Core Competencies Assessment 2010-2011 (Fall 2010) — Area IV: Social and Behavioral Science

Class: CRJU 102 (Online only) Common Core No.: NMCCN CRJI 1113

Faculty: Freddie Salazar by Ruthie Hefner

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or	<u>Absessment Rebuild</u>		Recommendations/Goals/
	•		To Make Improvements	
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Essay questions and compositions	Average grades on the midterm	The Project-Based activities and	
and explain human behaviors	required for each unit are	(81%), final (83%) Journals (90%),	required essays proved to be the	
and how they are influenced by	correlated to a specific	and Project-Based activities (87%)	most successful strategy (87%) for	
social structures, institutions,	competency.	exceeded the benchmark (80%).	the integration of the four	
and processes within the			competencies. Asking students to	
contexts of complex and diverse			select from only specific issues	
communities.			designed to match the	
Students should:			competencies seemed to	
Develop an understanding of self			encourage recognition, recall,	
and the world by examining			mastery, and engagement. Results	
content and processes used by			from essays indicated that	
social and behavioral sciences to			requiring more internet research	
discover, describe, explain, and			and personal autonomy of topics	
predict human behaviors and			and activities should help improve	
social systems.			the scores on each assessment	
			activity. The textbook should be	
			reconsidered after another year.	
			Students' questions revealed that	
			the textbook may be too advanced	
			for the reading level of students in	
			online formats. Without being	
			able to answer and discuss the	
			facets of the questions answers are	
			difficult to formulate and fully	
			ascertain total mastery.	

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

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Common Core No.: NMCCN CRJI 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required CRJU research- based essays, discussion questions, and critical thinking activities students are provided with a grading rubric that matches the expectation implied in all four competencies. All units have addressed each competency before assigning the presentation.	Average scores on the projects indicated the following: Competency #1 - 82% Competency #2 - 81% Competency #3 - 84% Competency #4 - 82%		
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete critical thinking activity, projects, and exams on supplemental CRJU readings (journal articles) to encourage the sociological imagination and provide a social consciousness regarding the affects of crime on society and the individual.	An analysis of exam scores (two questions correlated to each competency revealed mastery at 81% on the midterm, 83% on the projects, and 87% on the final). Each competency revealed mastery as the benchmark but further assessment indicated that the students utilized information from their own research more than the textbook information.		
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness	Two required projects are dedicated to emerging criminal controversies confronting the global community. Students use the sociological imagination to confront all four competencies among the two projects.			

All class assessment forms are due to your division chair by July 1.

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

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Common Core No.: NMCCN CRJI 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
and appreciation for diverse value				
systems in order to understand				
how to be good citizens who can				
critically examine and work toward				
quality of life within a framework				
of understanding and justice.				
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment:	Ruthie Hefner	May 10, 2011	4962
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221) Common Core No.: NMCCN ECON 2113 Faculty: Robin Kuykendall

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Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify,	Assignment—Students are required to			
describe and explain human	incorporate human behavior as it	1a = 4.1	Based on last year's assessment I	
behaviors and how they are	relates to the concepts listed. They	80% of the students (28 out of	determined I would add a pre-	
influenced by social	must explain how individual human	35) scored a 3 or higher on this	assignment so students could get	
structures, institutions, and	behavior would be affected by	assignment	feedback before these 3	
processes within the contexts	businesses and social structures.		assignments were completed.	
of complex and diverse	Assignments were scored on the	1b = 4.08	That seemed to really make a	
communities.	following rubric:	84% of the students (21 out of	difference as students scored	
Demonstrate an understanding of	5= Outstanding (strong critical thinking	25) scored a 3 or higher on this	really well on these this year.	
the following competencies at a	skills displayed and strong ability to	assignment		
rate of 70% or higher (average of 3	incorporate economics concepts with		I will continue this next year and	
or higher)	human behavior)—A level work	1c = 4.27	evaluate the data.	
1a—opportuntiy cost,	4=Good (good critical thinking skills	92% of the students (24 out of		
comparative advantage, and	and good ability to incorporate	26) scored a 3 or higher on this		
exchange (state competency	economics concepts with human	assignment		
No. 1*)	behavior)—B level work			
1b—supply and demand and	3=Adequate (some critical thinking			
equilibrium (state competency	skills displayed and adequate ability to			
No. 2*)	incorporate economics concepts with			
1c—fiscal and monetary policies	human behavior)—C level work			
(state competency No. 5*)	2 = Needs improvement (little to no			
* meets NM business articulation	critical thinking skills and marginal			
competencies	ability to incorporate economics			
	concepts with human behavior)—D			
	level work			
	1=Poor (no critical thinking skills			
	and/or ability to incorporate			
	economics concepts to human			
	behavior)—F level work			

