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

Class: Principles of Macroeconomics (ECON 221) **Faculty: Robin Kuykendall**

Common Core No.: NMCCN ECON 2113

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. 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. Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) opportunity cost, comparative advantage, and exchange, supply and demand and equilibrium, fiscal and monetary policies	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: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work	Average = 4.30 93.2% of the students (41 out of 44) scored a 3 or higher on this assignment	Overall I am pleased with the assessment results for competencies 1-3. The scores are high and most students are passing with a 3 or higher. These assignments only count 5% of the students' total grade in the class. I found that during the spring semester especially, many students did not complete the assignment at all. It seems as though students don't feel it affects their grade much, so they just don't complete the assignments. Students expressed that they just don't like to write, so they didn't complete the assignment. I think this may skew the data some. Therefore beginning fall 2013, I will make these assignments count more of their grade (10%) to see if there is greater participation.

Revised: 1/10/13

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. Demonstrate an understanding of this competency at a rate of 70% or higher (average 3 or higher)	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.	Average = 3.88 87.8% of the students (36 out of 41) scored a 3 or higher on this assignment	
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. 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	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.	Average = 4.07 90.0% of the students (27 out of 30) scored a 3 or higher on this assignment	

Overall Competency Average (Scale 1-5) — 2011-2012, 2012-2013

Percentage of Students Scoring 70% (3) or Higher — 2011-2012, 2012-2013

All class assessment forms are due to your division chair by June 30 or as designated by the Division Chair.
All assessments are due from the Division Chairs to the Assessment Committee Chair by July 30.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used To Make Improvements
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. 4a—concepts of opportunity cost, comparative advantage and exchange(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—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*) 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*) 4e—fiscal policies, monetary policies; how these affect the economy (state competency No. 5*) *Meets NM business articulation competencies End – Social/Behavioral Sciences	Quizzes and Assignments including graphical analysis.	Overall Objective Averages **4a** = 79.8% **4b** = 80.8% **4c** = 80.6% **4d** = 82.8% **4e** = 78.4% Percentage of Students Scoring 70% or higher **4a** = 81.5% **4b** = 80.3% **4c** = 78.9% **4d** = 83.9% **4e** = 77.6%	Last year, competency 4e was the only competency that was not met at a score of 70% or higher. (69.3% with 67.7% of the students scoring 70% or higher). This year I rearranged the chapters to that I could spend a little more time on these concepts. Students seemed to have a much better grasp. 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.

Overall Objective Average

Percentage of Students Scoring 70% of Higher

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***

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Clovis Community College
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 (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. 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. Demonstrate an understanding of the following competencies at a rate of 70% or higher (average of 3 or higher) Opportunity cost, supply and demand, price elasticity of demand, supply and income elasticity, cost analysis and break-even analysis, labor and capital markets	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: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with human behavior)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts to human behavior)—F level work	Average = 3.95 81.1% of the students (30 out of 37) scored a 3 or higher on this assignment	Overall I am pleased with the assessment results for competencies 1-3. The scores are high and most students are passing with a 3 or higher. These assignments only count 5% of the students' total grade in the class. I found that during the spring semester especially, many students did not complete the assignment at all. It seems as though students don't feel it affects their grade much, so they just don't complete the assignments. Students expressed that they just don't like to write, so they didn't complete the assignment. I think this may skew the data some. Therefore beginning fall 2013, I will make these assignments count more of their grade (10%) to see if there is greater participation.

Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**
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. Demonstrate an understanding of the this competencies at a rate of 70% or higher (average of 3 or higher)	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.	Average = 4.58 93.5% of the students (29 out of 31) scored a 3 or higher on this assignment	
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. 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)	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.	Average = 4.48 91.3% of the students (21 out of 23) scored a 3 or higher on this assignment	

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Competencies (Learning Outcomes Being Measured)	**Assessment Procedures** (Process/Instrument named or described – rubric attached)	**Assessment Results**	**How Results Will Be Used To Make Improvements**

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
  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*)
*Meets NM business articulation competencies
        End – Social/Behavioral Sciences
	Quizzes and Assignments including graphical analysis.	Overall Objective Average
		4a = 83.0%
		4b = 83.0%
		4c = 80.5%
		4d = 84.5%
		4e = 76.1%
		4f = 74.6%
		4g = 78.6%
		4h = 81.6%
		
		Students scoring 70% or higher on each objective
		4a = 83.0%
		4b = 78.3%
		4c = 64.0%
		4d = 78.7%
		4e = 66.2%
		4f = 68.8%
		4g = 85.1%
		4h = 81.3%
			Prior to this year, all objectives have met the benchmark of 70% of students scoring 70% or higher on all objectives. This year, although the overall averages for each objective was over 70%, there were 3 objectives in which less than 70% of the students met the 70% or higher objective. That included objectives 4c, 4e, and 4f (state objectives 3, 5, and 6 respectively). This has typically not been an issue, and this was consistent with the face-to-face classes and the online classes, as well as fall and spring classes.
			
			These objectives are very complex chapters and many students tend to struggle with these. My goal is to look at how I present the lecture for both face-to-face and online classes. I will add more in-class work and tutorials to monitor student learning prior to them completing the assessments.

Overall Objective Average

Percentage of Students Scoring 70% or higher

NM Business Articulation Competencies for Principles of Microeconomics

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

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

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

Class: PSY 101   Introduction to Psychology   **Faculty: Dana Albright**
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 To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.	Essay questions, and four exams are required that cover each unit are correlated to a specific competency. Also a pre-test and post-test is completed. A paper and or presentation requires research on topics related to the course content. A project is required that allows them to have a better understanding of themselves and their world. Sample size was 40 on Pre-Test and Post-Test.	Average grades on the exams, project based activities and pre/post test indicate a pass rate of 78% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	The established benchmark for each competency was 75%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate allowing 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.	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.

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Clovis Community College
Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science
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 To Make Improvements	(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.

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

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Clovis Community College
Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science
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 To Make Improvements	(Optional) Recommendations/Goals/ Priorities
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. End – Social/Behavioral Sciences	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 global social issues.	The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 86%. Students were more interested in national controversies as opposed to local and state issues. Abortion, the death penalty, same sex marriage, and gun control were the main issues they were interested in.	Will have students vote, prior to each class, concerning what issue they want to debate what they are most interested in.	

Faculty Member Completing Assessment: <u>Dana Albright</u>   <u>June 11, 2013</u>
                                                     Name   *Date*

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

Clovis Community College
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 (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
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. 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.	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 18 on Pre and Post test.	Average grades on the exams (80%), post-test (82%) and paper (84%) exceeded the benchmark of (75%).	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. Each stage of Erikson's theory will be more clearly explained.	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.
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	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.	Average scores on the projects indicated the following: Competency 1: 84% Competency 2: 80% Competency 3: 81% Competency 4: 85%		

Revised: 03/24/10

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
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.	

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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
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: <u>Dana Albright</u>   <u>June 11, 2013</u>
                                              Name   *Date*

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

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

Class: PSY 201   Child Psychology   **Faculty: Dana Albright**

Common Core No.: None

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
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. 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.	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 15 on the Pre and Post Test.	Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 79% (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.	The established benchmark for each competency was 75%. Though is 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.	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.
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: 80% Competency 2: 83% Competency 3: 82% Competency 4: 79% (Each higher than the 75% benchmark)	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	

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

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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
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment: **Dana Albright**   **June 11, 2013**
                                                                              Name   *Date*

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Clovis Community College
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**

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
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. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.	Essay questions 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.	
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.	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).	The average score on exam 2 for the academic year was 84 percent.	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.	

Revised: 03/02/09

Clovis Community College
Core Competencies Assessment 2012-2013—Area IV: Social and Behavioral Science
Common Core No.: SOCI 1113

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
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.	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 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 focus on how social groups shape human behavior.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences	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).	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.	

Faculty Member Completing Assessment: J. Scott Richeson   May 15, 2013
                                                                                                Name   *Date*

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