Social Science General Education Annual Assessment Report
2010-11

May 23, 2011

I. Introduction
The Social Science General Education Program serves all OIT degree students, who are each required to take twelve credits in this general education area. The program offers courses in anthropology, economics, geography, history, political science, psychology, and sociology. The program also offers a number of online courses to serve degree completion students as well as on-campus students.

II. Program Purpose, Objectives and Student Learning Outcomes
The Social Science faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2010. The faculty reaffirmed the statements below:

Social Science General Education Program Purpose
The Social Science general education program assists students in the acquiring empirical knowledge of those aspects of human experience that are social, political, economic, and psychological.

Program Educational Objectives
1. Foster intellectual curiosity, critical thinking, and logical reasoning.
2. Develop knowledge of quantitative and qualitative methods for understanding human behavior.
3. Provide an introductory understanding of the structures and processes of social institutions and individual behavior within cultures.

Expected Program Learning Outcomes
Graduates from this program will be able to:

1. Structure, analyze, evaluate, and support an argument both orally and in writing in the social sciences.
2. Interpret, compare, and contrast ideas in the social sciences.
3. Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences.
4. Demonstrate knowledge of historical and contemporary issues in the social sciences.

III. Two-Year Cycle for Assessment of Student Learning Outcomes
The faculty also confirmed the assessment cycle planned last year, as listed in Table 1 below.

Learning Outcomes	'07-08	'08-09	'09-10	'10-11	'11-12	'12-13
1. Structure, analyze, evaluate, and support an argument both orally and in writing in the social sciences.	X		X		X	
2. Interpret, compare, and contrast ideas in the social sciences.	X		X		X	
3. Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences.		X		X		X
4. Demonstrate knowledge of historical and contemporary issues.		X		X		X

Table 1. Social Science General Education Assessment Cycle

IV. Summary of 2010-11 Assessment Activities

Social sciences faculty conducted a formal assessment of two student learning outcomes during winter term 2011.

Student Learning Outcome #3: Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences.

Direct Assessment #1
The Social Science faculty conducted an analysis of where this outcome is reflected in the curriculum. The mapping of this outcome to social science courses can be found in Appendix A, Student Learning Outcome-Course Matrix, Table A1.

The faculty assessed student work from Anthropology 452 Globalization using three separate assessment exercises that focus on learning, identifying and using different definitions of globalization. The assessment tools included written homework, in-class discussion/testing, and a video submission from each student. The students represent a broad section of the OIT majors, with a plurality from CSET. In the spring, 20 students who ranged from Sophomore to Senior in one section of ANTH 452 were assessed. The faculty rated the proficiency of students using the performance criteria described in Table 2 below.

Assessment Criteria, Learning Outcome 3

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Uses appropriate social science vocabulary	Discussion exercise	1 - 4 scale, % at 3 or 4	80%	85%
Explains social science concepts correctly	Discussion exercise	1 - 4 scale, % at 3 or 4	80%	85%
Identifies appropriate social science techniques	Discussion exercise	1 - 4 scale, % at 3 or 4	80%	90%
Applies social science methods to solve problem presented	Discussion exercise	1 - 4 scale, % at 3 or 4	80%	80%

Table 2 Assessment Results for SLO #3 in ANTH 452 for Spring 2011

Students demonstrated a satisfactory proficiency for SLO#3 for all four performance criteria. Since performance was satisfactory, this class was not assessed again this academic year.

Detailed records of this assessment can be found in the department assessment coordinator's notebook.

Student Learning Outcome #4: Demonstrate knowledge of historical and contemporary issues.

The Social Science faculty conducted an analysis of where this outcome is reflected in the curriculum. The mapping of this outcome to social science courses can be found in Appendix A, Student Learning Outcome-Course Matrices, Table A2.

The faculty assessed student work from HIST 202 US History and HIST 356 History of Energy using pre-existing examination questions in the winter. 15 students who ranged from Freshman to Senior in one section of HIST 202 and 13 students who ranged from Sophomore to Senior in one section of HIST 356 were assessed. The faculty rated the proficiency of students using the performance criteria described in Tables 3 and 4 below.

Direct Assessment #1

The faculty assessed this outcome in HIST 202 in Winter using a four-page term paper on the subject of the daily lives of slaves in the American South in the 1850s. 15 students were assessed, ranging from Freshmen to Seniors. The faculty rated the proficiency of students using the performance criteria described in Table 3 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Lists historical events accurately	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	100%
Identifies relevant evidence related to historical events	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	100%
Uses historical evidence to support arguments	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	87.6%
Relates historical events to contemporary issues	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	80%

Table 3 Assessment Results for SLO #4 in HIST 202 in Winter 2011

Students demonstrated a satisfactory proficiency for SLO#4 for all four performance criteria. Since performance was satisfactory, this class was not assessed again this academic year.

