Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221)

Common Core No.: NMCCN ECON 2113

Faculty: Robin Kuykendall

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used To Make
(Learning Outcomes Being Measured)	(Process/Instrument named or		Improvements
	described – rubric attached)		
1. Students will identify, describe and explain human	Assignment—Students are required to		Overall I am pleased with the assessment
behaviors and how they are influenced by social	incorporate human behavior as it	Average = 4.30	results for competencies 1-3. The scores are
structures, institutions, and processes within the contexts	relates to the concepts listed. They	93.2% of the students (41 out of	high and most students are passing with a 3
of complex and diverse communities.	must explain how individual human	44) scored a 3 or higher on this	or higher.
Students should:	behavior would be affected by	assignment	
Develop an understanding of self	businesses and social structures.		These assignments only count 5% of the
and the world by examining	Assignments were scored on the		students' total grade in the class. I found
content and processes used by	following rubric:		that during the spring semester especially,
social and behavioral sciences to	5= Outstanding (strong critical thinking		many students did not complete the
discover, describe, explain, and	skills displayed and strong ability to		assignment at all. It seems as though
predict human behaviors and social systems.	incorporate economics concepts with		students don't feel it affects their grade
	human behavior)—A level work		much, so they just don't complete the
Demonstrate an understanding of the following	4=Good (good critical thinking skills		assignments. Students expressed that they
competencies at a rate of 70% or higher (average of 3 or	and good ability to incorporate		just don't like to write, so they didn't
higher)	economics concepts with human		complete the assignment. I think this may
opportunity cost, comparative advantage, and exchange,	behavior)—B level work		skew the data some. Therefore beginning fall
supply and demand and equilibrium, fiscal and monetary	3=Adequate (some critical thinking		2013, I will make these assignments count
policies	skills displayed and adequate ability to		more of their grade (10%) to see if there is
	incorporate economics concepts with		greater participation.
	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 2012-2013—Area IV: Social and Behavioral Science

Page 2 of 4 Course: Principles of Macroeconomics (ECON 221)

Common Core No.: NMCCN ECON 2113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used To Make
(Learning Outcomes Being Measured)	(Process/Instrument named or		Improvements
	described – rubric attached)		
2. Students will articulate how beliefs, assumptions, and	Assignment—students were required	Average = 3.88	
values are influenced by factors such as politics, geography,	to pick a statement from a list I	87.8% of the students (36 out of	
economics, culture, biology, history, and social institutions.	provided and give an opinion on	41) scored a 3 or higher on this	
Students should:	whether they felt it was true or false.	assignment	
Enhance knowledge of social and cultural institutions and the	Then they had to evaluate the topic		
values of their society and other societies and cultures in the	using specific microeconomic topics I		
world.	provided. Once they analyzed the		
	statement using the microeconomic		
Demonstrate an understanding of this competency at a rate	topics, they then had to determine		
of 70% or higher (average 3 or higher)	whether or not their opinion of the		
	statement was influenced once they		
	considered the micro side of it.		
	Assignments were scored on the same		
	rubric as the first competency.		
3. Students will describe ongoing reciprocal interactions	Assignment—students were required	Average = 4.07	
among self, society, and the environment.	to pick a macroeconomic topic	90.0% of the students (27 out of	
Students should:	identifying how the topic affects the	30) scored a 3 or higher on this	
Understand the interdependent nature of the individual,	overall US, their community, and the	assignment	
family/social group, and society in shaping human behavior	student individually. Students must tie		
and determining quality of life.	all three together to show how all		
	three interact and are affected by this		
As it applies to the following topics showing an	economic topic.		
understanding with a 70% proficiency or higher (average of 3 or higher):			
Opportunity cost, comparative advantage, exchange, law of		Overall Competency Average (Scale 1-5)	Percentage of Students Scoring 70% (3) or Higher
supply, law of demand, equilibrium, aggregate demand and		,	
aggregate supply, supply of money, interest rates, fiscal and			
monetary policies, and trade restrictions (state competencies		3 2011-	
Nos. 1-5 and 7*)		2 2012-	
* meets NM business articulation competencies			20.0%
		1 2 3	1 2 3

