

COMMITTEE for LIBERAL ARTS LEARNING & ASSESSMENT (LALA)

LIBERAL ARTS AA DEGREE ASSESSMENT INSTRUCTIONS: 2014-2015¹

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¹ Draft #5: 7/15/14

**COMMITTEE for LIBERAL ARTS LEARNING & ASSESSMENT (LALA)
ONE-PAGE VERSION OF INSTRUCTIONS & DUE DATES**

TASK	DUE DATE
Select 1000- or 2000-level courses for Liberal Arts AA degree assessment in spring 2015. Create an assessment tool (class assignment) that will assess critical analysis and effective communication; the tool is embedded in the course requirements. Rubrics shown in attachment. Departments submit plans for Liberal Arts assessment to Committee for Liberal Arts Learning & Assessment (LALA); use the Liberal Arts Assessment Cycle Plan included in the attachment. ²	Liberal Arts Assessment Cycle Plan to LALA 9/30
LALA offers comments on the plan to the departments	Comments returned within 30 days
Departments submit final list of course sections included in the assessment in spring 2015.	Two weeks into spring 2015—2 nd Friday, 1/30
Faculty administer the assessment tool to students and score student work.	Spring 2015
Faculty download student names and IDs and enter rubric scores into spreadsheet. Additional instructions will be distributed in January 2015.	Submit data when submit grades
LALA returns data results to departments.	Mid-summer 2015
Departments submit suggestions to LALA for potential changes based on the assessment results.	Beginning of fall semester 2015

Require assistance? Contact one of the LALA representatives.

LALA REPRESENTATIVE	DEPARTMENT	E-MAIL
Monie Arfai	Psychology	narfai@cnm.edu
Glenda Davis	Communication	gdavis@cnm.edu
Alan Edmonson	Education	aedmonson@cnm.edu
Anna Gilletly	Biology	aeast@cnm.edu
Scott Griffin	Psychology	scoot@cnm.edu
Marissa Juarez	English	mjuarez8@cnm.edu
David Heddins	Math	dheddins@cnm.edu
Harley McDaniel	Art	hmcdaniel@cnm.edu
Luke Phillips	Spanish	lphillips8@cnm.edu
Sue Ruth	Anthropology	sruth2@cnm.edu
Vincent Schenck	Music	vschenck@cnm.edu
Pat Seitz	Sociology	seitz@cnm.edu
Paula Smith-Hawkins	Associate Dean, CHSS	psmithhawkins@cnm.edu
Asa Stone	Psychology	astone10@cnm.edu
Katrina Taylor	Political Science	ktaylor46@cnm.edu
Lori Witthaus	Philosophy	lwitthaus@cnm.edu

² Forms are posted on the CHSS website: <http://www.cnm.edu/programs-of-study/communication-humanities-and-social-sciences/chss-assessment>

DETAILED VERSION OF INSTRUCTIONS

I. Introduction

Assessment is first and foremost about student learning. The task is to identify what we expect of students, measure and analyze it, and review the results for potential revisions to curriculum, pedagogy and so forth.

What is expected of Liberal Arts AA degree students?

Two **learning outcomes** capture our expectations for students at the end of two years at CNM: critical analysis and effective communication. The rubrics for the outcomes are shown on in the attachment (pages 7-8).

How are critical analysis and effective communication measured?

We use **embedded assessment**, meaning measurement of the outcomes is part of routine class requirements. The department designs an **assessment tool**—e.g., exams, written reports, short answer questions completed in class—that addresses the three **dimensions** of critical analysis and the two dimensions of effective communication shown on the rubric.

Note that some departments in CHSS and MSE offer AA degrees, e.g., history, anthropology. Departments that have adopted the critical analysis and effective communication outcomes for their discipline-specific degrees can use the same assessment tool for Liberal Arts and the discipline-specific degree.

Sample assessment tools used in political science, psychology and sociology are included in the attachment.

How are critical analysis and effective communication analyzed?

Once scored, download student names and full student IDs from CNM Learn or MyCNM MY COURSES. It's important to check the box for the full ID in order to match your collected data with student information that LALA will download from Banner (such as major or GPA). The scores from the rubrics will be entered for the students and submitted to LALA. The committee will sort out the Liberal Arts students, analyze the data, and return the results to the department. Additional instructions for data entry and analysis will be shared in January 2015.

If you are using the same assessment tool for discipline-specific degrees, the department will analyze those data.

Specific instructions for entry of the scores will be forwarded in spring semester.

What happens following the analysis?

Departments will review the results for critical analysis and effective communication and return suggestions for potential changes to curriculum, reading assignments, and so forth to LALA.

What are the additional caveats?

It's important to state upfront that confidentiality for student information is essential. Individual student names, individual faculty names, and individual course sections will not be identified in the reporting of results. The results returned to the department will be in summary form.

Is informed consent by students required prior to the assessment?

