Date Submitted: September 30, 2011

Attachments (please check all that apply):

X Area I Communications Contact Person: Dr. Joan Erben

X Area II Math—Algebra Contact Person: Marlene Chavez-Toivanen

Area II Math—Calculus Contact Person: 

Area II Math—Other Math Contact Person: 

X Area III Laboratory Science Contact Person: Dr. Charlotte Otts

X Area IV Social/Behavioral Sciences Contact Person: Michael Leach

X Area V Humanities/Fine Arts Contact Person: Dr. William Serban

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

Attested:

[Signature]
Dr. Harry Sheski
Chief Academic Officer Signature
Chief Academic Officer Printed Name

Telephone: (505) 287-6641
Fax: (505) 287-2329

E-Mail: hsheski@nmsu.edu

Institutional URL for HED Core Competencies Assessment Reports:
http://grants.nmsu.edu/academics/assessment/reports.html
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<tr>
<th>State Competencies</th>
<th>Assessment Procedures</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and evaluate oral and written communications in terms of situation, audience, purpose, aesthetics, and adverse points of view.</td>
<td>Assessment tool: Students are to develop and deliver six speeches throughout the semester (see appendix 1). They will then attempt to successfully meet the criteria (appendix 2) for the average and above average speech. The first speech and a speech at the end of the semester will be videoed. The students will each receive a disc of the speeches. Each student will write a reflective paper after viewing the disc. They will compare their progress through the semester.</td>
<td>Results: Sample size: 34 students 18 out of 34 student or 53% of students enrolled in COMM 253G performed average or above for this competency.</td>
<td>The instructor would really like to have every speech of every student videoed, but due to the few media students and the time available from the Media Department, only the two sets of speeches have been videoed. The reflective papers were helpful in that students did see what the criteria meant to them.</td>
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**New Mexico State University Grants Campus**  
**COMM 253G – G01: Public Speaking**  

**New Mexico Common Core Number:**  
**COMM 1113**
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<th>State Competencies</th>
<th>Assessment Procedures</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and evaluate oral and written communications in terms of situation, audience, purpose, aesthetics, and adverse points of view.</td>
<td>Assessment tool: Students were required to keep a communications journal with particular emphasis, on audience and adverse points of view they encounter in their day to day communications. Four times a semester students wrote a reflective paper about their communications. They based the reflective papers on their daily communication journals. To determine is student were able to meet this competency, the attached rubric (appendix 3) was used to determine is student were able to analyze and evaluate oral &amp; written communication.</td>
<td>Results: Sample size: 33 students 24 students out of 33 or 73% of students enrolled in COMM 265G performed average or above for this competency.</td>
<td>The results showed that there does not appear to be any changes necessary. I will incorporate some discussion in class of the student’s observations about their daily encounters with adverse points of view and audiences.</td>
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<td>State Competencies</td>
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<tr>
<td>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: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</td>
<td>Assessment tool: Using the course standard of a final persuasive MLA research essay, instructors asked their students to write a memo reflecting on the various rhetorical strategies and the purposes of those strategies used in their final essays. Each instructor then reviewed and classified these reflections. To assess this competency the rubric in appendix 4 is utilized. Final papers will be categorized as excellent, satisfactory and unsatisfactory.</td>
<td>Results: Sample size: 94 students Excellent – 29 students Satisfactory – 48 students Unsatisfactory – 17 students 77 out of 94 or 82% of students that participated in this assessment were able to perform at a satisfactory or excellent level for this competency.</td>
<td>The writing process takes time and patience. Many students rush through their writing projects, often delaying and/or procrastinating and sometimes not completing an essay at all. Effective writing reflects time and care, and our students who do well have learned to schedule revision and editing into the writing process and to persevere despite setbacks. Instructors will continue to encourage attention to each stage of the writing process, but we also will slow down our own approaches to model careful consideration of all elements of writing an effective essay and encourage students to stick with it. In the future, summer composition classes will be scheduled in a 10-week period to allow more time for students to prepare and process essays.</td>
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### Core Competencies Assessment 2010-2011: Area I Courses

#### Communications Competencies

**New Mexico State University Grants Campus**  
ENGL 203G – Business and Professional Communications

**New Mexico Common Core Number:**  
NO NMCCN

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
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</tr>
</thead>
</table>
| 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). | **Assessment tool:** Using the semester project, which requires specific rhetorical strategies for distinct sections of the document, each student was evaluated on their ability to adhere to the business report model. To assess this competency the rubric in **appendix 4** is utilized. Final projects will be categorized as Excellent, satisfactory and unsatisfactory. | **Results:** Sample size: 9 students  
Excellent – 5 students  
Satisfactory – 1 student  
Unsatisfactory – 3 students  
5 students out of 9 or 67% of students that participated in this assessment were able to perform at a satisfactory or excellent level for this competency. | The instructor thought that this was an excellent class. Those who ranked as unsatisfactory did not complete the course for personal medical reasons. In that light, and considering the performance of those who did complete the course, the instructor would change nothing for this outcome. | **(Optional) Recommendations/Goals/Priorities** |

NMSU Grants Campus, 2010 – 2011 Common Core Assessment Appendices
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<td>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: 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).</td>
<td>Assessment tool: Using the major group project for the course which consists of writing a Rogerian argument using both literary and scholarly research sources plus creating a collage that creatively illustrates that argument, then presenting the topic, argument, and consensus incorporating the collage, students were judged on their planning, collaborating, organizing, composing, revising, editing, presentation and participation skills. To assess this competency the rubric in appendix 4 is utilized. Final papers/ will be categorized as excellent, satisfactory and unsatisfactory.</td>
<td>Results: Sample size: 21 students 19 students out of 21 or 90% of students that participated in this assessment were able to perform at a satisfactory or excellent level for this competency.</td>
<td>Outcomes derived from this assessment tool provided results above the overall outcomes for the course itself, which rested more with individual than this group project, reflecting both positive and negative effects of group vs. individual assignments. In general, a group project will lift those who otherwise show weaker performance while strong students tend to suffer through the group process. Most often, though, those strong students do better in the presentation aspect itself. When sanctioning composition of groups, the instructor strives for balance and that balance may mute excellent performance. The instructor is also curious how groups which place students of more similar abilities together might lessen the homogenizing of student skills. The instructor will try this in the future.</td>
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# Core Competencies Assessment 2010 - 2011: Area I Courses

## Communications Competencies

### New Mexico State University Grants Campus

**ENGL 218G – Scientific and Technical Communications**

### New Mexico Common Core Number:

**ENGL 2113**

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<td>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: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</td>
<td>Assessment tool: Using a group instructions project, I evaluated each student's participation in the project's planning, collaboration, organization, composition, usability testing, revision and editing, and presentation. To assess this competency the rubric in <a href="#">appendix 4</a> is utilized. Final papers will be categorized as excellent, satisfactory and unsatisfactory.</td>
<td>Results: N = 24 students 23 students out of 24 or 96% of students that participated in this assessment were able to perform at a satisfactory or excellent level for this competency.</td>
<td>The only adjustment the instructor would make to improve student learning is to monitor and closely micro manage of groups, as needed to promote student success. Out of 6 groups, one group failed to meet the standard for the project. All others were excellent. That one group needed more intervention--and motivation to follow through.</td>
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**Area I Assessment completed by**  

**Signature**  

**Dr. Joan Erben**  

**Printed Name**  

**September 30, 2011**  

**Date**  

**Phone number (505)287-7981**
### Core Competencies Assessment 2010-2011: Area II Courses

**Mathematics – Algebra Competencies**

**New Mexico State University Grants Campus**

MATH 121G – College Algebra

**New Mexico Common Core Number:**

MATH 1113

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<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
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<td>3. Construct valid mathematical explanations.</td>
<td><strong>Assessment tool:</strong> To measure this competency, responses to appropriate test items on the different unit exams were analyzed to determine proficiency for this learning outcomes. See appendix 5 for test questions used.</td>
<td><strong>Results:</strong> The goal was to have the students who received a grade of C or better in the course score an overall average of at least 70% on selected test items from the different unit exams and the final exam. The instructor assessed 16 students. Overall, students averaged over 65% on the assessed competency.</td>
<td>The instructor needs to remember to assess results of certain items on unit tests before returning them to the students. As to absolute value, the instructor needs to either spend more time on graphs of absolute value functions or assess knowledge of a type of function which has been emphasized more. Also, the instructor needs to be sure that students have a better understanding of symmetry and end behavior.</td>
<td>Since the online students didn’t perform as well as the face-to-face students, particularly on deriving the quadratic formula, the instructor plans to either record videos for the students to watch or create step-by-step guided exercises on MyMathLab for these and similar problems involving writing mathematical explanations.</td>
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</table>

Area II-Algebra Assessment completed by ____________________________  Signature  ____________________________

Marlene Chavez-Toivanen  Printed Name  September 30, 2011  Date

Phone number  505-287-6652
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<tr>
<th><strong>State Competencies</strong> (Learning Outcomes Being Measured)</th>
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<tbody>
<tr>
<td><strong>1. Students will describe the process of scientific inquiry. Students should:</strong>&lt;br&gt;a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.&lt;br&gt;b. Students should value science as a way to develop reliable knowledge about the world</td>
<td><strong>Assessment Tool:</strong> Essay exam <em>(see appendix 6)</em>&lt;br&gt;To determine competency, each student must score of 15 out of 20 points or better on the essay exam.</td>
<td><strong>Results:</strong>&lt;br&gt;N = 24&lt;br&gt;Twelve (12) of the 24 students (50%) who completed the exams scored 15 or better.&lt;br&gt;Competency is defined as 75% of students in BIOL 101G will score a 15 or more points out of a possible 20 points on the Essay Exam, covering the process of scientific inquiry.</td>
<td>The instructor will have to spend more time making sure that these students get more individual help and are more engaged in all class work so they are confident in doing individual work. The instructor wonders if students have difficulty completing assessments that require formal writing. In the future, the instructor will encourage students to visit the student success center to get help with writing skills.</td>
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New Mexico State University Grants Campus
BIOL 101L – Human Biology Lab

