Core Competencies Assessment 2009-20010: Area I Courses				
New Mexico Highlands University		**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** Recommenda tions/ 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.	**ENG 111**, Freshman Composition I, ENGL 1113: Critical, personal, informational and analytical essays. Summarizing, paraphrasing, and quoting complex text. **ENG 112**, Freshman Composition II, ENGL 1114: Essays and presentations. **MART 124**, Beginning Speech, COMM 1113: Papers, speeches, exams, listening comprehension exercises. Evaluate and Critique.	79% of 190 assessed students in 16 course sections had definitely or partially mastered this competency. 99 students in those course sections were not assessed and 10 course sections were not assessed at all. Data collected in the fall of 2009.	**MART 124,** Our assessment of this course will be improved by the introduction of mid-semester self-evaluation by students, and by a self-evaluation administered after final speeches are given. Introducing a course-specific self-evaluation will allow us to assess the effectiveness of this core class.	
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.	**ENG 111**, Freshman Composition I, ENGL 1113: Critical, informational, reflective and analytical essays. Requirement of thesis statement/controlling idea in each paper. **ENG 112**, Freshman Composition II, ENGL 1114: Essays and presentations. **MART 124**, Beginning Speech, COMM 1113: Provide Central Idea statements, outlines and organize mini informal presentations	81% of 190 assessed students in 16 course sections had definitely or partially mastered this competency. 99 students in those course sections were not assessed and 10 course sections were not assessed at all. Data collected in the fall of 2009.	**MART 124,** Our assessment of this course will be improved by the introduction of mid-semester self-evaluation by students, and by a self-evaluation administered after final speeches are given. Introducing a course-specific self-evaluation will allow us to assess the effectiveness of this core class.	
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).	**ENG 111**, Freshman Composition I, ENGL 1113: Analyze and evaluate written communication in terms of situation, audience, purpose, genre, and point of view. **ENG 112**, Freshman Composition II, ENGL 1114: Effectively use rhetorical strategies to persuade, inform, and engage. **MART 124**, Beginning Speech, COMM 1113: Individual/group projects involving informative and persuasive speeches.	80% of 214 assessed students in 16 course sections had definitely or partially mastered this competency. 75 students in those course sections were not assessed and 10 course sections were not assessed at all. Data collected in the fall of 2009.	**MART 124,** Our assessment of this course will be improved by the introduction of mid-semester self-evaluation by students, and by a self-evaluation administered after final speeches are given. Introducing a course-specific self-evaluation will allow us to assess the effectiveness of this core class.	

Core Competencies Assessment 2009-20010: Area I Courses				
New Mexico Highlands University			**Communications Competencies, cont.**	
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 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.	**ENG 111**, Freshman Composition I, ENGL 1113: Express a primary purpose in a thesis statement and organize supporting evidence from a variety of sources. **ENG 112**, Freshman Composition II, ENGL 1114: Demonstrate mastery of academic conventions of essay structure, tone, formal citation, and sentence clarity. **MART 124**, Beginning Speech, COMM 1113: Group project: persuasive speech. Individual projects: introductory & commemorative speeches; final presentation.	78% of 212 assessed students in 16 course sections had definitely or partially mastered this competency. 77 students in those course sections were not assessed and 10 course sections were not assessed at all. Data collected in the fall of 2009.	**MART 124,** Our assessment of this course will be improved by the introduction of mid-semester self-evaluation by students, and by a self-evaluation administered after final speeches are given. Introducing a course-specific self-evaluation will allow us to assess the effectiveness of this core class.	
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.	**ENG 111**, Freshman Composition I, ENGL 1113: Practice writing/speaking processes of planning, collaborating, organizing, composing, revising, and editing. **ENG 112**, Freshman Composition II, ENGL 1114: Summarize, paraphrase, and quote from a complex text. **MART 124**, Beginning Speech, COMM 1113: Final speech presentation: original paper of 5 pages, using source citation as practiced w/current events speeches.	80% of 210 assessed students in 16 course sections had definitely or partially mastered this competency. 79 students in those course sections were not assessed and 10 course sections were not assessed at all. Data collected in the fall of 2009.	**MART 124,** Our assessment of this course will be improved by the introduction of mid-semester self-evaluation by students, and by a self-evaluation administered after final speeches are given. Introducing a course-specific self-evaluation will allow us to assess the effectiveness of this core class.	