No. Because assessment is part of our routine educational endeavors, federal regulations applying to human subjects' protections do not apply (The Code of Federal Regulations 45 CFR 46.101 b). That said, LALA does follow appropriate protocols for maintaining confidentiality and protecting student information and the use of student information for assessment is FERPA compliant. It's important to note that the CNM administration, including supervisors, only have access to aggregate data (i.e., summaries given by LALA). In other words, the CNM administration will not have access to the data you collected.

II. Instructions to Departments

What courses should be assessed?

To get started, departments will select courses for the Liberal Arts assessment. Target the 1000- or 2000-level courses in your department that will be taught in spring 2015. Issues to think about in selecting courses:

- What you want to learn about student learning, e.g., Are students proficient with particular concepts or theories? Are students proficient with specific modes of expression such as arguments versus non-arguments? Develop an assessment tool that allows scoring with the rubrics but perhaps can address department-specific issues and questions. LALA offers the following humble guideline: *Measure what you value, then value what you measure.*
- Do you want to select courses that allow you to use the same assessment tool for general education assessment and, if you have an AA degree, that will work for the department degree assessment?
- You may want to pick one course for spring 2015 that multiple faculty will teach or faculty might select a course of their choosing that supports the department assessment plan. If multiple sections of the same course are included in the assessment, the same tool and same protocols should be used.
- The EXCEL spreadsheet in the attachment shows the percentage of Liberal Arts majors in CHSS and MSE courses in spring 2012. Use the data to aid your selection.

Per CHSS Dean Erica Volkens, all faculty are expected to participate in the administering the assessment tool as per the department assessment plan for the Liberal Arts degree.

If multiple sections of the same course are included in the assessment, the same tool and same **protocols** should be used.

What type of assessment tool is recommended?

LALA suggests that the tool measure both critical analysis and effective communication. Note that communication can be written, oral, visual or numeric. Multiple choice, true/false and matching questions are not acceptable options for assessment tools given that one cannot determine what students truly grasp or where faculty might make changes to enhance learning.

Sample assessment tools used in political science, psychology and sociology are included in the attachment.

What are the key issues for departments in assembling assessment protocols?

LALA encourages departments to address the following when developing the assessment tool and strive to administer the tools in a consistent fashion across course sections.

- Will we hand out the rubrics to the students?
- Will the rubrics be discussed in class?
- Will you add dimensions to the rubrics?

- Will the assessment tool be completed by students in class or outside of class?
- What accommodations are required for distance learning sections versus face-to-face sections?
- At what point in the semester will you administer the assessment tool?
- Will you collectively norm the rubric scoring? Or as an alternative, discuss what rubric scoring should look like, e.g., what does a score of 3 mean? score of 2?

How much should the assessment “count” toward the course grade?

The committee suggests that the percentage or number of points for the assessment is a decision for individual faculty and/or for departments. You might collectively agree what the tool is “worth” in the calculation of the course grade, or individual faculty decide what’s best for their classes.

When during the semester should assessments be administered?

It’s a department and/or individual faculty decision. The rubric scores are due to LALA when final grades are submitted.

Can departments or individual faculty make changes to the rubrics?

No, but the language used in the rubrics was intentionally broad to work across departments and courses. Departments can add dimensions to both rubrics, e.g., add “mechanics” to the communication rubric to assess grammar and punctuation or add “supporting points” to the critical analysis rubric.

III. Instructions to Individual Faculty

In scoring student work, as outlined earlier, use the attached rubrics. Note that we ask you score using the following metric, which means you should include scores of 0-3 when submitting the data to LALA. That said, you can use whatever numbers you wish for the course grade, e.g., mastery = 100 points or 10 points.

Did it awesomely Mastery 90-100% A 3 points	Did it Proficient 80-89% B 2 points	Kind of did it Developing 70-79% C 1 point	Didn’t do it Emerging 0-69% F-D 0 points
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Once scored, download student names and full student IDs from CNM Learn or MyCNM MY COURSES. Please check the box for the full ID so your collected data can be matched with student information LALA will download from Banner (such as major or GPA).

Specific instructions for entry of the scores will be forwarded in spring semester.

LIST OF ATTACHMENTS

- 1- Liberal Arts Critical Analysis Rubric
- 2- Liberal Arts Effective Communication Rubric
- 3- Sample Assessment Tools: Implemented in spring 2014 in Departments of Political Science & Psychology
- 4- Liberal Arts Assessment Cycle Plan
- 5- Sample of Liberal Arts Assessment Cycle Plan
- 6- Liberal Arts Majors in CHSS & MSE courses, spring 2012

