

University of New Mexico – Los Alamos
HED General Education Assessment
Academic Year 2010-2011

AREA IV – Social and Behavioral Science

1.

Core Competencies Assessment 2010-2011: Area IV Courses				
UNM-Los Alamos AMST 182: Intro to Environment, Science, and Technology		Social and Behavioral Sciences Competencies [NONE]		
<u>State Competencies</u>	<u>Assessment Procedures</u> AMST 182: Intro to Environment, Science, and Technology (rubric attached)	<u>Assessment Results</u> (Assessed Sp11—16 students)	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> 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.	Skill B & E	All Skills: Mastered 81% 13/16 Acquired 19% 3/16 Practicing 0% Skill not present 0%		
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Skill A, C, D & E	All Skills: Mastered 81% 13/16 Acquired 19% 3/16 Practicing 0% Skill not present 0%		
3. Students will describe ongoing reciprocal interactions among self, society, and the environment.	Skills C & D	All Skills: Mastered 81% 13/16 Acquired 19% 3/16 Practicing 0% Skill not present 0%		
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. –	Skills A, C & D	All Skills Mastered 81% 13/16 Acquired 19% 3/16 Practicing 0% Skill not present 0%		

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American Studies 182 Outcomes Assessment Rubric

Assignment: Final Essay based on 1 final reading at end of term and their choice of 3 other articles from class.
After reading “Perilous Optimism” by Ernest Partridge, write a 5-7 page paper reflecting on the following question: *How does science and technological change affect human culture and the environment? Is there any hope?* Refer to at least 3 other readings from this semester in your response. Your paper should follow a traditional academic style of an introduction with your research question and thesis; three to six body paragraphs, a conclusion, and a Works Cited page using APA format.

Skill (Based on UNM SLOs)	Mastered Skill	Acquired Skill	Practicing Skill	Skill Absent
A. Students will be able to articulate how their beliefs, assumptions, and values related to science, technology and the environment (STE) are influenced by factors such as politics, economics, culture, biology, and history (<i>HED Area IV, Competencies 2 & 4</i>)	Articulates personal belief, assumptions, and values in context of 3-5 influencing factors. 13/81%	Able to articulate personal beliefs, some assumptions and beliefs, and discuss 2-3 influencing factors 3/19%	Articulates their belief but offers discussion of only 1-2 factors influencing their belief and little or no discussion of assumptions/values 0/ 0%	Offers personal opinion only with no connection to other material 0/ 0%
B. Students will be able to identify, describe and explain how science, technology and the environment are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. (<i>HED Area IV, Competency 1</i>)	Identifies, describes and explains influences on STE and notes all influences 13/81%	Identifies, describes and explains influences on STE, but may discuss only 1 or 2 of the influences 3/19%	Can id influences but not describe or explain influences 0/ 0%	No description or explanation of communities 0/ 0%
C. Students will be able to demonstrate critical analytic skills, using appropriate examples, critical reasoning, and diverse evidence to support their positions and relate these understandings to the reciprocal interactions between self society, and the environment. (<i>HED Area IV, Competencies 2, 3, & 4</i>)	Demonstrates ability to use ample and appropriate examples, critical reasoning, and diverse evidence 13/81%	Demonstrates ability to use examples, critical reasoning, and diverse evidence, but may leave a few areas unsupported 3/19%	Mainly paraphrases articles or does not include all 4 articles in paper 0/ 0%	Provide only summary; no connections or analysis 0/ 0%
D. Students will be able to explain issues, concepts and key words such as climate change, nature/culture, race, gender, technological determinism, doubt, evolution, etc., by exploring	Able to easily discuss and make connections among key words/concepts from class articles and lectures and relate to historical and	Refers to and integrates concepts and terms ; makes some connections to historical and cultural perspectives	Hints at concepts and may use occasional terms from class 0/ 0%	Fails to use key terms and concepts 0/ 0%

their contemporary usages while situating them in diversity of experiences across a range of historical periods and cultural perspectives. <i>(Relates to UNM/HED Area IV, Competencies 2, 3, & 4)</i>	cultural perspectives 13/81%	3/19%		
E. Students will be able to relate contemporary issues, social processes and models of thought, to broader political, economic, cultural and historical contexts. Draw from these social and historical contexts to critically evaluate contemporary problems, issues and modes of expression related to science, technology and the environment. <i>(Relates to UNM/HED Area IV, Competencies 1 & 2)</i>	Multiple connections to contemporary issues and modes of thought and analyze contemporary issues with these concepts in mind 13/81%	Able to summarize contemporary issues and make connections to various contexts 3/19%	Summarizes contemporary issues but lacks strong connection to other contexts. 0/ 0%	Offers no analysis, summary only; no reflection of contemporary issues or historical context 0/ 0%

Comments:

This course was taught entirely online. The class began with 23 students; 16 students finished the course, and this outcomes assessment only reflects students who completed the course.

