New Mexico Common Course Assessment Reports Form

Reporting Institution: Central New Mexico Community College

New Mexico Common Core Area: IV: Social/Behavioral Sciences

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the •checked• option) (link to list of competencies for each area)

State Competency 1 ☒	State Competency 2 ☒	State Competency 3 ☒
State Competency **4** ☒	State Competency 5 ☐	State Competency 6 ☐

Academic Year of Assessment: 2014-2015

Submission Date: November 30, 2015

Institution Course Number: ANTH 1101, 1110; ECON 2201; GEOG 1102; PSCI 1110, 2220, 2240, 2270; PSY 1105, 2220, 2231, 2233; SOC 1101, 2205, 2211, 2213, 2221

NM Common Core Number (link to list of NM CC Numbers): ANTH 1113; ECON 2113; GEOG 1213; POLS 1213; PSYC 1113; SOCI 1113, 2113

Submitted by: Ursula Waln, Senior Director of Outcomes and Assessment

Instructions; Fill in the text boxes in the table below for each course, area, or competency on which you are reporting assessment efforts.

Description of Assessment Procedure:

This year only, to ease the burden of implementing a new, collaborative approach to Liberal-Arts-related program assessment, the School of Communications, Humanities, and Social Sciences (CHSS) substituted its new program assessment for previously planned assessments related to all of the CNM and NMHED general education outcomes. The faculty in Liberal-Arts-related programs were instructed to use a common rubric (see Appendix 1) to assess critical analysis and effective communication based upon a formal written assignment. Discipline areas without degree offerings did not participate in the assessment process.

However, the Economics faculty did conduct a separate assessment, using 3 to 5 multiple-choice questions included with a quiz or exam or given separately to assess the outcome "Analyze relevant issues involving demand & supply forces in the market," which corresponds most closely to the NMHED Area IV compentency "Describe ongoing reciptrocal interactions

among self, society, and the environment." The goal was to determine the amount of student retention of the topic over a period of 2 to 3 months. A 75% score would indicate relatively no decay in retention.

For the remaining disciplines, the Liberal Arts outcomes were cross-walked to the NMHED core competencies as shown in Appendix 2. This year's assessment was designed to collect baseline data. The data was collected, aggregated, and analyzed by the CHSS Liberal Arts Learning and Assessment Team (LALA) and findings were reported back to the discipline areas to be applied to their individual assessment reports.

Anthropology faculty had students produce a written or oral assignment that met the following criteria:

1. Identify and explain the main argument presented in the article, book chapter, film, website, or other source of information.

2. What evidence does the author/presenter/director provide to support the argument? Discuss how the argument supports or does not support a theory, concept, or topic covered in class.

3. Discuss and explain potential weaknesses of the argument and/or possible alternative explanations.

Geography faculty used 2 short answer (Q1 and Q2) and 1 essay (Q3) questions given in all sections on the final exam to assess the CNM Gen Ed outcome "Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences," which most directly corresponds to the NMHED Area IV outcome "Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant isses, ethical dilemmas, and arguments."

Political Science faculty assessed a total of 93 students in 6 sections of 4 PSCI classes. Fifty-four of those were in an introductory-level class, which was taught online only. For all classes, students were given a summative assessment that required them to write an essay response to a question about democracy, public policy, or international politics. See the attached appendix for details.

Psychology faculty used scenario-based short-answer questions related to classical conditioning.

Sociology faculty selected news articles and condensed journal articles for each course. As such, the content of the assessment was tailored to the course but the format of the assessment tool was the same. The Sociology assessment applies most directly to the NMHED Area IV outcome "Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments."

Students were asked to write a report based on the following instructions (sample shown in attachment B for sociology 1101).
1- Identify and describe the theme of the article. <suggested 1 paragraph>
2- Discuss how the article supports and/or does not support the structural functionalist and the conflict paradigms. <suggested 2-3 paragraphs>
--> Include TWO supporting points per paradigm.
3- Make sure the writing is well-organized and the material is coherent.