Liberal Arts Degree Outcomes: Critical Analysis

Given new information, situation, and/or application, the student will:	Did it awesomely Mastery 90-100% A 3 points	Did it Proficient 80-89% B 2 points	Kind of did it Developing 70-79% C 1 point	Didn't do it Emerging 0-69% F-D 0 points
Identify and critically consider the main issues, concepts, problems, and/or techniques.	Student explicitly, critically, and comprehensively considers all relevant material. Student identifies all relevant information necessary for mastery of the subject matter.	Student identifies, describes, applies, and/or clarifies relevant material to demonstrate a proficient understanding.	Student identifies relevant material but may struggle to describe, apply, or clarify the content.	Student uncritically identifies relevant material, offering no clarification, application, or description.
Incorporate more than one perspective (e.g. source, method, technique, and/or approach)	Student incorporates many diverse perspectives to demonstrate breadth of knowledge. Student clearly justifies her/his own view or approach. Analysis/application of other perspectives is consistently accurate and respectful. Student provides ample evidence of reflection and self-assessment.	Student incorporates some diverse perspectives, but the approach is limited. Student somewhat justifies her/his own view or approach. Analysis/application of other positions is usually accurate and respectful. Student provides some evidence of reflection and self-assessment.	Student incorporates a singular or very few perspective(s). Student begins to relate alternative views but the integration of multiple viewpoints lacks development. Student investigates or applies ideas in a limited way. Analysis/application of other views lacks accuracy in some areas. Student provides little evidence of self-assessment.	Student fails to incorporate or engage others' perspectives or discusses an incorrect perspective. Student adopts a single idea with little question and does not integrate alternatives. Student presents obvious ideas, avoids discomfoting ideas, and or treats other positions superficially. Student provides no evidence of self- assessment.
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing	Student demonstrates a comprehensive evaluation, analysis, interpretation, or synthesis. Student thoroughly examines and/or applies the viewpoints of experts.	Student develops a coherent evaluation, analysis, interpretation, or synthesis. Student accurately examines and/or applies the viewpoints of experts, but not comprehensively.	Student struggles to develop a coherent evaluation, analysis, interpretation, or synthesis. Student inaccurately or inconsistently examines and/or applies the viewpoints of experts.	Student offers little or no evaluation, analysis, interpretation, or synthesis. Student fails to examine and/or apply the viewpoints of experts.

Rubric approved by LALA 6/30/14.

Liberal Arts Degree Outcomes: Effective Communication

In written, oral, numeric or visual formats, the student will:	Did it awesomely Mastery 90-100% A 3 points	Did it Proficient 80-89% B 2 points	Kind of did it Developing 70-79% C 1 point	Didn't do it Non-attempt or Emerging 0-69% D-F 0 points
Demonstrate organization and/or coherence of ideas, content, and/or formulas	Material is sharply focused and organized. The student presents a logical organization of ideas around a common theme that demonstrates an advanced understanding of the subject matter.	Material is mostly focused and organized. The student presents logical constructions around a common theme that reflects meaning and purpose.	The student's ideas and organizational patterns reflect a common theme that demonstrates a basic understanding of the subject matter. Ideas are disorganized or may lack development in some places.	The material lacks focus and organization with few or no ideas around common theme. Student struggles to demonstrate her/his understanding of the subject matter.
Produce communication appropriate to audience, situation, venue, and/or context	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a basic awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Struggles to demonstrate attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Rubric approved by LALA 6/30/14.

Sample Assessment Tools from Spring Semester 2014

Department of Political Science: PSCI 2260 Term Paper Guidelines

Due Date: 11:59 PM, April 27, 2014

Purpose: The purpose of this assignment is to give students the opportunity to demonstrate their ability to think critically through the application to a real world political issue of the analytical framework developed throughout the semester for identifying the major elements of an ideology.

Grading: Students will be graded on their ability to *effectively communicate* their arguments in a thesis paper format and on their ability to *think analytically*, including the provision of evidentiary support for their arguments. See the rubrics (attached) for additional insight. This paper is worth a total of 250 points or 25% of the grade for the course.

Instructions: Each student will write a 6-8 page double-spaced paper in standard font in which they identify, explain and analyze a minimum of 3 ideological elements for 4 separate ideologies within the context of a controversial political issue affecting New Mexico politics. Papers should be submitted via Blackboard Learn in a Microsoft Word or text file.

Each paper should include the following and students are encouraged to use the same format as well as headings (I.e. introduction, explanation of ideology 1, critical analysis of ideology 1, etc.):

- I. An introduction where the background about the controversial issue is introduced.
- II. A thesis statement in which the student states the four ideologies that are reflected in the different sides of the issue that their research supports.
- III. A general explanation of each ideology, including the specific ideological elements, that they will cover in the analysis. And an analysis, supported by direct quotes that are properly cited from various sources related to the issue, which explains how the various ideological elements of the 4 ideologies are reflected in the controversy surrounding the issue backed up by their research.
- V. A conclusion.
- VI. A bibliography.

Sample Assessment Tools from Spring Semester 2014

Department of Psychology: Scenarios used in 2000-level Courses

Instructions

1. Select one of the following tools (unless your own tool has been approved by Marjo and Asa).
2. Select one face-to-face section that you teach.
3. Administer the assessment as a closed-book activity in class before the Spring Break.
4. Grade your students' performance using the provided rubric.
5. Record the information in the Excel file and send the completed file to Asa Stone (astone10@cnm.edu) by March 31.

