

Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221)

Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2113

Jan Bradburn

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/ Priorities |
|--|--|---|---|---|
| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher)</p> <ul style="list-style-type: none"> opportunity cost, comparative advantage, and exchange, supply and demand and equilibrium, fiscal and monetary policies | <p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures. Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work</p> <p>4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work</p> <p>3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work</p> <p>2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work</p> <p>1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p> | <p>Average = 4.64</p> <p>94.7% of the students (36 out of 39) scored a 3 or higher on this assignment</p> | <p>Last year I added a pre-assignment to help students get an idea of what I was looking for. In continued it this year. Students did a great of relating these economic concepts to human behaviors.</p> | |

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/ Priorities |
|--|--|---|---|---|
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Demonstrate an understanding of this competency at a rate of 70% or higher (average 3 or higher)</p> | <p>Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific microeconomic topics I provided. Once they analyzed the statement using the microeconomic topics, they then had to determine 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.</p> | <p>Average = 4.53 92.1% of the students (35 out of 38) scored a 3 or higher on this assignment</p> | <p>Students performed well on this competency and really seemed to enjoy this assignment. I will continue this assessment tool next year.</p> | |
| <p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</p> <p>As it applies to the following topics showing an understanding with a 70% proficiency or higher (average of 3 or higher): Opportunity cost, comparative advantage, exchange, law of supply, law of demand, equilibrium, aggregate demand and aggregate supply, supply of money, interest rates, fiscal and monetary policies, and trade restrictions (state competencies Nos. 1-5 and 7*) * meets NM business articulation competencies</p> | <p>Assignment—students were required to pick a macroeconomic topic identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact and are affected by this economic topic.</p> | <p>Average= 4.26 85.3% of the students (29 out of 34) averaged a 3 or higher on all topics</p> | <p>Students did well on this objective and seemed to be able to relate the concepts to themselves and their environment very effectively.</p> | |

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

| <p style="text-align: center;">Competencies (Learning Outcomes Being Measured)</p> | <p style="text-align: center;">Assessment Procedures (Process/Instrument named or described – rubric attached)</p> | <p style="text-align: center;">Assessment Results</p> | <p style="text-align: center;">How Results Will Be Used To Make Improvements</p> | <p style="text-align: center;">(Optional) Recommendations/Goals/Priorities</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|---|------------|-----------|-----------|---|-------|-------|---|-------|-------|---|-------|-------|---|-------|-------|---|-------|-------|------------|-----------|-----------|---|-------|-------|---|-------|-------|---|-------|-------|---|-------|-------|---|-------|-------|
| <p>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. –</p> <p>4a—concepts of opportunity cost, comparative advantage and exchange(state competency No. 1*)</p> <p>4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*)</p> <p>4c—circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the responses of the economy to disturbances (state competency No. 3*)</p> <p>4d—determinants of the demand of money, the supply of money and interest rates; and the role of financial institutions on the economy (state competency No. 4*)</p> <p>4e—fiscal policies, monetary policies; how these affect the economy (state competency No. 5*)</p> <p>*Meets NM business articulation competencies End – Social/Behavioral Sciences</p> | <p>Quizzes and Assignments including graphical analysis.</p> | <p>Overall Objective Averages</p> <p>4a = 80.5%</p> <p>4b = 78.7%</p> <p>4c = 77.9%</p> <p>4d = 72.0%</p> <p>4e = 69.3%</p> <p>% of Students Scoring 70% or higher</p> <p>4a = 85.8%</p> <p>4b = 80.2%</p> <p>4c = 79.9%</p> <p>4d = 73.0%</p> <p>4e = 67.7%</p> | <p>Overall I am very pleased with the results. Students met each of the objectives, with the exception of Competency 4e. The average barely fell below the 70% benchmark; however, only 67.7% of the students scored 70% or higher. Last year, this students scored well on this competency so I will continue and evaluate data next year for a possible trend.</p> | <p>I will continue this assessment next year in order to compare data.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Overall Objective Average</p> <table border="1"> <caption>Overall Objective Average Data</caption> <thead> <tr> <th>Competency</th> <th>2010-2011</th> <th>2011-2012</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>78.0%</td> <td>82.0%</td> </tr> <tr> <td>2</td> <td>75.0%</td> <td>80.0%</td> </tr> <tr> <td>3</td> <td>75.0%</td> <td>79.0%</td> </tr> <tr> <td>4</td> <td>82.0%</td> <td>73.0%</td> </tr> <tr> <td>5</td> <td>78.0%</td> <td>70.0%</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Percentage of Students Scoring 70% of Higher</p> <table border="1"> <caption>Percentage of Students Scoring 70% or Higher Data</caption> <thead> <tr> <th>Competency</th> <th>2010-2011</th> <th>2011-2012</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>78.0%</td> <td>85.8%</td> </tr> <tr> <td>2</td> <td>67.7%</td> <td>80.2%</td> </tr> <tr> <td>3</td> <td>79.9%</td> <td>79.9%</td> </tr> <tr> <td>4</td> <td>85.8%</td> <td>73.0%</td> </tr> <tr> <td>5</td> <td>73.0%</td> <td>67.7%</td> </tr> </tbody> </table> </div> </div> | | | | | Competency | 2010-2011 | 2011-2012 | 1 | 78.0% | 82.0% | 2 | 75.0% | 80.0% | 3 | 75.0% | 79.0% | 4 | 82.0% | 73.0% | 5 | 78.0% | 70.0% | Competency | 2010-2011 | 2011-2012 | 1 | 78.0% | 85.8% | 2 | 67.7% | 80.2% | 3 | 79.9% | 79.9% | 4 | 85.8% | 73.0% | 5 | 73.0% | 67.7% |
| Competency | 2010-2011 | 2011-2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 78.0% | 82.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 75.0% | 80.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 75.0% | 79.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 82.0% | 73.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 78.0% | 70.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Competency | 2010-2011 | 2011-2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 78.0% | 85.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 67.7% | 80.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 79.9% | 79.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 85.8% | 73.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 73.0% | 67.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

