric, hydrospheric and biospheric components

Chem111L Elements of General Chemistry (NMCCN=CHEM1113/1111)

At the conclusion of this course, the student will be able to recall the basic principles of Chemistry, know basic ions, write chemical formulas and balance equations. The student will also be able to describe the different types of chemical reactions and point out basic properties of atoms from the periodic table. The student will also be able to confidently perform stoichiometric calculations.

Chem 121-123L/122-124L

General Chemistry I & II
(NMCCN=CHEM 1213/1211
& CHEM 1223/1221)

Physics 151/151L &
152/152L General Physics
(NMCCN=PHYS 1113/1111
& PHYS 1123/1121)

Effectively utilize appropriate quantities and units to describe physical phenomena. Define, compare and contrast displacement (distance), velocity (speed), and acceleration.

State and interpret Newton's three laws of motion.

Describe and discuss circular motion and projectile motion.

Explain the basic principles of statics (equilibrium mechanics).

Describe the gravitational field (locally and universally), and explain the dynamics of orbiting bodies.

Define work, energy, power and momentum.

Explain principles of vibration, waves, sound, temperature, kinetic theory and heat.

Discuss conservation of energy and conservation of momentum.

Solve (using algebra and trigonometry as tools) all one

concept problems presented that involve any of the topics included in the outline for this course
Solve (using algebra and trigonometry as tools) two and three concept problems

Physics 161/161L & 162/162L General Physics (PHYS 1213/1211 & PHYS 1223/1221)

E&PS 101/105L Intro to Geology (GEOL 1113/1111)

Students will be able to define and analyze basic geologic principles and concepts.

Students will be able to demonstrate hands-on knowledge of rocks and minerals.

Students will be able to demonstrate the ability to recognize and interpret maps and air photos and apply that knowledge to specific geological processes.

Students will be able to interpret geological concepts and processes and apply them to real world situations.

Students will be able to organize data and write coherent, concise reports,

homework assignments, and essay questions.

Students will be able to supplement readings in their textbook by searching library sources and electronic databases and analyzing material distributed by their instructor.

Students will demonstrate how to apply the basic principles of geology and will learn why knowledge of geology can affect their future lives.

Students will be able to analyze the ever-changing nature of geology (and science as a whole) and make decisions on best information available.

Students will be able to recognize the importance of considering diverse perspectives and compare and contrast those perspectives in order to make informed decisions.

Students will be able to analyze complex human – environment interactions, will be able to assess past damage to the environment, will be able to discuss remediation of environmental/geological disasters, and will be able to demonstrate methods of

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| | preventing future damage to the environment. E&PS 201L Historical Geology (GEOL 1213/1211) | | | |
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Area III Assessment completed by _____ Richard Niemeyer _____ September 30, 2008 _____

_____ *Signature* *Printed Name* *Date*

Phone number 575-737-622

| Core Competencies Assessment 2007-2008: Area IV Courses | | | | |
|---|---|----------------------------------|---|--|
| New Mexico Institution Name :UNM Taos | | | Social and Behavioral Sciences Competencies | |
| <u>State Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> Course Name and NMCCN (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>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>Econ 105 Intro to Macroeconomics (ECON 2113)</p> <p>1. Using national income statistics, describe and analyze the economy in quantitative terms;</p> <p>2. Compare and contrast macroeconomic theories of output, employment and income;</p> <p>3. Describe the interrelationships among prices, income and interest rates as they affect consumption, saving and investment;</p> | | | |

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| <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>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>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>4. Explain the banking and monetary system and analyze the role of money, credit and the Federal Reserve. Econ 106 Intro to Microeconomics (ECON 2123) Understand the role of supply and demand in a market economy and the necessary conditions for market economies to function well Apply marginal utility theory to describe consumer behavior Explain the concept of price elasticity of demand and its bearing on business and government pricing decisions Identify the differences between total, average and marginal costs, and summarize when each cost is used</p> <p>Pols 200 American Politics (POLS 1123) Discuss the theoretical and historical underpinnings of the US Constitution; Describe the structure and function of the differing branches of American Government; Explain the influence socio-political movements, interest groups, corporations,</p> | | | |
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| | <p>political parties, campaigns and elections have on American politics.</p> <p>Psych 105 General Psychology (PSYC 1113) Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historical trends in psychology. Understand the major psychological approaches to the study of behavior and be able to compare and contrast the major theories of development. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychological theory and research (including the 14 domains covered in the textbook) Demonstrate critical thinking skills in acquiring knowledge and become an informed consumer of psychological information.</p> <p>Soc 101 Intro to Sociology (SOC1 1113)</p> <p>Anth 101 Intro to Anthropology (ANTH1113) Investigate the variety of human culture and demonstrate an understanding of the ways in</p> | | | |
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| | <p>which cultures have changed; Understand and employ a wide range of humanistic, qualitative, quantitative, theoretical, or philosophical methods for recording and explaining human experience; Describe ways in which a given language reflects a way of thinking, cultural heritage, larger set of cultural values, or aspects of society; Identify and assess their own and others' values; identify the underlying premises in their own and others' arguments; and Use appropriate technologies to conduct research on and communicate about language, culture, and/or philosophy and to access, evaluate, and manage information to prepare and present their work effectively.</p> <p>Anth 130 Cultures of the World (ANTH2113)</p> <ol style="list-style-type: none">1. Describe the diversity of cultures in the world as well as cultural universals.2. Apply holistic analysis to social phenomena.3. Use a holistic perspective to teach others about a culture other than their own. | | | |
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| End – Social/Behavioral Sciences | <p>4. Analyze the relationship between the individual and the social group.</p> <p>5. Display appreciation for the value of different cultures and awareness of what we learn from them.</p> <p>Geog 101 Physical Geography (GEOG 1113)</p> | | | |
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Area IV Assessment completed by _____