Clovis Community College Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science Page 2 of 6 Course: Principles of Macroeconomics (ECON 221) Common Core No.: NMCCN ECON 2113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will articulate how	Assignment—Students identify how			This objective was covered in the
beliefs, assumptions, and values	beliefs, assumptions, and values are			course; however, it was not
are influenced by factors such as	affected by Classical economic theory			assessed this year. The assignment
politics, geography, economics,	and Keynesian theory. Must cite			(assessment procedure) listed will
culture, biology, history, and	specifics from these 2 theories and			be incorporated next semester in
social institutions.	articulate how they would influence			order to incorporate the
	beliefs, assumptions, and values as it			assessment of this objective into
	relates to the economy.			the courses.

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Page 3 of 6 Course: Principles of Macroeconomics (ECON 221)

Common Core No.: NMCCN ECON 2113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing	Assignment—students complete a	Average= 3.12	Each student was required to	
reciprocal interactions among self,	brief paragraph identifying how each	88% of the students (14 out of	complete 8 paragraphs on the	
society, and the environment.	course topic relates to their self and	16) averaged a 3 or higher on	topics listed. Only 88% of the	
As it applies to the following topics	their environment. They must relate	all topics	students averaged a 3 or higher on	
showing an understanding with a	each topic to a real-world example		all topics. However, I found that	
70% proficiency or higher (average	they have encountered, their role, and		many of the students were not	
of 3 or higher):	how it affects their environment and		turning them in. I found that the	
Opportunity cost, comparative	the overall economy.		work load was overwhelming as	
advantage, exchange, law of	Assignments were scored on the		students tried to complete all	
supply, law of demand,	following rubric:		these assignments as well as Aplia	
equilibrium, aggregate demand	5= Outstanding (strong critical thinking		assignments and quizzes each	
and aggregate supply, supply of	skills displayed and strong ability to		week, and it greatly affected	
money, interest rates, fiscal and	incorporate economics concepts with		retention. I will need to evaluate	
monetary policies, and trade	self and environment)—A level work		the work load and determine a	
restrictions (state competencies	4=Good (good critical thinking skills		way to evaluate this objective in a	
Nos. 1-5 and 7*)	and good ability to incorporate		simplified assignment.	
* meets NM business articulation	economics concepts with self and			
competencies	environment)—B level work			
	3=Adequate (some critical thinking			
	skills displayed and adequate ability to			
	incorporate economics concepts with			
	self and environment)—C level work			
	2 = Needs improvement (little to no			
	critical thinking skills and marginal			
	ability to incorporate economics			
	concepts with self and environment)—			
	D level work			
	1=Poor (no critical thinking skills			
	and/or ability to incorporate			
	economics concepts with self and			
	environment)—F level work			

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Page 4 of 6 Course: Principles of Macroeconomics (ECON 221)