Example 1: Lester the Dog - One of my best all-time friends was a beagle named Lester. Lester had a number of fine qualities that are not always found in humans; he was affectionate, warm, and genuinely loyal. But Lester was also a profound coward. I will never forget the time I took him to the veterinarian for the first of a weekly series of shots. He stood perfectly still with a friendly beagle smile on his face until the needle was stuck into his hindquarter. At that point, he produced a flinching, lurching, terrified yelp. After a few injections, Lester began yelping before the injection when he saw the vet with the needle in her hand.

- Part I. Identify the following parts of classical conditioning: unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response
- Part II. Describe two techniques that might help Lester stop yelping when he sees needles.
- Part III. Of the two techniques you described in part II, which do you think would be better? Why?

Example 2: Go Team! - I was watching the Super Bowl when I saw a series of Chip's Ranch Dip commercials (Dud Light beer could be substituted if instructor prefers). They all had a man eating Chip's Ranch Dip surrounded by several beautiful women. The next time I was at the store I picked up a carton of Chip's Ranch Dip.

- Part I. Explain how classical conditioning may have influenced my decision to pick up the carton of Chip's Ranch Dip.
- Part II. Using classical conditioning concepts of generalization and aversion conditioning, describe alternate outcomes of my new found fondness of Chip's Ranch Dip in the future.
- Part III. How could advertisers of Chip's Ranch Dip condition consumers to like Chip's Ranch Dip, but to dislike a dip made by their main competitor, DipZee?

Example 3: No Smoking Zone - After a five-year-habit, Joe quit smoking cigarettes. One day, Joe met up with a buddy he hadn't seen since he quit smoking. When his friend offered Joe a smoke, Joe started craving nicotine, and gave in to his friend's offer of a cigarette.

- Part I. Explain how classical conditioning may have influenced Joe's decision to smoke again.
- Part II. Briefly describe two factors, based on classical conditioning that might strengthen addiction to nicotine.
- Part III. Describe a solution, based on classical conditioning that could help break the addiction to nicotine.

Example 4: I'm Sick of Hospitals - Maria has successfully completed her rounds of radiation and chemotherapy at the hospital. She is glad to be done with the treatments because the side effects of extreme nausea were so unpleasant. It has been three months and now she returns to the hospital for a check-up. She is distressed to realize, though, that as she steps into the lobby of the hospital and smells that familiar "hospital smell," she begins to feel nauseated, just like the treatments used to make her feel.

- Part 1: Part I. Identify the following parts of classical conditioning: unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response
- Part 2: Describe two techniques that might help Maria not feel nauseated when she steps into the hospital.
- Part 3: Of the two techniques that you described above, which do you think would be better? Why?

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
LIBERAL ARTS ASSESSMENT CYCLE PLAN for 2014-2015
Submit to your LALA representative by September 30, 2014.³**

Cycle Plan Years and Contact Information:			
<u>2014-15</u>	_____	_____	_____
Cycle Years	Contact Person	Email	Phone Number

Subject of this Assessment Report:		
<i>If using the same assessment plan for the discipline-specific degree, add the degree to the program box.</i>		
Program: <u>AA Liberal Arts</u>	Gen Ed Area: _____	Discipline Area: _____

Plan Description:

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured: <i>Please include a preliminary list of section numbers for spring 2015 at the end of the form.</i>	How Measured: <i>Please include a description of the assessment tool here or attach a draft of the tool(s).</i>
1. CRITICAL ANALYSIS: <ul style="list-style-type: none"> a. Identify main _____ [select at least one: issues, concepts, problems, and/or techniques] b. Incorporate more than one perspective (e.g. source, method, technique, and/or approach) c. Demonstrate mastery by evaluating, analyzing, interpreting and/or 			

³ The Assessment Cycle Plan for Liberal Arts is formatted to allow departments to cut and paste information into the Assessment Cycle Plan submitted to SAAC.

synthesizing			
2. EFFECTIVE COMMUNICATION: a. Demonstrate organization and/or coherence of ideas, content, and/or formulas b. Produce communication appropriate to audience, situation, venue, and/or context			
3.			
4.			
5.			

Supporting Information for the Department Assessment Plan:		
1.	Discuss how the assessment tool aligns with the general education outcomes for your department.	
2.	Discuss how the assessment tool aligns with your department-specific or AA degree program learning outcome(s).	
3.	If you are adding dimensions to the critical analysis rubric, cut and paste the dimensions here.	
4.	If you are adding dimensions to the effective communication rubric, cut and paste the dimensions here.	
5.	List the preliminary protocols for administration of the assessment tool, i.e., handing out rubric to students? when in the semester to administer? accommodations for distance learning and face-to-face sections? norming? See pages 4-5 for guidelines.	
6.	Questions or comments to LALA.	