The specific paradigms and theories addressed in the assignment varied with the course and

reflect appropriate measures for general education.

a- 1101 Introduction to Sociology: structural functionalism & conflict
b- 2205 Crime, Public Policy & the Criminal Justice System: routine activities theory—
   two components
c- 2211 Social Problems: structural functionalism & conflict paradigms
d- 2213 Deviant Behavior: conflict paradigm & labeling theory
e- 2221 Global Issues: dependency & modernization theories

Sociology faculty were asked to allow students one week to complete the assignment outside of class and to weight the assignment as 5% of the course grade. Distribution of the rubrics to students was optional. Student work was scored by the instructor of record.

The Sociology department conducted a norming session early in spring semester 2015; student reports from a fall 2014 class (SOC 2235) were used where the reports used the same format and rubrics as the measurement tool.

Report of Assessment Data and Results:

Anthropology:

CA 1: All courses assessed, ANTH Majors

Score	Percentage
0	10
1	20
2	0
3	70

CA 2: All courses assessed, ANTH Majors

Score	Percentage
0	10
1	0
2	10
3	80

CA 3, All courses assessed, ANTH Majors

Score	Percentage
0	10
1	0
2	10
3	80

EC 1, All courses assessed, ANTH Majors

Score	Percentage
0	0
1	0
2	20
3	80

EC 2, All courses assessed, ANTH Majors

Score	Percentage
0	0
1	10
2	20
3	70

ANTH 1101: All Students

Score	CA 1 %	CA 2 %	CA 3 %	EC 1 %	EC 2 %
0	17.8	14.3	12.3	13.4	13.4
1	8.9	3.6	0	3.6	8.9
2	10.7	18.8	14.3	4.5	7.1
3	62.5	63.4	72.3	78.6	70.5

ANTH 1110: All Students

Score	CA 1 %	CA 2 %	CA 3 %	EC 1 %	EC 2 %
0	0	0	0	0	0
1	0	3.4	20.7	0	0
2	24	37.9	58.6	24.1	24.1
3	76	58.6	20.7	75.9	75.9

ANTH 2096: All Students

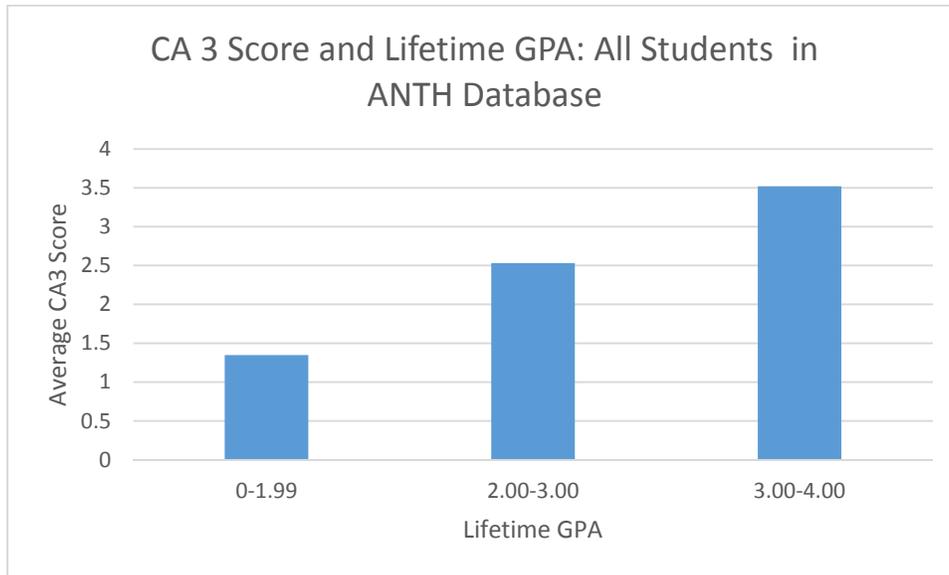| Score	CA 1 %	CA 2 %	CA 3 %	EC 1 %	EC 2 %
0	11	11	11	5.6	5.6
1	11	11	11	0	0
2	11	11	11	22.2	22.2
3	67.7	67.7	67.7	72.2	72.2

