

Core Competencies Assessment 2009-2010: Area IV Courses

(Place University/College Name here)
 (Place University/College Course Number and Name here)

Social and Behavioral Sciences Competencies
 (Place New Mexico Common Core Number here)

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used To Make Improvements	<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. 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>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 align="center">(Continued)</p>	<p>Microeconomics (ECON 252) Post-test is attached.</p>	<p>Ten students scored an average of 36% on the pre-test and 63% on the post-test, a 75% increase.</p>	<p>A review of the questions students missed will determine if the material was sufficiently covered during the course and/or if the question was appropriate for the course outcomes.</p>	<p>The improvement from pre- to post-test was extremely encouraging. However, the post-test score is still too low. I don't believe the exam is too difficult but rather will consider how to cover certain topics in greater depth.</p>

Core Competencies Assessment 2009-2010: Area IV Courses, cont.

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Social and Behavioral Sciences Competencies, cont.
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<u>State 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>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>				