

Clovis Community College

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

Class: CRJU 102 (Online only)

Faculty: Freddie Salazar

Common Core No.: NMCCN CRJI 1113

by Ruthie Hefner

| <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 compositions required for each unit are correlated to a specific competency.</p> | <p>Average grades on the midterm (81%), final (83%) Journals (90%), and Project-Based activities (87%) exceeded the benchmark (80%).</p> | <p>The Project-Based activities and required essays proved to be the most successful strategy (87%) for the integration of the four competencies. Asking students to select from only specific issues designed to match the competencies seemed to encourage recognition, recall, mastery, and engagement. Results from essays indicated that requiring more internet research and personal autonomy of topics and activities should help improve the scores on each assessment activity. The textbook should be reconsidered after another year. Students' questions revealed that the textbook may be too advanced for the reading level of students in online formats. Without being able to answer and discuss the facets of the questions answers are difficult to formulate and fully ascertain total mastery.</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 CRJU research-based essays, discussion questions, and critical thinking activities students are provided with a grading rubric that matches the expectation implied in all four competencies. All units have addressed each competency before assigning the presentation.</p> | <p>Average scores on the projects indicated the following:</p> <p>Competency #1 - 82% Competency #2 - 81% Competency #3 - 84% Competency #4 - 82%</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 critical thinking activity, projects, and exams on supplemental CRJU readings (journal articles) to encourage the sociological imagination and provide a social consciousness regarding the affects of crime on society and the individual.</p> | <p>An analysis of exam scores (two questions correlated to each competency revealed mastery at 81% on the midterm, 83% on the projects, and 87% on the final). Each competency revealed mastery as the benchmark but further assessment indicated that the students utilized information from their own research more than the textbook information.</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</p> | <p>Two required projects are dedicated to emerging criminal controversies confronting the global community. Students use the sociological imagination to confront all four competencies among the two projects.</p> | | | |

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

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| and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice. End – Social/Behavioral Sciences | | | | |

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

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Clovis Community College

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

Class: Principles of Macroeconomics (ECON 221)

Faculty: Robin Kuykendall

Common Core No.: NMCCN ECON 2113

| <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>1a—opportunity cost, comparative advantage, and exchange (state competency No. 1*)</p> <p>1b—supply and demand and equilibrium (state competency No. 2*)</p> <p>1c—fiscal and monetary policies (state competency No. 5*)</p> <p>* meets NM business articulation competencies</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>1a = 4.1 80% of the students (28 out of 35) scored a 3 or higher on this assignment</p> <p>1b = 4.08 84% of the students (21 out of 25) scored a 3 or higher on this assignment</p> <p>1c = 4.27 92% of the students (24 out of 26) scored a 3 or higher on this assignment</p> | <p>Based on last year’s assessment I determined I would add a pre-assignment so students could get feedback before these 3 assignments were completed. That seemed to really make a difference as students scored really well on these this year.</p> <p>I will continue this next year and evaluate the data.</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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| 2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. | Assignment—Students identify how beliefs, assumptions, and values are affected by Classical economic theory and Keynesian theory. Must cite specifics from these 2 theories and articulate how they would influence beliefs, assumptions, and values as it relates to the economy. | | | This objective was covered in the course; however, it was not assessed this year. The assignment (assessment procedure) listed will be incorporated next semester in order to incorporate the assessment of this objective into the courses. |

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|--|--|---|---|---|
| <p>3. Students will describe ongoing reciprocal interactions among self, society, and the environment. 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 complete a brief paragraph identifying how each course topic relates to their self and their environment. They must relate each topic to a real-world example they have encountered, their role, and how it affects their environment and the overall economy. Assignments were scored on the following rubric: 5= Outstanding (strong critical thinking skills displayed and strong ability to incorporate economics concepts with self and environment)—A level work 4=Good (good critical thinking skills and good ability to incorporate economics concepts with self and environment)—B level work 3=Adequate (some critical thinking skills displayed and adequate ability to incorporate economics concepts with self and environment)—C level work 2 = Needs improvement (little to no critical thinking skills and marginal ability to incorporate economics concepts with self and environment)—D level work 1=Poor (no critical thinking skills and/or ability to incorporate economics concepts with self and environment)—F level work</p> | <p>Average= 3.12 88% of the students (14 out of 16) averaged a 3 or higher on all topics</p> | <p>Each student was required to complete 8 paragraphs on the topics listed. Only 88% of the students averaged a 3 or higher on all topics. However, I found that many of the students were not turning them in. I found that the work load was overwhelming as students tried to complete all these assignments as well as Aplia assignments and quizzes each week, and it greatly affected retention. I will need to evaluate the work load and determine a way to evaluate this objective in a simplified assignment.</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. –</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>4f—foreign exchange rates, markets, and the balance of payments (state competency No. 6*)</p> <p>4g—trade restrictions and how they affect the economy (state competency No. 7*)</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 = 76.5%</p> <p>4b = 74.5%</p> <p>4c = 74.2%</p> <p>4d = 80.8%</p> <p>4e = 77.0%</p> <p>% of Students Scoring 70% or higher</p> <p>4a = 74.5%</p> <p>4b = 66.5%</p> <p>4c = 72.4%</p> <p>4d = 85.4%</p> <p>4e = 75.9%</p> | <p>Last year, I used the final exam for assessment purposes. It made it difficult to gauge along the way how students were doing; therefore, this year I used quizzes and assignments for each chapter. With this I was able to assess each section to determine how students did. Overall students scored well in all 5 objectives. (individual course data is attached).</p> <p>Overall, the quiz scores for Objective 4b seemed to be a lot lower than the scores for the assignments. I will consider spending a little more time in the area of supply and demand. I did, however, notice that by the time we got to aggregate supply and demand, it seems the students grasped the overall concept of supply and demand better.</p> | <p>I will continue this assessment next year in order to compare data.</p> |