Figure 1: Average CA 3 score increases with Lifetime GPA for students in the Overall ANTH database.
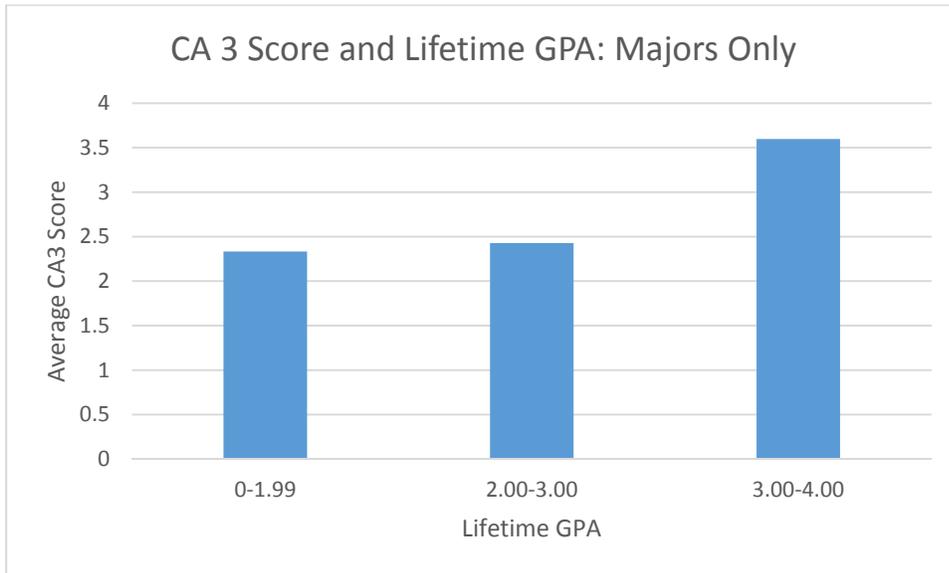
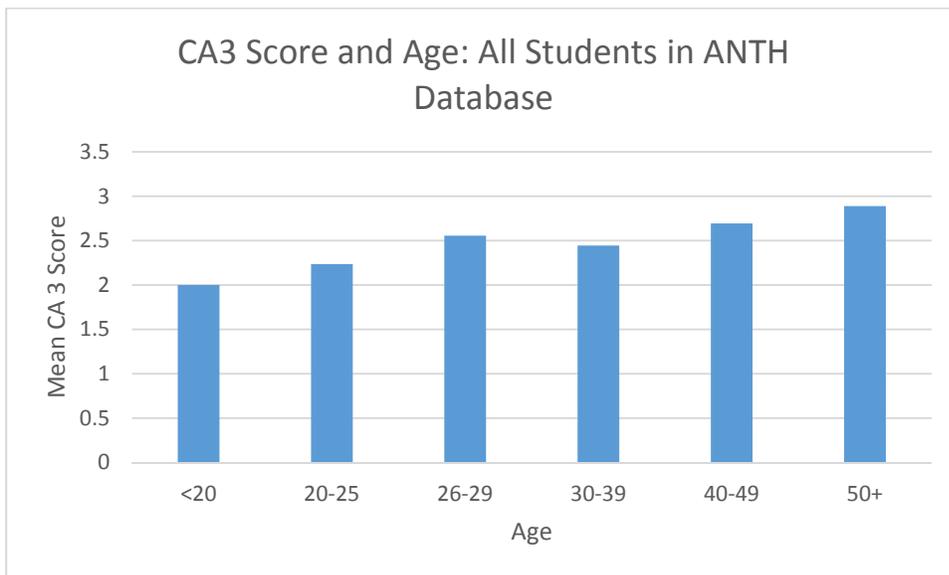Figure 2. Average CA 3 score increases with highest Lifetime GPA for students in the ANTH Major database.