Renee Barela Gutierrez/Randi Archuleta

September 30, 2008

Signature

Printed Name

Date

Phone number 575-737-6224

Core Competencies Assessment 2007-2008: Area V Courses

New Mexico Institution Name: UNM Taos

Humanities and Fine Arts Competencies

| <p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p> | <p align="center"><u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)</p> | <p align="center"><u>Assessment Results</u></p> | <p align="center"><u>How Results Will Be Used To Make Improvements</u></p> | <p align="center"><u>(Optional)</u> Recommendations/Goals/ Priorities</p> |
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| <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>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>3. Students will recognize and articulate the diversity of human experience across a</p> | <p>Hist 101L Western Civilization to 1648 (HIST 1053)</p> <p>(1) Define the basic components of culture and explain the impact of cultural factors in the development of Western Civilization.</p> <p>(2) Identify individuals and people groups that have contributed to the political, economic, and social development of Western Civilization.</p> <p>(3) Explain institutional formation and its influence</p> | | | |

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| <p>range of historical periods and/or cultural perspectives.</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>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> | <p>on cultural organization and control.</p> <p>(4) Analyze the major religions and philosophies of Western Civilizations and evaluate their impact on cultural change.</p> <p>Hist 102L Western Civilization Post 1648 (HIST 1063)</p> <p>(1) Identify individuals and people groups that have contributed to the political, economic, and social development of western civilization in the modern period.</p> <p>(2) Formulate a chronology and analyze the role of the European nation-state in the period 1500 to the present.</p> <p>(3) Evaluate the political and economic philosophies and systems that develop in the modern period.</p> <p>(4) Identify the racial and ethnic differences in Western societies and assess the resulting tensions and conflicts.</p> <p>(5) Explain the Western intellectual tradition and evaluate its influence.</p> <p>Hist 161L History of the US to 1877 (HIST 1113)</p> | | | |
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| | <p>1) Identify the experiences of Native American, Europeans, and Africans in U.S. colonial history and analyze each culture's contribution to colonial economics and society.</p> <p>(2) Formulate a chronology of U.S. colonial history that encompasses the period's central political, economic, and social developments.</p> <p>(3) Discuss colonial geography including 16th and 17th-century colonial claims and 19th-century westward expansion.</p> <p>(4) Differentiate between colonial governments and evaluate the influence of colonial precedent on the revolutionary state constitutions, the Articles of Confederation, and the Constitution.</p> <p>Hist 162L History of the US Since 1877 (HIST 1123)</p> <p>1. Analyze the changes and continuities in the position of African Americans from Reconstruction to the present including but not limited to political and social access, religious and cultural expression and civil rights</p> <p>2. Analyze the changes and</p> | | | |
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| | <p>continuities in the position of Native Americans from westward settlement to the present including but not limited to governmental policies, cultural interaction and conflict, images of Native Americans and issues of sovereignty</p> <p>3. Analyze the changes and continuities in the position of women from post-Civil War to the present including but not limited to political access, legal status, employment opportunities, and issues of sex and gender.</p> <p>4. Analyze the effects of American foreign policy abroad and at home including but not limited to American expansionism/imperialism, visions of spreading democracy, Cold War and post-Cold War attitudes and issues of globalization</p> <p>5. Explain the major economic, technological and scientific developments and their historical significance</p> <p>Phil 101 Intro to Philosophical Problems (PHIL 1113) Students who complete this course will be able to: evaluate any philosophical</p> | | | |
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| | <p>argument to determine its soundness; approach a diverse range of philosophical, cultural and religious viewpoints with an open and tolerant attitude; and develop an ability to question pre-suppositions and beliefs, including and especially their own.</p> <p>Relg 107 Living World Religions (RELI 1113) Explain the developmental stages of each of the five major religions. Evaluate the principal tenets of each of these belief systems Describe the most important practice of each of these religions Analyze the relationship that exist among these religions</p> <p>Regl 263 Eastern Religions (RELI 1213) Situates a survey of eastern religions within the domain of religious studies; Identify the founders, scriptures, and essential worldviews of Hinduism, Buddhism, Sikhism, Jainism,</p> | | | |
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| | <p>Confucianism, Taoism, and Shintoism.</p> <p>Describe ethical systems of Hinduism, Buddhism, Sikhism, Jainism, Confucianism, Taoism, and Shintoism.</p> <p>Describe religious practices of Hinduism, Buddhism, Sikhism, Jainism, Confucianism, Taoism, and Shintoism.</p> <p>Regl 264 Western Religions (RELI 1223)</p> <p>Compare and contrast the belief systems, practices, vocabulary, central tenets and philosophical assumptions of the major religions of the world;</p> <p>Appraise the historical conditions that gave rise to (or transformed) these religions, and the influence that these religions have in the world today;</p> <p>Question the relevance and meaning that religion has in the consciousness of those who practice it.</p> <p>Engl 150 Study of Literature (ENGL 2213)</p> <p>Historical and Cultural Context. To situate key author</p> | | | |
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| | <p>and literary works within their historical and cultural contexts and compare those works to those from other cultural traditions and other historical eras in terms of genre, style, and content or theme;</p> <p>Literary Analysis. To analyze, interpret, and compare literary texts from different historical and cultural traditions in several short essays using critical terms of literary analysis and responding to questions about genre, style, and content or theme;</p> <p>Universality and Difference. To recognize and evaluate how some literary works reflect historical, national, cultural, and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today;</p> <p>Proficient Essay Writing. To write with increasing proficiency critical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling .</p> | | | |
| | <p>Arth 101 Intro to Art (ARTS 1013)</p> | | | |