Direct Assessment #2

The faculty assessed this outcome in HIST 356 in Winter. Students were primarily junior and senior Renewable Energy Engineering students. Students were assigned a six page paper that tasked them with discussing the history of American energy policy and relating this history to the current state of American energy infrastructure. Thirteen papers were received. The faculty rated the proficiency of students using the performance criteria described in Table 4 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Lists historical events accurately	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	92.3%
Identifies relevant evidence related to historical events	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	92.3%
Uses historical evidence to support arguments	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	84.6%
Relates historical events to contemporary issues	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	84.6%

Table 4 Assessment Results for SLO #4 in HIST 356 for Winter 2011

Students demonstrated a satisfactory proficiency for SLO#4 for all four performance criteria. Since performance was satisfactory, this class was not assessed again this academic year.

Students in HIST 202 and HIST 356 met the assessment criteria in all areas – no further assessment was performed.

Detailed records of this assessment can be found in the department assessment coordinator's notebook.

V. Summary of Student Learning (completed after spring 2011 faculty meeting)

Student learning Outcome # 3: Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences.

Strengths: Students demonstrated acceptable performance on all performance criteria for this SLO, including: uses appropriate social science vocabulary, explains social science concepts correctly, identifies appropriate social science techniques, and applies social science methods to solve problem presented.

Weaknesses: None.

Actions: None.

Student Learning Outcome #4: Demonstrate knowledge of historical and contemporary issues in the social sciences.

Strengths: Students demonstrated acceptable performance on all performance criteria for this SLO, including: lists historical events accurately, identifies relevant evidence related to historical events, uses historical evidence to support arguments, and relates historical events to contemporary issues.

Weaknesses: None

Actions: None

VI. Changes Resulting From Assessment

When the faculty assessed SLO #3, performance criteria "Uses appropriate social science vocabulary" for PSY 201 in Fall 2008 and Winter 2009, results were below the Minimum Acceptable Performance Level of 70% (54.5% in Fall 2008, 56.0% in Winter 2009. After changes were made to the class, this performance criteria was assessed again in PSY 201 in Fall 2009. Results improved to 63.9%, but this was still short of the Minimum Acceptable Performance Level of 70%. After further changes were made, this performance criteria was assessed again in PSY 201 in Fall 2010. Results improved to

82.5%, which was above the Minimum Acceptable Performance level of 70%. No further assessment was deemed necessary.

No changes were made as a result of assessment of SLO #3, performance criteria "Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences."

No changes were made as a result of assessment of SLO #4, performance criteria "Demonstrate knowledge of historical and contemporary issues in the social sciences."
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Appendix A
Student Learning Outcome-Course Matrices

Student Learning Outcome #3: Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences. Table A1 demonstrates the mapping of this outcome to Social Science courses （I=Introduced, R=Reinforced, E=Emphasized).

Social Science Course	Fall	Winter	Spring
ANTH 102 Archeology		IE	
ANTH 103 Cultural	IE		IE
ANTH 335 Built Environment	IE		IE
ANTH 452 Globalization		IE	IE
GEOG 106	IE		
GEOG 107		IE	
GEOG 108			IE
HIST 101	IE		
HIST 102		IE	
HIST 103			IE
HIST 201	IE		
HIST 202		IE	
HIST 203			IE
HIST 215 Western	IE		
HIST 216 Military			IE
HIST 224	IE		
HIST 225		IE	
HIST 226			IE
HIST 335 Engineering		IE	
HIST 356 Energy		IE	IE
HIST 392 Asia	IE		
PSCI 201			
PSCI 250	IE	IE	IE
PSCI 326 World	R		
PSCI 355 Conflict		R	
PSCI 497 US Foreign			R
PSY 201	IE	IE	IE
PSY 202	IE	IE	IE
PSY 203	IE	IE	IE
PSY 215	IE		
PSY 216		IE	
PSY 311		R	
PSY 312			R
PSY 347			
PSY 410			
SOC 204	IE	IE	IE
SOC 304 Criminology	R		

Table A1. Student Learning Outcome #3-Course Matrix

Student Learning Outcome #4: Demonstrate knowledge of historical and contemporary issues. Table A2 demonstrates the mapping of this outcome to Social Science courses (I=Introduced, R=Reinforced, E=Emphasized).

Social Science Course	Fall	Winter	Spring
ANTH 102 Archeology		IE	
ANTH 103 Cultural	IE		IE
ANTH 335 Built Environment	IE		IE
ANTH 452 Globalization		IE	IE
GEOG 106	IE		
GEOG 107		IE	
GEOG 108			IE
HIST 101	IE		
HIST 102		IE	
HIST 103			IE
HIST 201	IE		
HIST 202		IE	
HIST 203			IE
HIST 215 Western	IE		
HIST 216 Military			IE
HIST 224	IE		
HIST 225		IE	
HIST 226			IE
HIST 335 Engineering		IE	
HIST 356 Energy		IE	IE
HIST 392 Asia	IE		
PSCI 201			
PSCI 250	IE	IE	IE
PSCI 326 World	R		
PSCI 355 Conflict		R	
PSCI 497 US Foreign			R
PSY 201	IE	IE	IE
PSY 202	IE	IE	
PSY 203		IE	IE
PSY 215	I		
PSY 216		I	
PSY 311		I	
PSY 312			I
PSY 347			
PSY 410			
SOC 204	IE	IE	IE
SOC 304 Criminology	R		

Table A2. Student Learning Outcome #4-Course Matrix