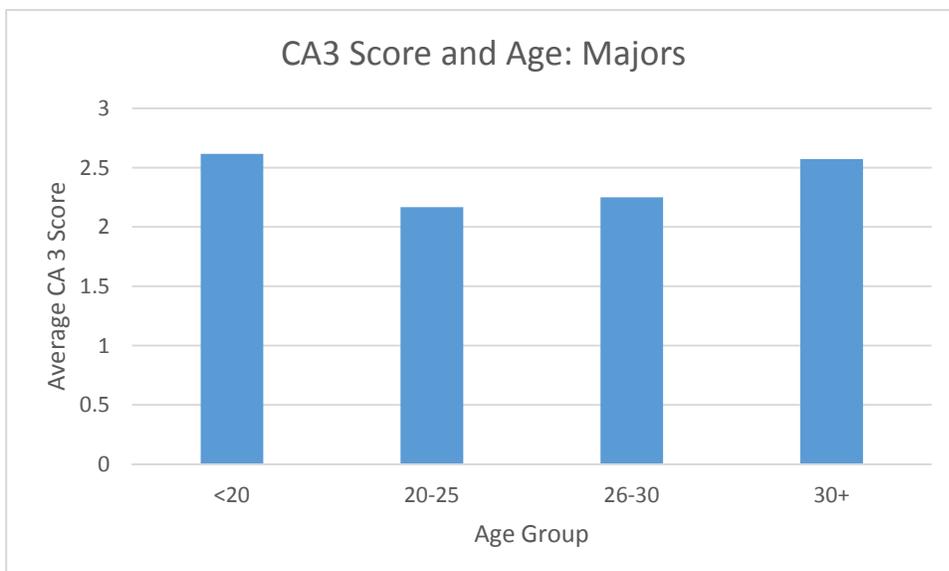Figure 3. Average CA 3 score increases with age in the Overall ANTH database.

Figure 4. CA3 score is similar for allage groups in the ANTH Major Database.
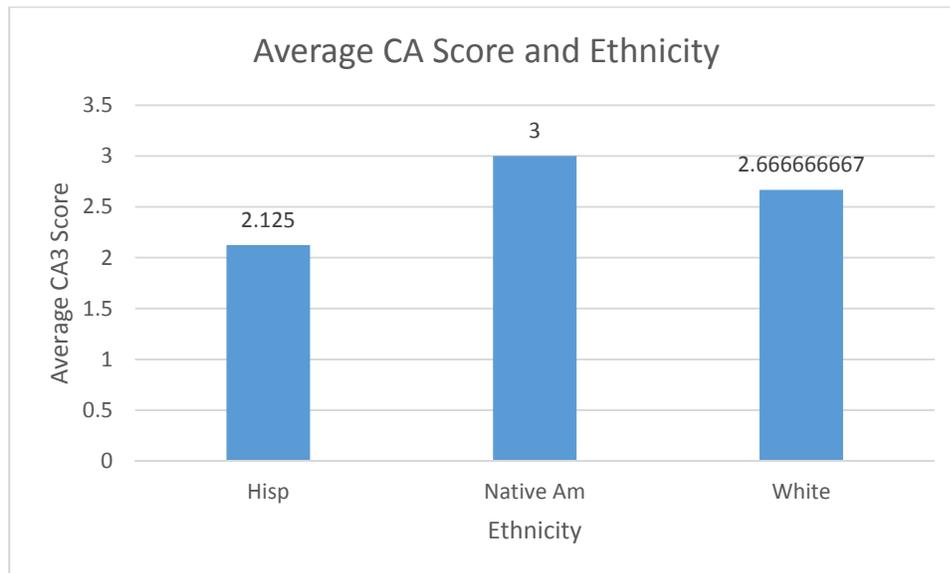
Figure 5. Average CA 3 Score and Ethnicity.

Economics:

The average student score on the assessment instrument was 68.1% .

Geography:

Each answer was given a certain amount of points by the professor scoring the exam. In each class and for each question, the following formula was used:

Sum of all scores

Highest possible points x number of students

The average for each question was then taken and all averages for each class was compiled and averaged. Below is both the question and the average for each question:

Q1) Short Essay #1 (50-150 words). Using examples from class/textbook, explain whether or not race is still considered an important concept for humans even though it has been demonstrated that biologically it is essentially irrelevant. **OVERALL RESULTS= 83%**

Q2) Short Essay #2 (50-150 words) Define, contrast and compare race and ethnicity. Provide an example of each. **OVERALL RESULTS =81%**