Common Core No.: NMCCN ECON 2113

Competencies	Assessment	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	Procedures		To Make Improvements	Recommendations/Goals/
	(Process/Instrument			Priorities
	named or described –			
	rubric attached)			
4. Students will apply the knowledge base of the	Quizzes and Assignments	Overall Objective Averages	Last year, I used the final exam	I will continue this assessment
social and behavioral sciences to identify, describe,	including graphical	4a = 76.5%	for assessment purposes. It	next year in order to compare
explain, and critically evaluate relevant issues, ethical	analysis.	4b = 74.5%	made it difficult to gauge along	data.
dilemmas, and arguments. –		4c = 74.2%	the way how students were	
4a—concepts of opportunity cost, comparative		4d = 80.8%	doing; therefore, this year I used	
advantage and exchange(state competency No.		4e = 77.0%	quizzes and assignments for	
1*)			each chapter. With this I was	
4b—laws of supply and demand and equilibrium and		% of Students Scoring 70% or	able to assess each section to	
the use of supply and demand curves to analyze		higher	determine how students did.	
responses of markets to external events (state			Overall students scored well in	
competency No. 2*)		4a = 74.5%	all 5 objectives. (individual	
4c—circular flow model and the concepts of		4b = 66.5%	course data is attached).	
aggregate demand and aggregate supply for use in		4c = 72.4%		
analyzing the responses of the economy to		4d = 85.4%	Overall, the quiz scores for	
disturbances (state competency No. 3*)		4e = 75.9%	Objective 4b seemed to be a lot	
4d—determinants of the demand of money, the			lower than the scores for the	
supply of money and interest rates; and the role			assignments. I will consider	
of financial institutions on the economy (state			spending a little more time in	
competency No. 4*)			the area of supply and demand.	
4e—fiscal policies, monetary policies; how these			I did, however, notice that by	
affect the economy (state competency No. 5*)			the time we got to aggregate	
4f—foreign exchange rates, markets, and the			supply and demand, it seems	
balance of payments (state competency No. 6*)			the students grasped the overall	
4g—trade restrictions and how they affect the			concept of supply and demand better.	
economy (state competency No. 7*) *Meets NM business articulation competencies				
·				
End – Social/Behavioral Sciences				

NM Business Articulation Competencies for Principles of Macroeconomics

Students should demonstrate an understanding of:

- 1. the concepts of opportunity cost, comparative advantage and exchange
- 2. the laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events
- 3. the circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the response of the economy to disturbances
- 4. the determinants of the demand for money, the supply of money and interest rates, and the role of financial institutions on the economy
- 5. fiscal policies, monetary policies; how these affect the economy Optional Objectives Not covered
- 6. foreign exchange rates, markets, and the balance of payments
- 7. trade restrictions and how they affect the economy

Faculty Member Completing Assessment:	Robin Kuykendall	May 16, 2011	575.769.4916
	Name	Date	Phone Numbe

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222) Common Core No.: NMCCN ECON 2123 Faculty: Robin Kuykendall

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Assignment—Students are required to	Average = 3.94	Based on last year's assessment I	The overall assessment results
and explain human behaviors	incorporate human behavior as it relates	85% of the students (40 out of	determined I would add a pre-	from the first semester, were
and how they are influenced by	to the concepts listed. They must	47) averaged a 3 or higher on	assignment so students could get	pretty bleak; however, this year
social structures, institutions,	explain how individual human behavior	this objective	feedback before these 3	the assessment results were
and processes within the	would be affected by businesses and		assignments were completed. That	much better. I will continue the
contexts of complex and diverse	social structures.		seemed to really make a difference	same thing, but will be adding
communities.	Assignments were scored on the		as students scored really well on	audio lectures to the online
	following rubric:		these this year.	courses during the 2011-2012
Demonstrate an understanding of	5= Outstanding (strong critical thinking			academic year.
the following competencies at a	skills displayed and strong ability to		I will continue this assessment	
rate of 70% or higher (average of 3	incorporate economics concepts with		measure next year.	
or higher)	human behavior)—A level work			
Opportunity cost, supply and	4=Good (good critical thinking skills and			
demand, price elasticity of	good ability to incorporate economics			
demand, supply and income	concepts with human behavior)—B level			
elasticity, cost analysis and	work			
break-even analysis, labor and	3=Adequate (some critical thinking skills			
capital markets	displayed and adequate ability to			
	incorporate economics concepts with			
	human behavior)—C level work			
	2 = Needs improvement (little to no			
	critical thinking skills and marginal ability			
	to incorporate economics concepts with			
	human behavior)—D level work			
	1=Poor (no critical thinking skills and/or			
	ability to incorporate economics			
	concepts to human behavior)—F level			
	work			