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<th>How Results Will Be Used To Make Improvements</th>
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<tbody>
<tr>
<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
<td>Results: Twenty-one, 21, of the 22 students or 89% of the students enrolled in the lab demonstrated competency.</td>
<td>The instructor was pleased with the results of the assessment. One of the students who did not complete this assignment stopped coming after 3 weeks into the semester so the instructor shouldn’t have counted him for this assessment. Many of the others who did not complete this assignment missed many other assignments, had numerous absences, and did not make the effort to revise papers and retake quizzes. The instructor will have to spend more time making sure that these types of students get more individual help. Three of those submitting this assignment resubmitted a revised version and scored more points. This indicates that instructor comments helped those students who spent the time and effort to revise the report. The instructor will also give more individual attention to those students who have the most difficulty completing assignments and remind them of dates when assignments are due.</td>
</tr>
<tr>
<td>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.</td>
<td>Assessment Tool: The competency will be assessed by a formal lab report on “The Scientific Method” from the lab manual, Human Biology. (see appendix 7) A grading rubric has been developed (see appendix 8). The formal lab report will be assessed using the rubric with the following components being assessed: Title, Introduction, Methods and Materials, Results, Discussion and References.</td>
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<tr>
<td>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.</td>
<td>Assessment Tool: The competency will be assessed by a formal lab report on “Environmental Contamination.” Upon completion of this lab students will be able to 1. Design and conduct an environmental contamination experiment. 2. Describe the potential adverse effects of contaminated soil on plants and how to measure these effects. (see appendix 9 for complete lab assignment) A grading rubric has been developed (see appendix 9). The formal lab report will be assessed using the rubric with the following components being assessed: Title, Introduction, Methods and Materials, Results, Discussion and References.</td>
<td>Results: Four, 4, of the 16 students or 25% of the students who completed the lab showed competency.</td>
<td>The instructor believes that students’ assessment results are somewhat linked to the way the course is offered. The instructor believes that students sometimes don’t realize how much work online classes are. In the future, the instructor is going to stress the importance of completing the assignments and also use the discussion on Blackboard to more fully prepare students in this online class for this writing and laboratory report assignment. The instructor will not change the assignment, but will give better guidance on how to complete it. From the instructor’s perspective, the tool gives a fair assessment of this competency. Additionally, the instructor will offer personal help to any student who asks for it and will be available to give as much assistance as necessary. If students ask for help, they will get it. Students always have the opportunity to revise the lab reports after instructor comments have been given. Unfortunately, none of the students in BIOL 110GL elected to revise the lab report, although the opportunity was available.</td>
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<tr>
<td>State Competencies</td>
<td>Assessment Procedures</td>
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<tr>
<td><strong>1. Students will describe the process of scientific inquiry.</strong> Students should:</td>
<td>Assessment Tool: Each student will complete an article review that focuses on the following: Summary of the information presented in the article (At least one full page); Your reactions to the article: Was the article informative? Did you learn anything new? What questions remain for you with respect to the subject discussed in the article?</td>
<td>Results: 100% of the students who submitted article reviews (an average of 10 submissions for each of the three reviews) demonstrated competency.</td>
<td>The instructor believes that the article reviews of relevant Scientific American articles are a very good learning tool because it provides an opportunity for students to think critically and reflect on current issues in science. The students appeared to have enjoyed the articles and learned something new.</td>
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<tr>
<td>a. Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.</td>
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<td>b. Students should value science as a way to develop reliable knowledge about the world.</td>
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<td>Core Competencies Assessment 2010-2011: Area III Courses</td>
<td>Laboratory Science Competencies</td>
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<tr>
<td>New Mexico State University Grants Campus</td>
<td>BIOL 211L- Cellular and Organismal Biology Lab</td>
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<tr>
<td>BIOL 211L- Cellular and Organismal Biology Lab</td>
<td>BIOL 1211</td>
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**State Competencies**  
(Learning Outcomes Being Measured)

**Assessment Procedures**  
(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:**
   - Understand that scientists rely on evidence obtained from observations rather than authority, tradition, doctrine, or intuition.
   - Students should value science as a way to develop reliable knowledge about the world.

| Assessment Tool: | Lab instructions for investigating the digestion of starch by salivary amylase with questions provided a week ahead. Students were asked to read the lab before coming to the lab period and to think throughout the lab about what they were doing and why. The lab instructions with questions are attached. Each lab question counted 10 points; doing and participating fully in the lab counted 20 points, making the possible total 90 points. *(See appendix 10).* |
| Assessment Results: | Results: 60% of the ten students enrolled demonstrated competency. The instructor believes the students in lab did not read the lab thoroughly ahead of time and during lab concentrated more on procedure than on thinking what they were doing and why. Other labs were done from the lab manual and required less thought. |
| How Results Will Be Used To Make Improvements: | The instructor will continue to believe that the lab on digestion of carbohydrates is a very good lab. The instructor will continue to ask students to read the lab ahead of time, present the lab thoroughly, and ask them to think about what they are doing and why every step of the way. Additionally, the instructor will provide a quiz at the beginning of the lab period about the concepts and procedures given in the lab write-up. It is not a difficult lab; it just requires conscious thought. |
## Core Competencies Assessment 2010-2011: Area III Courses
### Laboratory Science Competencies

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<th>New Mexico State University Grants Campus</th>
<th>CHEM 110L: – Principles and Applications of Chemistry Lab</th>
<th>New Mexico Common Core Number: CHEM 1111</th>
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<tr>
<td><strong>State Competencies</strong> (Learning Outcomes Being Measured)</td>
<td><strong>Assessment Procedures</strong> (Process/Instrument named or described – rubric attached)</td>
<td><strong>Assessment Results</strong></td>
</tr>
<tr>
<td>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.</td>
<td>Assessment Tool: This will be assessed by the formal lab report on “Gas Laws” from the lab manual, <em>Chemistry in Context: Applying Chemistry to Society</em>. The rubric in appendix 11 will be used to assess competency.</td>
<td>Results: Five out of twenty-three students or 22% satisfactorily met the competency. Competency is defined as earning 70% or on the formal lab report.</td>
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</tbody>
</table>

NMSU Grants Campus, 2010 – 2011 Common Core Assessment Report
# Core Competencies Assessment 2010-2011: Area III Courses

## Laboratory Science Competencies

### New Mexico State University Grants Campus

ES 110G – Introductory to Environmental Science

### New Mexico Common Core Number:

ENVS 1111

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<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
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</thead>
</table>
| 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. | Assessment Tool:  
The competency will be assessed by a formal lab report on “Environmental Contamination.”  
Contamination from Environmental Science: Active Learning Laboratories and Applied Problem Sets. Upon completion of this lab students will be able to  
1. Design and conduct an environmental contamination experiment  
2. Describe the potential adverse effects of contaminated soil on plants and how to measure these effects.  
A grading rubric has been developed (see appendix 12). The formal lab report will be assessed using the rubric with the following components being assessed: Title, Introduction, Methods and Materials, Results, Discussion and References. | Results: Three, 3, of the 9 students or 33% of the students who completed the lab demonstrated competency. | The instructor believes that students sometimes do not realize how much work online classes are. In the future, the instructor is going to stress the importance of completing the assignments and make more effective use of the discussion on Blackboard to more fully prepare students in this online class for this writing and problem solving assignment. The instructor will not change the assignment, but will give better guidance on how to complete it. In the instructor’s opinion, this tool gives a fair assessment of this competency. As always, the instructor will offer personal help to any student who asks for it and make myself available to give as much assistance as necessary. If students ask for help, they will get it. | (Optional) Recommendations/ Goals/ Priorities |

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<tr>
<td>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.</td>
<td>Assessment Tool: Student will complete two individual geology fieldtrip and report on the description and interpretation of individual geologic field trips. The rubric to assess this competency is in appendix 13.</td>
<td>Results: Six students completed both field trips and one student (who has received an incomplete because of a family emergency) completed one of them. 100% of the students who submitted both field trips (and the one who submitted one) succeeded at well above the 70% level.</td>
<td>Overall, the instructor believes that the individual field trips were a great success.</td>
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<td>PHYS 110G – Great Ideas in Physics</td>
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<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
<td>Results: The students respond well above satisfactory when first given an explanation as the general purpose of the parts of the lab experiment, and then later perform the experiment and help other students. 8, of the 11 students or 73% of the students demonstrated competency.</td>
<td>The instructor plans plan on providing students with more worksheet style lab procedures for this introductory class. An observation by the instructor is that many of the students taking the course have not had a lab class before and struggle with just following a procedure and being required to generate a lab report.</td>
<td></td>
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</tbody>
</table>

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.

Assessment Tool: The students are assessed on their abilities to describe the processes and variables associated with the lab experiments and investigations. If students can describe the purpose of the experimental measurements and the variables affecting the results, they have competency in describing the process of scientific inquiry. The assessment rubric for this competency is in appendix 14.

Results: The students respond well above satisfactory when first given an explanation as the general purpose of the parts of the lab experiment, and then later perform the experiment and help other students. 8, of the 11 students or 73% of the students demonstrated competency.

Area III Assessment completed by Dr. Charlotte Otts on September 30, 2011.

Signature: ____________________________________________________________________________
Printed Name: Dr. Charlotte Otts
Date: September 30, 2011
Phone number: 505-287-7981

NMSU Grants Campus, 2010 – 2011 Common Core Assessment Report
# Core Competencies Assessment 2010-2011: Area IV Courses

### Social and Behavioral Sciences Competencies

**New Mexico State University Grants Campus**  
CEP 110G – Human Growth & Development  

**New Mexico Common Core Number:**  
NO NMCCN

| **State Competencies**  
(Learning Outcomes Being Measured) | **Assessment Procedures**  
(Process/Instrument named or described – rubric attached) | **Assessment Results** | **How Results Will Be Used To Make Improvements** | (Optional)  
Recommendations/Goals/Priorities |
|-----------------------------------|------------------------------------------------------------|------------------------|-------------------------------------------------|----------------------------------|
| 1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.  
Students should:  
Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems. | **Assessment tool:**  
This competency was assessed using a pre/post essay questions. The essay utilized was:  
Identify, describe, and explain how human endeavors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. The essay question was assessed using the rubric in **appendix 15**. | **Results:**  
There were 28 students that participated in the pre-test essay and 29% of those student demonstrated competency. There were 23 students that participated in the post-test essay and 83% of those students demonstrated competency. | The instructor believes to improve teaching techniques and student learning, the instructor must find a way to integrate this into my current curriculum in a dynamic way that is more meaningful to students. Perhaps through journal reflection. |                                                      |

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### Core Competencies Assessment 2010-2011: Area IV Courses

#### Social and Behavioral Sciences Competencies

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<th>GOVT 100G: American National Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico Common Core Number:</td>
<td>POLS 1123</td>
</tr>
</tbody>
</table>

#### State Competencies (Learning Outcomes Being Measured)

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.