Q3) Short Essay #3 (100-150 words) Using examples from lecture/textbook, give one example each of a racial, a religious, and an ethnic conflict in human history. What differentiates them from one another? **OVERALL RESULTS=79%**

Political Science:

The results of our assessment can be seen in the table below. For CA1, both our majors and students in political science classes performed lower than the total students assessed (37.5 and 26.9 percent v. 48.2 percent). On CA2, political science majors scored higher than all students (43.8 percent v. 42.6 percent), but students in political science classes performed significantly lower than students overall (26.9 percent v. 42.6 percent), indicating a need for across discipline norming of the rubric. However, considering that the majority of these students were in the introductory class, it's not surprising that they performed lower than all students. On CA3, the results were similar to CA2 with political science majors scoring significantly higher than all students (43.8 percent v. 36.8 percent), and students in political science classes performing significantly lower than students overall (19.4 percent v. 36.8 percent).

Again, we saw similar trends with the Effective Communication learning outcomes and even greater spreads between political science majors and all students assessed. For EC1, 56.3 percent of

political science majors scored a 3 compared to 45.4% of all students. Students in political science courses performed lower than students overall with only 36.6 percent scoring a 3. For EC2, 68.8 percent of political science majors scored a 3 compared to 47.9 percent of all students and only 41.9 percent of students in political science courses.

Furthermore, PSCI majors scored a 0 less often than all students on CA1, CA2 and EC1 learning outcomes, but more often than all students on CA3 and EC2. Students in PSCI courses assessed scored a 0 more than all students assessed on CA2, CA3, EC1 and EC2. CA1 was the only learning outcome that students in PSCI courses outperformed all students.

Assessment Categories and Score	ALL students assessed	PSCI Major (percent)	PSCI Course (n=93)
CA1			
0	7.9%	6.3%	6.5%
1	12.7%	18.8%	26.9%
2	31.1%	37.5%	39.8%
3	48.2%	37.5%	26.9%
CA2			
0	7.8%	6.3%	9.7%
1	13.3%	25.0%	18.3%
2	32.0%	25.0%	45.2%
3	42.6%	43.8%	26.9%
CA3			
0	8.8%	12.5%	16.1%
1	17.1%	12.5%	29.0%
2	32.9%	31.3%	35.5%
3	36.8%	43.8%	19.4%
EC1			
0	7.1%	6.3%	8.6%
1	11.9%	18.8%	31.2%
2	31.9%	18.8%	23.7%
3	45.4%	56.3%	36.6%
EC2			
0	8.1%	12.5%	16.1%
1	12.5%	0	17.2%
2	30.1%	18.8%	24.7%
3	47.9%	68.8%	41.9%

Psychology:

Please see below for a Frequency Table (percentage) of all students assessed, all students in psychology classes that were assessed, and psychology majors in classes that were assessed.

Assessment Categories and Score	ALL students assessed	PSY (n=232)	Psychology Major (percent)
CA1			
0	7.9%	10.3%	5.3
1	12.7%	17.7%	9.8
2	31.1%	39.2%	38.2
3	48.2%	32.8%	46.7
CA2			
0	7.8%	7.8%	5.0
1	13.3%	40.5%	21.5
2	32.0%	35.3%	35.1

3	42.6%	16.4%	38.4
CA3			
0	8.8%	15.1%	6.6
1	17.1%	41.8%	26.4
2	32.9%	29.7%	34.3
3	36.8%	13.4%	32.6
EC1			
0	7.1%	3.9%	2.9
1	11.9%	30.6%	16.5
2	31.9%	44.8%	40.5
3	45.4%	20.7%	40.1
EC2			
0	8.1%	8.7%	5.3
1	12.5%	33.3%	18.0
2	30.1%	36.4%	35.7
3	47.9%	21.6%	41.0

Sociology:

Table 1
Distribution of Scores for Social/Behavioral Science General Education Outcome "*analyze relevant issues utilizing concepts & evidence from the social/behavioral sciences*,"
Department of Sociology, spring 2015
(in percentages)