Preliminary List of Course Sections Included in Liberal Arts Assessment, spring 2015	
COURSE	SECTIONS
<i>e.g.,</i> <i>SOC 2211</i>	101 201

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
LIBERAL ARTS ASSESSMENT CYCLE PLAN for 2014-2015
Submit to your LALA representative by September 30, 2014.**

SAMPLE ASSESSMENT CYCLE PLAN

Cycle Plan Years and Contact Information:			
<u>2014-15</u> Cycle Years	<u>pat seitz</u> Contact Person	<u>seitz@cnm.edu</u> Email	<u>ext. 50040</u> Phone Number

Subject of this Assessment Report:		
<i>If using the same assessment plan for the discipline-specific degree, add the degree to the program box.</i>		
Program: <u>AA Liberal Arts</u> <u>AA Sociology</u> <u>AA Criminology</u>	Gen Ed Area: <u>Social & Behavioral Sciences</u>	Discipline Area:

Plan Description:
The same format and same assessment tool for general education and program assessment (AA in Liberal Arts, AA in sociology, and AA in criminology). Faculty will select a journal or news article and students will complete short answer questions based on the material. The same reading will be used in all sections of the course. Faculty will score the students in their sections. Students will be asked to report their current major (program) in order to sort the data for the respective assessments.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured: <i>Please include a preliminary list of section numbers for spring 2015 at the end of the form.</i>	How Measured: <i>Please include a description of the assessment tool here or attach a draft of the tool(s).</i>
1. CRITICAL ANALYSIS: d. Identify main _____ [select at least one: issues, concepts, problems, and/or techniques] e. Incorporate more than one perspective (e.g. source, method, technique, and/or approach) f. Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing	Spring 2015—individual faculty will select when in the semester to administer the tool.	General Education Core Courses for Social/Behavioral Sciences SOC 1101 SOC 2205 SOC 2211 SOC 2212 SOC 2213 SOC 2215 SOC 2216 SOC 2221 SOC 2225 SOC 2230 SOC 2235	Draft of the tool is attached.

<p>2. EFFECTIVE COMMUNICATION: c. Demonstrate organization and/or coherence of ideas, content, and/or formulas d. Produce communication appropriate to audience, situation, venue, and/or context</p>	<p>Same as critical analysis.</p>	<p>Same as critical analysis.</p>	<p>The assessment tool for critical analysis requires writing, thus the same tool is used for the effective communication outcome.</p>
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Supporting Information for the Department Assessment Plan:																			
1.	<p>Discuss how the assessment tool aligns with the general education outcomes for your department.</p>	<p>The department is scheduled to assess the following general education outcomes in 2014-15:</p> <ol style="list-style-type: none"> Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences. Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning. <p>The tool used for the Liberal Arts outcomes will accommodate the general education assessment.</p>																	
2.	<p>Discuss how the assessment tool aligns with your department-specific or AA degree program learning outcome(s).</p>	<p>The AA in sociology and the AA in criminology employ the Liberal Arts outcomes as well. As such, the same assessment tool will be used for the department's program assessment.</p>																	
3.	<p>If you are adding dimensions to the critical analysis rubric, cut and paste the dimensions here.</p>	<table border="1"> <thead> <tr> <th data-bbox="863 846 1192 943"></th> <th data-bbox="1192 846 1415 943">Mastery A</th> <th data-bbox="1415 846 1633 943">Proficient B</th> <th data-bbox="1633 846 1829 943">Developing C</th> <th data-bbox="1829 846 2047 943">Emerging D-F</th> </tr> </thead> <tbody> <tr> <td data-bbox="863 943 1192 1203">Include appropriate supporting evidence</td> <td data-bbox="1192 943 1415 1203">Supporting ideas and examples are thoughtfully chosen, relevant and accurate.</td> <td data-bbox="1415 943 1633 1203">Supporting ideas and examples are appropriate, but more are needed.</td> <td data-bbox="1633 943 1829 1203">Minimal supporting ideas or examples are used and/or are irrelevant or inaccurate.</td> <td data-bbox="1829 943 2047 1203">Lacks supporting ideas and examples.</td> </tr> <tr> <td data-bbox="863 1203 1192 1461">Analyze relevant issues utilizing concepts & evidence from the social/behavioral sciences</td> <td data-bbox="1192 1203 1415 1461"></td> <td data-bbox="1415 1203 1633 1461"></td> <td data-bbox="1633 1203 1829 1461"></td> <td data-bbox="1829 1203 2047 1461"></td> </tr> </tbody> </table>				Mastery A	Proficient B	Developing C	Emerging D-F	Include appropriate supporting evidence	Supporting ideas and examples are thoughtfully chosen, relevant and accurate.	Supporting ideas and examples are appropriate, but more are needed.	Minimal supporting ideas or examples are used and/or are irrelevant or inaccurate.	Lacks supporting ideas and examples.	Analyze relevant issues utilizing concepts & evidence from the social/behavioral sciences				
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		Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning													
4.	If you are adding dimensions to the effective communication rubric, cut and paste the dimensions here.	<table border="1"> <thead> <tr> <th></th> <th>Mastery A</th> <th>Proficient B</th> <th>Developing C</th> <th>Emerging D-F</th> </tr> </thead> <tbody> <tr> <td>Demonstrate <i>WRITTEN</i> communication mechanics</td> <td>Writing has few or no errors in spelling, grammar and punctuation.</td> <td>Writing has some errors in spelling, grammar and punctuation.</td> <td>Writing has frequent errors in spelling, grammar and punctuation.</td> <td>Writing has excessive errors in spelling, grammar and punctuation.</td> </tr> </tbody> </table>		Mastery A	Proficient B	Developing C	Emerging D-F	Demonstrate <i>WRITTEN</i> communication mechanics	Writing has few or no errors in spelling, grammar and punctuation.	Writing has some errors in spelling, grammar and punctuation.	Writing has frequent errors in spelling, grammar and punctuation.	Writing has excessive errors in spelling, grammar and punctuation.			
	Mastery A	Proficient B	Developing C	Emerging D-F											
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5.	List the preliminary protocols for administration of the assessment tool, i.e., handing out rubric to students? when in the semester to administer? accommodations for distance learning and face-to-face sections? norming?	<p>Students will be given the rubric with the assignment.</p> <p>Individual faculty will select when in the semester to administer the tool; faculty will submit the assessment data at the end of the semester.</p> <p>The tool will be administered outside of class as a take-home assignment. Distance learning sections will have the same time requirement—submit the assignment in one week—as face-to-face classes.</p> <p>Faculty will make copies of selected student work—2 reports with high rubric scores, 2 reports with mid-range scores, and 2 reports with low scores. These will be used in a faculty norming session at the end of the semester.</p>													
6.	Questions or comments to LALA.														