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 4, 201 575.769.4916
Name Date Phone Number

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Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222)

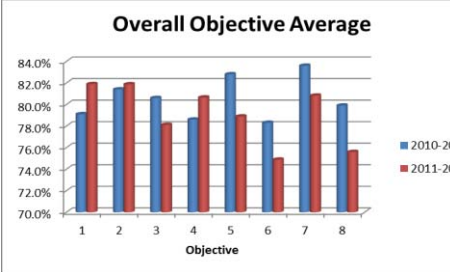
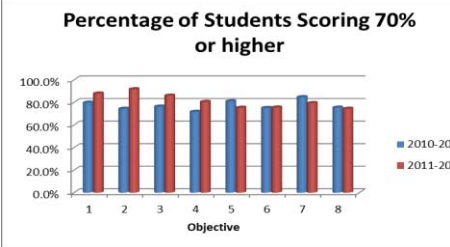
Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2123

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/ Priorities |
|--|---|--|--|---|
| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher)</p> <p>Opportunity cost, supply and demand, price elasticity of demand, supply and income elasticity, cost analysis and break-even analysis, labor and capital markets</p> | <p>Assignment—Students are required to incorporate human behavior as it relates to the concepts listed. They must explain how individual human behavior would be affected by businesses and social structures.</p> <p>Assignments were scored on the following rubric:</p> <p>5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work</p> <p>4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work</p> <p>3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work</p> <p>2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work</p> <p>1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work</p> | <p>Average = 4.73</p> <p>96% of the students (22 out of 23) averaged a 3 or higher on this objective</p> | <p>Last year I added a pre-assignment to help students get an idea of what I was looking for. I continued it this year. Students did a great job of relating these economic concepts to human behaviors.</p> | |

| Competencies (Learning Outcomes Being Measured) | Assessment Procedures (Process/Instrument named or described – rubric attached) | Assessment Results | How Results Will Be Used To Make Improvements | (Optional) Recommendations/Goals/ Priorities |
|---|--|--|---|---|
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher)</p> | <p>Assignment—students were required to pick a statement from a list I provided and give an opinion on whether they felt it was true or false. Then they had to evaluate the topic using specific microeconomic topics I provided. Once they analyzed the statement using the microeconomic topics, they then had to determine 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.</p> | <p>Average = 4.52 91% of the students (21 out of 23) averaged a 3 or higher on this objective</p> | <p>Students performed well on this competency and really seemed to enjoy this assignment. I will continue this assessment tool next year.</p> | |
| <p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</p> <p>Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher): Opportunity cost, law of supply, law of demand, equilibrium, price 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)</p> | <p>Assignment—students were required to pick a microeconomic topic identifying how the topic affects the overall US, their community, and the student individually. Students must tie all three together to show how all three interact and are affected by this economic topic.</p> | <p>Average = 4.18 88% of the students (15 out of 17) averaged a 3 or higher on this objective</p> | <p>Students did well on this objective and seemed to be able to relate the concepts to themselves and their environment very effectively.</p> | |