SCORE =	0	1	2	3	TOTAL	n
Structural Functionalist Paradigm						
1101 Introduction to Sociology	8.8	17.4	39.7	34.2	100%	489
2211 Social Problems	4.6	11.5	41.4	42.5	100%	87
Conflict Paradigm						
1101 Introduction to Sociology	11.0	16.6	37.4	35.0	100%	489
2211 Social Problems	5.7	10.3	35.6	48.3	100%	87
2213 Deviant Behavior	3.3	23.0	44.3	295	100%	61
Labeling Theory						
2213 Deviant Behavior	6.6	23.0	44.3	26.2	100%	61
Routine Activities Theory—component #1						
2205 Crime, Public Policy & the Criminal Justice System	0	22.2	37.0	40.7	100%	27
Routine Activities Theory—component #2						
2205 Crime, Public Policy & the Criminal Justice System	11.1	25.9	22.2	40.7	100%	27
Dependency Theory						
2221 Global Issues	0	23.5	11.8	64.7	100%	17
Modernization Theory						
2221 Global Issues	5.9	23.5	5.9	64.7	100%	17
Total					100%	

Table 2
Correlations between Student Records Data and Area IV Outcome Scores for "*analyze relevant issues utilizing concepts & evidence from the social/behavioral sciences*"

	1101 Introduction to Sociology		2211 Social Problems		2213 Deviant Behavior	
	Structural Functionalism	Conflict	Structural Functionalism	Conflict	Labeling Theory	Conflict
Hours Attempted	.005	-.018	-.101	-.275**	.029	.-.006
Hours Earned	.009	.000	-.018	-.148	.051	.105
Grade Point Average	.353*	.390**	.288*	.356**	.271*	.408**
AA Program Outcome for Sociology & Criminology: Critical Analysis						
CA1	.489**	.446**	.413**	.262**	.578**	.592**
CA2	.617**	.549**	.677**	.704**	.674**	.589**
CA3	.655**	.622**	.679**	.627**	.798**	.680**
AA Program Outcome for Sociology & Criminology: Effective Communication						
EC1	.503**	.466**	.487**	.471**	.510**	.489**
EC2	.505**	.440**	.532**	.614**	.704**	.558**
n =	470-489		87-95		61	

*   Correlation is significant at .01 level.
**   Correlation is significant at .05 level.
Notations for AA Program Outcomes
CA1: Identify and critically consider the main issues, concepts, problems, and/or techniques
CA2: Incorporate more than one perspective (e.g. source, method, technique, and/or approach)
CA3: Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing
EC1: Demonstrate organization and/or coherence of ideas, content, and/or formulas
EC2: Produce communication appropriate to audience, situation, venue, and/or context

Analysis and Interpretation/Reflection on Results or Trends:

Anthropology:

Despite measurement and assessment limitations, the majority of students assessed demonstrated critical analysis and effective communication skills.

We expected that CA3 numbers would be lower and in fact found that to be the case in only one course (ANTH 1110), so we are thinking that we need to evaluate look at how this criteria is being evaluated within the designated assignments. In 2096 the numbers are quite consistent because the elements within each outcome were not effectively distinguished because of the overlap between the elements – perhaps a different assignment would work better in the future. In regards to our majors, the numbers are very consistent across the board – 70-80% of our majors are exhibiting mastery across both outcomes. However, it should be noted that the sample size for this cycle is quite small (N=10). On that note, we could use a bigger sample size in general in anthropology. We will try to get more faculty to participate.

We looked at the most difficult criteria to achieve, CA3, and compared this to lifetime GPA. We found a very clear pattern. First we considered all students in our Anthropology database (Figure 1). We found that the higher the GPA, the higher the average CA 3 score. This suggests to us, that our grading of these assignments was likely comparable to other instructors, and that the results likely reflect the students' overall level of achievement at CNM.

When we look at these same criteria (CA3 and lifetime GPA) for Anthropology majors only, we found less difference in the lower and middle GPA categories (Figure 2). Only 3 students in the ANTH major database scored in the lowest lifetime GPA category (1.0-2.0). The highest GPA category (3.0-4.0) showed a much higher average CA3 average score.