SAMPLE ASSESSMENT CYCLE PLAN

Department of Sociology: Journal or News Article Assessment Tool for 2014-15
 Assessment applies to: General Education, AA in Liberal Arts, AA in Criminology, AA in Sociology

INSTRUCTIONS TO FACULTY

- a. Ask students to read a 3-5 page journal article or news article. If the assessment is conducted in multiple sections of the same course, the same article should be used.

AAS Human Relations Courses	AA & AS GenEd Courses	Article	Theory
1101	1101		
2205	2205		
2211	2211	DeParle, "Two Classes, Divided by 'I Do'"	cultural inferiority
2212			
2213	2213		
2215			
2216	2216		
2221	2221		
2225	2225		
2230			
2235	2235		

- b. The assignment is to be completed outside of class. Students have one week to complete the assignment. The same time period should be used for distance learning sections. Give students the rubric with the assignment.
- c. The assignment should "count" toward the course grade. Faculty determine the points for the assignment.
- d. Include the estimated paragraph lengths in instructions.
- e. Students will identify their major (program) when turning in the report; we also will collect major data from Banner.
- f. Submit the EXCEL spreadsheet with student names, self-reported major, points/percentage toward the course grade, and scores for rubrics to Pat—seitz@cnm.edu. The due date for data entry is finals week, spring 2015.

INSTRUCTIONS TO STUDENTS—cut and paste into the assignment instructions distributed to students.

- 1- Identify and describe the argument/conclusion/theme of the article. <suggested 1 paragraph>
- 2- Discuss how the article supports or does not support the _____ theory discussed in class? <suggested 2-3 paragraphs>
 INSTRUCTOR FILLS IN A SPECIFIC THEORY.
 → Include TWO supporting points.
 → Offer ONE alternative interpretation for the information in the article or offer an alternative theory for the evidence.
 → Identify the parts of the discussion for section 2 that are based on scientific evidence from the article or from other sources and the parts that are based on logic or your observations and opinions.
- 3- Make sure the writing is well-organized and the material is coherent. The rubrics for scoring are attached.

SPRING 2012

COURSE	PERCENTAGE OF LIBERAL ARTS MAJORS	UNDUPLICATED HEADCOUNT
THEA 2096	52%	39
SPAN 2203	50%	21
MUS 2196	46%	24
JOUR 2290	42%	15
GEOG 1096	40%	6
THEA 1121	39%	96
PHIL 2244	39%	93
THEA 1119	36%	45
EPS 1192	34%	24
NAVS 1105	33%	3
PSCI 2096	33%	21
JOUR 1171	32%	342
CST 2096	32%	18
ENG 2207	30%	60
THEA 2222	30%	117
FREN 2096	30%	27
FREN 2201	29%	16
CST 2250	28%	27
ENG 2252	28%	36
ENG 2222	28%	324
HIST 2282	27%	69
ENG 2096	27%	45
RLGN 2263	27%	315
CST 2251	26%	177
ENG 1150	26%	621
MATH 1320	26%	513
MUS 2096	25%	81
MUS 1103	25%	496
PSY 2260	25%	129
CST 2260	25%	558
ENG 2210	25%	159
PSY 1130	25%	21
ENG 2270	24%	138
ENG 2250	24%	51
GNHN 2096	24%	24
RLGN 2264	24%	66
RLGN 1105	24%	42
EPS 1101	24%	174
GEOG 1192	24%	92
GNHN 2221	24%	84
ASTR 1192	24%	104
MSL 1292	24%	5