Discussion and Analysis

My goal was for 75% of students to demonstrate either a Mastered or Acquired Skill level in each Skill category. The students achieved this goal in their final essay. I took the Skill Area descriptions from UNM main campus. I feel these SLOs are a bit far-reaching for a 100-level class of students who come to the course with almost no science and culture literacy. They read like senior level awareness skills. So, I used my best judgment in regards to the level of skills mastery they demonstrated and felt that if they could show an understanding that STE is part of our history and current lives in a social and cultural way, they have succeeded in this course. I had many students at term end explain that they had never even read the science section of the newspaper but are now aware of how that news can relate to how they live, how the vote, and how they take care of the neighborhood.

Action Plan

1. Add midterm quiz or exam that asks students to either identify terms/concepts and connections.

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3 – only 1 fac member
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	2

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: AMST 182 Date: June 22, 2011

Department: General Ed College: UNM-LA

Report (2010-2011)/plan (2011-2012) status: approved X revise and resubmit

Strengths of report and progress on assessment “loop”:
Clear statement of SLOs, measurement, results, etc. and plans

Concerns/Questions
None

Suggestions for future reports or assessment approaches:

Other comments:

First time I’ve seen an assessment for AmStudies and it’s good to see it.

Core Competencies Assessment 2010-2011: Area IV Courses
University of New Mexico-Los Alamos **Social and Behavioral Sciences Competencies**

ANTH 101 – Introduction to Anthropology

ANTH1113

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures ANTH101 – Introduction to Anthropology ANTH 1113 (Process/Instrument named or described - rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) 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. 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>Anth 101 Anth 1113</p> <p>Assessed by approximately 20 essays during the semester; summative research paper; class discussions; research presentations.</p>	<p>70% of students successfully mastered this competency. This number is an average of all essays submitted during the semester as well as classroom presentations and one research paper.</p>	<p>Since the number of students enrolled in this class is small, the 30% enrolled that were not competent represents three students. Two of these were high school students who did not do the required reading and did not submit all of the assignments.</p>	<p>High school students enrolled in college level classes should be closely monitored by their respective high schools. There should be a screening or testing process in place to insure that only qualified high school students enroll in college classes.</p>

Core Competencies Assessment 2010-2011: Area IV Courses
University of New Mexico-Los Alamos **Social and Behavioral Sciences Competencies**

ANTH 101 – Introduction to Anthropology

ANTH1113

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures ANTH101 – Introduction to Anthropology ANTH 1113 (Process/Instrument named or described - rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/Priorities
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Anth 101 Anth 1113</p> <p>Assessed by approximately 10 essay questions.</p>	<p>70% of students successfully master this competency. This number is an average of students who should have submitted the essay assignments. Several students did not submit the work; the average score is low as a result.</p>	<p>Dual enrollment High school and college freshman are more likely to miss class and not turn in work than older, more successful students. Short of resorting to high school techniques to reward completion of work, I will incorporate more in class short-assessments to monitor progress throughout the semester.</p>	
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</p> <p>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>Anth 101 Anth 1113</p> <p>Assessed by approximately 10 essays during the semester. Quality of life is value judgement and it was not assessed in these assignments.</p>	<p>70% of students successfully mastered this competency. This number is an average of all essays submitted during the semester.</p>	<p>Because several students did not submit assignments covered by this competency, the percentage of students showing mastery is lower than it would be otherwise.</p>	<p>This competency is very general and can not be objectively measured in a survey course such as Anthro 101.</p>

Core Competencies Assessment 2010-2011: Area IV Courses
University of New Mexico-Los Alamos **Social and Behavioral Sciences Competencies**