#### Assessment Procedures (Process/Instrument named or described – rubric attached)

**Assessment tool:**

**Assessment tool & Rubric:** Students wrote a paper on a political issue that looked at the penal system across the 50 states and the impact of felony conviction on voting and voter registration. Students were expected to note the impact on different groups such as African Americans and Latinos in comparison to the white community. An assignment was provided (see appendix 16) in which the students were asked to read material from an online study source called “Points of View” in which the pro and con arguments of controversial issues are presented. This issue at hand was that of “Voting Rights for Felons.” The students were instructed to summarize both sides of the issue and make a supported argument for one side or the other. The Point of the argument claimed the issue was not racial in its intent. The Counterpoint claimed.

#### Assessment Results

**Results:**

11 of 17 students submitted the assignment, so automatically three students did not meet the competency. In the identification of the point, meaning the institution had no impact on diverse communities, 10 of 11 met the standard. For the counterpoint, an argument that the institutions did affect diverse communities, again 10 of 11 reached expectations. In the last category, an argument either for or against institutional impact on diverse communities, 10 of 11 students were able to generate a coherent argument. Of the 11 students fulfilling the assignment, 10 out of 13 passed the overall assignment with a total of 2 or

#### How Results Will Be Used To Make Improvements

The ‘Points of View readings’ offered a good test of the core competency in looking at institutions and diverse communities. During the semester in this online course, students were cautioned in previous assignments to clearly articulate controversial arguments dealing with social groups, political and social institutions, and various racial and ethnic groups. Unlike the previous semester, the students were more comfortable with the topic and the readings clearly raised the point that state governments vary in their treatment of felon voting rights and the possible impact this has on racial groups such as African Americans. Only one student missed this aspect of the assignment and it looked like the individual submitted it late and read the material in a hurried and haphazard manner. This particular
adverse impact on minorities. Students were then to consider these issues in arguing which is most persuasive. The rubric used a scoring scheme of 0, 1, and 2. 0 points meant that a supporting argument was not made. 1 point was assigned if one side of the argument was made but the criteria were not specified. 2 points were earned if the student defended an argument and used moral, ethical, human rights or other articulated rationale. A student scoring a 0 fails to meet the core competency. A student scoring a 1 is able to identify issues but lacks the critical thinking skills in making arguments. Students scoring 2 meet the core competency. (See appendix 16)

more composite points.

assignment meets the competency very well and it will be kept as an ongoing component of this class to ensure students are exposed to these issues and assessed on their ability to identify and articulate the myriad of institutional and social influences.
## Core Competencies Assessment 2010-2011: Area IV Courses
### Social and Behavioral Sciences Competencies

**New Mexico State University Grants Campus**  
**GOVT 100G: American National Government**  
**New Mexico Common Core Number:**  
**POLS 1123**

<table>
<thead>
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<th>Assessment Procedures</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
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<tbody>
<tr>
<td><strong>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.</strong> 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.</td>
<td>Assessment tool &amp; Rubric: Students wrote a paper on a political issue that looked at the penal system across the 50 states and the impact of felony conviction on voting and voter registration. Students were expected to note the impact on different groups such as African Americans and Latinos in comparison to the white community. An assignment was provided (see appendix 16) in which the students were asked to read material from an online study source called “Points of View” in which the pro and con arguments of controversial issues are presented. This issue at hand was that of “Voting Rights for Felons.” The students were instructed to summarize both sides of the issue and make a supported argument for one side or the other. The Point of the argument claimed the issue was not racial in its intent. The Counterpoint claimed adverse impact on minorities. Students were then to consider these issues in arguing which is most persuasive. The rubric used a scoring scheme of 0, 1, and 2. 0 points meant that a supporting argument was not made. 1 point was assigned if one side of the argument was made but the criteria were not specified. 2 points were earned if the student defended an argument and used moral, ethical, human rights or other articulated rationale. A student scoring a 0 fails to meet the core competency. A student scoring a 1 is able to identify issues but lacks the critical thinking skills in making arguments. Students scoring 2 meet the core competency. (See appendix 16)</td>
<td>Results: 13 of 16 students submitted the assignment, so automatically three students did not meet the competency. In the identification of the point, meaning the institution had no impact on diverse communities, 11 of 13 met the standard. For the counterpoint, an argument that the institutions did affect diverse communities, again 11 of 13 reached expectations. In the last category, an argument either for or against institutional impact on diverse communities, 11 of 13 students were able to generate a coherent argument. Of the 13 students fulfilling the assignment, 11 out of 13 passed the overall assignment with a total of 2 or more composite points.</td>
<td>The Points of View readings offered a good test of the core competency in looking at institutions and diverse communities. Some students are ready to weigh in with their opinion on the issue without fully explaining how the issue could be race neutral or who it could have a racial impact. For this assignment, class time was devoted to discuss the importance of discussing the prison structure and the demographics of prisoners. These more explicit instructions resulted in a 16% increase in those who met the criteria from the previous semester. The in-class instruction will continue to be emphasized to ensure greater achievement of this competency.</td>
</tr>
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</table>

*(See appendix 16)*

NMSU Grants Campus, 2010 – 2011 Common Core Assessment Report
## Core Competencies Assessment 2010-2011: Area IV Courses

### Social and Behavioral Sciences Competencies

**New Mexico State University Grants Campus**  
**GOVT 160G: International Political Issues**  
**New Mexico Common Core Number:** NO NMCCN

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
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<th>(Optional) Recommendations/Goals/Priorities</th>
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<tbody>
<tr>
<td>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.</td>
<td><strong>Assessment tool &amp; Rubric:</strong> Students wrote a paper on a controversial political issue in which they were asked to explain both sides of the issue, debate an ethical dilemma, and make an argument for one side or the other, citing the ethical criteria needed to make an argument. An assignment was provided in which the students were asked to read material from an online study source called “Points of View” in which the pro and con arguments of controversial issues are presented. This issue at hand was that of U.S. policy toward Israel and the Palestinians. The students were instructed to summarize both sides of the issue and make a supported argument for one side or the other. The specific assignment said: “Make an argument for which side you find to be most persuasive: be sure to mention whether there are any moral, ethical, religious or political criteria (i.e human rights) that are the basis for your viewpoint.” The rubric used a scoring scheme of 0, 1, and 2. 0 points meant that a supporting argument was not made. 1 point was assigned if one side of the argument was made but the criteria were not specified. 2 points were earned if the student defended an argument and used moral, ethical, human rights or other articulated rationale. A student scoring a 0 fails to meet the core competency. A student scoring a 1 is able to identify issues but lacks the critical thinking skills in making arguments. Students scoring 2 meet the core competency.</td>
<td><strong>Results:</strong> 12 of 16 students submitted the assignment, so four students did not meet the competency. Of the 12 students fulfilling the assignment, all scored at least 1 point, thus selecting a side of a controversial argument. Those scoring exactly 1 point were 4 out of 12. Thus 8 out of 12 students scored 2 points. In other words, half of the entire class met the core competency and two-thirds of those submitting the assignment. To the contrary, half of the class failed the competency or one third of those submitting the assignment.</td>
<td><strong>The Points of View readings discussed moral, ethical and political issues associated with U.S. policy toward Israel and the Palestinians. Most of the students meeting the competency cited these reasons, however two students cited original criteria not mentioned in the readings. In future classes, I will include a Power Point slide that more succinctly summarizes and describes the categories of moral and ethical criteria to supplement the material in Points of View.</strong></td>
<td><strong>(Optional) Recommendations/Goals/Priorities</strong></td>
</tr>
</tbody>
</table>
### Social and Behavioral Sciences Competencies

**New Mexico State University Grants Campus**  
PSY 201G – Introduction to Psychology  

**New Mexico Common Core Number:**  
PSYC 1113

<table>
<thead>
<tr>
<th>State Competencies</th>
<th>Assessment Procedures</th>
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<th>(Optional) Recommendations/Goals/Priorities</th>
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<tr>
<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
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<td></td>
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<tr>
<td>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.</td>
<td>Assessment tool: This competency was assessed using a pre and post essay question. The essay utilized was: Identify, describe, and explain how human endeavors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. The essay question was assessed using the rubric in appendix 15.</td>
<td>Results: There were 54 students that participated in the pre-test essay; 37% of those student demonstrated competency. There were 40 students that participated in the post-test essay and 89% of those students demonstrated competency.</td>
<td>The instructor believes that to improve their teaching techniques and student learning, the instructor must find a way to integrate this into my current curriculum in a dynamic way that is more meaningful to students. Perhaps through journal reflection.</td>
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**Core Competencies Assessment 2010-2011: Area IV Courses**  
Social and Behavioral Sciences Competencies

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<table>
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<tr>
<th>State Competencies</th>
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<tr>
<td>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.</td>
<td><strong>Assessment tool:</strong> The instructor utilized a presentation to assess this competency. As determined by the class, the following areas were emphasized: Border Violence in Mexico; Unemployment in NM; Gay Rights; Homelessness in NM. (see appendix 17 for detailed assignment)</td>
<td><strong>Results:</strong> N = 22 20 students demonstrated competency.</td>
<td>The instructor believes that it would be helpful for the students to see a rubric and to see specifically what I was looking for in my grading. In the future, the instructor will develop a rubric for assessing the student work.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

New Mexico State University Grants Campus  
SOC 201G: Contemporary Social Problems  
New Mexico Common Core Number:  
SOCI 2113
# Core Competencies Assessment 2010-2011: Area IV Courses
## Social and Behavioral Sciences Competencies

**New Mexico State University Grants Campus**

S WK 221G: Introduction to Social Welfare

**New Mexico Common Core Number:**

NO NMCCN

<table>
<thead>
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</table>

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.

**Assessment tool:**

The instructor will measure students’ understanding of this SLO utilizing through an identified essay question. Students will be given a Case Scenario titled “Empowering a Pregnant Sixteen-Year-Old Teenager and Her Parents.” After reading the Case students will be asked the following question to respond to in an essay format which correlates to the SLO. (Please see attached assignment in **appendix 19**)

- The instructor will utilize a grading rubric to insure all students are graded equally. Students will be given the rubric at the time the assignment guidelines are provided to them. (see **appendix 19**)

**Results:**

- N = 27
- 78% of the students that completed the assignment demonstrated competency.