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Page 2 of 4 Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will articulate how	Assignment-students were required to	Average = 4.08	Students performed well on this	
beliefs, assumptions, and values	complete a brief paragraph identifying	84% of the students (37 out of	competency. I will continue this	
are influenced by factors such as	how their own beliefs and values can	44) averaged a 3 or higher on	assessment tool next year.	
politics, geography, economics,	influence microeconomics. Students	this objective		
culture, biology, history, and	were required to pick a particular			
social institutions.	microeconomic topic to specifically			
	relate to. Assignments were scored on			
Demonstrate an understanding of	the same rubric as the first competency.			
the this competencies at a rate of				
70% or higher (average of 3 or				
higher)				
3. Students will describe ongoing	Assignment—students were required to	Average = 3.79	Students did well on this objective	
reciprocal interactions among self,	pick 3 topics throughout the semester to	82% of the students (36 out of	and seemed to be able to relate the	
society, and the environment.	and complete a brief paragraph	44) averaged a 3 or higher on	concepts to themselves and their	
Demonstrate an understanding of	identifying how each course topic relates	this objective	environment very effectively.	
the following competencies at a	to their self and their environment. They			
rate of 70% or higher (average of 3	must relate each topic to a real-world			
or higher):	example they have encountered, their			
Opportunity cost, law of supply,	role, and how it affects their			
law of demand, equilibrium, price	environment and the overall economy.			
elasticity of demand, utility				
analysis as it relates to consumer				
choice, cost analysis and break-				
even point as it relates to producer				
choice, various market structures,				
and price ceilings and floors				
(NM state competencies Nos. 1-7)				

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Page 3 of 4 Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument		<u>To Make Improvements</u>	Recommendations/Goals/
	named or described –			Priorities
	rubric attached)			
4. Students will apply the knowledge base of the	Quizzes and Assignments	Overall Objective Average	Overall I am very pleased with	
social and behavioral sciences to identify, describe,	completed via Aplia including	4a = 79.1%	the results. Students met each	The first semester this course was
explain, and critically evaluate relevant issues,	graphical analysis	4b = 81.4%	of the objectives. As I was	taught, I used the final exam and
ethical dilemmas, and arguments. –		4c = 80.6%	working through assessment	assignments to assess data;
Demonstrate an understanding of the following		4d = 78.6%	data, I did determine one	however, I determined that when
competencies at a rate of 70% or higher		4e = 82.8%	concern and that is the	using the final exam it made it
4a—opportunity cost (state competency No. 1*)		4f = 78.3%	retention rate especially in my	more difficult to assess how well
4b—laws of supply and demand and equilibrium		4g = 83.6%	online courses. I would like to	students were doing along the
and the use of supply and demand curves to		4h = 79.9%	start tracking as I would like to	way; therefore, this year I decided
analyze responses of markets to external events			work towards at least a 70%	to assess the quizzes and
(state competency No. 2*)		Students scoring 70% or	retention rate.	assignments. I will continue this
4c—concepts and calculation of price elasticity of		higher on each objective		assessment measure next year.
demand and supply and income elasticity (state		4a = 79.8%		
competency No. 3*)		4b = 74.4%		
4d—consumer choice including utility analysis		4c = 76.3%		
(state competency No. 4*)		4d = 71.7%		
4e—producer choice including cost analysis and		4e = 81.0%		
break-even point (state competency No. 5*)		4f = 75.1%		
4f—comparison and contrast of perfect		4g = 84.7% 4h = 75.4%		
competition, monopoly, monopolistic		4n = 75.4%		
competition, and oligopoly (state competency No. 6*)				
4g—impact of government intervention in				
markets including price ceilings and price floors				
(state competency No. 7*)				
4h—role of labor and capital markets (state				
competency No. 8*)				
*Meets NM business articulation competencies				
End – Social/Behavioral Sciences				

All class assessment forms are due to your division chair by July 1.

NM Business Articulation Competencies for Principles of Microeconomics

Students should demonstrate an understanding of:

- 1. the concepts of opportunity cost
- 2. the laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events
- 3. the concepts and calculation of the price elasticity of demand and supply and income elasticity
- 4. consumer choice including utility analysis
- 5. producer choice including cost analysis and break-even point
- 6. the comparison and contrast of the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly
- 7. the impact of government intervention in markets including price ceilings and price floors; the impact of takes and antitrust
- 8. the role of labor and capital markets

Faculty Member Completing Assessment:	Robin Kuykendall	May 17, 2011	575.769.4916
	Name	Date	Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science

Class: PSCI 102 (Online only)