LGN 2240	24%	186
SOC 2096	24%	54
GNHN 1122	24%	150
PSY 2233	24%	363
FREN 1102	23%	224
HIST 2270	23%	60
HIST 2240	23%	165
SPAN 2202	23%	111
MSL 1092	23%	6
THEA 1120	23%	360
GNHN 1121	23%	162
THEA 2258	23%	78
BIO 1092	23%	466
ARTH 2251	23%	102
CST 1150	23%	870
ENG 2288	22%	63
CST 2253	22%	57
HUM 1111	22%	666
PSY 2271	22%	279
ASTR 1010	22%	1632
HIST 2096	22%	33
SOC 2221	22%	33
ANTH 2265	22%	315
PHIL 1102	21%	285
ARTH 2250	21%	156
ASTR 1110	21%	423
ENG 2221	21%	363
MSL 2221	21%	4
MUS 1111	21%	12
PORT 1101	21%	48
PHIL 1110	21%	1857
FREN 1101	21%	1184
COMM 2268	21%	15
ANTH 1120	21%	309
GEOG 1101	21%	1179
MSL 2220	21%	6
BIO 1010	21%	2235
THEA 1122	20%	909
RLGN 1107	20%	2307
ENG 2220	20%	279
HIST 1181	20%	15
PHIL 2246	20%	24
BIO 1192	20%	38
ANTH 1110	20%	681
GEOG 2201	20%	108
ARTS 2204	20%	60

PHIL 1156	19%	1338	ARTS 1102	17%	342
ECON 1101	19%	132	ARTH 2201	17%	300
NATV 1150	19%	33	ARTS 1106	16%	1029
PSCI 2240	19%	135	SOC 2216	16%	168
ENG 2287	19%	72	ARBC 1101	16%	140
SOC 2235	19%	45	ARTH 1101	16%	2145
HUM 1121	19%	315	MUS 2271	16%	27
HIST 1101	19%	1767	SOC 2205	16%	57
ARBC 1102	19%	48	MSL 1102	16%	6
GEOG 1102	19%	525	MUS 1172	16%	147
HIST 1102	19%	1053	PSY 2200	16%	189
PSY 2231	19%	552	SOC 2211	16%	318
SPAN 1111	19%	52	SPAN 1103	15%	72
CHMS 1150	19%	45	PSCI 2220	15%	177
ENG 2285	19%	15	HIST 2196	15%	6
SPAN 2201	18%	186	HIST 1161	15%	1572
SPAN 1102	18%	1488	SPAN 1101	15%	5184
ARTH 2260	18%	114	HIST 2260	15%	906
PSY 2232	18%	192	ARTS 2205	15%	99
COMM 2289	18%	48	PORT 2096	15%	32
PHYS 1092	18%	4	SOC 2230	15%	99
PSCI 2260	18%	108	ARTH 2200	15%	39
BIO 1110	18%	273	ARTH 2202	15%	114
PSY 2240	18%	195	COMM 1130	15%	2379
MSL 1101	18%	7	ENG 1102	15%	4548
ANTH 2251	18%	87	SOC 2212	14%	108
SOC 2213	18%	285	MATH 1315	14%	3015
ANTH 1101	18%	1374	AFAS 1292	14%	1
HIST 1182	18%	15	ANTH 2096	14%	36
MUS 1140	18%	1311	ARTS 2096	14%	6
PSCI 2200	18%	645	ARTS 1125	14%	51
ANTH 2238	18%	57	SOC 2280	14%	51
SPAN 1112	18%	12	MATH 1316	14%	191
PSY 2280	18%	48	COMM 1110	14%	198
COMM 2280	17%	111	COMM 2225	14%	51
MUS 1139	17%	1629	PSY 2265	14%	72
EPS 1096	17%	27	MATH 1310	14%	5484
PSCI 1110	17%	762	CHEM 2810	14%	9
PSY 2289	17%	279	MSL 2201	14%	6
COMM 2223	17%	81	COMM 2281	14%	93
HIST 1162	17%	1050	ECON 2203	14%	15
ANTH 1130	17%	498	SOC 1101	13%	3546
ANTH 1150	17%	348	SPAN 2375	13%	54
ARTS 1126	17%	15	MATH 1465	13%	87
MSL 2092	17%	2	BIO 1210	13%	12
SOC 2225	17%	90	BIO 1292	13%	0

