

Assessment of Student Learning Outcomes in General Education Summary Report GER 3 – Social Sciences

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

GER (name and #): 3 Social Sciences **Academic Year:** 2019-2020

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Improvements Made as a Result of Previous Assessment

What program improvements in curriculum and/or teaching were made as a result of the previous assessment of General Education? If no program improvements were made, please provide a rationale for why recommendations made in previous assessment report were not implemented.

All noted were implemented

Deviations from Approved Methodology

Were there any significant deviations from the GER assessment plan that was approved by the Academic Assessment Committee? If so, please comment on why these changes were necessary and how these changes may have affected the reported results, if at all.

A small deviation in that it was collected more than one week after final grade submission.

Major Findings of this Assessment

What are the major findings for the assessment of all GER SLOs assessed? Please include a narrative outlining these findings and an interpretation of these results in addition to completing the table.

Assessment Results

SLO	# Students Assessed	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	296		252	44
Knowledge of major concepts, models and issues of at least one discipline in the social sciences	363		273	90

Assessment Results Narrative and Interpretation

GER3 covers a variety of disciplines, and faculty chose different types of artifacts for assessment, ranging from quizzes to tests. It appears that students who did not meet standards performed poorly on tests (as opposed to writing assignments, homework, or quizzes). However, it is clear that one professor in particular found more students not meeting standards, and has decided to approach tests differently moving forward.

Recommendations for Improvement in Student Learning

Based on the assessment results, what changes to curriculum and/or teaching should be made to improve student learning?

More time for practice, more time spent on study habits.

Based on the assessment results, what other resources, if any, are needed to improve student learning? Please check all that apply and include a rationale below (academic support services, equipment, software, etc.) are needed

- Academic support services (tutoring, accommodative services, etc.) Classroom equipment needed Software needed Other (please specify below)

None

Closing the Loop

What mechanisms are in place for documenting and sharing assessment results, closing the loop processes, and intended changes resulting from these assessment results?

As most faculty felt the distribution was appropriate, it appears that most need to continue on as planned. In the case where one faculty member found more students not meeting objectives, they have noted to check in with colleagues about tests.

What closing the loop activities, such as ongoing professional development activities for faculty and staff, will be implemented as a result of these assessment results?

Mentorship for new faculty about tests and teaching study habits in intro level courses.

What changes to the assessment process should be made for the following cycle?

None.