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|--|---|--|---|---|
| <p>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. – Demonstrate an understanding of the following competencies at a rate of 70% or higher</p> <p>4a—opportunity cost (state competency No. 1*) 4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*) 4c—concepts and calculation of price elasticity of demand and supply and income elasticity (state competency No. 3*) 4d—consumer choice including utility analysis (state competency No. 4*) 4e—producer choice including cost analysis and break-even point (state competency No. 5*) 4f—comparison and contrast of perfect competition, monopoly, monopolistic 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*)</p> <p>*Meets NM business articulation competencies End – Social/Behavioral Sciences</p> | <p>Quizzes and Assignments completed via Aplia including graphical analysis</p> | <p><u>Overall Objective Average</u> 4a = 81.9% 4b = 81.9% 4c = 78.1% 4d = 80.7% 4e = 78.9% 4f = 74.9% 4g = 80.8% 4h = 75.6%</p> <p><u>Students scoring 70% or higher on each objective</u> 4a = 87.9% 4b = 91.7% 4c = 86.0% 4d = 80.5% 4e = 75.3% 4f = 75.5% 4g = 79.4% 4h = 74.4%</p> | <p>Overall I am very pleased with the results. Students met each of the objectives. As I was working through assessment data, I did determine one concern and that is the retention rate especially in my online courses. I would like to start tracking as I would like to work towards at least a 70% retention rate. This year my retention rate was 63%. This includes any student who withdrew or failed the course. (Fall 2011 F2F = 66.7%, Fall 2011 Online=58.3%, Spring 2012 Online = 73.6%)</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div> | <p>The first semester this course was taught, I used the final exam and assignments to assess data; however, I determined that when using the final exam it made it more difficult to assess how well students were doing along the way; therefore, this year I decided to assess the quizzes and assignments. I will continue this assessment measure next year.</p> |

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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 taxes and antitrust
8. the role of labor and capital markets

Faculty Member Completing Assessment: Robin Kuykendall May 15, 2012 575.769.4916
Name Date Phone Number

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

Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: PSCI 102 (Online Only)

Faculty: Rick Rowley

Common Core No.: POLS 1123

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
|--|--|--|---|---|
| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>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.</p> | <p>Students complete a comprehensive final exam and accompanying units requiring discussion questions, and a final composition. The required activities are matched to the state competencies and are identified as such within each unit.</p> | <p>The average final exam score was 93%, the average score on the unit activities was 93%, and the final composition was 93%. Online students tend to either complete the activities successfully or poorly.</p> | <p>Continuation with present practices and learning strategies as long as the benchmark (80%) is met and exceeded. The online format is a challenging environment for both the students and the instructors. The opportunity for academic dishonesty is minimized with the existing course management strategies. Student evaluations indicate much satisfaction with learning strategies and the acquisition of a social consciousness and global perspective.</p> | |
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> | <p>Project-Based activities were required to match the intention of each competency. Rubrics were provided for students prior to the assignments.</p> | <p>Unit activities are consistently well-received and scores are superior. Requesting that students actively engage in a global issue is always successful and can provide a basis for future projects; each building on the next.</p> | | |

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|---|--|---|--|---|
| <p>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.</p> | <p>Discussion questions and unit activities integrate critical thinking strategies into each assignment. Students are required to address each competency within the assignment.</p> | <p>Unit activities/critical thinking activities averaged 93%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.</p> | <p>Student grades on the final exam, report, and unit activities has improved 10% points over last year’s results. Writing activities will continue to be used to improve and measure analytic skills.</p> | |
| <p>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.</p> <p>End – Social/Behavioral Sciences</p> | <p>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.</p> | <p>The final research composition was the most successful learning strategy and allowed the instructor to measure the competencies through process writing. (93%)</p> | | |

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Faculty Member Completing Assessment: Rick Rowley _____ July 16, 2012 _____
Name *Date* *Phone Number*

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Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: PSY 101

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
|--|---|--|--|---|
| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>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.</p> | <p>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. Sample size was 30 on Pre-Test and Post-Test.</p> | <p>Average grades on the exams, project based activities and pre/post test indicate a pass rate of 81% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p> | <p>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. 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.</p> | <p>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.</p> |