**To improve student knowledge, the instructor will continue to use the assignment along with providing additional course supplements that focus on integrating the Person In Environment Concept to current issues within the social work profession. Of the students that completed this assignment it appeared that it greatly assisted them in understanding and applying the PIE concept to case scenarios. Students were aware that this was a graded assignment. A possible change to this assignment would be to include two case studies and allow the student to choose which one they would prefer to apply the Person In Environment Concept.**

---

**Area IV Assessment completed by**

**Signature**

**Printed Name**

**Date**

**Phone number** 505-287-7981
## Core Competencies Assessment 2010-2011: Area V Courses

### Humanities and Fine Arts Competencies

**New Mexico State University Grants Campus**  
ART 101G – Orientation in Art

**New Mexico Common Core Number:**  
ARTS 1013

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
</thead>
</table>
| 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives through a written analysis of art. | Assessment tool: At the beginning of the semester students will take a pre-exam in concise paragraph form in which they will evaluate four works of art. At the end of the semester students will take a similar exam in which they will analyze four other works of art. The results of this exam will be used to measure what has been accomplished. See appendix 20 for assessment rubric. | Results:  
N = 33  
There were 33 students that participated in the pre-test essay; 30% of those students demonstrated competency.  
There were 33 students that participated in the post-test essay; 70% of those students demonstrated competency. | The nature of an on-line class lends itself to more written assignments and assessments. The addition of weekly written assignments improved students’ ability to write about art and demonstrate their acquired knowledge over the course of the semester. The instructor would like to provide similar on-line written assignments for the face to face course that will taught for Fall 2011 and continue with a similar format for any future on-line courses that I may teach in this area. With regard to the instructor’s traditional class, the instructor will incorporate more daily written assignments and provide feedback emphasizing the need to address the human experience as it relates to art. |
<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
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</thead>
</table>
| 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives through a written analysis of art. | Assessment tool: At the beginning of the semester, students took a pre-exam comprised of two components: an objective true/false section and a subjective section in which they evaluated (at least) five works of art. At the end of the semester, students took a similar exam. The results of both exams have been evaluated to measure what was accomplished over the course. The objective portion of the assessment is a series of True/False questions that diachronically and synchronically cover the range of historical and/or cultural perspectives as they are revealed in artistic production. Students’ subjective written responses will be assessed using a rubric that quantifies students’ ability to assess the content/meaning of the work of art, their use of | Results: 
N = 9
There were 9 students that participated in the pre-test essay and 44% of those student demonstrated competency. There were 8 students that participated in the post-test essay and 63% of those students demonstrated competency. | The objective portion of the exam shows marked improvement in students’ familiarity with and knowledge of art history. The subjective portion of the exam reveals that the students wrote of their initial reactions with more relevance before the class than they did after it. In addition, I believe that there is an innate bias due to the changing expectations of both the instructor and the students: inherent to the final assessment was the expectation that specific language and information to be provided in the students’ responses. My impression is that, in their efforts to provide this information, the students’ initial and uninhibited reactions to artwork were stifled. In summary, the results of the objective portions of the assessments reveal that the students learned a lot of information. On the other hand, the results of the subjective portions of the assessments | |
Students need to demonstrate that they understand the content of works of art and how the work relates to the human experience of the time period and the cultural aspects of the era.

Students will need to use terms such as: line, shape, texture, color, space, pattern, rhythm, repetition and other appropriate terminology as learned, discussed, and utilized in class to describe works of art in their historical and cultural contexts.

show that their ability to think critically regressed. Therefore, the instructor needs to reassess the validity of this form of assessment, as I don’t believe the results indicate anything about my general performance as the instructor. A more valid assessment of student learning and a student’s ability to write about the diversity of human experience across a range of historical and/or cultural perspectives are the formal essays produced throughout the course of the semester.
### Core Competencies Assessment 2010-2011: Area V Courses

#### Humanities and Fine Arts Competencies

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<th>New Mexico State University Grants Campus</th>
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<tbody>
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<td>HIST 1113</td>
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<tr>
<th><strong>State Competencies</strong></th>
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<tbody>
<tr>
<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
<td>Results:</td>
<td>The instructor has found that this tool is fundamentally sound as it can be used throughout the semester as the basis for further discussion on such issues as slavery and women’s rights. It can be used to compare early American issues with contemporary societal issues too. The major difficulty that the instructor has in using this tool is the lack of basic knowledge that the students bring with them into the classroom.</td>
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<tr>
<td>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</td>
<td>Assessment tool: This competency will be measured by having the students write an essay on the first several paragraphs of the Declaration of Independence. In their essays they will be expected to describe what Jefferson expressed, what influence it had at that time, what influence it had on antebellum American society, and whether it is still relevant today in America and the world at large. The instructor will look to see if the students have developed cogent arguments in support of the questions asked and whether the students have an understanding of the continuing influence of the Declaration of Independence. The instructor will look to see if the students understand what influence the Declaration had on the issue of slavery from the</td>
<td>N = 20</td>
<td>The entire class demonstrated competency. Note: The instructor allows students to rewrite the assignment so that they may improve their grade but as of yet none have done so.</td>
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</table>

N = 20

Note: The instructor allows students to rewrite the assignment so that they may improve their grade but as of yet none have done so.
perspective of both the North and South in Antebellum American society. What arguments were used to support each position? How did the Declaration evolve into contemporary society and where is its meaning today?

Write a three to five page paper discussing the first several paragraphs of Jefferson’s Declaration of Independence and the influence that these writings had at the time, how they affected American’s perspectives during the antebellum period and are they still influential today in America and the world.
### Core Competencies Assessment 2010-2011: Area V Courses

#### Humanities and Fine Arts Competencies

**New Mexico State University Grants Campus**

**HIST 201G – Introduction to Early American History**

**New Mexico Common Core Number:**

**HIST 1113**

<table>
<thead>
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<tr>
<td><strong>3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</strong></td>
<td><strong>Assessment tool:</strong> An assignment was provided (see attachment) in which the students were asked to read two chapters from a text that was divided by historical periods for each chapter. The students were expected to 1) identify two historical periods, 2) pick three groups for comparison, 3) make comments that update the current status of these groups, and 4) review the two historical periods as expanding or hindering the progress of these groups overall. The cumulative effect of this assignment acquaints the student with the “diversity of human experience across a range of historical periods.” A rubric was used with three performance indicators: identification of groups and time periods, similarities and differences between groups.</td>
<td><strong>Results:</strong> 19 of 23 students submitted the assignment, so four students did not attempt the competency. Of the 19 students fulfilling the assignment, 15 of 19 passed the identification of groups and time periods; 17 of 19 met the criteria for comparing similarities and differences between the groups; 10 of 19 satisfied the overall comparison of the two historical eras, and for the overall assignment 16 of 19 were deemed competent.</td>
<td>The students clearly had trouble with the last portion of the assignment calling for a broad comparison of two historical periods in terms of whether they offered progress or hindrance to the three groups under comparison. In future assignments, it will be better to prompt students for specific categories of comparison such as laws, institutions or political and social movements that are indicators of progress or regress during these eras. The other indicators seem clear to the vast number of students and contribute well to the full measure of the competency.</td>
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over time, and comparison of the 2 historical eras overall. A score of 0 indicates failure of performance, a 1 shows satisfactory performance and a score of 2 shows exceptional performance. This assessment will look at each indicator as well as a composite score from the three indicators of two points or better will be deemed satisfactory for the competence.

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### Core Competencies Assessment 2010-2011: Area V Courses

#### Humanities and Fine Arts Competencies

**New Mexico State University Grants Campus**  
HIST 202G – Introduction to Recent American History

**New Mexico Common Core Number:**  
HIST 112 3

<table>
<thead>
<tr>
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</thead>
</table>
| 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. | **Assessment tool:**  
To assess this competency, students were expected to 1) identify two historical periods, 2) pick three groups for comparison, 3) make comments that update the current status of these groups, and 4) review the two historical periods as expanding or hindering the progress of these groups overall. The cumulative effect of this assignment acquaints the student with the “diversity of human experience across a range of historical periods.”  
A rubric was used with three performance indicators: identification of groups and time periods, similarities and differences between groups over time, and comparison of the 2 historical eras overall. A score of 0 indicates failure of performance, a 1 shows satisfactory performance and a | **Results:**  
19 of 23 students submitted the assignment, so four students did not attempt the competency. Of the 19 students fulfilling the assignment, 15 of 19 passed the identification of groups and time periods; 17 of 19 met the criteria for comparing similarities and differences between the groups; 10 of 19 satisfied the overall comparison of the two historical eras, and for the overall assignment 16 of 19 were deemed competent. | The students clearly had trouble with the last portion of the assignment calling for a broad comparison of two historical periods in terms of whether they offered progress or hindrance to the three groups under comparison. In future assignments, it will be better to prompt students for specific categories of comparison such as laws, institutions or political and social movements that are indicators of progress or regress during these eras. The other indicators seem clear to the vast number of students and contribute well to the full measure of the competency. |
A score of 2 shows exceptional performance. This assessment will look at each indicator as well as a composite score from the three indicators of two points or better will be deemed satisfactory for the competence.
### Core Competencies Assessment 2010-2011: Area V Courses

**New Mexico State University Grants Campus**  
PHIL 101G – The Art of Wondering  
**New Mexico Common Core Number:** PHIL 1113

**Humanities and Fine Arts Competencies**

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
</thead>
</table>
| 3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. | **Assessment tool:**  
To assess this competency, students created timelines to chronicle philosophers and ideas introduced in the course, from Socrates through 2010.  
Following rubric created for Area V and this learning outcome assessed, projects will be separated into 3 categories: excellent, satisfactory, and unsatisfactory. (see appendix 21) | **Results:**  
N = 16  
15 out of 16 (94%) students demonstrated competency | In the future, the instructor wishes to give students (1) a greater sense of the relevance of the timeline as a learning tool, (2) greater confidence in their individual creativity, and (3) better project planning management skills. | |

**Area V Assessment completed by**  
**Signature**

**Phone number** 505-287-7981

**Dr. William Serban**  
**Printed Name**

**September 30, 2011**  
**Date**
Appendices
Appendix 1

COMM 253G
Speech Assignments

THE SUCCESS SPEECH: This is a non-graded speech for which you will bring in a symbol of a success in your life. You will tell about this success in such a way that the rest of the class will become better acquainted with you. This is a 3-4 minute speech.