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

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Common Core No.: NMCCN ECON 2113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used To Make
(Learning Outcomes Being Measured)	(Process/Instrument named or		Improvements
	described – rubric attached)		
4. Students will apply the knowledge base of the social and	Quizzes and Assignments including	Overall Objective Averages	Last year, competency 4e was the only
behavioral sciences to identify, describe, explain, and	graphical analysis.	4a = 79.8%	competency that was not met at a score of
critically evaluate relevant issues, ethical dilemmas, and		4b = 80.8%	70% or higher. (69.3% with 67.7% of the
arguments. –		4c = 80.6%	students scoring 70% or higher). This year I
Students should:		4d = 82.8%	rearranged the chapters to that I could spend
Articulate their role in a global context and develop an		4e = 78.4%	a little more time on these concepts.
awareness and appreciation for diverse value systems in			Students seemed to have a much better
order to understand how to be good citizens who can		Percentage of Students Scoring	grasp. Overall I am very pleased with the
critically examine and work toward quality of life within a		70% or higher	results. Students met each of the objectives,
framework of understanding and justice.			with the exception of Competency 4e. The
		4a = 81.5%	average barely fell below the 70%
4a—concepts of opportunity cost, comparative advantage		4b = 80.3%	benchmark; however, only 67.7% of the
and exchange(state competency No. 1*)		4c = 78.9%	students scored 70% or higher. Last year,
4b—laws of supply and demand and equilibrium and the		4d = 83.9%	this students scored well on this competency
use of supply and demand curves to analyze responses of		4e = 77.6%	so I will continue and evaluate data next year
markets to external events (state competency No. 2*)			for a possible trend.
4c—circular flow model and the concepts of aggregate			
demand and aggregate supply for use in analyzing the		Overall Objective Average	Percentage of Students Scoring
responses of the economy to disturbances (state		90.0%	70% of Higher
competency No. 3*)		85.0%	90.0%
4d—determinants of the demand of money, the supply of			85.0%
money and interest rates; and the role of financial		70.0%	011-2012 75.0% 2010-2011
institutions on the economy (state competency No. 4*)		65.0% - 2 = 2	012-2013 65.0% 2012-2013
4e—fiscal policies, monetary policies; how these affect the		55.0%	60.0%
economy (state competency No. 5*)		50.0%	
*Meets NM business articulation competencies		4a 4D 4C 40 4e	4a 4D 4C 40 4e
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 (optional-not assessed here)
- 7. trade restrictions and how they affect the economy (Optional-not assessed here)

Faculty Member Completing Assessment:	Robin Kuykendall	June 10, 2013	575.769.4916
	Name	Date	Phone Number

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222)

Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2123

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used To Make
(Learning Outcomes Being Measured)	(Process/Instrument named or		Improvements
	described – rubric attached)		
1. Students will identify, describe and explain human	Assignment—Students are required to		Overall I am pleased with the assessment
behaviors and how they are influenced by social	incorporate human behavior as it	Average = 3.95	results for competencies 1-3. The scores are
structures, institutions, and processes within the contexts	relates to the concepts listed. They	81.1% of the students (30 out of	high and most students are passing with a 3
of complex and diverse communities.	must explain how individual human	37) scored a 3 or higher on this	or higher.
Students should:	behavior would be affected by	assignment	
Develop an understanding of self	businesses and social structures.		These assignments only count 5% of the
and the world by examining	Assignments were scored on the		students' total grade in the class. I found
content and processes used by	following rubric:		that during the spring semester especially,
social and behavioral sciences to	5= Outstanding (strong critical thinking		many students did not complete the
discover, describe, explain, and	skills displayed and strong ability to		assignment at all. It seems as though
predict human behaviors and social systems.	incorporate economics concepts with		students don't feel it affects their grade
	human behavior)—A level work		much, so they just don't complete the
Demonstrate an understanding of the following	4=Good (good critical thinking skills		assignments. Students expressed that they
competencies at a rate of 70% or higher (average of 3 or	and good ability to incorporate		just don't like to write, so they didn't
higher)	economics concepts with human		complete the assignment. I think this may
Opportunity cost, supply and demand, price elasticity of	behavior)—B level work		skew the data some. Therefore beginning fall
demand, supply and income elasticity, cost analysis and	3=Adequate (some critical thinking		2013, I will make these assignments count
break-even analysis, labor and capital markets	skills displayed and adequate ability to		more of their grade (10%) to see if there is
	incorporate economics concepts with		greater participation.
	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 2012-2013—Area IV: Social and Behavioral Science