ANTH 101 – Introduction to Anthropology

ANTH1113

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures ANTH101 – Introduction to Anthropology ANTH 1113 (Process/Instrument named or described - rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/Priorities
<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.</p> <p>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>Anth 101 Anth 1113</p> <p>Assessed by summative research paper and classroom presentation.</p>	<p>70% of students successfully mastered this competency. The three students who did not do so because they did not complete the assignment.</p>	<p>Of the three students who did not receive a grade for this assignment, one was a high school student who plagiarized their paper from the internet, the other two students were overextended with work and school. In planning for next class I will require earlier drafts of this assignment.</p>	<p>I will stress UNM's plagiarism policy and direct students to pertinent regulations on line as well as pointing out my own policy as stated in the syllabus.</p>

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	22 How was data analyzed? Was it just a grade average or a rubric with a value system for each rating?
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3 – but I have questions about how the data was analyzed
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: ANTH 101 Date: June 22, 2011

Department: General Ed College: UNM-LA

Report (2010-2011)/plan (2011-2012) status: approved X revise and resubmit _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs

Including all tests/assessments in class for an average is not usually a good way to evaluate the learning outcomes. It's overburdensome on the faculty and falls on grade averages rather than a more objective look at specific skills sets/outcomes.

It would be better to select only two outcomes that you can build a rubric of rating values for and assess those two outcomes in 2 places – the summative research project and one other essay. As you indicated, one category of the SLOs is rather difficult to measure, so concentrate on the others

I think you should note clearly when assessing online classes versus live, and see if you note any differences in your data over time.

Concerns/Questions

High school dual credit students must have a certain GPA and take our COMPASS placement exam for some classes, and they must provide a transcript. That said, across our curriculum, we've found that some high school students are excellent students and others are not – more on the maturity issue than ability to learn. You've caught on to one of our increasing problems even with regular college age students – how to engage them in doing required reading/work. If we have opportunities for professional development on this, I'll let you know. Many of our teachers are flummoxed by the current generation, yet it's full of possibilities. How to teach them, though???

Suggestions for future reports or assessment approaches: See notes above

Other comments: This is a very good first assessment for this report.

Core Competencies Assessment 2010-2011: Area III Courses
University of New Mexico-Los Alamos **Lab Science Comptencies**

ANTH 150 – Evolution and Human Emergence

[NONE]

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures ANTH150 – Evolution and Human Emergence [None] (Process/Instrument named or described - rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/Priorities
<p>1. Students will describe the process of scientific inquiry. Students should:</p> <p>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</p> <p>b. Students should value science as a way to develop reliable knowledge about the world.</p>	<p>Anth 150 online</p> <p>Assessed by 4 essay questions; 3 discussion posts; one research evaluative assignment.</p>	<p>80% of students mastered this competency.</p>	<p>Students do not understand what a “theory” is. They may be able to repeat a definition, but they can not apply the concept in any meaningful way to real data. Next class will incorporate a lesson on theories, with exercises to build understanding.</p>	<p>Basic scientific principles, which college instructors could expect of their incoming students, can no longer be taken for granted.</p>
<p>2. Students will solve problems scientifically. Students should:</p> <p>a. Be able to construct and test hypotheses using modern lab equipment (such as microscopes, scales, computer technology) and appropriate quantitative methods.</p> <p>b. Be able to evaluate isolated observations about the physical universe and relate them to hierarchically organized explanatory frameworks.</p>	<p>Anth 150 online</p> <p>This is not a lab class; there is no Anth 150L section attached to the class. It is taught entirely on-line. Only section 2. b is evaluated in this class, and only indirectly, by one set of essay questions.</p>	<p>86% of students mastered this competency as described in the box to the left.</p>	<p>As stated above, students need more practice in apply principles to real life data, even if it is “on-line.” I will develop more exercises that do this to assess true learning.</p>	<p>Basic scientific principles, which college instructors could expect of their incoming students, can no longer be taken for granted.</p>

Core Competencies Assessment 2010-2011: Area III Courses
University of New Mexico-Los Alamos **Lab Science Comptencies**

ANTH 150 – Evolution and Human Emergence

[NONE]

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures ANTH150 – Evolution and Human Emergence [None] (Process/Instrument named or described - rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/Priorities
<p>3. Students will communicate scientific information. Students should: Communicate effectively about science (e.g., write lab reports in basic scientific concepts, procedures, and results using written, oral, and graphic presentation techniques.)</p>	<p>Anth 150 online This is not a lab class; there is no Anth 150L section attached to the class. It is taught entirely on-line. There are no experiments or lab reports to write. Students must evaluate fossil evidence viewed on-line. One quiz and one research assignment are included in assessing this competency.</p>	<p>Approximately 70% of students successfully mastered this competency. This number is an average of one quiz and one evaluative research assignment.</p>	<p>Several students did not submit this assignment so the average is not completely accurate in summarizing student achievement. I found this assignment very useful and will expand the use of short-term assessment and evaluative research projects.</p>	