THE INFORMATIONAL SPEECH: You will present a 5-6 minute speech with the goal of informing your colleagues about a topic you believe is, or should be important to them. You will take the role of the teacher in that you will tell about the topic without taking a side. You will be required to cite different sources of information and use different types of supporting materials in the speech.

THE PERSUASIVE SPEECH: You will present a 6-8 minute speech to introduce your audience to make a change in belief or attitude and/or make a change in their actions and behaviors. You may use the same topic as in your informative speech but you must go beyond the work done in that speech. You are now an advocate for a point of view or belief. You should use an appropriate amount of sources and types of supporting materials. You will need to do research on the subject and submit a bibliography of the materials used at the class period prior to the speech. Use a standard bibliographic form.

THE COMMEMORATIVE SPEECH: You will present a speech of 6-8 minutes in which you pay tribute to a person, a group of people, an institution, or an idea. The subject may be historical or contemporary, famous or obscure. The speech focuses mainly on the use of language. You are encouraged to use language imaginatively and to experiment with the devices that show clarity and vividness. This is a speech in which you will use more vocal variety.

THE DEMONSTRATION SPEECH: This is a 5-6 minute speech in which you inform your colleagues and also demonstrate how to do or make something. This is not the same as the informative speech.

THE STUDENT CHOICE SPEECH: This is a 8-10 minute speech in which you choose one of the styles of speeches already presented and present another speech in that style. You may choose to give another speech on the same topic as before, BUT NOT THE SAME SPEECH. This speech is given in the theater. This speech is the grand finale of the speeches for the semester.

THE GROUP SPEECH: This is a speech in which you, and other students in class who have formed a group, will present a topic of your choosing to the rest of the class. You may use one of the several types of group presentations (panel discussion, symposium, debate or forum). Since this involves a group, the time limit is longer, 10-15 minutes.
Appendix 2

COMM 253G
Speech Rubric

CRITERIA USED FOR EVALUATING SPEECHES

The superior speech (grade A) should meet all the preceding criteria and also:
1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

The above average speech (grade B) should meet the preceding criteria and also:
1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message

The average speech (grade C) should meet the following criteria:
1. Conform to the kind of speech assigned (informative, persuasive, etc.)
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—such as preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The below average speech (graded or F) is seriously deficient in the criteria required for the C speech
### Appendix 3

**COMM 265G**  
**Reflective Paper Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to identify ways in which interpersonal communications impact their lives.</td>
<td>A basic knowledge of interpersonal communication.</td>
<td>Identifies the areas of their lives that are impacted.</td>
<td>Understands how their lives are changed by their communications.</td>
<td>Is able to help themselves and others develop interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td>Students will be able to identify the major concerns they have with others interpersonally.</td>
<td>A basic knowledge that they have problems with communications.</td>
<td>Can identify the concerns and how to start to address these concerns in their daily lives.</td>
<td>Are able to begin to take control of their daily communication concerns.</td>
<td>Can show they are improving in their daily communication with others.</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop a plan in their own life for improving their interpersonal communications.</td>
<td>Students can develop a rudimentary idea for improving their own communications.</td>
<td>Will be able to plan for at least one area of their own communication in their lives</td>
<td>Can develop a plan that includes several communication areas in their lives.</td>
<td>Can plan and implement the plan to improve several areas of communication in their lives.</td>
</tr>
</tbody>
</table>
Appendix 4

ENGL 111G, ENGL 203G, ENGL 211G, ENGL 218G

Paper/Report Rubric

3 = Excellent
An excellent project
a) Presents a compelling thesis statement focused in purpose and audience
b) Is insightfully organized with unified and coherent points
c) Is well developed with specific and appropriate detail to illustrate points

2 = Satisfactory
A satisfactory project
a) Has a thesis statement, but demonstrates little understanding of purpose and audience
b) Shows only vague understanding of organization, unity, and coherence
c) Exhibits weak development, with insufficient and general details that fail to adequately illustrate and support

3 = Unsatisfactory
An unsatisfactory project
a) Doesn’t directly respond to the topic (may go on a tangent based on a couple of words in the topic)
b) Lacks organization, unity, and coherence; may ramble
c) Shows little, if any, development and uses scant specifics
Appendix 5

MATH 121G

Test Questions used for measuring Algebra Competency 3

1. On the unit 3 test, the average score for all students on the following question will be at least 60%:
   Beginning with the standard quadratic equation $ax^2 + bx + c = 0$ derive the quadratic formula.
   Justify each step.

2. On the unit 5 test, the average score for all students will be at least 60% on the following question:
   Prove the product rule for logarithms: $\log_a mn = \log_a m + \log_a n$ justifying each step.

3. On the final exam, the average score for all students earning a grade of C or better will be at least 70%
   on the following question: Explain why the graph of $f(x) = \frac{2}{x+5}$ does not have a vertical asymptote. Use
   one or more complete sentences.

4. On the final exam, the average score for all students earning a grade of C or better will be at least 70%
   on two questions of the following type: A list of 24 equations is given, along with four graphs, each of
   which matches one of the equations. The two graphs selected for the assessment are of the type $y=|x|+k$
   and $y=\log_2(x-h)$. The students are given the following directions:
   Some of the following equations are graphed below. For each graph:
   a. Label the graph with one of the equations.
   b. Label at least two points, including intercepts and, if a parabola, the vertex.
   c. Give the domain and range.
   d. Give the largest interval(s) for which the function is increasing, and the largest interval(s) for which the
      function is decreasing.
   e. Name any horizontal or vertical asymptotes.
   f. Tell whether the graph is symmetric about the x-axis, the y-axis, the origin, or none of these.
   g. Describe the end behavior.

   The following is the criteria used to assess for competency:
   1. This question is worth 10 points. One point is deducted for each missing or incorrect step, and one
      point is deducted for each missing or incorrect justification.
   2. This question is worth 10 points. One point is deducted for each missing or incorrect step, and one
      point is deducted for each missing or incorrect justification.
   3. This is worth 6 points. One point is deducted if the student recognizes that the denominator must be
      zero in order that the graph have a vertical asymptote but fails to tell why the denominator could not be
      zero in this case. One or two points are deducted if the student fails to use complete sentences. No credit
      is given if the student shows no understanding of the concept.
   4. Each of the two questions is worth 14 points, with each of parts a – g worth two points. If there are two
      answers to the question, each answer is worth one point.
Appendix 6

BIOL 101G: Human Biology

Answer the following questions in paragraph form with correct grammar. You may discuss the answers with your classmates but each person must submit their own answers written individually!

1. A few years ago, school children on field trips in Minnesota discovered frogs with various deformities such as missing or extra limbs. Scientists thought that the frog deformities may have been caused by pollution or reduction in the ozone layer leading to increased UV radiation exposure or some type of parasitic infestation. Based on these ideas, describe one scientific hypothesis, make a prediction in the form of an “if...then” statement, and describe a possible experiment to test your hypothesis. (4)

2. A major source of CO2 that causes ocean acidification is emissions from coal burning power plants. One way to reduce these emissions is to use nuclear power to produce electricity. The proponents of nuclear power contend that it is the only way that the US can increase its energy production while reducing air pollution, because nuclear power plants emit little or no acid-precipitation-causing pollutants. 1) What are some of the benefits of nuclear power? What are the possible costs and dangers? 2) Do you think we ought to increase our use of nuclear power to generate electricity? Why or why not? 3) If a new power plant were to be built near your home, would you prefer it to be a coal-burning plant or a nuclear plant? Why? (4)

3. A can of Coke consists mostly of sugar (high fructose corn syrup) dissolved in water, with some carbon dioxide gas that makes it fizzy and makes the pH less than 7. Describe the Coke using the following terms: solute, solvent, acidic, aqueous solution. (3)

4. Explain the change taking place in the white part of the egg when you fry it. (2)

5. DNA controls the cell by transmitting genetic messages that result in protein production. Place the following organelles in the order that represents the flow of genetic information from the DNA through the cell: nuclear pores, ribosomes, nucleus, rough ER, Golgi apparatus. (2)

6. The poison cyanide acts by blocking a key step in the electron transport chain. Knowing this, explain why cyanide kills so quickly. (2)

7. For the following scenarios correctly identify the tonicity of each solution/cell and describe the movement of water. (3)
   a. Cell is 90% water and 10% solute and the beaker contains 70% water and 30% solute.
   b. Cell is 85% water and 15% solute and the beaker contains 85% water and 15% solute.
   c. Cell is 90% water and 10% solute and the beaker contains 95% water and 5% solute

8. Sports physiologists at an Olympic training center wanted to monitor athletes to determine at what point their muscles were functioning anaerobically. What product would they check to determine this? (2)

9. Some substances get into cells without the expenditure of energy. Others need energy to get into cells. What is the energy molecule? Name and describe both the types of cellular transport that require energy and those that do not. (3)
**Appendix 7**

**BIOL 101G: Human Biology Lab**

1. In what ways are macromolecules essential to life? Describe the structures of three and describe their major role(s) in organisms. (4)

2. Global climatic change has been a controversial topic. However, almost all environmental scientists agree that gases contribute to global climate change. Carbon dioxide, methane, nitrous oxide, ozone, hydrochlorofluorocarbons, and water vapor are the main culprits. These "greenhouse gases" have increased dramatically in our atmosphere in the last 300 years, due to rapid industrialization. Human activities, chief among them the tapping and burning of fossil fuels for energy, significantly increase greenhouse gases in our atmosphere. With rising standards of living in developing countries, emissions of carbon dioxide and other greenhouse gases are expected to continue to rise. If unchecked, it is predicted that carbon dioxide levels will reach twice preindustrial levels by mid-century and double again by the end of the century. Computer models have shown that this rise alone could raise Earth’s temperatures by 3 to 10 degrees Fahrenheit by 2100. 1) Why is water vapor a greenhouse gas? 2) Nitrous oxide contributes indirectly to acid precipitation and directly to global warming. Why? 3) Why does burning fossil fuels increase global warming? (3)

3. The collared lizard is a species found in the Desert Southwest. Male collared lizards show considerable color variation, ranging from brightly colored to a very dull pattern. Your goal is to determine the function, if any, of male color patterns in collared lizards, using the scientific method. Your tentative explanation is that male color plays a role in attracting females for mating purposes. You predict that females will preferentially choose brightly colored males over dull-colored ones. To test this prediction, you observed the interactions of female collared lizards with their male counterparts. You selected males that were the same age and size, and that differed only in their coloration pattern. You placed equal numbers of the two types of male lizards, bright and dull, in aquariums, along with one female lizard per aquarium. Out of 350 aquariums observed, the female chose to mate with the brightly colored male 277 times, and the dull-colored male 70 times. In 3 instances, the females did not mate with either type. (A) Create a bar graph of your data, plotting the type of male (dull or brightly colored) on the x-axis. On the y-axis, plot the frequency with which each type of male was chosen by females. Using this graph, answer the following question(s). a) What is the hypothesis in this study? b) What is the experimental group in this study? c) Female collared lizards prefer more brightly colored male lizards over dull-colored males. Is this a reasonable conclusion? Why or why not?