Core Competencies Assessment 2009-20010: Area I Courses				
New Mexico Highlands University		**Communications Competencies, cont.**		
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	**ENG 111**, Freshman Composition I, ENGL 1113: Express a primary purpose in a thesis statement and organize supporting evidence from a variety of sources. **ENG 112**, Freshman Composition II, ENGL 1114: Demonstrate mastery of academic conventions of essay structure, tone, formal citation, and sentence clarity. **MART 124**, Beginning Speech, COMM 1113: Group presentation and speech	78% of 193 assessed students in 16 course sections had definitely or partially mastered this competency. 96 students in those course sections were not assessed and 10 course sections were not assessed at all. Data collected in the fall of 2009.	**MART 124,** Our assessment of this course will be improved by the introduction of mid-semester self-evaluation by students, and by a self-evaluation administered after final speeches are given. Introducing a course-specific self-evaluation will allow us to assess the effectiveness of this core class.	

Area I Assessment completed by _____   **Jean Hill**   **9/18/2010**   **505-454-3562**
<div align="center"><i>Signature</i>   <i>Printed Name</i>   <i>Date</i>   <i>Phone number</i></div>

Core Competencies Assessment 2009-20010: Area II Courses				
New Mexico Highlands University		**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.	**MATH 140**, College Algebra, MATH 111: Students were asked to graph different functions and identify or determine key characteristics such as; the vertex, shifts, shape, and direction.	40% of 115 assessed students in 5 course sections had definitely or partially mastered this competency. 23 students in those course sections were not assessed. One course section was not assessed at all. Data collected in the fall of 2009.	Expand assessment to include problems on finding the axis of symmetry and reflections. Problems will be expanded into parts to identify the key characteristics and eliminate the 'scattered' effect.	
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.	**MATH 140**, College Algebra, MATH 111: Students were given quadratic equations to solve using all the methods listed in SC-2. Students were asked to solve systems of with up to three equations.	43% of 115 assessed students in 5 course sections had definitely or partially mastered this competency. 23 students in those course sections were not assessed. One course section was not assessed at all. Data collected in the fall of 2009.	No change.	

Core Competencies Assessment 2009-20010: Area II Courses				
New Mexico Highlands University		**Mathematics – Algebra Competencies, cont.**		
State Competencies (Learning Outcomes Being Measured)	**State Competencies** (Learning Outcomes Being Measured)	**State Competencies** (Learning Outcomes Being Measured)	**State Competencies** (Learning Outcomes Being Measured)	**State Competencies** (Learning Outcomes Being Measured)
3. Students will demonstrate the use of function notation and perform operations on functions. Students should: 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 140**, College Algebra, MATH 111: Students were given functions and all the operations listed in SC-3 were performed. Function notation is used throughout the semester.	45% of 115 assessed students in 5 course sections had definitely or partially mastered this competency. 23 students in those course sections were not assessed. One course section was not assessed at all. Data collected in the fall of 2009.	Addition on assessment to included determining the inverse of a function.	

Core Competencies Assessment 2009-2010: Area II Courses				
New Mexico Highlands University		**Mathematics – Algebra Competencies, cont.**		
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 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.	**MATH 140**, College Algebra, MATH 111: Students were given several applied problems such as; maximizing area, finding maximum heights of projectiles, and systems of equations.	52% of 115 assessed students in 5 course sections had definitely or partially mastered this competency. 23 students in those course sections were not assessed. One course section was not assessed at all. Data collected in the fall of 2009.	Addition of compound interest problem. Addition of applied exponential and growth problems on assessment.	

Area II-Algebra Assessment completed by _____   **Jean Hill**   **9/18/2010**   **505-454-3562**
Signature   *Printed Name*   *Date*   *Phone number*

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	Core Competencies Assessment 2009-2010: Area II Courses			
	New Mexico Highlands University		**Mathematics - Calculus I 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>	**How Results Will Be Used <u>To Make Improvements</u>**	<u>**(Optional)**</u> 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 211**, Calculus I, MATH 1613: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	
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.	**MATH 211**, Calculus I, MATH 1613: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	

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.	**MATH 211**, Calculus I, MATH 1613: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	
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.	**MATH 211**, Calculus I, MATH 1613: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	

Area II-Calculus Assessment completed by _____   **Jean Hill**   **9/18/2010**   **505-454-3562**

Signature   *Printed Name*   *Date*   *Phone number*

	Core Competencies Assessment 2009-2010: Area II Courses			
New Mexico Highlands University		**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.	**MATH 160**, Precalculus, MATH _____: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	
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. (Continued)	**MATH 160**, Precalculus, MATH _____: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	

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 construct valid mathematical explanations. Students should: Use mathematics to model and explain real life problems.	**MATH 160**, Precalculus, MATH ____: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	
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.	**MATH 160**, Precalculus, MATH ____: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	
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	**MATH 160**, Precalculus, MATH ____: No assessment.	Only one course section was offered and it was not assessed.	Work to increase faculty participation in the assessment process.	

