# Core Competencies Assessment 2010-2011: Area IV Courses -- Social and Behavioral Sciences Competencies

**INSTRUCTIONS**

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
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<td>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.</td>
<td>In this column, list the course by Institution Designation and the New Mexico Common Course Number. For example: PSY 101 Introductory Psychology PSYC 1113 For each State Competency, name the assessment measure(s) being used and attach a copy if possible, as in a rubric, referencing the competency number. Assessment Suggestions: Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.</td>
<td>In this column, display the results obtained from the assessment(s) for each competency. Interpretation and explanation of the assessment results may also be included in this column.</td>
<td>In this column, explain how the assessment results displayed in the previous column will be used to make changes in the assessment strategy for each competency. Future plans can be included here as well as reasons for discarding or adopting certain assessments.</td>
<td>This column is for each institution to use for its own internal assessment activities, and is NOT part of the state reporting requirements.</td>
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<td>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.</td>
<td>Assessment Suggestions: Comparative &amp; problem based essays, examinations requiring analysis of information, research projects.</td>
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(Continued)
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.

   **Assessment Suggestions:** Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.

   **Assessment Results:** Continued, as on page 1.

   **How Results Will Be Used To Make Improvements:** Continued, as on page 1.

   **(Optional) Recommendations/Goals/Priorities:** Continued, as on page 1.

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.

   **Assessment Suggestions:** Problem based projects, research projects, essays, examinations requiring analysis of information, fieldwork.

   **Assessment Results:**

   **How Results Will Be Used To Make Improvements:**

   **(Optional) Recommendations/Goals/Priorities:**