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| **GENERAL EDUCATION ASSESSMENT** **SOCIAL SCIENCE** |
| DATE SUBMITTED: | FEBRUARY 1, 2017 |
| DEPT:  | SOCIAL SCIENCE | DEPT CHAIR: | CHAIRPERSON A |
| COURSE:  | SOCIAL SCIENCE 101 |
| INSTRUCTORS: | PROFESSOR A, PROFESSOR B, PROFESSOR C |
| SEMESTER:  | FALL 2015-WINTER 2016 |
| ASSESSMENT CONTACT: | PROFESSOR A |
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| **CLEAR LINK BETWEEN GENERAL EDUCATION STUDENT LEARNING OUTCOMES (GESLO) AND COURSE OBJECTIVES** |
| GESLO 1 | COURSE OBJECTIVES |
| **Knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies** | * **CO1: Students will demonstrate an understanding of relevant social science concepts for understanding human behavior**
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| * **CO2: Students will be able to describe the methods used for understanding human behavior**
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| * **CO3: Students will be able to apply various theoretical perspectives to the understanding of human behavior**
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| Comments: |
| GESLO 2 | COURSE OBJECTIVES |
| **Application of concepts and theories to problems involving individuals, institutions, or nations** | * **CO4: Students will apply social science concepts to the understanding of current events**
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| * **CO5: Students will describe a particular social science issue can be explained from various theoretical perspectives.**
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| * **CO6: Students will reflect on a social problem and use social science concepts and theories to demonstrate mastery of the course material**
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| Comments: |
| **LEARNING OUTCOME MEASUREMENTS** |
| GESLO 1 | OUTCOME MEASUREMENT |
| **Knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies** | Instrument (test, quiz, paper, etc.)  | **Multiple choice exam** |
| Schedule for instrument administration | **End of semester** |
| Summary of the results of scoring from learning outcomes (% scores, sample size, number of raters, aggregation methods) | **10 of 12 sections evaluated from Fall 2015 through Winter 2016. The results of relevant items were aggregated across all sections to determine an overall percentage correct.** **Total number of students taught: 180****Total number of students assessed: 144 (80%)****Multiple Choice Results, by question:** **Course Objective 1:****Q1. 81% correct** **Q2. 54% correct** **Q3. 59% correct****Course Objective 2:** **Q4. 64% correct****Q5. 70% correct** **Q6. 32% correct** **Course Objective 3:** **Q7. 66% correct****Q8. 63% correct** **Q9. 20% correct** **Results of embedded questions (9 questions specific to GESLO 1): Average of 75.3% correct for these questions across students in all sections.** |
|  Comments: |
| GESLO 2 | OUTCOME MEASUREMENT |
| **Application of concepts and theories to problems involving individuals, institutions, or nations** | Instrument (test, quiz, paper, etc.) | **Multiple choice exam** |
| Schedule for instrument administration  | **End of semester** |
| Summary of the results of scoring from learning outcomes (% scores, sample size, number of raters, aggregation methods) | **10 of 12 sections evaluated from Fall 2015 through Winter 2016. The results of relevant items were aggregated across all sections to determine an overall percentage correct.** **Total number of students taught: 180****Total number of students assessed: 144 (80%)****Multiple Choice Results, by question:** **Course Objective 4:** **Q1. 82% correct** **Q2. 81% correct** **Q3. 74% correct** **Course Objective 5:** **Q4. 59% correct****Q5. 70% correct** **Course Objective 6:****Q6. 74% correct****Q7. 66% correct****Q8. 63% correct** **Results of embedded questions (8 questions specific to GESLO 2): Average of 78.26% correct for these questions across students in all sections.** |
| Comments: |
| **ANALYSIS OF RESULTS** |
| Provide a narrative analysis interpreting the statistical results of the assessment activities regarding student achievement of the GESLOs for this course. (Where did the results show successful achievement, and where did they show problems?) **GESLO 1: Students exhibited a high degree of comprehension related to key concepts, methods, and theories central to the course (average of 75.3% correct across students in all sections). The highest scores were achieved on items measuring Q1 and Q5 (81% and 70%, respectively). Students demonstrated lower achievement on Q6 (32%) and Q9 (20%) under course objectives 2 and 3 involving methods and theory. Some of the lower rates are attributable to differentiation in topics of focus across instructors. We acknowledge that the multiple-choice format for assessment, while providing a degree of standardization for courses with large enrollment can also be limiting for faculty with a range of approaches and professional expertise.** **GESLO 2: Students exhibited a high degree of comprehension related to key concepts, methods, and theories central to the course (average of 78.26% correct across students in all sections). The highest scores were achieved for items measuring course objective 4 (current events).**  |
