

# **Social Science General Education Annual Assessment Report 2012-13**

November 3, 2013

## **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 2012. 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 2012-13 Assessment Activities

Social sciences faculty conducted a formal assessment of two student learning outcomes during the fall, winter and spring terms of the 2012-13 school year. Both learning outcomes were assessed for students enrolled in HIST 356 History of Energy, with the objective of determining if online and classroom instruction led to comparable results.

#### **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 HIST 356 using the pre-existing final examination essay from the course. 47 students who ranged from Sophomore to Senior in two classroom sections and two online sections of HIST 356 were assessed. 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. 46 papers were received. The faculty rated the proficiency of students using the performance criteria described in Table 2 (classroom) and Table 3 (online) below.

#### Assessment Criteria, Learning Outcome 3

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Uses appropriate social science vocabulary	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	100%
Explains social science concepts correctly	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	95.4%
Identifies appropriate social science techniques	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	100%
Applies social science methods to solve problem presented	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	100%

Table 2 Assessment Results for SLO #3 in HIST 356 for Winter and Spring 2013 (classroom sections)

#### Assessment Criteria, Learning Outcome 3

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Uses appropriate social science vocabulary	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	95.8%
Explains social science concepts correctly	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	100%
Identifies appropriate social science techniques	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	95.8%
Applies social science methods to solve problem presented	Term paper, rubric	1 - 4 scale, % at 3 or 4	80%	95.8%

Table 3 Assessment Results for SLO #3 in HIST 356 for Fall 2012 and Spring 2013 (online sections)

Students met the assessment criteria for all areas in both types of classes. No further assessment was performed during 2012-13.

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 356 using the pre-existing final examination essay from the course. A total of 47 students who ranged from Sophomore to Senior in two classroom sections and two online sections of HIST 356 were assessed. 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. 46 papers were received. The faculty rated the proficiency of students using the performance criteria described in Table 4 (classroom) and Table 5 (online) 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	95.4%
Identifies relevant evidence related to historical events	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%
Uses historical evidence to support arguments	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%
Relates historical events to contemporary issues	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%

Table 4 Assessment Results for SLO #4 in HIST 356 for Winter and Spring 2013 (classroom sections)

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	91.7%
Uses historical evidence to support arguments	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	91.7%
Relates historical events to contemporary issues	Term paper, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	91.7%

Table 5 Assessment Results for SLO #4 in HIST 356 for Fall 2012 and Spring 2013 (online sections)

Students demonstrated a satisfactory proficiency for SLO#4 for all four performance criteria. No further assessment was performed during 2012-13.

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

## **V. Summary of Student Learning (completed after Spring 2013 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

Assessment demonstrated that learning outcomes appear to be similar for online as compared to classroom sections of HIST 356.

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

Assessment demonstrated that learning outcomes appear to be similar for online as compared to classroom sections of HIST 356.

## **VI. Changes Resulting From Assessment**

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.**

<b>Social Science Course</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
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	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.**

<b>Social Science Course</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
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	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**