Area II-Other Math Assessment completed by _____   **Jean Hill**   **9/18/2010**   **505-454-3562**
                                                                                                        Signature   *Printed Name*   *Date*   *Phone number*

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Core Competencies Assessment 2009-20010: Area III Courses				
New Mexico Highlands University		**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.	**BIO 131**, Human Biology, BIOL 1113: **BIO 110**, Biological Perspectives, BIOL 1113: **BIO 211**, General Biology I, BIOL 1213: **BIO 212**, General Biology II, BIOL 1223: **GEOL 101**, Survey of Earth Science, GEOL 1113: **CHEM 100**, Chemistry for the Non-Scientist, CHEM 1113:	71% of 24 students who were assessed in BIOL 131 had definitely or partially mastered this competency. Eleven students were not assessed. The first GEOL 101 laboratory is dedicated to learning and providing examples of the Scientific Method. 100% of students assessed mastered this competency. Data from the other courses in this area were lost. Data collected in the fall of 2009.	GEOL 101 instructors will continue to dedicate the first week of the course to understanding and practicing the scientific method.	
2. Students will solve problems scientifically. Students should: a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods. b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks (theories).	**BIO 131**, Human Biology, BIOL 1113: **BIO 110**, Biological Perspectives, BIOL 1113: **BIO 211**, General Biology I, BIOL 1213: **BIO 212**, General Biology II, BIOL 1223: **GEOL 101**, Survey of Earth Science, GEOL 1113: **CHEM 100**, Chemistry for the Non-Scientist, CHEM 1113:	67% of 24 students who were assessed in BIOL 131 had definitely or partially mastered this competency. Eleven students were not assessed. 59/78 students in Fall 08 GEOL 101 (76%) class and 36/51 students in Spring 09 GEOL 101 (71%) class earned ≥70% on lab midterm emphasizing hand specimen description and identification. Data from the other courses in this area were lost. Data collected in the fall of 2009.	GEOL 101 instructors are offering hand specimen study sessions, lab practicum review sessions, and a Rock and Minerals "Bingo" night to provide more practice with and proficiency in hand specimen identification.	
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	**BIO 131**, Human Biology, BIOL 1113: **BIO 110**, Biological Perspectives, BIOL 1113: **BIO 211**, General Biology I, BIOL 1213: **BIO 212**, General Biology II, BIOL 1223: **GEOL 101**, Survey of Earth Science, GEOL 1113:	75% of 24 students who were assessed in BIOL 131 had definitely or partially mastered this competency. Eleven students were not assessed. Data from the other courses in this area were lost. Data collected in the fall of 2009.	GEOL 101 instructors will use lab write-ups (neatness, order, logic, and correctness) as a means for assessing students' ability to communicate scientific information.	

results using written, oral, and graphic presentation techniques.)	**CHEM 100**, Chemistry for the Non-Scientist, CHEM 1113:			

Core Competencies Assessment 2009-2010: Area III Courses				
New Mexico Highlands University		**Laboratory Science Competencies, cont.**		
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 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.	**BIO 131**, Human Biology, BIOL 1113: **BIO 110**, Biological Perspectives, BIOL 1113: **BIO 211**, General Biology I, BIOL 1213: **BIO 212**, General Biology II, BIOL 1223: **GEOL 101**, Survey of Earth Science, GEOL 1113: **CHEM 100**, Chemistry for the Non-Scientist, CHEM 1113:	74% of 23 students who were assessed in BIOL 131 had definitely or partially mastered this competency. Twelve students were not assessed. Data from the other courses in this area were lost. Data collected in the fall of 2009.	GEOL 101 instructors will track student performance on the quantitative laboratory exercises (topographic maps analysis, determining plate velocity, and earthquakes & seismicity) and offer math tutorials when necessary.	
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	**BIO 131**, Human Biology, BIOL 1113: **BIO 110**, Biological Perspectives, BIOL 1113: **BIO 211**, General Biology I, BIOL 1213: **BIO 212**, General Biology II, BIOL 1223: **GEOL 101**, Survey of Earth Science, GEOL 1113: **CHEM 100**, Chemistry for the Non-Scientist, CHEM 1113:	63% of 24 students who were assessed in BIOL 131 had definitely or partially mastered this competency. Eleven students were not assessed. Data from the other courses in this area were lost. Data collected in the fall of 2009.	GEOL 101 instructors will offer contemporary exercise (Ground Water Decline in the Rio Grande) and track student understanding of issues and ability to critically evaluate the data and reports.	