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

Common Core No.: NMCCN ECON 2123

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used To Make
(Learning Outcomes Being Measured)	(Process/Instrument named or		<u>Improvements</u>
	described – rubric attached)		
2. Students will articulate how beliefs, assumptions, and	Assignment—students were required	Average = 4.58	
values are influenced by factors such as politics, geography,	to pick a statement from a list I	93.5% of the students (29 out of	
economics, culture, biology, history, and social institutions.	provided and give an opinion on	31) scored a 3 or higher on this	
Students should:	whether they felt it was true or false.	assignment	
Enhance knowledge of social and cultural institutions and the	Then they had to evaluate the topic		
values of their society and other societies and cultures in the	using specific microeconomic topics I		
world.	provided. Once they analyzed the		
	statement using the microeconomic		
Demonstrate an understanding of the this competencies at a	topics, they then had to determine		
rate of 70% or higher (average of 3 or higher)	whether or not their opinion of the		
	statement was influenced once they		
	considered the micro side of it.		
	Assignments were scored on the same		
	rubric as the first competency.		
3. Students will describe ongoing reciprocal interactions	Assignment—students were required	Average = 4.48	
among self, society, and the environment.	to pick a macroeconomic topic	91.3% of the students (21 out of	
Students should:	identifying how the topic affects the	23) scored a 3 or higher on this	
Understand the interdependent nature of the individual,	overall US, their community, and the	assignment	
family/social group, and society in shaping human behavior	student individually. Students must tie		
and determining quality of life.	all three together to show how all		
	three interact and are affected by this		
Demonstrate an understanding of the following	economic topic.		
competencies at a rate of 70% or higher (average of 3 or			
higher):			Percentage of Students Scoring 70% (3)
Opportunity cost, law of supply, law of demand, equilibrium,		Overall Competency Average (Scale 1-5)	or Higher
price elasticity of demand, utility analysis as it relates to		(State 1-5)	
consumer choice, cost analysis and break-even point as it			
relates to producer choice, various market structures, and		4 2011-2012	60.00%
price ceilings and floors		2 2012-2013	40.00%
(NM state competencies Nos. 1-7)			0.00%
		1 2 3	

Core Competencies Assessment 2012-2013—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 To Make
(Learning Outcomes Being Measured)	(Process/Instrument named or		Improvements
	described – rubric attached)		
4. Students will apply the knowledge base of the social and	Quizzes and Assignments including	Overall Objective Average	Prior to this year, all objectives have met the
behavioral sciences to identify, describe, explain, and	graphical analysis.	4a = 83.0%	benchmark of 70% of students scoring 70%
critically evaluate relevant issues, ethical dilemmas, and		4b = 83.0%	or higher on all objectives. This year,
arguments. –		4c = 80.5%	although the overall averages for each
		4d = 84.5%	objective was over 70%, there were 3
Demonstrate an understanding of the following		4e = 76.1%	objectives in which less than 70% of the
competencies at a rate of 70% or higher		4f = 74.6%	students met the 70% or higher objective.
4a—opportunity cost (state competency No. 1*)		4g = 78.6%	That included objectives 4c, 4e, and 4f (state
4b—laws of supply and demand and equilibrium and the		4h = 81.6%	objectives 3, 5, and 6 respectively). This has
use of supply and demand curves to analyze responses of			typically not been an issue, and this was
markets to external events (state competency No. 2*)		Students scoring 70% or higher	consistent with the face-to-face classes and
4c—concepts and calculation of price elasticity of demand		<u>on each objective</u>	the online classes, as well as fall and spring
and supply and income elasticity (state competency No.		4a = 83.0%	classes.
3*)		4b = 78.3%	
4d—consumer choice including utility analysis (state		4c = 64.0%	These objectives are very complex chapters
competency No. 4*)		4d = 78.7%	and many students tend to struggle with
4e—producer choice including cost analysis and break-		4e = 66.2%	these. My goal is to look at how I present the
even point (state competency No. 5*)		4f = 68.8%	lecture for both face-to-face and online
4f—comparison and contrast of perfect competition,		4g = 85.1%	classes. I will add more in-class work and
monopoly, monopolistic competition, and oligopoly		4h = 81.3%	tutorials to monitor student learning prior to
(state competency No. 6*)			them completing the assessments.
4g—impact of government intervention in markets		Overall Objective Average	Percentage of Students Scoring 70%
including price ceilings and price floors (state			or higher
competency No. 7*)			100.0% -
4h—role of labor and capital markets (state competency		60.0%	80.0%
No. 8*)			2010-2011 2011-2012 40.0%
*Meets NM business articulation competencies End – Social/Behavioral Sciences		20.0%	2012-2013 20.0%
		Objective	Objective
		L]