Common Core No.:NMCCN POLS 1123

Faculty: Rick Rowley

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Students complete a	The average final exam score was	Continuation with present	
and explain human behaviors	comprehensive final exam and	82%, the average score on the unit	practices and learning strategies as	
and how they are influenced by	accompanying units requiring	activities was 81%, and the final	long as the benchmark (80%) is	
social structures, institutions,	discussion questions, and a final	composition was 80%. Online	met and exceeded. The online	
and processes within the	composition. The required	students tend to either complete	format is a challenging	
contexts of complex and diverse	activities are matched to the state	the activities successfully or poorly.	environment for both the students	
communities.	competencies and are identified as		and the instructors. The	
Students should:	such within each unit.		opportunity for academic	
Develop an understanding of self			dishonesty is minimized with the	
and the world by examining			existing course management	
content and processes used by			strategies. Student evaluations	
social and behavioral sciences to			indicate much satisfaction with	
discover, describe, explain, and			learning strategies and the	
predict human behaviors and			acquisition of a social	
social systems.			consciousness and global	
			perspective.	
2. Students will articulate how	Project-Based activities were	Unit activities are consistently		
beliefs, assumptions, and values	required to match the intention of	well-received and scores are		
are influenced by factors such as	each competency. Rubrics were	superior. Requesting that students		
politics, geography, economics,	provided for students prior to the	actively engage in a global issue is		
culture, biology, history, and	assignments.	always successful and can provide		
social institutions.		a basis for future projects; each		
Students should:		building on the next.		
Enhance knowledge of social and				
cultural institutions and the values				
of their society and other societies				
and cultures in the world.				

Phone Number

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Date

Page 2 of 2 Course: PSCI 102 Common Core No.: NMCCN POLS 1123

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Discussion questions and unit activities integrate critical thinking strategies into each assignment. By using the techniques of the sociological imagination, students are required to address each competency within the assignment.	Unit activities/critical thinking activities averaged 83%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.		
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	One global social issue (final composition) is explored individually as a group throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency.	The final research composition was the most successful learning strategy and allowed the instructor to measure the competencies through process writing. (85%).		
End – Social/Behavioral Sciences				

Name

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Class: PSY 101

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

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<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
 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. 	Essay questions, and four exams are required that cover each unit are correlated to a specific competency. Also a pre-test and post-test is completed. A paper and or presentation requires research on topics related to the course content. A project is required that allows them to have a better understanding of themselves and their world.	Average grades on the exams, project based activities and pre/post test indicate a pass rate of 77% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to critical thinking regarding human behavior. Critical thinking will be emphasized in Competency 4 by selecting class projects that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.	Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project based activities and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.	Average scores on the individual presentation indicated the following: Competency 1: 82% Competency 2: 79% Competency 3: 83% Competency 4: 81% (Each higher than the 75% benchmark)		

Phone Number

Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science

Date

PSY 101

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing	Students are required to complete	A summary analysis of final scores		
reciprocal interactions among self,	a paper or presentation to	indicated that competencies were		
society, and the environment.	encourage a better understanding	met at a higher rate in project		
Students should:	of themselves and others. They	based activities (84%) as opposed		
Understand the interdependent	are also required to complete four	to exams and discussions		
nature of the individual,	exams covering all the chapters in	questions. The course is also		
family/social group, and society in	the text except one. A project is	offered online, where scores are		
shaping human behavior and	required that gives them a better	within a normal standard deviation		
determining quality of life.	understanding of themselves and	from the traditional course.		
	their society.			
4. Students will apply the	Students are required to debate	The debates were a successful		
knowledge base of the social and	topics that integrate and measure	learning activity and thoroughly		
behavioral sciences to identify,	all four competencies noted in the	integrated all four competencies		
describe, explain, and critically	grading rubric. The debates are	with a significant outcomes of		
evaluate relevant issues, ethical	dedicated to an issue/concern	90%. Students were more		
dilemmas, and arguments. –	related to each student's	interested in local and state issues		
Students should:	community. They complete a	as opposed to national		
Articulate their role in a global	portfolio assignment encouraging	controversies.		
context and develop an awareness	in the topics and global social			
and appreciation for diverse value	issues.			
systems in order to understand				
how to be good citizens who can				
critically examine and work toward				
quality of life within a framework				
of understanding and justice.				
End – Social/Behavioral Sciences				

Name

All class assessment forms are due to your division chair by July 1.