4. The last few miles of the marathon are the most difficult for Heather. Her hair is plastered to her head, sweat clings to her arms, and her legs feel as if they had nothing left. Heather grabs a cup of ice water. The ice cubes smash against her nose as she gulps some cool refreshment and keeps on running. Then a breeze kicks up and she finally feels some coolness against her skin. Drops of sweat, once clinging to her forehead, now spill down, and Heather feels a stinging as the sweat flows into her eyes. Because she is running a marathon, Heather needs an abundant and continual supply of ATP. Active muscle cells require an extraordinary amount of ATP to permit strenuous exercise for prolonged periods. Toxins, reduced blood flow, and a compromised respiratory system can interfere with the transport of oxygen to active cells. A runner in a marathon faces multiple obstacles to continue to produce sufficient ATP to remain competitive.

- Why did the sweat form drops? Which of the following is the most likely reason why the ice struck Heather’s nose when she took a drink?
- Why did Heather start breathing faster as she ran? When Heather woke-up the following day, her calf muscles were very sore. Why?
• What modes of energy production was she using throughout the race?

5. The earliest cells detectable in fossils were different from the cells in animals, plants, fungi, and protists living today. These first prokaryotic cells gave rise to eukaryotic cells approximately 1.7 billion years ago. The structure of eukaryotic cells today suggests how they might have evolved from their prokaryotic ancestors. Scientists examining mitochondria and chloroplasts now think that these organelles were probably free-living prokaryotes before becoming a part of eukaryotic cells long ago. Which characteristic of mitochondria suggests that they might have evolved from free-living bacteria? (2)

6. The poison cyanide acts by blocking a key step in the electron transport chain. Knowing this, explain why cyanide kills so quickly. (2)

7. Examine the attached figure. The child shown in the figure is not feeling well. Why does the poster say "No Antibiotics Please"? (2)

8. Some substances get into cells without the expenditure of energy. Others need energy to get into cells. What is the energy molecule? Name and describe both the types of cellular transport that require energy and those that do not. (3)
Appendix 8

Rubric for BIOL 101G, BIOL 101L, CHEM 110L

Doesn’t meet
- The title does not let the reader know what the paper covers. It is not concise, meaningful, or descriptive. +0
- Any of the following are missing: background information, phenomena studied, hypotheses. +2
- Absence of detail in narrative describing what was done, how it was done, and what was used. +.5
- Not enough detail for data analysis is given. No tables or figures are included to supplement data analyses. +.5
- Not enough detail about what the data mean. No explanations of patterns and relationships are given. +4
- No explanations for support or lack of support for hypotheses given in the introduction are included. No ideas for future studies or description of what was learned included. +4
- Improper format. +0

Meets
- The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. +.5
- Background information is given. The phenomenon studied is identified. Hypotheses are given. +3
- Narrative about the experiment describing what you did, how you did it, and what was used in chronological order. Includes enough detail so that the reader could duplicate the experiment. +1
- Data analysis is described. Statistical tests are presented, if required. Tables and figures are included to supplement data analyses. +4.5
- Adequate detail about what the data mean. Patterns and relationships are explained. Explanations for support or lack of support for hypotheses given in the introduction are included. Ideas for future studies and a description of what was learned included. +4.5
- Proper format with the required information. +.5

Exceeds
- The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. +1
- Superlative treatment of the following: background information, phenomena studied, hypotheses. +4
- Complete detailed description about what was done, how it was done, and what was used. +2
- Superlative handling of data analyses; figures and tables are accurate and meaningful. +5.5
- Very detailed descriptions about what the data mean. Patterns and relationships are fully explained. Detailed explanations for support or lack of support for hypotheses given in the introduction are included. Specific and meaningful ideas for future studies and thorough detailed descriptions of what was learned included. +5.5
- Superlative treatment of references. +1
Appendix 9

**Biol 110G**

**Contemporary Problems in Biology**

**Environmental Contamination Lab*\**

**Introduction**

Contamination of soil from anthropogenic (human-made) pollutants is a widespread and potentially serious environmental problem. Soil can become contaminated through a variety of human activities, including the use, unintentional spilling, and intentional discharge of hazardous materials and waste; the engineered treatment and disposal of waste; the deposition of air pollutants; and the use of salt for road deicing.

In this lab, you will be examining phytotoxicity (meaning “poisonous to plants”) by simulating, testing and measuring the effects of contaminated soil on plants. You will need seeds, soil, and a contaminant. You will need to make a hypothesis and then you will design an experiment to test your hypothesis.

**Tasks**

In this lab, your study goal is to find the lowest level of your contaminant that adversely affects the plant’s growth, which is referred to as the Lowest Observed Adverse Effect Level (LOAEL). Follow the procedures given below.

1. For each group, select a contaminant to test.
2. First, try to locate the product’s Material Safety Data Sheet (MSDS) that describes the physical, chemical, and hazardous properties of a product. Next, conduct some basic research about the product using the internet and the NMSU library’s online resources to find info about the product’s LOAEL. Look for any previous studies regarding your contaminant and plants (remember, you are dealing with household versions rather than industrial strength concentrations).
3. Make a hypothesis. Be sure the hypothesis is appropriate and testable and refers to the contaminant (e.g. The LOAEL of contaminant X on wheat will be Y%).
4. Based on your hypothesis, design an experiment to test your contaminant on the growth of 10 hard red winter wheat seeds (note that the seeds take 3 to 4 days to germinate).
5. Select four (4) treatments (four different concentrations to test). Select your treatments so that they bracket the effect you think might result. Because your goal is to find the lowest concentration that adversely affects plant growth, the LOAEL, also select concentrations above and below your hypothesized concentration. If you do not do this, you might find that your levels of toxicity are all too low or too high.
6. Establish a control group. (Remember, the control group has to be exactly the same as the experimental group except for the treatment, which is the contaminant.
7. Replicate the experiment twice (for a total of three times). Thus, you should have 15 containers and it should look like the figure below.
8. Your experiment will take between 5 and 7 days. Thus, you are responsible for maintaining your experiment (i.e. do not forget to water your plants). Should your experiment fail for any reason prior to its completion, you will have to start over. You may have to readjust your concentrations – much of science consists of learning from our mistakes, so do not be discouraged.

**Write-Up**

This is a formal lab write-up. You should have the following parts: 1) Title, 2) Introduction, 3) Materials and Methods, 4) Results, 5) Discussion, and 6) Literature Cited (or References).

<table>
<thead>
<tr>
<th>Control</th>
<th>Treatment 1</th>
<th>Treatment 2</th>
<th>Treatment 3</th>
<th>Treatment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1</td>
<td>Container 1</td>
<td>Container 2</td>
<td>Container 3</td>
<td>Container 4</td>
</tr>
</tbody>
</table>
Rubric used to assess lab in BIOL 110G

Doesn’t Meet Expectations
- Title: The title does not let the reader know what the paper covers. It is not concise, meaningful, or descriptive or it is missing. <1.5
- Introduction: Any of the following are missing: sufficient background information, phenomena studied, hypotheses. <3.5
- Methods/Materials: Absence of detail in narrative describing what was done, how it was done, and what was used. <3
- Results: Not enough detail for data analysis is given. No tables or figures are included to supplement data analyses. <5.5
- Discussions: Not enough detail about what the data mean. No explanations of patterns and relationships are given. No explanations of support or lack of support for hypotheses given in the introduction are included. No ideas for future studies or description of what was learned included. <5.5
- References: Improper format. <2

Meets Expectations
- Title: The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. +1.5
- Introduction: Sufficient background information is given. The phenomenon studied is identified. Hypotheses are given. +3.5
- Methods/Materials: Narrative about the experiment describing what you did, how you did it, and what was used in chronological order. Includes enough detail so that the reader could duplicate the experiment. +3
- Results: Data analysis is described. Statistical tests are presented, if required. Tables and figures are included to supplement data analyses. +5.5
- Discussion: Adequate detail about what the data mean. Patterns and relationships are explained. Explanations for support or lack of support for hypotheses given in the introduction are included. Ideas for future studies and a description of what was learned included. +4.5
- References: Proper format with the required information. +2

Exceptional
- Title: The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. >1.5
- Introduction: Superlative treatment of the following: background information, phenomena studied, hypotheses. >4.5
- Methods/Materials: Complete detailed description about what was done, how it was done, and what was used. ≥3.5
- Results: Superlative handling of data analyses; figures and tables are accurate and meaningful. ≥7.5
- Discussion: Very detailed descriptions about what the data mean. Patterns and relationships are fully explained. Detailed explanations for support or lack of support for hypotheses given in the introduction.
Digestion begins in the mouth with the aid of saliva, secreted by the salivary glands. Included with the saliva is the enzyme amylase, which catabolizes the polymer starch into smaller saccharides including the monomer glucose.

In this lab, you will test for the presence of starch using a solution of iodine/potassium iodide (I$_2$KI). When this solution is added to starch, a dark blue pigment forms. When the starch has been digested to simple sugars, the dark blue pigment will no longer form in the presence of I$_2$KI solution. The Benedict’s Test is used to test for the presence of glucose. When heated, Benedict’s solution and monosaccharides will turn from blue to a cloudy orange or white. Thus, you will test for the presence, then disappearance of starch in the presence of amylase and then for the presence of glucose. There will be three controls set up initially: one starch solution that does not receive saliva, one tube containing saliva but no starch, and one original glucose solution. There will be one experimental tube: that one receiving both starch and saliva.