Core Competencies Assessment 2010-2011: Area III Courses
University of New Mexico-Los Alamos **Lab Science Comptencies**

ANTH 150 – Evolution and Human Emergence

[NONE]

State Competencies (Learning Outcomes Being Measured)	Assessment Procedures ANTH150 – Evolution and Human Emergence [None] (Process/Instrument named or described - rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements	(Optional) Recommendations/ Goals/Priorities
<p>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.</p>	<p>Anth 150 online This is not a lab class; there is no Anth 150L section attached to the class. It is taught entirely on-line. There is no quantitative component to the class.</p>	<p>n/a</p>	<p>I will consider converting one of the assignments to a quantitative lab-like assignment, probably a measurement of Hardy-Weinberg equilibrium. I do this in an live experimental setting in my face-to-face version of this class but have omitted this in the on-line version because of obvious limitations of the medium.</p>	<p>On-line courses have obvious limitations that are challenging to overcome.</p>
<p>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.</p>	<p>This competency was assessed by approximately 14 essays, 4 evaluative research projects, and 7 discussion posts. This competency includes all of the curriculum covered in this course.</p>	<p>87% of students were competent as measured by graded assignments.</p>	<p>More emphasis will be placed on the use of evidence, for example, fossil and artifacts, to test hypotheses about hominid evolution. I will assign more on=line examples, readings, and develop exercises to illustrate these principles.</p>	

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	2 – not clear a rubric is used rather than an average of grades
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	2 – again, not clear how data is analyzed, if just avg of grades
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	2

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: __ _ ANTH 150 _____ Date: __ June 22, 2011 _____

Department: __ _____ General Ed _____ College: __ UNM-LA _____

Report (2010-2011)/plan (2011-2012) status: approved **revise and resubmit** _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs,

Concerns/Questions - Same comments as for ANTH 101. Develop a rubric with values for ratings and explain what “mastery” means, what “partial mastery” means, etc. Use fewer tests/essays but then actually do an assessment evaluation separate from the grade earned. If that’s what you did, I couldn’t tell.

Such an approach keeps assessment real, and manageable (don’t assess every outcome listed)

You did indicate some clear results about the need for some changes, as you and the students adapt to the online environment. Let Carol Furchner know if you need help with learning a new online tool that will allow you to mimic a lab assignment, etc. She may be able to help you.

Suggestions for future reports or assessment approaches:

Other comments: Excellent first report. It takes awhile to shift to an assessment rubric with value systems determined, but it really helps you zero in on how you measure whether students are learning what you wanted them to learn. A brief meeting with either the Math CC or English CC would provide you with the rubrics/methods they use and you may find something very transferable to your area.

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos-Sandoval

Social and Behavioral Sciences

POLS200 – American Politics

POLS1123

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> POLS200 – American Politics POLS1123 (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 be able to: Develop an understanding of self and the world by examining content and processes used by social and behavioral science to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>American Politics 200, Spring 2011 -POLS 200- See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs): Competency 1 is addressed by the following: 1. Independent Research on Figures or Topics in International Politics 2. Basic Content Mastery</p> <p>Process: Objective exams (2), term paper (1), weekly homework assignments on each chapter (12), and active discussions on assigned readings.</p>	<p>Average of all outcomes incorporating Competency 1:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<ul style="list-style-type: none"> • Encourage closer reading before class with occasional short reading quizzes – first orally, then in writing. • Review Study Questions in class prior to exams. • Review the syllabus thoroughly at the start of the course – rules, allowed absences, etc. • Emphasize MLA or APA style referencing for footnotes and bibliography. • Emphasize proper style and grammar in writing. • Explain political concepts well and with clarity. 	
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should be able to: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world..</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs): Competency 2 is addressed by: 1. Independent Research on Topics in International Politics 2. Basic Content Mastery</p> <p>Process: Objective exams (2), term paper (1) weekly homework assignments per chapters (12), and discussions on readings.</p>	<p>Average of all outcomes incorporating Competency 2:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<p>Same as above, with emphasis on content mastery through weekly discussions of political systems, theories, current and historical events.</p>	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos-Sandoval