We also looked at CA3 and age for majors and found no dramatic differences (Figure 4). When we looked at the larger database of all students in the ANTH database, we found that average CA3 scores tend to increase with age (Figure 4).

Finally, we looked at CA3 score and ethnicity for the major database only. We found no dramatic differences, though those identifying as Native American scored highest on average, the White, then Hispanic. The differences do not seem dramatic and given the small sample size, we don't think any conclusions can be made other than all ethnicities seem to perform on the assignment similarly on average.

Economics:

The assessment findings indicate a decay in retention. We would like to know if this amount of decay could be diminished.

Geography:

Although the scores were good for each class, there was a huge range of scores between each class. For example, for Q3, the average scores for each class ranged between 55% and 93%. The other two questions had smaller, but still significant ranges. This could be explained by the grading style of each professor. Also, Q3 is a larger essay question, and includes religion as well. Scores on this question were lower than the other two consistently across most classes, in part most likely due to the increased difficulty of the question.

Political Science:

Moving forward, we may need to look closer at the data for each class to determine if these trends of students in political science classes performing lower than the average for all students holds up in our lower level class sections. Because the lower level course sections were only taught online, there is opportunity to investigate and compare these results to in person class performance of the same course. Additionally, the high rate of students in PSCI classes scoring a 0 compared to all students assessed, indicates the need to determine why there is such wide performance margin between these populations.

It was encouraging to see PSCI majors outperforming all students at the top level of the assessment and we will be investigating why that is so that we can continue to produce majors who are competitive on these important skills.

We would like to see additional analyses that compares just our online intro course results to the overall results and also to see what the average number of completed credits for PSCI majors is compared to all students. At this point, the performance of PSCI students indicates that our majors are more successful at achieving these outcomes, but perhaps this is due to having more experience in higher education, as measured by credit completion.

Psychology:

Despite measurement and assessment limitations, the majority of students assessed demonstrated critical analysis and effective communication skills.

The trend reflected in the **psychology student data** does not appear to follow the same general pattern as the college of CHSS in general. Instead of about 80% of students judged to be proficient at critical analysis and effective communication, many **non**-major students who take psychology classes are judged to be deficient at critical analysis and effective communication (see the yellow highlights above). On a more encouraging note, psychology majors are indeed judged to be proficient at critical analysis and effective communication (roughly 80% judged to earn a 2 or 3 out of 3). Assuming these implications of limited data are valid, there would seem to be important questions that need further exploration, study, discussion, and action.

Sociology:

TABLE 1
More than 70% of students attained proficiency with the paradigms and theories selected to represent the general education outcome "analyze relevant issues utilizing concepts & evidence from the social/behavioral sciences." An exception is the 2205 course; 63% of students scored 2 or 3 for the assignment for the 2nd component of routine activities theory. The results support the conclusion that students are competent with the application of paradigms and theories through written communication centering on current issues and research.

TABLE 2
The table offers insight into the relation between student proficiency with the general education outcome and common measures of student progress. Only courses with multiple sections are included in the analysis. The correlations show that hours attempted and hours earned at CNM are not related to scores for these paradigms and theories. The result for the 2211 course for the conflict paradigm—correlation of -.275—is curious. It suggests more hours attempted is significantly related to lower scores on the assessment. We suspect the results is an aberration given the general trend in the data.

Scores for the general education outcome exhibit positive and significant correlations with grade point average (GPA), ranging from .271 to .408. Notably the GPA correlations are stronger for the conflict paradigm than for the partnered paradigm/theory included in the assignment. The results hint at an interpretation that the paradigm resonates with more successful students or the conflict paradigm allows higher GPA students to more easily express their knowledge.

The table also shows robust correlations between the general education measures and measures of critical analysis and effective communication. As expected, students who do well with specific sociological paradigms and theories also do well with the AA program outcomes.

Plan for Improving the Assessment Process and/or Student Learning:

Anthropology:

We plan to review the assessment tool (assignment/s) and process and develop a plan to advance assessment to understand learning. In order to get more participation from faculty we will share the results from this assessment cycle and communicate with them early the spring semester so that can identify an assignment that meets the criteria for each outcome.