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Class: PSY 106

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or	<u></u>	To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)		<u>To Make improvements</u>	Priorities
1. Students will identify, describe	Students complete four exams and	Average grades on the exams	Continuation with present	
and explain human behaviors	a pre/post-test. They write a	(82%), post-test (80%) and paper	practices and learning strategies as	
and how they are influenced by	paper and short answer questions.	(84%) exceeded the benchmark of	long as the benchmark (75%) is	
social structures, institutions,	The required exams and activities	(75%).	met and exceeded. Asking	
and processes within the	are matched to the state		students to select from only	
contexts of complex and diverse	competencies and are identified as		specific issues designed to match	
communities.	such. A paper and/or presentation		the competencies seemed to	
Students should:	requires research on topics related		encourage recognition, recall, and	
Develop an understanding of self	to course content. A project is		mastery. Though the bench mark	
and the world by examining	required that allows them to have		was exceeded, revisions should be	
content and processes used by	a better understanding of		made to reflect a global	
social and behavioral sciences to	themselves and their world.		perspective of current events.	
discover, describe, explain, and				
predict human behaviors and				
social systems.				
	.			
2. Students will articulate how	Prior to required group activities	Average scores on the projects	•	
beliefs, assumptions, and values	and individual presentations	indicated the following:		
are influenced by factors such as politics, geography, economics,	students are provided with a grading rubric that matches the	Competency 1: 83% Competency 2: 85%		
culture, biology, history, and	expectations implied in all four	Competency 2: 85%		
social institutions.	competencies. Previous units have	Competency 4: 85%		
Students should:	addressed each competency			
Enhance knowledge of social and	before the assignment.			
cultural institutions and the values				
of their society and other societies				
and cultures in the world.				

Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science

Date

Page 2 of 2 Course: PSY 106

Common Core No.:

Phone Number

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being Measured)	(Process/Instrument named or described – rubric attached)		To Make Improvements	Recommendations/Goals/ Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete a paper or presentation and one activity to encourage understanding of how society shapes human behavior. They complete four exams on textbook readings as they gain experience in academic readings.	Papers and presentation averaged 84%. Activities averaged 82%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.	Will improve their focus on how society and the social groups effect human behavior.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	Debates about relevant issues and ethical dilemmas are conducted throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency. A portfolio of assignments encourages engagement in the topics and global social issues.	Debates were a successful learning strategy allowing them to think critically and evaluate relevant issues. The activities were the most successful learning strategy and allowed the instructor to measure the competencies through writing (82%).	Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in.	
End – Social/Behavioral Sciences				

Name

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Class: PSY 201

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Four (4) exams, essay questions	Average grades on the exams,	The established benchmark for	Although the benchmarks (75%)
and explain human behaviors	and pre-test/post-test for each	essay questions and pre-test/post-	each competency was 75%.	were met in all four competencies,
and how they are influenced by	unit are correlated to a specific	test indicate a passing rate of 84%	Though it was exceeded, revisions	averages could improve. Faculty
social structures, institutions,	competency. This is required for	(higher than the 75% benchmark).	should be made to reflect a global	will continue to integrate the
and processes within the	the online class also. A paper	The course is offered online where	perspective and current events. A	global perspectives into each
contexts of complex and diverse	and/or presentation requires	an analysis of final scores were	strong emphasis on theory will be	exam, project and discussion
communities.	research on topics related to	within the standard deviation from	integrated holistically into the	questions. Revisions and
Students should:	course content. A Three Ages	the traditional course.	upcoming semesters. Competency	innovations are essential to
Develop an understanding of self	project gives them a better		2 can be enhanced with a class	meeting each competency
and the world by examining	understanding of the theory of		debate to encourage social	addressed by the state.
content and processes used by	Jean Piaget		consciousness. Critical thinking	
social and behavioral sciences to			will be emphasized in Competency	
discover, describe, explain, and			4 with a class project that matches	
predict human behaviors and			the social, economic, and	
social systems.			ecological climate in the Social and Behavioral Sciences.	
2. Students will articulate how	Prior to required individual	Average scores on the individual	Will continue to improve their	
beliefs, assumptions, and values	presentations, students are	Average scores on the individual presentation indicated the	understanding of Piaget's Theory	
are influenced by factors such as	provided a grading rubric that	following:	of Cognitive Development with	
politics, geography, economics,	matches the expectations implied	Competency 1: 85%	their class presentation. This is	
culture, biology, history, and	in all four competencies. Grading	Competency 2: 83%	called the Three Ages Project and	
social institutions.	is consistent with the rubric.	Competency 2: 85%	they interview children of three	
Students should:		Competency 4: 84%	different age groups and compare	
Enhance knowledge of social and			their findings to Piaget's Theory.	
cultural institutions and the values		(Each higher than the 75%		
of their society and other societies		benchmark)		
and cultures in the world.				