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:	ulty Member Completing Assessment: Robin Kuykendall		575.769.4916
	Name	Date	Phone Number

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: PSY 101	ntroduction to	Psychology
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Faculty: Dana Albright

Common Core No.: PSYC 1113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Essay questions, and four exams	Average grades on the exams,	The established benchmark for	Although the benchmarks (75%)
describe and explain human	are required that cover each unit	project based activities and	each competency was 75%.	were met in all four
behaviors and how they are	are correlated to a specific	pre/post test indicate a pass	Though it was exceeded,	competencies, averages could
influenced by social	competency. Also a pre-test and	rate of 78% (higher than 75%	revisions should be made to	improve . Faculty will continue to
structures, institutions, and	post-test is completed. A paper	benchmark). The course is	reflect a global perspective and	integrate the global perspectives
processes within the	and or presentation requires	offered online where an	current events. A strong	into each exam, project based
contexts of complex and	research on topics related to the	analysis of final scores were	emphasis on theory will be	activities and discussion
diverse communities.	course content. A project is	within the standard deviation	integrated holistically into the	questions. Revisions and
Students should:	required that allows them to	from the traditional course.	upcoming semesters.	innovations are essential to
Develop an understanding of	have a better understanding of		Competency 2 can be enhanced	meeting each competency
self	themselves and their world.		with a class debate allowing	addressed by the state.
and the world by examining	Sample size was 40 on Pre-Test		critical thinking regarding human behavior. Critical	
content and processes used by social and behavioral sciences	and Post-Test.		thinking will be emphasized in	
to			Competency 4 by selecting class	
discover, describe, explain, and			projects that matches the social,	
predict human behaviors and			economic, and ecological	
social systems.			climate in the Social and	
			Behavioral Sciences. They can	
			also have a better	
			understanding of how to	
			improve their memory as well	
			as how the left and right	
			hemisphere of the brain differ in	
			their functions. They also need	
			to be more clear what critical	
			thinking is and how to use it as	
			the steps in the scientific	
			method.	

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Page 2 of 3 Course: PSY 101

Common Core No.: PSYC 1113

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ 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 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: 84% Competency 2: 80% Competency 3: 81% Competency 4: 85% (Each higher than the 75% benchmark)		
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 to encourage a better understanding of themselves and others. They are also required to complete four exams, covering all the chapters in the text except one. A project is required that gives them a better understanding of themselves and their society.	A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (83%) as opposed to exams and discussions questions. The course is also offered online, where scores are within a normal standard deviation from the traditional course.	Instructions will be made more clear about what is expected on the paper and presentations.	Turnitin.com was implemented this semester for the papers and will be used again next year.

