

**Core Competencies Assessment 2007-2008: Area IV Courses**

**Eastern New Mexico University**

**Social and Behavioral Sciences Competencies**

<p><b><u>State Competencies</u></b> (Learning Outcomes Being Measured)</p>	<p><b><u>Assessment Procedures</u></b> <b>People and Cultures of the World (ANTH 233)</b> (Process/Instrument named or described – rubric attached)</p>	<p><b><u>Assessment Results</u></b></p>	<p><b>How Results Will Be Used <u>To Make Improvements</u></b></p>	<p><b><u>(Optional)</u></b> Recommendations/Goals/Priorities</p>
<p><b>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.</b> 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>In as essay question on their final exam, students will be able to describe at least 2 (acceptable) or 3 (target) reasons that some countries today are considered developing while others are developed nations.</p> <p>Goal is to have 75% of students be able to describe at least two factors that contribute to some countries being classified as developing.</p>	<p>Target = 17 students Acceptable = 8 students Unacceptable = 11 students</p> <p>69% of students were able to describe at least two factors that contribute to lack of development in some countries.</p>	<p>More emphasis will be placed on this important topic through the addition of a special lecture section followed by a worksheet activity in which students gather their own data for developing and developed nations that can be used to help illustrate the contributing factors to the students.</p>	
<p><b>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</b> Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.  (Continued)</p>	<p>Students will read and write a report on an ethnography. Report should demonstrate how the beliefs, assumptions, and values of the group depicted in the ethnography were influenced by geography and the culture of the group. Students must include at least three examples in their essay to score a Target or Acceptable result, less than three examples would be in Unacceptable.</p>			

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**Social and Behavioral Sciences Competencies, cont.**

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<p><b>3. Students will describe ongoing reciprocal interactions among self, society, and the environment.</b> 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 will demonstrate their understanding of the impact of the United States (and themselves) on world resources through 3 questions on their final exam (rubric attached).</p>	<p>Target = 16 students Acceptable = 8 students Unacceptable = 12 students  67% of students were able to correctly answer all three questions regarding US use of world resources.</p>	<p>Most of the students who scored “unacceptable” on this competency missed the numeric, fill-in-the-blank question. Nearly all students (32/36) gave correct answers on the other two questions. Thus, the students may simply need more classroom reinforcement of this point, so that they grasp the difference between the US contribution to the world population and its consumption of resources.</p>	<p>The relationship between the US contribution to the world population and its consumption of resources will be emphasized in another class period to help students understand the magnitude of this difference.</p>
<p><b>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. –</b> Students should: Articulate their role in a global context and develop an</p>	<p>In an in class-essay assignment, students will explain how globalization of the world’s economy relates to economic stages of production (Primary, Secondary, Tertiary, Quaternary, and Quinary</p>			

<p>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>Activities). Rubric attached.</p>			
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Area IV Assessment completed by \_\_\_\_\_  
*Signature*

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*Printed Name*

Sept 2009  
*Date*

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*Phone number*