|  **USE OF RESULTS TO IMPROVE LEARNING** |
| *Describe the process* that will be used **by the faculty who teach the course** to evaluate the data and determine what steps to take to improve the course. **At the end of each semester, the faculty who teach the course meet to discuss the results. We identify course objectives that were clearly met based on the assessment results and areas where there may need to be additional emphasis. As areas of improvement are identified, the faculty share ideas about course assignments or in-course activities that can be used to better demonstrate the concepts where students are having the most difficulty. We also discuss our various pedagogical approaches and consider the extent to which a standardized approach may result in better learning outcomes for students.**  |
| *Describe the process* that will be used **by the department as a whole**, to evaluate the data and determine what steps to take to improve the course. **During our regular departmental faculty meeting, the course coordinator shares the findings from our most recent assessment and summarizes the recommendations from faculty who teach the course about the suggested adjustments to the course. This sharing activity provides an additional venue for getting feedback from the department as a whole and a way to inform others about the discussions faculty are having regarding student learning.**  |
| **ASSESSMENT PROCESS** |
| *Describe the process* for collecting and submitting the assessment data for each course in the department (e.g. are individual faculty members responsible for their own courses? Is there a coordinator for each course and/or for all the general education courses?). Please include the name and email of faculty members who were responsible for this assessment process, including data compilation, data analysis, reporting of results within the department, and submission of this report to the GEC. *Note: The department chair retains ultimate responsibility for the submission of accurate assessment data to the GEC.***There is a course coordinator identified from the instructors who most regularly teach the course. The coordinator is responsible for ensuring that other instructors are aware of the assessment process and requirements. During the data collection phase, instructors administer their own 10-question test to students in their section and submit the results to the coordinator for compilation and reporting.** |
| Describe areas in which the assessment did not give appropriate or useful information for assessing student learning relative to the GESLOs. Include description of changes that will be made to the assessment process (such as changing actual questions or assignments, changing types of assessment instruments, readjusting sample size, rewriting the scoring rubric) to make it more useful. **As a result of the assessment process, we determined that there were a number of questions included on the standard 10-item assessment that were not being taught in a systematic way across all sections of the course. These items, which represented some of the lowest scoring objectives, are being revised and reconsidered for the next assessment cycle. We are re-working the test bank to include additional items that will measure the general concepts identified to understand achievement of the GESLOs. Instructors will select items from the test bank that are consistent with the material they covered and that address both GESLOs for the course. This approach will allow for some degree of flexibility for the instructors while ensuring compliance with the needs for assessment.** |
| **ATTACHMENTS** |
|  | Yes | No |
| The ***Assessment Plan*** for this course *Note: the actual assessment activities should match what was proposed in the Assessment Plan submitted to the GEC. If it does not, please explain what changes you made, and why.***See Attachment A. Plan is the same as prior years. In future cycles, the specific questions included in the test bank will change.** |  |  |
| A ***Syllabus*** from each instructor who taught this course during the data collection year**See Attachments B (Professor A), C (Professor B), and D (Professor C)** |  |  |
| Copies of the ***instruments*** (exams, quizzes, or assignments) used in the course to measure outcomes with references to items/areas on the instruments that address the GESLOs**See Attachment E: Questions included in test bank and correct answers** |  |  |
| A***sample scoring guide or rubric*** for evaluating papers, projects, essays, performances and other types of student work that involve subjective evaluation.**N/A – Multiple Choice question format** |  |  |
| Comments:  |
| Reviewed by:  |  |
| Reviewed by: |  |