Core Competencies Assessment 2009-2010—Area IV: Social and Behavioral Science

Page 2 of 2 Course: PSY 201

Common Core No.:

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to write a paper or give a presentation that gives them a better understanding of how society shapes human behavior. They are also required to complete four exams covering all the chapters in the text except one.	A summary analysis of final scores was higher for this activity (84%) than for exams and discussions questions (80%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	Will have the paper and presentation give more focus on the influence of society on their behavior.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	A required project designed to understand Piaget's Theory and integrate all four competencies is required of each student. They are also required to complete a paper or presentation that serves them a more in depth analysis of a topic in the text book.	The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 85%.		
End – Social/Behavioral Sciences				

Name

June7, 2011 _____ Date

Phone Number

All class assessment forms are due to your division chair by July 1.

Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science Class: SOC 101 (In-class and Online combined Fall Courses Assessed) Common Core No.: NMCCN SOCI 1113 by Ruthie Hefner

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
 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 	Essay question and projects required for each unit are correlated to a specific competency.	Combined average grades on the midterm, final, and Project-Based activities indicated pass rate of 81%.	The established benchmark for each competency was 80%. Though it was exceeded, revisions should be made to reflect a global perspective and the correlation to each major theoretical paradigm. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competencies #3 and #4 should be enhanced by including a class debate to encourage social responsibility and a social	Although the benchmarks (80%) were met all four competencies, averages could certainly improve by calculating midterm scores. Faculty will continue to integrate the global perspective into each exam, Project-Based activity, and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.
predict human behaviors and social systems.			consciousness. Critical thinking will be emphasized in Competency #3 and #4 by selecting a global research project which matches the social, economic, and ecological climate in the Social and Behavioral Sciences.	
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required group and individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Grading is consistent with the rubric and numerically scored.	Average scores on the group presentations indicated the following: Competency #1 80% Competency #2 80% Competency #3 85% Competency #4 85% (Each higher than the 80% benchmark)		

Revised: 03/02/09

Phone Number

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Date

Page 2 of 2 Course: SOC 101 Common Core No.: NMCCN SOCI 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		<u>To Make Improvements</u>	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing		A summary analysis of final scores		
reciprocal interactions among self,	Students are required to an	indicated that competencies were		
society, and the environment.	individual and group project that	met at a higher rate in Project-		
Students should:	began the first day of class and was	Based activities (85%) as opposed		
Understand the interdependent	presented the final weeks. The	to 80% for exams and discussion		
nature of the individual,	topics were selected individually	questions. This course is also		
family/social group, and society in	and each chapter added a new	offered online where an analysis of		
shaping human behavior and	dimension. The group dimension	final scores were within the		
determining quality of life.	allowed and encouraged	standard deviation from the		
	cooperative learning.	traditional course.		
4. Students will apply the	A single required current events	The class project was the most		
knowledge base of the social and	project (individual and group	successful learning activity and		
behavioral sciences to identify,	based) designed to measure and	more thoroughly integrated all		
describe, explain, and critically	integrate all four competencies	four competencies with a		
evaluate relevant issues, ethical	noted in the grading rubric, is	significant outcome of 90%.		
dilemmas, and arguments. –	required of each student/group.			
Students should:				
Articulate their role in a global				
context and develop an awareness				
and appreciation for diverse value				
systems in order to understand				
how to be good citizens who can				
critically examine and work toward				
quality of life within a framework				
of understanding and justice.				
End – Social/Behavioral Sciences				

Name

Core Competencies Assessment 2010-2011 (Fall 2010)—Area IV: Social and Behavioral Science

Class: SOC 212 (Online only)