In most cases, the digestion of starch by amylase occurs quickly, so you will need to be sure that you are ready to test for the presence of starch as soon as you add the saliva to the appropriate tubes.

**Procedure**

1. Collect 1 mL of saliva in a graduated cylinder. (Because there may be bubbles in the saliva, be sure that you have a total of 1mL saliva). Add to the saliva 20 mL distilled water. Mix well; this is your dilute saliva. Saliva should not be collected from anyone who has recently eaten sweets.

2. Obtain four clean test tubes and four droppers, number them, and set them up as follows:

<table>
<thead>
<tr>
<th>ADDITIONS</th>
<th>TUBE 1</th>
<th>TUBE 2</th>
<th>TUBE 3</th>
<th>TUBE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>starch solution</td>
<td>2 mL</td>
<td>--</td>
<td>2 mL</td>
<td>--</td>
</tr>
<tr>
<td>glucose solution</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>6 mL</td>
</tr>
<tr>
<td>distilled water</td>
<td>4 mL</td>
<td>4 mL</td>
<td>2 mL</td>
<td>--</td>
</tr>
</tbody>
</table>

   Be careful not to mix up your tubes or the droppers.

3. Cover the end of each test tube with plastic wrap and shake. Place all tubes into the test tube rack.

4. As a control, test all tubes for the presence of starch as explained below. Be sure to use a separate dropper for each tube. Make sure that all solutions with added starch test positive for starch and that those without starch test negative.

**Starch Test:**

   a. Withdraw one drop from each tube and place in a well of the spot plate.
   b. Immediately add one drop of the yellowish I$_2$/KI solution to each sample.
   c. If starch is present (a positive test), the solution will change color to dark blue. If no starch is present (negative test), the solution will not change color. (It will be light yellow because of the I$_2$/KI).

5. After testing all tubes for starch, note the time and then add 2 mL dilute saliva to tubes 2 and 3. Quickly, shake the tubes well and immediately test samples from all four tubes for starch. (Note: you test samples from each tube in the spot plate, not the contents of the tubes as a whole). Continue testing for starch at one minute intervals by taking a sample from each tube with the appropriate dropper and adding a
drop of the I2/KI solution to the spot plate. Stop testing after 15 minutes or sooner if a color change occurs from the blue positive starch test to a clearer light iodine color, indicating now that starch is no longer present. (In which tube would you expect to see the disappearance of starch)?

6. Now test all four tubes for the presence of glucose using the Benedict’s Test as described next. (Which tubes would you expect to test positive for the presence of glucose)?

Benedict’s Test for the Presence of Glucose

   a. Set up a boiling water bath.
   b. Add 6 mL of the blue Benedict’s solution to each of your numbered test tubes.
   c. Mix and place the test tubes into the boiling water bath.
   d. Any color change may take up to five minutes to occur. Any color change from the blue to opaque green, yellow, orange, or brownish red is a positive test for glucose.

Results
Please describe in an organized way your test results for the experimental tube (not the controls) for both the starch and glucose tests.
Appendix 11

BIOL 101L, CHEM 110L

Doesn’t meet
The title does not let the reader know what the paper covers. It is not concise, meaningful, or descriptive. +0
Any of the following are missing: background information, phenomena studied, hypotheses. +2
Absence of detail in narrative describing what was done, how it was done, and what was used. +.5
Not enough detail for data analysis is given. No tables or figures are included to supplement data analyses. +.5
Not enough detail about what the data mean. No explanations of patterns and relationships are given. +4
No explanations for support or lack of support for hypotheses given in the introduction are included. No ideas for future studies or description of what was learned included. +4
Improper format. +0

Meets
The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. +.5
Background information is given. The phenomenon studied is identified. Hypotheses are given. +3
Narrative about the experiment describing what you did, how you did it, and what was used in chronological order. Includes enough detail so that the reader could duplicate the experiment. +1
Data analysis is described. Statistical tests are presented, if required. Tables and figures are included to supplement data analyses. +4.5
Adequate detail about what the data mean. Patterns and relationships are explained. Explanations for support or lack of support for hypotheses given in the introduction are included. Ideas for future studies and a description of what was learned included. +4.5
Proper format with the required information. +.5

Exceeds
The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. +1
Superlative treatment of the following: background information, phenomena studied, hypotheses. +4
Complete detailed description about what was done, how it was done, and what was used. +2
Superlative handling of data analyses; figures and tables are accurate and meaningful. +5.5
Very detailed descriptions about what the data mean. Patterns and relationships are fully explained. Detailed explanations for support or lack of support for hypotheses given in the introduction are included. Specific and meaningful ideas for future studies and thorough detailed descriptions of what was learned included. +5.5
Superlative treatment of references. +1
Appendix 12

ES 110G: Introductory Environmental Science Rubric

Doesn't Meet Expectations

Title: The title does not let the reader know what the paper covers. It is not concise, meaningful, or descriptive or it is missing. <1.5
Introduction: Any of the following are missing: sufficient background information, phenomena studied, hypotheses. <3.5
Methods/Materials: Absence of detail in narrative describing what was done, how it was done, and what was used. <3
Results: Not enough detail for data analysis is given. No tables or figures are included to supplement data analyses. <5.5
Discussions: Not enough detail about what the data mean. No explanations of patterns and relationships are given. No explanations for support or lack of support for hypotheses given in the introduction are included. No ideas for future studies or description of what was learned included. <5.5
References: Improper format. <2

Meets Expectations

Title: The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. +1.5
Introduction: Sufficient background information is given. The phenomenon studied is identified. Hypotheses are given. +3.5
Methods/Materials: Narrative about the experiment describing what you did, how you did it, and what was used in chronological order. Includes enough detail so that the reader could duplicate the experiment. +3
Results: Data analysis is described. Statistical tests are presented, if required. Tables and figures are included to supplement data analyses. +5.5
Discussions: Adequate detail about what the data mean. Patterns and relationships are explained. Explanations for support or lack of support for hypotheses given in the introduction are included. Ideas for future studies and a description of what was learned included. +5.5
References: Proper format with the required information. +2

Exceptional

Title: The title allows the reader to know what the paper covers. It is meaningful, concise, and descriptive. >1.5
Introduction: Superlative treatment of the following: background information, phenomena studied, hypotheses. ≥4.5
Methods/Materials: Complete detailed description about what was done, how it was done, and what was used. ≥3.5
Results: Superlative handling of data analyses; figures and tables are accurate and meaningful. ≥7.5
Discussion: Very detailed descriptions about what the data mean. Patterns and relationships are fully explained. Detailed explanations for support or lack of support for hypotheses given in the introduction are included. Specific and meaningful ideas for future studies and thorough detailed descriptions of what was learned included. ≥7.5
References: Superlative treatment of references. ≥2.5
Appendix 13

GEOG 111G

Assessment Rubric Scale for NM Core Competency, the ability to describe the process of scientific inquiry:

0 = incomplete/missing (shows no progress; criteria have not been met)
1 = unsatisfactory (shows little progress; most criteria have not been met)
2 = marginal progress (shows some progress, but several criteria have not been met)
3 = progressing (shows adequate progress, but some criteria have not been met)
4 = satisfactory (shows good progress and most criteria have been met)
5 = exemplary (shows excellent progress and all criteria have been met)

<table>
<thead>
<tr>
<th>Component</th>
<th>Comments</th>
<th>Weighting (1-3)</th>
<th>Score (0–5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Location, Significance of Field Trip</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughness of Description</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geologic Understanding</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion/Conclusion</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper Grammar and Detail</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extras such as photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td></td>
<td><strong>14</strong></td>
<td><strong>/70</strong></td>
<td><strong>=</strong></td>
</tr>
</tbody>
</table>
## Appendix 14

**PHYS 110G**  
**Lab Activities Grading Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>1 No understanding and largely incomplete</th>
<th>2 Developing understanding but missing most portions</th>
<th>3 Improved understanding but missing significant portions</th>
<th>4 Solid understanding but still missing portions</th>
<th>5 Solid understanding and satisfies all requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow lab procedure</td>
<td>Fail to complete most steps in lab procedure and fail to document</td>
<td>Missing significant portions of the lab</td>
<td>Completes the major portions of the lab but missing some key portions</td>
<td>Completes most parts of the lab and missing minor parts</td>
<td>Completes all steps in lab procedure and document</td>
</tr>
<tr>
<td>Describe purpose of experimental measurements to the lab investigation</td>
<td>Unable to describe the purpose of large portions of the lab without significant hints</td>
<td>Describe the purpose of some portions of the lab, but requires significant hints</td>
<td>Describes verbally the purpose of portions of the lab, but may need hints</td>
<td>Describes verbally the purpose of most of the lab with no hints</td>
<td>Describes verbally the purpose of each part of the experiment in lab investigation without hints</td>
</tr>
<tr>
<td>Describe and identify variables that can affect results</td>
<td>Unable to describe or identify variables affecting measurements and lab results</td>
<td>Missing understanding significant variables affecting results, but able to describe or identify some</td>
<td>Describes and identifies some variables affecting results, but missing key variables</td>
<td>Describes and identifies most key variables affecting measurement results</td>
<td>Clearly describes and identifies important variables affecting measurements in lab</td>
</tr>
<tr>
<td>Record and organize data</td>
<td>Missing significant portions of data</td>
<td>Missing some data and requires improvements in organization</td>
<td>Records most data and requires improvements in organization</td>
<td>Records all data but requires improvements in organization</td>
<td>Records all data required for lab and presents in organized manner</td>
</tr>
<tr>
<td>Analyze and evaluate results</td>
<td>Unable to document or demonstrate understanding of sound results or draw conclusions from them</td>
<td>Uses the results of the lab to draw conclusions but make significant errors</td>
<td>Uses the results of the lab to draw some accurate conclusions but makes errors</td>
<td>Uses the results of the lab to draw mostly accurate conclusions</td>
<td>Uses results of lab to draw conclusions relevant to purpose of lab</td>
</tr>
<tr>
<td>Answer questions in lab write-up</td>
<td>Questions either not addressed or answers totally wrong</td>
<td>Some questions not addressed and some answered incorrectly</td>
<td>Answers some of the question in the lab write-up accurately</td>
<td>Answers most of the questions in the lab write-up accurately</td>
<td>Answers all questions in lab write-up accurately</td>
</tr>
</tbody>
</table>
## Appendix 15