Area III Assessment completed by _____   **Jean Hill**   **9/18/2010**   **505-454-3562**

Signature   *Printed Name*   *Date*   *Phone number*

Core Competencies Assessment 2009-2010: Area IV Courses				
New Mexico Highlands University		**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** Recommenda tions/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.	**PSY 101**, Psychology and Society, PSYC 1113: Tests, written assignments (each approximately 400 words in length), and class participation **ANTH 102**, Intro to Socio-cultural Anthropology Not assessed. **SOC 152**, Intro to Sociology, not assessed.	76 % of 164 students assessed in 2 course sections had definitely or partially mastered this competency. 16 students in those sections were not assessed. 4 course sections were not assessed at all. Data collected in the fall of 2009.	**SOC 152**, The Instructor will add to the first and last exams, an essay question to measure critical and reflective thinking in order to ensure the students understanding of sociological concepts and ideas. PSY 101, Change to assessment tools that rely more heavily on recall	
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.	**PSY 101**, Psychology and Society, PSYC 1113: Tests, written assignments (each approximately 400 words in length), and class participation **ANTH 102**, Intro to Socio-cultural Anthropology Not assessed. **SOC 152**, Intro to Sociology, not assessed. .	85 % of 164 students assessed in 2 course sections had definitely or partially mastered this competency. 16 students were not assessed in those sections were not assessed. 4 course sections were not assessed at all. Data collected in the fall of 2009.	**SOC 152**, The Instructor will add to the first and last exams, an essay question to measure critical and reflective thinking in order to ensure the students understanding of sociological concepts and ideas. **PSY 101**, Change to assessment tools that rely more heavily on recall	

New Mexico Highlands University   Social and Behavioral Sciences Competencies, cont.

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.	**PSY 101**, Psychology and Society, PSYC 1113: Tests, written assignments (each approximately 400 words in length), and class participation **ANTH 102**, Intro to Socio-cultural Anthropology Not assessment. **SOC 152**, Intro to Sociology, Not assessment.	85 % of 164 students assessed in 2 course sections had definitely or partially mastered this competency. 15 students were not assessed in those sections were not assessed. 4 course sections were not assessed at all. Data collected in the fall of 2009.	**SOC 152**, The Instructor will add to the first and last exams, an essay question to measure critical and reflective thinking in order to ensure the students understanding of sociological concepts and ideas. **PSY 101**, Change to assessment tools that rely more heavily on recall	
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.	**PSY 101**, Psychology and Society, PSYC 1113: Tests, written assignments (each approximately 400 words in length), and class participation **ANTH 102**, Intro to Socio-cultural Anthropology Not assessment. **SOC 152**, Intro to Sociology, Not assessment.	76 % of 164 students assessed in 2 course sections had definitely or partially mastered this competency. 16 students in those sections were not assessed. 4 course sections were not assessed at all. Data collected in the fall of 2009.	**SOC 152**, The Instructor will add to the first and last exams, an essay question to measure critical and reflective thinking in order to ensure the students understanding of sociological concepts and ideas. **PSY 101**, Change to assessment tools that rely more heavily on recall	

Area IV Assessment completed by _____   **Jean Hill**   **9/18/2010**   **505-454-3562**
                                                                        Signature   *Printed Name*   *Date*   *Phone number*