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| | <ol style="list-style-type: none">1. Students will have a basic understanding of art concepts, the elements and principles of design and composition. Students will be able to carry out a written or oral analysis of the formal properties of a selected work of art.2. Students will possess basic knowledge of the materials and techniques used in drawing, painting, graphics and the three dimensional arts. Student will be able to identify works of art by medium and technique.3. Students will demonstrate an understanding of the arts in chronological sequence. Students will be able to select and describe major artworks from the stylistic periods covered in the course4. Students will be able to analyze and convey the psychological, social expressive, spiritual and physical uses of actual art works encountered in museums, galleries or artists' studios.5. Students will be able to utilize analytical tools and resources acquired in the course to carry out basic research on art. | | | |
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| | <p>Arth 201 History of Art I (ARTS 2113) Students can define the basic principles and concepts in art history. Students can locate major art historical sites throughout the world. Students can write a research paper about art history without plagiarizing. Students can write a plausible, coherent, and rhetorically effective research paper. Students can describe significant artworks analytically and successfully complete three quizzes.</p> <p>Arth 202 History of Art II (ARTS 2123) Students can define the basic principles and concepts in art history. Students can locate major art historical sites throughout the world. Students can write a research paper about art history without plagiarizing. Students can write a plausible, coherent, and rhetorically effective research</p> | | | |
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| | <p>paper. Students can describe significant artworks analytically and successfully complete three quizzes.</p> <p>Mus 139 Music Appreciation (MUS 1113)</p> <ol style="list-style-type: none"> 1. Students understand the basic components of music. 2. Students understand music from the periods studied. 3. Students become vital concert-goers audience and are able to intelligently discuss and critique the craft and all of its various disciplines. 4. Students understand the need for continued study to enhance their career goals in the field of musical arts. <p>Thea 122 Intro to Theater (THTR 1013)</p> <ol style="list-style-type: none"> 1. Students understand the basic components of the physical theatre. 2. Students understand the various roles of the theatre's practitioners (i.e. producer, director, actor, set designer, etc.) 3. Students become vital theatre audience members and are able to intelligently | | | |
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| | <p>discuss and critique the craft and all of its various disciplines.</p> <p>4. Students understand that theatre is a collaborative art that depends on each practitioner to shape an overall experience.</p> <p>5. Students are familiar with notable 20 Century playwrights, their plays, and the evolution of contemporary American drama</p> <p>6. Students understand the need for continued study to enhance their career goals in the field of theatre arts.</p> | | | |
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Area V Assessment completed by _____

Renee Barela Gutierrez/Gary Cook _____

September 30, 2008 _____

Signature

Printed Name

Date

Phone number 575-737-6224