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Clovis Community College

Core Competencies Assessment 2010-2011—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 = 3.94</p> <p>85% of the students (40 out of 47) averaged a 3 or higher on this objective</p> | <p>Based on last year’s assessment I determined I would add a pre-assignment so students could get feedback before these 3 assignments were completed. That seemed to really make a difference as students scored really well on these this year.</p> <p>I will continue this assessment measure next year.</p> | <p>The overall assessment results from the first semester, were pretty bleak; however, this year the assessment results were much better. I will continue the same thing, but will be adding audio lectures to the online courses during the 2011-2012 academic year.</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.</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 complete a brief paragraph identifying how their own beliefs and values can influence microeconomics. Students were required to pick a particular microeconomic topic to specifically relate to. Assignments were scored on the same rubric as the first competency.</p> | <p>Average = 4.08 84% of the students (37 out of 44) averaged a 3 or higher on this objective</p> | <p>Students performed well on this competency. 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 3 topics throughout the semester to and complete a brief paragraph identifying how each course topic relates to their self and their environment. They must relate each topic to a real-world example they have encountered, their role, and how it affects their environment and the overall economy.</p> | <p>Average = 3.79 82% of the students (36 out of 44) 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 = 79.1% 4b = 81.4% 4c = 80.6% 4d = 78.6% 4e = 82.8% 4f = 78.3% 4g = 83.6% 4h = 79.9%</p> <p><u>Students scoring 70% or higher on each objective</u> 4a = 79.8% 4b = 74.4% 4c = 76.3% 4d = 71.7% 4e = 81.0% 4f = 75.1% 4g = 84.7% 4h = 75.4%</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.</p> | <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

Name

May 17, 2011

Date

575.769.4916

Phone Number

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Clovis Community College

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

Class: PSCI 102 (Online only)

Faculty: Rick Rowley

Common Core No.: NMCCN 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 82%, the average score on the unit activities was 81%, and the final composition was 80%. 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. By using the techniques of the sociological imagination, students are required to address each competency within the assignment.</p> | <p>Unit activities/critical thinking activities averaged 83%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.</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. (85%).</p> | | |

Faculty Member Completing Assessment: Ruthie Hefner*Name*

May 10, 2011

Date

4962

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

Clovis Community College

Core Competencies Assessment 2010-2011—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.</p> | <p>Average grades on the exams, project based activities and pre/post test indicate a pass rate of 77% (higher than 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</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.</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> |
| <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: 79% Competency 3: 83% Competency 4: 81%</p> <p>(Each higher than the 75% benchmark)</p> | | |

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

PSY 101

| <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>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 (84%) 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>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>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.</p> | <p>The debates were a successful learning activity and thoroughly integrated all four competencies with a significant outcomes of 90%. Students were more interested in local and state issues as opposed to national controversies.</p> | | |

Faculty Member Completing Assessment: Dana Albright _____ June 7, 2011 _____ 4944 _____
Name Date Phone Number

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Clovis Community College

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

Class: PSY 106

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 |
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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.</p> | <p>Average grades on the exams (82%), post-test (80%) and paper (84%) 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 bench mark was exceeded, revisions should be made to reflect a global perspective of current events.</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 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: 83% Competency 2: 85% Competency 3: 82% Competency 4: 85%</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>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 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.</p> | <p>Papers and presentation averaged 84%. Activities averaged 82%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.</p> | <p>Will improve their focus on how society and the social groups effect 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>End – Social/Behavioral Sciences</p> | <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 issues.</p> | <p>Debates were a successful learning strategy allowing them to think critically and evaluate relevant issues. The activities were the most successful learning strategy and allowed the instructor to measure the competencies through writing (82%).</p> | <p>Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in.</p> | |

Faculty Member Completing Assessment: Dana Albright _____ June7, 2011 _____ 4944 _____
Name *Date* *Phone Number*

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

Clovis Community College

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

Class: PSY 201

Faculty: Dana Albright

Common Core No.: NMCCN PSYC 1113

| <u>Competencies</u> (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>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</p> | <p>Average grades on the exams, essay questions and pre-test/post-test indicate a passing rate of 84% (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: 85% Competency 2: 83% Competency 3: 85% Competency 4: 84%</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.</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>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 for this activity (84%) than for exams and discussions questions (80%). This course is offered online where an analysis of final scores were within the standard deviation from the traditional course.</p> | <p>Will have the paper and presentation give more focus on the influence of society on their 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>End – Social/Behavioral Sciences</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 85%.</p> | | |