Social and Behavioral Sciences

POLS200 – American Politics

POLS1123

<p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> POLS200 – American Politics POLS1123 (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>
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should be able to: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 3 is addressed primarily in readings and discussions on topics of individual and civil rights, functions and powers of governments, constitutional protections under the law, and how contemporary issues affect individuals and American society as a whole.</p> <p>Process: Objective exams (2), term paper (1) weekly homework assignments per chapters (12), and discussions on readings.</p>	<p>All outcomes incorporating Competency 3:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<ul style="list-style-type: none"> • Same as above, with more emphasis on discussions of issues 	
<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. – Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to be</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 4 is addressed primarily in readings on current and past political issues which have a moral impact on the nature of society on a constitutional or judicial basis. Legislative and executive actions are also read in detail, assigned and</p>	<p>All outcomes incorporating Competency 4:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<p>Same as above</p>	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos-Sandoval

Social and Behavioral Sciences

POL200 – American Politics

POL1123

<p><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p><u>Assessment Procedures</u> POL200 – American Politics POL1123 (Process/Instrument named or described – rubric attached)</p>	<p><u>Assessment Results</u></p>	<p>How Results Will Be Used To Make <u>Improvements</u></p>	<p><u>(Optional)</u> Recommendations/Goals/Priorities</p>
<p>good citizens.</p>	<p>discussed. Process: Discussion and Exams (2).</p>			

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

POLS 200

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3 -
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3 but see note below
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: _ POLS 200_ Date: __June 22, 2011__

Department: __ General Ed College: _UNM-LA

Report (2010-2011)/plan (2011-2012) status: approved **__X__** revise and resubmit _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs, measurement, results, etc.

Concerns/Questions

You have a fairly long list of things to do to improve results. I'd rather that you choose fewer things, and develop the idea more specifically, so you can try it out next year and assess how it affected/or didn't the results.

Suggestions for future reports or assessment approaches:

Other comments:

Good job. I'm glad you regularly participate in assessment, Jim.

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos
POLS240 – International Politics

Social and Behavioral Sciences
[NONE]

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> POLS240 – International Politics [NONE] (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 be able to: Develop an understanding of self and the world by examining content and processes used by social and behavioral science to discover, describe, explain, and predict human behaviors and social systems</p>	<p>International Politics 240, Spring 2011 -POLS 240- See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs): Competency 1 is addressed by the following: 1. Independent Research on Figures or Topics in International Politics 2. Basic Content Mastery</p> <p>Process: Objective exams (2), term paper (1), weekly homework assignments on each chapter (12), and active discussions on assigned readings.</p>	<p>Average of all outcomes incorporating Competency 1:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<ul style="list-style-type: none"> • Encourage closer reading before class with occasional short reading quizzes – first orally, then in writing. • Review Study Questions in class prior to exams. • Review the syllabus thoroughly at the start of the course – rules, allowed absences, etc. • Emphasize MLA or APA style referencing for footnotes and bibliography. • Emphasize proper style and grammar in writing. • Explain political theories well and with clarity. 	
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should be able to: Develop an understanding of self and the world by examining content and processes used by social and behavioral science to</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 2 is addressed by: 1. Independent Research on Topics in International Politics 2. Basic Content Mastery</p> <p>Process: Objective exams (2), term paper (1) weekly homework assignments per chapters (12), and</p>	<p>Average of all outcomes incorporating Competency 2:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<p>Same as above, with emphasis on content mastery through weekly discussions of political systems, theories, current and historical events.</p>	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences

POLS240 – International Politics

[NONE]

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> POLS240 – International Politics [NONE] (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
discover, describe, explain, and predict human behaviors and social systems.	discussions on readings.			
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should be able to: Students should be able to: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 3 is addressed primarily in readings and discussions on topics of collective security, balance of power politics and shared political values and interdependence of political systems in the modern political world.</p> <p>Process: Objective exams (2), term paper (1) weekly homework assignments per chapters (12), and discussions on readings.</p>	<p>All outcomes incorporating Competency 3:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<ul style="list-style-type: none"> • Same as above, with more emphasis on discussions of issues 	
<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 be able to: Articulate their role in a global context and develop an awareness and</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 4 is addressed primarily in Readings and video on conflicts in the Middle East, as well as other regional international wars and crises, such as Darfur and Rwandan</p>	<p>All outcomes incorporating Competency 4:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<p>Same as above</p>	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences

POLS240 – International Politics

[NONE]

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> POLS240 – International Politics [NONE] (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
appreciation for diverse value systems in order to be good citizens.	genocide and apartheid in South Africa. A combination of critical reading and class discussion generates awareness. Process: Discussion and Exams (2).			