MATH 1330	13%	1851	CDV 2201	9%	21
COMM 2221	13%	1740	MATH 1410	9%	471
AFAS 1121	13%	1	COMM 2232	9%	57
AFAS 1192	13%	2	PHYS 1510	9%	332
PHYS 1692	12%	20	PHYS 1592	9%	61
PSY 1105	12%	5199	ARTS 2206	9%	36
ARTS 2210	12%	21	AFST 1150	9%	15
ARTS 1121	12%	210	BIO 1392	9%	99
SOC 2215	12%	189	BIO 1492	9%	524
ARTS 2207	12%	60	BIO 1410	9%	1929
BIO 2492	12%	0	BIO 2510	8%	28
AFAS 1120	12%	2	BIO 2592	8%	0
PSY 2220	12%	1713	CDV 2203	8%	4
BIO 1510	12%	288	MATH 1460	8%	513
BIO 1592	12%	0	NUTR 1090	8%	4
BIO 2410	12%	40	SPAN 2376	8%	12
PSCI 2210	12%	9	CHEM 2792	8%	14
ARTS 1122	11%	51	ECON 2200	8%	843
COMM 2240	11%	66	MATH 1710	8%	304
MATH 1340	11%	18	COMM 1101	8%	60
ENG 1101	11%	6138	ARTS 2217	8%	3
COMM 2282	11%	81	ENG 2284	8%	6
CHEM 2892	11%	2	PHIL 2247	8%	921
WMST 1150	11%	15	CHEM 2710	8%	57
NUTR 2096	11%	7	CDV 2210	8%	93
BIO 1610	11%	140	CHEM 2210	8%	200
BIO 1692	11%	0	CDV 2096	8%	18
NUTR 1010	11%	660	CDV 2890	7%	60
CHEM 1410	11%	2076	NUTR 2110	7%	729
PHYS 1610	11%	116	CDV 2219	7%	15
BIO 1310	11%	516	CDV 1107	7%	42
PHIL 2245	10%	81	MATH 1210	7%	1636
CHEM 1710	10%	831	ELEM 1189	7%	4
CHEM 1492	10%	582	ANTH 2222	7%	6
CHEM 1792	10%	221	ARBC 2296	7%	4
CHEM 1892	10%	92	ECME 2232	7%	3
PHYS 1010	10%	531	ECME 2790	7%	2
ARBC 2096	10%	12	EDUC 2996	7%	2
GEOG 2096	10%	11	ESH 2415	7%	4
NUTR 1020	10%	96	MATH 1715	7%	196
ARTS 2214	10%	12	ESH 1296	7%	9
ENG 2219	10%	702	PHYS 1710	7%	112
CHEM 1810	10%	330	CDV 1020	6%	213
EDUC 2225	10%	6	EDUC 2204	6%	120
ECON 2201	9%	690	ECME 1104	6%	228
MATH 1415	9%	488	ARTS 2212	6%	3

ESH 2002	6%	12	MATH 1115	3%	42
MATH 1110	6%	180	CDV 1890	3%	4
CSCI 1152	6%	12	NS 2010	3%	48
ENG 2240	6%	3	EDUC 2096	3%	7
ESH 2414	6%	4	ESH 2410	3%	9
ESH 1010	5%	15	ECME 2290	3%	10
MATH 2910	5%	45	ECME 2214	3%	27
PHYS 1792	5%	15	ECME 2212	3%	15
BIO 2292	5%	203	ESH 2011	3%	6
BIO 2210	5%	663	SPED 2096	3%	1
ESH 1096	5%	3	MATH 2110	3%	15
EDUC 2207	5%	66	BIOT 1010	3%	4
CDV 2202	5%	9	ESH 1811	3%	1
NS 1010	5%	144	ECME 2204	3%	42
BIOT 1005	5%	6	ECME 1102	3%	26
ESH 1009	5%	30	ESH 1396	3%	4
BIO 2310	5%	444	COMM 2270	3%	27
ESH 2008	5%	6	ESH 2009	2%	4
MATH 2810	5%	24	ESH 2017	2%	8
BIO 2110	5%	393	ECME 2220	2%	3
CDV 2196	5%	2	BIOT 1512	2%	1
EDUC 1102	4%	84	BIOT 1510	2%	0
BIO 2392	4%	115	BIOT 1570	2%	5
EDUC 2265	4%	150	ECME 2230	2%	3
BIO 2192	4%	108	ECME 2690	2%	2
PHYS 1892	4%	10	BIOT 1211	2%	1
CSCI 1153	4%	32	ESH 2016	2%	8
NS 1015	4%	88	BIOT 1210	2%	0
SPED 2290	4%	10	BIOT 1270	2%	4
SPED 2201	4%	15	PHYS 2710	2%	4
PHYS 1810	4%	48	ESH 1809	2%	3
EDUC 2396	4%	1	ECME 1190	2%	6
NUTR 1091	4%	2	ENG 1119	2%	36
MATH 2710	4%	64	CSCI 1151	2%	8
ECME 1108	4%	68	ECME 1109	2%	9
ECME 2206	4%	63	ECME 2201	2%	15
CDV 1103	4%	18	TLOL 1010	1%	4
GEOG 2275	4%	6	EDUC 2196	1%	1
CDV 2204	4%	2	ESH 1570	1%	3
BIO 2710	4%	66	ESH 2407	1%	3
ANTH 2255	4%	3	ESH 2899	1%	2
ENGR 1010	3%	10	NUTR 1015	1%	3
ESH 2018	3%	11			
TLOL 1015	3%	12			
BIO 2711	3%	39			
ESH 1571	3%	9			

Note: Courses with 0% Liberal Arts majors excluded.