### CEP 110G Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor 2 points</th>
<th>Fair 4 points</th>
<th>Good 8 points</th>
<th>Excellent 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thought and Reflection</strong></td>
<td>Student shows little or no thought, reflection or consideration to topic or questions in regard to topic</td>
<td>Students shows some thought, reflection and/or consideration to topic question</td>
<td>Student shows considerable thought, reflection and consideration to topic questions</td>
<td>Student shows considerable thought, reflection and consideration of the topic, and is able to make connection to class topics</td>
</tr>
<tr>
<td><strong>Comprehension of Question</strong></td>
<td>Student does not understand the question</td>
<td>Student shows some comprehension of question, but is unable to show a depth of understanding or synthesis of knowledge experience or connections to course topics</td>
<td>Student shows some understanding of the terms and subject but does not synthesize concepts, or make connections to course topics or life experiences</td>
<td>Student shows comprehension of question, is able to synthesize knowledge and make connections to topics studied in the course or life experiences</td>
</tr>
</tbody>
</table>
Appendix 16

Gov100G—American National Government Paper 4

Read: Points of View:
This paper asks you to write on the topic that is listed in Points of View under Voting Rights for Felons. In a paper of 3-5 pages (double-spaced, one-inch margins, 10-12 pt. font) discuss the topic you select in the following manner:

- Provide a background summary on the general issue of voting rights for felons including what some states are doing and variations between states
- Summarize the essential premises of the Point
- Highlight the key issues of the Counterpoint
- Make an argument for which side (Point or Counterpoint) you find to be most persuasive (your grade is based on the number of reasons and quality of the rationale you provide in support of your position)
- Recommend what should be done on the topic, including possible alternatives not mentioned in Points of View

Points of View is a database available at all NMSU Libraries that presents articles in support of a variety of topics by presenting a Point (either an affirmative or negative statement of the topic) and a Counterpoint (the opposite perspective of the Point). There is also an Overview to introduce the topic and sometimes a Guide to Critical Analysis to update readers on the current status of the topic or guide in the writing of a paper. In addition, other materials are available on the topic for further reading including articles, videos, transcripts, and testimony. For each paper, the minimum reading requirement is the Overview, Point, Counterpoint, and Guide to Critical Analysis. Any additional reading will increase support for your paper.

Rubric for GOVT 100

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Need Improvement</th>
<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>(0 points)</td>
<td>(1 points)</td>
<td>(2 points)</td>
</tr>
<tr>
<td>Grammar</td>
<td>(0 points)</td>
<td>(1 points)</td>
<td>(2 points)</td>
</tr>
<tr>
<td>Style</td>
<td>(0 points)</td>
<td>(1 points)</td>
<td>(1 points)</td>
</tr>
<tr>
<td>Background Summary</td>
<td>(1 points)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td>Point</td>
<td>(1 points)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td>Counterpoint</td>
<td>(1 points)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td>Most Persuasive</td>
<td>(1 points)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td>Recommendations</td>
<td>(1 points)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
</tbody>
</table>

out of 25
Appendix 17

SOC 201G

Social Problems/Social Justice Issue: Class Presentation: You will work in a small group (5 people assigned by your instructor, based upon interests) to design a class presentation that: (a) **discusses any topic within a social problem** (broad issues such as crime, population, poverty are not acceptable; topics will be approved by instructor); what solutions are currently being tried to address the problem; who opposes these solutions; why do they oppose these solutions; discuss your solution, who may oppose it and why; (b) includes a group activity that “brings to life” the main points of discussion for these readings (activity should be pertinent to a “group” setting in which you might work such as in a school, Shelter, Treatment Program, Homeless Shelter, Public Health, etc.), and (c) provides the class with a minimum of 3 relevant resources for future action on this particular issue. The Presentation may be through a Power Point, a “paper”, a video, etc. This Presentation will be provided to the entire class. The group members will grade one another as well as the instructor providing individual grades. Each student will also assess the presentation. Group Chat rooms will be arranged for you to work together; Roles may be assigned for each portion of the project – i.e. information gatherers (case study, surveys, field studies, interviews, questionnaires, observations), organizer of presentation, writer, presenter, etc. Minimum of 3 references to be included in presentation.
# Appendix 20

## SWK 221G

### Assessment:
1. Read Provided Case Scenario: “Empowering a Pregnant Sixteen-Year-Old Teenager and Her Parents.”
2. After reading Case Scenario please complete the following in an Essay Format
   a. Identify, Describe and Explain how the events in LaRita’s life are impacted using the Person-In-Environment Conceptualization.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Rating = 20</th>
<th>Rating = 15</th>
<th>Rating = 10</th>
<th>Rating = 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sophisticated/Excellent</td>
<td>Competent/Satisfactory</td>
<td>Somewhat Competent/Average</td>
<td>Poor/Unacceptable</td>
<td></td>
</tr>
<tr>
<td><strong>Application of Problem Solving Approach</strong></td>
<td>Student was able to Identify, Describe and Explain full knowledge of applying Person-In Environment Conceptualization to Case Scenario. Student is able to thoroughly apply systems within the P.I.E concept to case scenario.</td>
<td>Student displays knowledge of the P.I.E however does not include 1of the systems within the concept.</td>
<td>Student barely applies the P.I.E. to the Case Scenario and is missing two or more systems.</td>
<td>Student is unable to apply the P.I.E. concept to the case scenario.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Assignment is clear, logical and organized. Reader can follow how the P.I.E. is applied to case scenario.</td>
<td>Assignment is generally clear and well organized. A few minor points may be confusing.</td>
<td>Student does not provide reader with a clear logical sequence of applying P.I.E. concept to case.</td>
<td>There is no logical sequence. Student does not have an understanding of how to apply the person in environment concept to case scenario.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Has no spelling, grammar, or punctuation errors.</td>
<td>Has 2-5 spelling, grammar and punctuation errors.</td>
<td>Has numerous (6 or more) spelling, grammar and punctuation errors.</td>
<td>Has serious spelling, grammar and punctuation errors.</td>
<td>Overall Score = Total</td>
</tr>
</tbody>
</table>

Total

*Total Overall Score = Total*
## Appendix 20
### Orientation in Art 101G: Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding 4</th>
<th>Advanced 3</th>
<th>Adequate 2</th>
<th>Limited 1</th>
<th>Flawed 0</th>
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<tbody>
<tr>
<td><strong>Content/Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly recognizes and articulates the diversity of human experience across a range of historical and/or cultural perspectives through an analysis of art</td>
<td>Identifies and analyzes important aspects of the human experience across a range of historical and/or cultural perspectives, and shows a very limited bias</td>
<td>Identifies and analyzes some important aspects of the diversity of human experience through an analysis of observed works of art, but has a limited bias</td>
<td>Develops some ideas but is limited in making appropriate transitions</td>
<td>Does not identify or analyze most of the important aspects of human experience through works of art, has some analysis but it is biased and inappropriate</td>
<td>Does not identify or analyze any aspects of the diversity of human experience as observed through works of art, also shows bias and is inappropriate in responses</td>
</tr>
<tr>
<td>Develops ideas cogently, organizes them logically, and connects them with clear transitions</td>
<td>Develops ideas cogently and connects them with some appropriate transitions</td>
<td>Supports main argument with appropriate points and good examples</td>
<td>Supports argument with some points and a few adequate examples</td>
<td>Supports an irrelevant issue and has limited support and examples</td>
<td>Does not develop any analysis appropriate to the human experience of art</td>
</tr>
<tr>
<td>Effectively supports main arguments of analyses using insightful and advanced points as well as concrete examples</td>
<td>Supports main argument with appropriate points and good examples</td>
<td>Recognizes and articulates the diversity of human experience across a range of historical and/or cultural perspectives through an analysis of art</td>
<td>Supports argument with some points and a few adequate examples</td>
<td>Supports an irrelevant issue and has limited support and examples</td>
<td>Does not present an argument or examples that show an understanding of the subject matter</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an excellent understanding of art terminology</td>
<td>Demonstrates and understanding of art terminology</td>
<td>Demonstrates an adequate understanding of art terminology</td>
<td>Does not demonstrate a clear understanding of art terminology</td>
<td>Does not demonstrate an understanding of art terminology</td>
<td>Does not present or support any observations</td>
</tr>
<tr>
<td>Clearly uses art terminology to support observations made of art work</td>
<td>Uses art terminology to support observations made of works of art</td>
<td>Limited on use of art terminology to support observations made of works of art</td>
<td>Uses art terminology inappropriately with little relevance and value for points of the critique</td>
<td>Uses art terminology inappropriately with little relevance and value for points of the critique</td>
<td>Does not present or support any observations</td>
</tr>
<tr>
<td>Effectively critiques works of arts using advanced language with out preconceived biases</td>
<td>Critiques works of art using adequate language and limited preconceived biases</td>
<td>Critiques works of art with adequate language but limited skill and use of bias</td>
<td>Does not provide an appropriate critique and is highly biased</td>
<td>Does not provide an appropriate critique and is highly biased</td>
<td>Does not present or support any observations</td>
</tr>
<tr>
<td>Grammar</td>
<td>Demonstrates a facility with the conventions of standard written English</td>
<td>Demonstrates an understanding and good use of standard written English</td>
<td>Demonstrates an adequate use of standard written English</td>
<td>Does not demonstrate an adequate use of standard written English</td>
<td>Does not have an understanding of use of standard written English</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Has no spelling, grammar, diction, or punctuation errors</td>
<td>Has minor spelling, grammar, and punctuation errors</td>
<td>Has spelling, grammar, and punctuation errors</td>
<td>Has numerous spelling, grammar, and punctuation errors</td>
<td>Has serious spelling, grammar, and punctuation errors</td>
</tr>
</tbody>
</table>
Appendix 21

PHIL 101G
Rubric

3 = Excellent
A superior project
a) Demonstrates keen awareness of historical periods and/or structures
b) Uses language appropriate to level of learning and course objectives
c) Articulates above average understanding of modes of thought, expressions, and processes

2 = Satisfactory
A satisfactory project
a) Demonstrates some awareness of historical periods and/or structures
b) Displays only some of language appropriate of level of learning and course objectives
c) Articulates satisfactory understanding of modes of thought, expressions, and processes

3 = Unsatisfactory
An unsatisfactory project
a) Demonstrates little, if any, awareness of historical periods and/or structures
b) Exhibits little, if any, of language appropriate to course objectives
c) Lacks understanding of modes of thought, expressions, and processes