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Page 3 of 3 Course: PSY 101

Common Core No.: PSYC 1113

<u>Competencies</u>	<u>Assessment Procedures</u>	<u>Assessment Results</u>	How Results Will Be Used	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
4. Students will apply the	Students are required to debate	The debates were a successful	Will have students vote, prior to	
knowledge base of the social	topics that integrate and	learning activity and thoroughly	each class, concerning what	
and behavioral sciences to	measure all four competencies	integrated all four	issue they want to debate what	
identify, describe, explain, and	noted in the grading rubric. The	competencies with a significant	they are most interested in.	
critically evaluate relevant	debates are dedicated to an	outcomes of 86%. Students		
issues, ethical dilemmas, and	issue/concern related to each	were more interested in		
arguments. –	student's community. They	national controversies as		
Students should:	complete a portfolio assignment	opposed to local and state		
Articulate their role in a global	encouraging in the topics and	issues. Abortion, the death		
context and develop an	global social issues.	penalty, same sex marriage,		
awareness and appreciation for		and gun control were the main		
diverse value systems in order		issues they were interested in.		
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:

Dana Albright Name June 11, 2013 Date

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: PSY 106 Human Growth and Development

Faculty: Dana Albright

Common Core No.: None

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Students complete four exams	Average grades on the exams	Continuation with present	Although the benchmarks (75%)
describe and explain human	and a pre/post-test. They write	(80%), post-test (82%) and	practices and learning strategies	were met in all four
behaviors and how they are	a paper and short answer	paper (84%) exceeded the	as long as the benchmark (75%)	competencies, averages could
influenced by social	questions. The required exams	benchmark of (75%).	is met and exceeded. Asking	improve. Revisions and
structures, institutions, and	and activities are matched to the		students to select from only	innovations are essential to
processes within the	state competencies and are		specific issues designed to	meeting each competency
contexts of complex and	identified as such. A paper		match the competencies	addressed by the state.
diverse communities.	and/or presentation requires		seemed to encourage	
Students should:	research on topics related to		recognition, recall, and mastery.	
Develop an understanding of	course content. A project is		Though the benchmark was	
self	required that allows them to		exceeded, revisions should be	
and the world by examining	have a better understanding of		made to reflect a global	
content and processes used by	themselves and their world.		perspective of current events.	
social and behavioral sciences	Sample size was 18 on Pre and		They also can improve their	
to	Post test.		understanding of anecdotal	
discover, describe, explain, and			evidence as compared to	
predict human behaviors and			scientific evidence. Marcia's	
social systems.			identity status will be clearly	
			explained. Each stage of	
			Erikson's theory will be more	
			clearly explained.	
2. Students will articulate how	Prior to required group activities	Average scores on the projects		
beliefs, assumptions, and	and individual presentations	indicated the following:		
values are influenced by factors	students are provided with a	Competency 1: 84%		
such as politics, geography,	grading rubric that matches the	Competency 2: 80%		
economics, culture, biology,	expectations implied in all four	Competency 3: 81%		
history, and social institutions.	competencies. Previous units	Competency 4: 85%		
Students should:	have addressed each			
Enhance knowledge of social	competency before the			
and cultural institutions and the	assignment.			
values of their society and other				

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Page 2 of 3 Course: PSY 106

Competencies	Assessment Procedures (Process/Instrument named	Assessment Results	How Results Will Be Used	(Optional) Recommendations/Goals/
(Learning Outcomes Being Measured)	or described – rubric attached)		<u>To Make Improvements</u>	Priorities
societies and cultures in the world.				
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 87%. 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. Instructions will be made more clear about what is expected on the paper and presentation.	Turnitin.com was implemented this semester for the papers and will be used again next semester.
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 issued.	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 (84%). Abortion, same sex marriage, death penalty, and gun control were the main issues they were interested in this year.	Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in. Will allow students to vote on what topic they wish to debate prior to the next class meeting.	