Common Core No.: NMCCN SOCI 2113

Faculty: Rosie Corrie

Common Core No.: NMC	Common Core No.: NMCCN SOCI 2113			by Ruthie Hefner
Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Students complete a	The average final exam score was	Continuation with present	
and explain human behaviors	comprehensive final exam and	84%, the average score on the unit	practices and learning strategies as	
and how they are influenced by	accompanying units requiring	activities was 82%, and the final	long as the benchmark (80%) is	
social structures, institutions,	discussion questions, and a final	composition was 90%. Online	met and exceeded. The online	
and processes within the	composition. The required	students tend to either complete	format is a challenging	
contexts of complex and diverse	activities are matched to the state	the activities successfully or poorly	environment for both the students	
communities.	competencies and are identified as	 average scores (70's range) are 	and the instructors. The	
Students should:	such within each unit.	rare on any activity.	opportunity for academic	
Develop an understanding of self			dishonesty is minimized with the	
and the world by examining			existing course management	
content and processes used by			strategies. Student evaluations	
social and behavioral sciences to			indicate much satisfaction with	
discover, describe, explain, and predict human behaviors and			learning strategies and the	
social systems.			acquisition of a social consciousness and global	
social systems.			perspective.	
2. Students will articulate how	Project-Based activities were	Unit activities are consistently		
beliefs, assumptions, and values	required to match the intention of	well-received and scores are		
are influenced by factors such as	each competency. Rubrics were	superior. Requesting that students		
politics, geography, economics,	provided for students prior to the	actively engage in a global issue is		
culture, biology, history, and	assignments.	always successful and can provide		
social institutions.		a basis for future projects; each		
Students should:		building on the next.		
Enhance knowledge of social and				
cultural institutions and the values				
of their society and other societies				
and cultures in the world.				

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Page 2 of 2 Course: SOC 212 Common Core No.: NMCCN SOCI 2113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Discussion questions and unit activities integrate critical thinking strategies into each assignment. By using the techniques of the sociological imagination, students are required to address each competency within the assignment.	Unit activities/critical thinking activities averaged 86%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.		
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	One global social issue (final composition) is explored individually as a group throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency.	The final research composition was the most successful learning strategy and allowed the instructor to measure the competencies through process writing. (90%).		
End – Social/Behavioral Sciences				

 Faculty Member Completing Assessment:
 Ruthie Hefner
 May 10, 2011
 4962

 Name
 Date
 Phone Number

Core Competencies Assessment 2010-2011 (Fall 2010) — Area IV: Social and Behavioral Science

Class: SOC 215 (online only)

Common Core No.: NMCCN SOCI 2213

Faculty: Rosie Corrie

by Ruthie Hefner

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
 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. 	Essay questions, projects and research based compositions required for each unit are correlated to a specific competency.	Average grades on the midterm (94%), final (93%), and Project- Based (90%) activities indicated pass rates of 85% (higher than 80% benchmark).	The established benchmark for each competency was 80%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on current global family-related challenges will be integrated into the upcoming semesters. Competencies #1 and #4 can be enhanced by including a global research observation to encourage social responsibility and a social consciousness.	Although the benchmarks (80%) were met in all four competencies, averages could certainly improve. Faculty will continue to integrate the major theoretical perspectives into each exam, and discussion question which is essential to each competency addressed by the state.
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Previous units have addressed each competency before assigning the presentation and unit evaluations are assessed before discussing the major project.	Average scores on the group presentations indicated the following: Competency #1 86% Competency #2 92% Competency #3 90% Competency #4 93% (Each higher than the 80% benchmark)		

Core Competencies Assessment 2010-2011—Area IV: Social and Behavioral Science

Page 2 of 2 Course: SOC 215 Common Core No.: NMCCN SOCI 2213

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete critical thinking activity, projects, and exams by utilizing web-based research to encourage the sociological imagination and gain experience in academic research.	A summary analysis of final scores indicated that competencies were met at a higher rate in Project- Based activities (95%) as opposed to 92% for exams and discussions questions.		
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	A single required current events project is designed to measure and integrate all four competencies noted in the grading rubric. The project is dedicated to an issue/concern dedicated to the global community.	The class project was the most successful learning activity and more thoroughly integrated all four competencies with a significant outcomes of 96%.		
End – Social/Behavioral Sciences				

 Faculty Member Completing Assessment:
 Ruthie Hefner
 May 10, 2011
 4962

 Name
 Date
 Phone Number