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3

<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3
<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3

<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	2 see not
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	2

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: __ POLS 240_____ Date: __June 22, 2011_____

Department: __ General Ed_____ College: _UNM-LA_____

Report (2010-2011)/plan (2011-2012) status: approved revise and resubmit _____

Strengths of report and progress on assessment “loop”:
Clear statement of SLOs, measurement, results, etc.

Concerns/Questions

Please work on providing fewer, more specific plans for how to improve results next year – a specific added assignment; a new review process – and then test it out to see if it helps.

Suggestions for future reports or assessment approaches:

Other comments:

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences

Psychology 105- General Psychology

PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<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 be able to: Develop an understanding of self and the world by examining content and processes used by social and behavioral science to discover, describe, explain, and predict human behaviors and social systems</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 1 is addressed by the following Overarching Outcomes:</p> <ol style="list-style-type: none"> 1. Research in Psychology 2. Basic Content Mastery 3. Application of Knowledge and Critical Thinking in Psychology <p>Process: Objective exams (3), essays (3), weekly assignments, and weekly discussions, creative presentation/project (3)</p> <p>Rubrics attached:</p> <ul style="list-style-type: none"> • Essays 	<p>Average of all outcomes incorporating Competency 1:</p> <p>Full Mastery: 86% Partial Mastery: 14% No Mastery: 0%</p> <p>(See attached report for description of methods used.)</p>	<p>See attached report of SLOs for complete description of how results will be used.</p> <p>Increase:</p> <ul style="list-style-type: none"> • Interactive classroom activities; students respond well to these. <p>Decrease:</p> <ul style="list-style-type: none"> • Amount of time spent lecturing (see above). <p>Continue:</p> <ul style="list-style-type: none"> • Emphasis on analysis and discussions of “myths” about psychology and human behavior, to foster critical thinking skills. I put a lot of emphasis on this, and I think it was quite successful in increasing engagement, because it challenged their existing beliefs and hence was more “relevant” to their lives. • Giving students opportunities to submit some assignments in forms other than writing. 	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos
 Psychology 105- General Psychology

Social and Behavioral Sciences
PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
			<p>Students were assigned projects with the instructions to “be creative” regarding the topic on which they’d just written an essay – they could create an ad, cartoon, audio, video, script, poem, song, presentation... using either standard tools or some free online web2.0 tools I suggested. Most of the students got engaged with this, and reported that it helped them understand the topic better. I graded their projects very leniently, and I was quite pleased with the results for most of the students.</p> <ul style="list-style-type: none"> • Use of a short pre-test at the beginning of each chapter, for fixed credit and with feedback on each question, that highlights myths and major concepts related to the chapter. This helps “prime” the students for the materials in the 	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos
 Psychology 105- General Psychology

Social and Behavioral Sciences
PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
			chapter, and students commented on several of the myths in discussions, suggesting that the use of this pretest helped increase engagement. <ul style="list-style-type: none"> • Giving detailed feedback on student writing and opportunities for rewrites. • Orientation/training on use of WebCT at the beginning of the semester, when the class is WebCT-enhanced • Assigning topical essays instead of a term paper. Improvement from the first to the last essay was clear, suggesting that providing detailed feedback on writing and critical thinking early in the semester was beneficial. Also continue increasing the point value of each essay between first and last. • Using short video clips to demonstrate psychological concepts. Students appreciate and remember these. 	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos
 Psychology 105- General Psychology

Social and Behavioral Sciences
PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
			<ul style="list-style-type: none"> • Asking students to write down what concepts or ideas stood out for them in each class, and what concepts gave them difficulty. This gave me valuable feedback and helped them see the relevance of the concepts to their lives. Continue giving written feedback on their questions. • Giving weekly quizzes online with unlimited opportunities to take them (with randomly selected questions from a larger set). Some students complained, but most thought it helped them study and retain information, and these observations are backed with data from several studies. • Separating units with a “consolidation week” in which an essay is due and an exam is taken; this gives students an opportunity to think about and consolidate what 	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences

Psychology 105- General Psychology

PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
			they've learned. Use of explicit rubrics for grading essays. Change: <ul style="list-style-type: none"> • Look for new ideas for presenting materials and demonstrations in Biological Psychology (including heredity-environment). Biology is not a prerequisite for this course and students with no or a sparse background in biology have a great deal of difficulty understanding the increasingly important concepts in this area. 	
<p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should be able to: Develop an understanding of self and the world by examining content and processes used by social and behavioral science to discover, describe, explain, and predict human behaviors and social systems.</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 2 is addressed by: 1. Independent Research on Topics in International Politics 2. Basic Content Mastery</p> <p>Process: Objective exams (2), term paper (1) weekly homework assignments per chapters (12), and discussions on readings.</p>	<p>Average of all outcomes incorporating Competency 2:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<p>Same as above, with emphasis on content mastery through weekly discussions of political systems, theories, current and historical events.</p>	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences

Psychology 105- General Psychology

PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should be able to: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 3 is addressed primarily in readings and discussions on topics of collective security, balance of power politics and shared political values and interdependence of political systems in the modern political world.</p> <p>Process: Objective exams (2), term paper (1) weekly homework assignments per chapters (12), and discussions on readings.</p>	<p>All outcomes incorporating Competency 3:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<ul style="list-style-type: none"> • Same as above, with more emphasis on discussions of issues 	
<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 be able to: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to be good citizens.</p>	<p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs):</p> <p>Competency 4 is addressed primarily in Readings and video on conflicts in the Middle East, as well as other regional international wars and crises, such as Darfur and Rwandan genocide and apartheid in South Africa. A combination of critical reading and class discussion generates awareness.</p>	<p>All outcomes incorporating Competency 4:</p> <p>Full Mastery: 67% Partial Mastery: 33% No Mastery: 0%</p>	<p>Same as above</p>	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences

Psychology 105- General Psychology

PSYC 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
	Process: Discussion and Exams (2).			

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos

Social and Behavioral Sciences Competencies

Psychology 105 – General Psychology

PSYC1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<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>Taught ONLINE using WebCT</p> <p>SPRING 2011</p> <p>See attached Classroom Learning Outcomes Assessment Report of Student Learning Outcomes (SLOs): Competency 1 is addressed by the following Overarching Outcomes:</p> <ol style="list-style-type: none"> Research in Psychology Basic Content Mastery Application of Knowledge and Critical 	<p>Average of all outcomes incorporating Competency 1:</p> <p>Full Mastery: 69% Partial Mastery: 19% No Mastery: 12%</p> <p>(See attached report for description of methods used.)</p>	<p>See attached report of SLOs for complete description of how results will be used.</p> <p>Summary:</p> <p>Increase:</p> <ul style="list-style-type: none"> Collaborative and social-learning activities, beyond discussions. Emailed reminders and notes of encouragement to students whose performance is substandard or who are falling behind. This semester I “rescued” two students this way, who might otherwise have dropped because they fell behind and didn’t know how to catch up. <p>Decrease:</p> <p>Continue:</p> <ul style="list-style-type: none"> Emphasis on analysis and discussions of “myths” about psychology and human behavior, to foster 	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos
Psychology 105 – General Psychology

Social and Behavioral Sciences Competencies
PSYC1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Psychology 105 – General Psychology PSYC1113	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/ Goals/ Priorities
	<p>Thinking in Psychology</p> <p>Process: Objective exams (3), essays (3), weekly assignments, and weekly discussions, creative presentation/project (3)</p> <p>Rubrics attached:</p> <ul style="list-style-type: none"> • Essays 		<p>critical thinking skills. I put a lot of emphasis on this, and I think it was quite successful in increasing engagement, because it challenged their existing beliefs and hence was more “relevant” to their lives.</p> <ul style="list-style-type: none"> • Giving students opportunities to submit some assignments in forms other than writing. Students were assigned projects with the instructions to “be creative” regarding the topic on which they’d just written an essay – they could create an ad, cartoon, audio, video, script, poem, song, presentation... using either standard tools or some free online web2.0 tools I suggested. Most of the students got engaged with this, and reported that it helped them understand the topic better. I graded their projects very leniently, and I was quite pleased with the results for most of the students. • Use of a short pre-test at the beginning of each chapter, for fixed credit and with feedback on each question, that highlights myths and major concepts related to the chapter. This helps “prime” the students for the materials in the chapter, and students commented on several of the myths in discussions, suggesting that the use of this pretest helped increase engagement. • Giving detailed feedback on student writing, and increase encouragement to submit rewrites. • Use of online discussions, and using an explicit discussions rubric to encourage more focused discussion. However, I’m looking for a more effective way to conduct them, that will increase both engagement and quality of submissions (and decrease “opinionating” and “me too” 	