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Page 3 of 3 Course: PSY 106

<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment:

Dana Albright Name June 11, 2013 Date

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

Class: PSY 201 Child Psychology Common Core No.: None Faculty: Dana Albright

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		<u>To Make Improvements</u>	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Four (4) exams, essay questions	Average grades on the exams,	The established benchmark for	Although the benchmarks (75%) were met in all four
describe and explain human behaviors and how they are	and pre-test/post-test for each unit are correlated to a specific	essay questions and pre- test/post-test indicate a passing	each competency was 75%. Though is was exceeded,	competencies, averages could
influenced by social	competency. This is required for	rate of 79% (higher than the	revisions should be made to	improve. Faculty will continue to
structures, institutions, and	the online class also. A paper	75% benchmark). The course is	reflect a global perspective and	integrate the global perspectives
processes within the	and/or presentation requires	offered online where an	current events. A strong	into each exam, project and
contexts of complex and	research on topics related to	analysis of final scores were	emphasis on theory will be	discussion questions. Revisions
diverse communities.	course content. A Three Ages	within the standard deviation	integrated holistically into the	and innovations are essential to
Students should:	project gives them a better	from the traditional course.	upcoming semesters.	meeting each competency
Develop an understanding of	understanding of the theory of		Competency 2 can be enhanced	addressed by the state.
self	Jean Piaget. Sample size was 15		with a class debate to	
and the world by examining	on the Pre and Post Test.		encourage social consciousness.	
content and processes used by			Critical thinking will be	
social and behavioral sciences			emphasized in Competency 4	
to			with a class project that	
discover, describe, explain, and			matches the social, economic,	
predict human behaviors and			and ecological climate in the	
social systems.			Social and Behavioral Sciences.	
2. Students will articulate how	Prior to required individual	Average scores on the	Will continue to improve their	
beliefs, assumptions, and	presentations, students are	individual presentation	understanding of Piaget's	
values are influenced by factors	provided a grading rubric that	indicated the following:	Theory of Cognitive	
such as politics, geography,	matches the expectations	Competency 1: 80%	Development with their class	
economics, culture, biology,	implied in all four competencies.	Competency 2: 83%	presentation. This is called the	
history, and social institutions.	Grading is consistent with the	Competency 3: 82%	Three Ages Project and they	
Students should:	rubric.	Competency 4: 79%	interview children of three	
Enhance knowledge of social			different age groups and	
and cultural institutions and the		(Each higher than the 75%	compare their findings to	
values of their society and other		benchmark)	Piaget's Theory. They also can	
societies and cultures in the			improve their understanding of	
world.			Freud's Theory, how correlation	

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

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Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
			does not prove causation,	
			prenatal genetic tests, and	
			Harry Harlow's experiment and Erikson's theory.	
3. Students will describe	Students are required to write a	A summary analysis of final	Will have the paper and	Turnitin.com was implemented
ongoing reciprocal interactions	paper or give a presentation that	scores was higher for this	presentation give more focus on	for use on their paper and will
among self, society, and the	gives them a better	activity (84%) than for exams	the influence of society on their	continue to use it in future
environment.	understanding of how society	and discussions questions	behavior. Also will make the	semesters.
Students should:	shapes human behavior. They	(79%). This course is offered	instructions more clear about	
Understand the interdependent	are also required to complete	online where an analysis of	what is expected on the paper	
nature of the individual,	four exams covering all the	final scores were within the	and presentation.	
family/social group, and society	chapters in the text except one.	standard deviation from the		
in shaping human behavior and		traditional course.		
determining quality of life.				
4. Students will apply the	A required project designed to	The class project was the most		
knowledge base of the social	understand Piaget's Theory and	successful learning activity and		
and behavioral sciences to	integrate all four competencies	thoroughly integrated all four		
identify, describe, explain, and	is required of each student.	competencies with a significant		
critically evaluate relevant	They are also required to	outcome of 87% will allow		
issues, ethical dilemmas, and	complete a paper or	students to vote on what topic.		
arguments. –	presentation that serves them a	They will debate prior to the		
Students should:	more in depth analysis of a topic in the text book.	next class meeting. Abortion,		
Articulate their role in a global context and develop an	III the text book.	the death penalty for those younger than 18 years of age,		
awareness and appreciation for		and legalizing marijuana were		
diverse value systems in order		issues they were interested in		
to understand how to be good		prior years.		
citizens who can critically				
examine and work toward				
quality of life within a				
framework of understanding				
and justice.				