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|--|---|--|--|--|
| <p>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.</p> | <p>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.</p> | <p>Average scores on the individual presentation indicated the following: Competency 1: 81% Competency 2: 83% Competency 3: 84% Competency 4: 83%</p> <p>(Each higher than the 75% benchmark)</p> | | |
| <p>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.</p> | <p>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.</p> | <p>A summary analysis of final scores indicated that competencies were met at a higher rate in project based activities (86%) 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.</p> | <p>Instructions will be made more clear about what is expected on the paper and presentations.</p> | <p>Turnitin.com was implemented this semester for the papers and will be used again next year.</p> |
| <p>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</p> | <p>Students are required to debate topics that integrate and measure all four competencies noted in the grading rubric. The debates are dedicated to an issue/concern related to each student's community. They complete a portfolio assignment encouraging in the topics and</p> | <p>The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 88%. Students were more interested in national controversies as opposed to local and state issues. Abortion, the death</p> | <p>Will have students vote, prior to each class, concerning what issue they want to debate what they are most interested in.</p> | |

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

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| 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 | global social issues. | penalty, and same sex marriage were the main issues they were interested in. | | |

Faculty Member Completing Assessment: Dana Albright _____
Name

June 11, 2012 _____
Date

4944 _____
Phone Number

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

Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: PSY 106

Faculty: Dana Albright

Common Core No.: Human Growth & Dev

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>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.</p> | <p>Students complete four exams and a pre/post-test. They write a paper and short answer questions. The required exams and activities are matched to the state competencies and are identified as such. A paper and/or presentation requires research on topics related to course content. A project is required that allows them to have a better understanding of themselves and their world. Sample size was 27 on Pre and Post test.</p> | <p>Average grades on the exams (84%), post-test (85%) and paper (82%) exceeded the benchmark of (75%).</p> | <p>Continuation with present practices and learning strategies as long as the benchmark (75%) is met and exceeded. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, and mastery. Though the benchmark was exceeded, revisions should be made to reflect a global perspective of current events. They also can improve their understanding of anecdotal evidence as compared to scientific evidence. Marcia's identity status will be clearly explained. They need to know what percent of people are near the average range on an I.Q. test.</p> | <p>Although the benchmarks (75%) were met in all four competencies, averages could improve. Revisions and innovations are essential to meeting each competency addressed by the state.</p> |
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the</p> | <p>Prior to required group activities and individual presentations students are provided with a grading rubric that matches the expectations implied in all four competencies. Previous units have addressed each competency before the assignment.</p> | <p>Average scores on the projects indicated the following: Competency 1: 82% Competency 2: 83% Competency 3: 84% Competency 4: 83%</p> | | |

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| values of their society and other societies and cultures in the world. | | | | |
| <p>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.</p> | 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 82%. Activities averaged 85%. 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. |
| <p>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</p> | 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 (85%). Abortion, same sex marriage or the death penalty 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. | |

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

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

Faculty Member Completing Assessment: Dana Albright _____ June 11, 2012 _____ 4944
Name Date Phone Number

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

Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: PSY 201

Faculty: Dana Albright

Common Core No.: CHILD PSYCHOLOGY

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>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.</p> | <p>Four (4) exams, essay questions and pre-test/post-test for each unit are correlated to a specific competency. This is required for the online class also. A paper and/or presentation requires research on topics related to course content. A Three Ages project gives them a better understanding of the theory of Jean Piaget. Sample size was 17 on the Pre and Post Test.</p> | <p>Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 82% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p> | <p>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 encourage social consciousness. Critical thinking will be emphasized in Competency 4 with a class project that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.</p> | <p>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 and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</p> |
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> | <p>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.</p> | <p>Average scores on the individual presentation indicated the following: Competency 1: 82% Competency 2: 81% Competency 3: 84% Competency 4: 80%</p> <p>(Each higher than the 75% benchmark)</p> | <p>Will continue to improve their understanding of Piaget's Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interview children of three different age groups and compare their findings to Piaget's Theory. They also can improve their understanding of Freud's Theory, how correlation</p> | |

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| | | | does not prove causation, prenatal genetic tests, and Harry Harlow's experiment. | |
| <p>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.</p> | <p>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.</p> | <p>A summary analysis of final scores was higher ofr this activity (86%) than for exams and discussions questions (81%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p> | <p>Will have the paper and presentation give more focus on the influence of society on their behavior. Also will make the instructions more clear about what is expected on the paper and presentation.</p> | <p>Turnitin.com was implemented for use on their paper and will continue to use it in future semesters.</p> |
| <p>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.</p> | <p>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.</p> | <p>The class project was the most successful learning activity and thoroughly integrated all four competencies with a significant outcome of 88% will allow students to vote on what topic. They will debate prior to the next class meeting. Abortion and the death penalty for those younger than 18 years of age were issues they were interested in prior years.</p> | | |