We intend to assess the following courses: ANTH 1101, 1110, 2222. In 1101 and 1110 we will be able to acquire data from multiple courses/instructors.

We intend to start a dialogue among ANTH faculty about inter-relater reliability, namely using similar assignments as our tool.

Economics:

The Economics department plans to have a meeting to discuss how learning retention could be improved.

Geography:

From this data and the year prior, we can conclude that our professors and students are achieving high levels of success (2014 – Overall average of 92%, 2015 – Overall average 81%) in these skills. However, as we move into the next assessment cycle, we would like to apply what we have learned from the previous assessment cycle. First of all, because we used essay and short answer questions, scoring styles between professors varied wildly. If we choose to use short answer and/or essays during the next cycle, we will need to develop a common rubric for the scoring of each

question. Also, there was no clear standard on how scores were reported, so some professors used much more granularity in their scoring than others. A common rubric and scoring template will address both of these issues. Because assessment of skills will be more uniform across classes, we can get a better idea of how not only to assess student success but to improve it between each year by setting goals that take into account more standardized data.

Political Science:

At this point, we are not ready to revise the assessments since we have only just determined the baseline with this assessment and would like to see further analyses of how our students do over time as they move through the programs. We would like to spend more time looking at the data and trying to find relationships between all of the variables. Additionally, we would like to participate in discussions about the rubric with other disciplines so that we can determine if our standards for granting the scores we do are in line with the standards that other disciplines use. Furthermore, we'd like to assess additional course formats and compare those to our DL scores for PSCI 1110. After comparing the next assessment results to the first assessment results, we will move forward in addressing curriculum and pedagogy, specifically.

Psychology:

The specific action plan for assessment process improvement **for the psychology department**. The psychology department elected to review and improve upon our assessment process to better understand learning. (We will hold off on possibly changing the assessment tool until we are more certain that our assessment process is adequate.)
We will make 2 main changes to the assessment process. We will do more norming and we will require adjunct psychology instructors to participate.
1. We will have at least 2 norming sessions with sample student assignments to further improve upon inter-rater reliability with the raters in the psychology department. We will further improve inter-rater reliability with more instructors participating in the norming sessions and better quality norming sessions (because of previous practice).
2. We will further improve upon our assessment process by requiring that adjunct instructors participate in this assessment process. This will improve the representativeness of our instructor and student sample and will thus likely make our conclusions more (externally) valid.
(With this action plan we "attempt small changes for which we have agreement and not sweeping changes whereby you cannot measure the impact of the revisions.")

Sociology:

The results show that a satisfactory percentage of students are able to "analyze relevant issues" with sociological paradigms and theories in the following common core courses: Introduction to Sociology, Crime, Public Policy & the Criminal Justice System, Social Problems, Deviant Behavior, and Global Issues.

Although no action is warranted for general education, the department aims to enhance learning with a measurable intervention in spring 2016. We will attempt to assemble a YouTube video (less than 10 minutes) that outlines the dimensions of critical analysis, one of the program outcomes for AA sociology and criminology majors. The video will walk students through the steps of identifying main issues, incorporating more than one perspective, synthesizing arguments and analyses as well as the department addition to the rubric "include supporting evidence." We can incorporate two of the discipline's key paradigms—structural functionalism and conflict—into the video script and as such, offer students direction for the new (2015-16) general education outcome "apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments." The video can be used in both 1101 and 2000-level courses.

The utility of the video for the new general education outcome can be evaluated in the spring 2016 assessment.

Appendix 1:

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 discomforting 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.

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).

Appendix 2:

LALA Outcomes (below) and NMHED Area IV: Social and Behavioral Sciences Competencies (right)	1. 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	2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions	3. Describe ongoing reciprical interactions among self, society, and the environment	4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments
Identify main issues, concepts, problems, and/or techniques	X	X	X	X
Incorporate more than one perspective, source, method, technique, and/or approach	X	X	X	X
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing	X	X	X	X
Demonstrate organization and/or coherence of ideas, content, and/or formulas	X	X	X	X
Produce communication appropriate to audience, situation, venue, and/or context	X	X	X	X