Core Competencies Assessment 2010-2011: Area IV Courses

University of New Mexico – Los Alamos
Psychology 105 – General Psychology

Social and Behavioral Sciences Competencies
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			<p>submissions).</p> <ul style="list-style-type: none"> • Participating in online discussions myself. This is very time-consuming, but I think it’s necessary to prevent too much proliferation of misinformation. Several students commented that my “presence” was helpful, motivating, and reassuring to them. • Use of very brief (less than 5 minutes) video clips to illustrate course navigation and tool use in WebCT. Some students need more guidance at the beginning of the course. I developed these for the course, and I believe they helped students get onboard with WebCT more rapidly than using written instructions. • Use of explicit rubrics for grading essays. • Assigning topical essays instead of a term paper. Improvement from the first to the last essay was clear, suggesting that providing detailed feedback on writing and critical thinking early in the semester was beneficial, at least for some students. Also continue increasing the point value of each essay between first and last. • Using short video clips to demonstrate psychological concepts. Students appreciate and remember these. Continue looking for more and better clips. • Asking students to state what stood out for them in each chapter, and what concepts gave them difficulty. This gave me valuable feedback and helped them see the relevance of the concepts to their lives. • Giving weekly quizzes online with unlimited opportunities to take them (with randomly selected questions from a larger set). Some 	

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			<p>students complained, but most thought it helped them study and retain information, and these observations are backed with data from several studies.</p> <ul style="list-style-type: none"> Separating units with a “consolidation week” in which an essay is due and an exam is taken; this gives students an opportunity to think about and consolidate what they’ve learned. <p>Change:</p> <ul style="list-style-type: none"> Look for new ideas for presenting materials and demonstrations in Biological Psychology (including heredity-environment). Biology is not a prerequisite for this course and students with no or a sparse background in biology have a great deal of difficulty understanding the increasingly important concepts in this area. Create mini-lectures or screencasts to explain more difficult topics. Method for conducting discussions, to try to increase engagement and participation. <p>An ongoing challenge: teaching the course with appropriate academic rigor, when some of the students are taking Developmental English and/or Developmental Math, and/or are otherwise unprepared for a college-level course. I’m increasingly convinced, from the lack of preparedness of an increasing number of students, that “college is the new high school.” Simplifying the material too much does a disservice to students who are prepared; not simplifying loses the students who are not.</p>	
2. Students will articulate	Same as above, at level	Average of all outcomes	Same as above	

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<p>how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> <p style="text-align: center;">(Continued)</p>	<p>appropriate for introductory course</p>	<p>incorporating Competency 2:</p> <p>Full Mastery: 69% Partial Mastery: 19% No Mastery: 12%</p> <p>(See attached report for description of methods used.)</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>Same as above - competency assessment incorporated in each of these, at level appropriate for introductory course</p>	<p>Average of all outcomes incorporating Competency 3:</p> <p>Full Mastery: 69% Partial Mastery: 19% No Mastery: 12%</p> <p>(See attached report for description of methods used.)</p>	<p>Same as above, with more emphasis on critical thinking and discussion of issues</p>	
<p>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and</p>	<p>Same as above - competency assessment incorporated in each of these, at level appropriate for introductory course</p>	<p>Average of all outcomes incorporating Competency 4:</p> <p>Full Mastery: 69%</p>	<p>Same as above, with more emphasis on critical thinking and discussion of issues.</p>	

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<p>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>Partial Mastery: 19% No Mastery: 12%</p> <p>(See attached report for description of methods used.)</p>		

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

PSY 105 – live and online

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: __ PSY 105 _____ Date: __ June 22, 2011 _____

Department: __ _____ General Ed _____ College: __ UNM-LA _____

Report (2010-2011)/plan (2011-2012) status: **approved** __ __ **revise and resubmit** _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs, measurement, results, etc.

Concerns/Questions

Does there need to be a discussion on rigorous reading skills improvement in developmental English that might help students who are in your class? Perhaps a re-design of delivery – with an intensive 4 weeks on reading/vocabulary building at the very beginning of the semester to “jump start” developmental students in support of all their other classes?

I’d like to see you brainstorm with developmental teachers about what kinds of new strategies might be tried out.

Suggestions for future reports or assessment approaches:

Other comments: Good work