Faculty Member Completing Assessment: Dana Albright _____ June7, 2011 _____ 4944 _____
Name *Date* *Phone Number*

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Clovis Community College

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

Class: SOC 101 (In-class and Online combined Fall Courses Assessed)

Faculty: Ruthie Hefner & Glynnis Maes

Common Core No.: NMCCN SOCI 1113

by Ruthie Hefner

| <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 question and projects required for each unit are correlated to a specific competency.</p> | <p>Combined average grades on the midterm, final, and Project-Based activities indicated pass rate of 81%.</p> | <p>The established benchmark for each competency was 80%. Though it was exceeded, revisions should be made to reflect a global perspective and the correlation to each major theoretical paradigm. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competencies #3 and #4 should be enhanced by including a class debate to encourage social responsibility and a social consciousness. Critical thinking will be emphasized in Competency #3 and #4 by selecting a global research project which matches the social, economic, and ecological climate in the Social and Behavioral Sciences.</p> | <p>Although the benchmarks (80%) were met all four competencies, averages could certainly improve by calculating midterm scores. Faculty will continue to integrate the global perspective into each exam, Project-Based activity, and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.</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 group and individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Grading is consistent with the rubric and numerically scored.</p> | <p>Average scores on the group presentations indicated the following: Competency #1 80% Competency #2 80% Competency #3 85% Competency #4 85% (Each higher than the 80% benchmark)</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>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 an individual and group project that began the first day of class and was presented the final weeks. The topics were selected individually and each chapter added a new dimension. The group dimension allowed and encouraged cooperative learning.</p> | <p>A summary analysis of final scores indicated that competencies were met at a higher rate in Project-Based activities (85%) as opposed to 80% for exams and discussion questions. This course is also offered online where an analysis of final scores were within the standard deviation from the traditional course.</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>A single required current events project (individual and group based) designed to measure and integrate all four competencies noted in the grading rubric, is required of each student/group.</p> | <p>The class project was the most successful learning activity and more thoroughly integrated all four competencies with a significant outcome of 90%.</p> | | |

Faculty Member Completing Assessment: Ruthie Hefner _____

Name

May 10, 2011 _____

Date

4962 _____

Phone Number

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

Clovis Community College

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

Class: SOC 212 (Online only)

Faculty: Rosie Corrie

Common Core No.: NMCCN SOCI 2113

by Ruthie Hefner

| <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 84%, the average score on the unit activities was 82%, and the final composition was 90%. Online students tend to either complete the activities successfully or poorly – average scores (70's range) are rare on any activity.</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> | | |

Page 2 of 2 Course: SOC 212 Common Core No.: NMCCN SOCI 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 | (Optional) Recommendations/Goals/ Priorities |
|---|---|---|--|---|
| <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. By using the techniques of the sociological imagination, students are required to address each competency within the assignment.</p> | <p>Unit activities/critical thinking activities averaged 86%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.</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. (90%).</p> | | |

Faculty Member Completing Assessment: Ruthie Hefner*Name*

May 10, 2011

Date

4962

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

Clovis Community College

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

Class: SOC 215 (online only)

Faculty: Rosie Corrie

Common Core No.: NMCCN SOCI 2213

by Ruthie Hefner

| <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, projects and research based compositions required for each unit are correlated to a specific competency.</p> | <p>Average grades on the midterm (94%), final (93%), and Project-Based (90%) activities indicated pass rates of 85% (higher than 80% benchmark).</p> | <p>The established benchmark for each competency was 80%. Though it was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on current global family-related challenges will be integrated into the upcoming semesters. Competencies #1 and #4 can be enhanced by including a global research observation to encourage social responsibility and a social consciousness.</p> | <p>Although the benchmarks (80%) were met in all four competencies, averages could certainly improve. Faculty will continue to integrate the major theoretical perspectives into each exam, and discussion question which is essential to each competency addressed by the state.</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 individual presentations students are provided with a grading rubric that matches the expectation implied in all four competencies. Previous units have addressed each competency before assigning the presentation and unit evaluations are assessed before discussing the major project.</p> | <p>Average scores on the group presentations indicated the following: Competency #1 86% Competency #2 92% Competency #3 90% Competency #4 93% (Each higher than the 80% benchmark)</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>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 critical thinking activity, projects, and exams by utilizing web-based research to encourage the sociological imagination and gain experience in academic research.</p> | <p>A summary analysis of final scores indicated that competencies were met at a higher rate in Project-Based activities (95%) as opposed to 92% for exams and discussions questions.</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>A single required current events project is designed to measure and integrate all four competencies noted in the grading rubric. The project is dedicated to an issue/concern dedicated to the global community.</p> | <p>The class project was the most successful learning activity and more thoroughly integrated all four competencies with a significant outcomes of 96%.</p> | | |

Faculty Member Completing Assessment: **Ruthie Hefner** _____
Name

May 10, 2011 _____
Date

4962 _____
Phone Number

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