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

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

Faculty Member Completing Assessment: Dana Albright _____
Name

June 11, 2012 _____
Date

4944 _____
Phone Number

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

Clovis Community College

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: PSY 202

Faculty: Janet Irwin

Common Core No.: ADOLESCENT PSYCHOLOGY

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>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.</p> | <p>Three exams, essay question(s) for each exam, pre & post test for each unit correlated to a specific competency.</p> | <p>Average grades on exams, essay questions, pre & post tests indicate a pass rate of 85% which is higher than the 75% benchmark</p> | <p>Despite the fact that the benchmark of 75% was exceeded, a strong move should be made to discuss the core theories and how they relate to the specific subject. This instructor makes every attempt to integrate current information as it relates to the subject and give students a chance to weigh-in on how this information affects thinking and behaviors.</p> | <p>The established benchmark was 75%. While it was exceeded, it appears that the overall average was lowered due to the myths that persist about adolescence. The scores on the post test reflected that instruction helped students understand the realities of adolescence versus the hype and myths surrounding puberty.</p> |
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p> | <p>Students are instructed on the how-to and expectations required to complete six handout. These handouts are designed to encourage critical thinking about social & cultural ideas as they pertain to adolescence and how teens fit into society and culture. The handouts require they fill out information and then question two other individuals about their</p> | <p>The average score for handouts was 90%. The score was based on the student's completion of all 6 handouts. Because the handouts are subjective, if all criteria are met, student receives the full credit for each handout completed.</p> | <p>Students find thee handouts difficult because it requires reflections about their thoughts and feelings about adolescence whether they are still in that age range or many years removed.</p> | <p>For this instructor, it helps me "hear" what students feel about adolescence and helps me to expand my lectures to include what may be of importance to better overall coverage of the subject matter beyond what is covered in the text.</p> |

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| | opinions about their feelings during adolescence. | | | |
| <p>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.</p> | Students are required to participate in a group project. Students are placed in random groups and give the opportunity to choose a subject for extensive research. The project must be at least 15minutes in length, but the format for presentation is of their choosing. They must work together as a group. | The average for the Fall 2011 semester was 100%. Every student participated, every student worked as a group participant. All projects were 15 plus minutes, powerpoint presentations, well researched, and well documented. All students received the full point value for this project. | The instructor has used this group project format to encourage students to “meet” each other. This instructor asks each student to critique the class and the “thing” students do not like is the group project-not the project-but the fact that they must “work as a group.” We are an individualistic society that must learn how to work as a group. | The instructor gains a great deal from this project as students are encouraged to research current and up to date information about subject matter. This helps the students, but it also encourages the instructor to research current information and thinking about a particular subject. |
| <p>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.</p> | 3 test exams, essay questions, pre & post tests, 6 handout papers, and group projects. These assessment procedures enable the student to apply the knowledge bas of the social and behavioral sciences area by identifying, describing, explaining and evaluating information required by instructor for this course. | Because the group project for the Fall 2011 semester was 100% for all students, the average for all assessment procedures used for this class was 95%. | | |

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

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

Faculty Member Completing Assessment: Janet Irwin _____ April 16, 2012 _____
Name *Date* *Phone Number*

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

Clovis Community College

Core Competencies Assessment 2011-2012, Area IV: Social and Behavioral Science

Class: SOC 101 (combined Fall/spring Courses Assessed)

Faculty: J. Scott Richeson

COMMON CORE NUMBER: SOCI 1113

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| <p>1. Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p> <p>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.</p> | <p>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).</p> | <p>The average score on exam 1 for the academic year was 71 percent.</p> | <p>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.</p> | |
| <p>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p> <p>Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the</p> | <p>Essay questions on exam 2 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).</p> | <p>The average score on exam 2 for the academic year was 84 percent.</p> | <p>Students do better here, which is partly due to the content and experience with exam 1. Greater effort will be made to integrate cultures in the world.</p> | |

| <u>Competencies</u> (Learning Outcomes Being Measured) | <u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached) | <u>Assessment Results</u> | <u>How Results Will Be Used To Make Improvements</u> | <u>(Optional)</u> Recommendations/Goals/Priorities |
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| world. | | | | |
| <p>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.</p> | <p>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).</p> | <p>The average score on exam 3 for the academic year was 82 percent.</p> | <p>Students tend to succeed in this area. Greater effort will be made to focus on how social groups shape human behavior.</p> | |
| <p>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.</p> | <p>Students are required to complete 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).</p> | <p>The average score for all formal essays for the academic year was 72 percent.</p> | <p>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.</p> | |

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

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

Faculty Member Completing Assessment: J. Scott Richeson _____ May 15, 2012 _____ 4914 _____
Name Date Phone Number

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