Core Competencies Assessment 2009-2010: Area V Courses				
New Mexico Highlands University		**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.)	**ART 100**, Introduction to Art, ARTS 1013: No Assessment. **HIST 100**, The Western World, HIST 1053: Text & Blackboard site contain primary sources and artworks. Paragraph ids on exam & discussion assignments address this competency. **HIST 201**, United States History to 1865. No assessment. **MUS 100**, Introduction to Music, MUSI 1013: No assessment. **MUS 101**, Rudiments of Music, MUSI ___: No assessment. **PHL 100,** Introduction to Philosophy. No assessment. **POLS 151**, American National Govt. student's entrance exam and exit exam scores to determine their competency. **THEA 100**, Introduction to Theater, THTR 1113: 3 lecture quizzes, 4 play quizzes, Midterm, Final exam.	77 % of 111 students assessed in 3 course sections had definitely or partially mastered this competency. 64 students in those sections were not assessed. 17 course sections were not assessed at all. Data collected in the fall of 2009.	The History & Political Science (and Languages & Culture) Department will meet in the fall semester to discuss again the means of measuring core competencies used, and move to ensure that all faculty teaching such classes participate fully.	

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
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).	**ART 100**, Introduction to Art, ARTS 1013: No Assessment. **HIST 100**, The Western World, HIST 1053: Text, presentations, Blackboard site art, thought, expression, processes over time. Essays & discussion assignments address this competency. **HIST 201**, United States History to 1865. No assessment. **MUS 100**, Introduction to Music, MUSI 1013: No assessment. **MUS 101**, Rudiments of Music, MUSI ___: No assessment. **PHL 100,** Introduction to Philosophy. No assessment. **POLS 151**, American National Govt. student's entrance exam and exit exam scores to determine their competency. **THEA 100**, Introduction to Theater, THTR 1113: 2 written monologues, 1 short play, 1 acting performance of a short play.	64 % of 47 students assessed in 3 course sections had definitely or partially mastered this competency. 128 students in those sections were not assessed. 17 course sections were not assessed at all. Data collected in the fall of 2009.	The History & Political Science (and Languages & Culture) Department will meet in the fall semester to discuss again the means of measuring core competencies used, and move to ensure that all faculty teaching such classes participate fully.	

Core Competencies Assessment 2009-2010: Area V Courses				
New Mexico Highlands University		**Humanities and Fine Arts Competencies, cont.**		
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 recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	**ART 100**, Introduction to Art, ARTS 1013: No Assessment. **HIST 100**, The Western World, HIST 1053: Text, presentations, Blackboard site explore evolution of human society & experience over time. Essays & discussion assignments address this competency. **HIST 201**, United States History to 1865. No assessment. **MUS 100**, Introduction to Music, MUSI 1013: No assessment. **MUS 101**, Rudiments of Music, MUSI ___: No assessment. **PHL 100,** Introduction to Philosophy. No assessment. **POLS 151**, American National Govt. student's entrance exam and exit exam scores to determine their competency. **THEA 100**, Introduction to Theater, THTR 1113: 3 lecture quizzes over structure, scene and lighting design, make-up and costume design. 4 quizzes over selected plays.	62 % of 47 students assessed in 3 course sections had definitely or partially mastered this competency. 128 students in those sections were not assessed. 17 course sections were not assessed at all.

Data collected in the fall of 2009. | The History & Political Science (and Languages & Culture) Department will meet in the fall semester to discuss again the means of measuring core competencies used, and move to ensure that all faculty teaching such classes participate fully. | |

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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. For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures. Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.	**ART 100**, Introduction to Art, ARTS 1013: No Assessment. **HIST 100**, The Western World, HIST 1053: Text, presentations, Blackboard site explore connections between past & present. Essays & discussion assignments address this competency. **HIST 201**, United States History to 1865. No assessment. **MUS 100**, Introduction to Music, MUSI 1013: No assessment. **MUS 101**, Rudiments of Music, MUSI ___: No assessment. **PHL 100,** Introduction to Philosophy. No assessment. **POLS 151**, American National Govt. student's entrance exam and exit exam scores to determine their competency. **THEA 100**, Introduction to Theater, THTR 1113: 3 lecture quizzes, 4 play quizzes, Midterm, Final exam.	62 % of 47 students assessed in 3 course sections had definitely or partially mastered this competency. 128 students in those sections were not assessed. 17 course sections were not assessed at all. Data collected in the fall of 2009.	The History & Political Science (and Languages & Culture) Department will meet in the fall semester to discuss again the means of measuring core competencies used, and move to ensure that all faculty teaching such classes participate fully.	
		(continued)		

Area V Assessment completed by _____   Jean Hill   9/18/2010   505-454-3562

Signature   *Printed Name* *Date*   *Phone number*