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

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<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment:

Dana Albright Name June 11, 2013 Date

Core Competencies Assessment 2012-2013, Area IV: Social and Behavioral Science

Class: SOC 101 Introduction to Sociology NM Common Core number: SOCI 1113

Faculty: J. Scott Richeson

<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 	Essay questions on exam 1 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).	The average score on exam 1 for the academic year was 71 percent.	Students tend to struggle with the theoretical approaches and research methodology. There is also a "learning curve" when it comes to expectations for essay exams. Instructors will devote more time to preparing students to succeed on exams and understand research methodology. Use of multimedia will enhance this goal.	
discover, describe, explain, and predict human behaviors and social systems.	Essay questions on exam 2 are	The average score on exam 2 for	Students do better here, which is	
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.	correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).	the academic year was 84 percent.	experience with exam 1. Greater effort will be made to integrate cultures in the world.	

Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science

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Common Core No.: SOCI 1113

(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. Essay questions on exam 3 are cortex, and the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. The average score on exam 3 for the academic year was 82 percent. Students tend to succeed in this area. Greater effort will be made to con how social groups shape human behavior. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, 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. Students are required to communicate to students the expectations for their written work. Although the instructions for these essays are quite clear, many students fail to read them or ignore them. For example, there are students who submit plajairzed papers or papers below the minimum length requirement. Greater effort will be made to communicate to students the expectations for their written work. Image: Priorities	Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	<u>(Optional)</u>
3. Students will describe ongoing Essay questions on exam 3 are reciprocal interactions among self, society, and the environment. Essay questions on exam 3 are Students should: Correlated to each specific Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life. The average score for all formal 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe example, a student who missed an assessment and did not make it up). The average score for all formal essays for the academic year was 82 percent. 4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe example, a student who missed an assessment and did not make it up). The average score for all formal essays for the academic year was 72 percent. Victual te relevant issues, ethical dilemmas, and arguments. – Students should: Students should: Although the instructions for these essays are quite clear, many students should: Articulate their role in a global context and develop an awareness and apprecision for divers value systems in order to understand how to be good citizens who can critically essima and work toward quality of life within a framework The average score for all formal espays which can be expectation for divers value and expectation for divers value and expectation for divers value	(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
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.Essay questions on exam 3 are correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).the academic year was 82 percent.area. Greater effort will be made to focus on how social groups shape human behavior.4. Students will apply the knowledge base of the social and behavioral sciences to identify, evaluate relevant issues, ethical dilemmas, and arguments Students should: Articulate their role in a global context and develop an awareness systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a frameworkStudents should: students from the results (for example, a student who missed an assessment and did not make it up).The average score for all formal essays for the academic year was 72 percent.Although the instructions for these essays are quite clear, many students fail to read them or ignore them. For example, there are students who submit plagiarized papers or papers below the minimum length requirement. Greater effort will be made to communicate to students the expectations for their written work.	Measured)	described – rubric attached)			Priorities
knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments Students should:two formal essays which correlate to this competency area. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it up).essays for the academic year was 72 percent.essays are quite clear, many students fail to read them or ignore them. For example, there are students who submit plagiarized papers or papers below the minimum length requirement. Greater effort will be made to communicate to students the expectations for their written work.kow to be good citizens who can critically examine and work toward quality of life within a frameworkessays for the academic year was 2 percent.essays are quite clear, many students fail to read them or ignore them. For example, there are students who submit plagiarized papers or papers below the minimum length requirement. Greater effort will be made to communicate to students the expectations for their written work.	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	correlated to each specific competency. Missing data has been omitted from the results (for example, a student who missed an assessment and did not make it	•	area. Greater effort will be made to focus on how social groups	
	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	two formal essays which correlate to this competency area. Missing data has been omitted from the results (for example, a student who missed an assessment and did	essays for the academic year was	essays are quite clear, many students fail to read them or ignore them. For example, there are students who submit plagiarized papers or papers below the minimum length requirement. Greater effort will be made to communicate to students the expectations for their written	

Faculty Member Completing Assessment:

J. Scott Richeson Name <u>May 15, 2013</u> Date