Assessment Report Summary
Program: School of Humanities and Social Sciences

College of Charleston

Academic Affairs

School of Humanities and Social Sciences

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Each year the HSS Dean and Associate Dean review the findings and share them with HSS chairs and program directors in the following Fall. Decreases in enrollments as well as increases are discussed with the program chairs. While data have been collected and tracked over the years at the School level, all changes or modification to the curriculum, or to expectations of the faculty, take place at the program level. The findings are utilized to assess the health of our programs, access to highly personalized education, global experiences, community engagement, and training in the methods of scholarly inquiry and research appropriate to each discipline.

Outcome 1 - HSS students are provided with a highly personalized education enhanced by opportunities for experiential learning.

Targets
Measure 1: met
Measure 2: met
Measure 3: set to baseline
Measure 4: set to baseline

Evidence Based Changes
Each year data from the past 4 years are used to set new targets for the following year. HSS students are receiving a highly personalized education enhanced by opportunities for experiential learning. HSS would like to increase these offerings in the future. However, personalized learning opportunities are costly. Increasing these opportunities requires additional faculty lines and incentives for current faculty to engage in these experiences above and beyond their standard workload.

Outcome 2 - HSS students develop global awareness by participating in study abroad programs.

Targets
Measure 1: met
Measure 2: met

Evidence Based Changes
Each year data from the past 4 years are used to set new targets for the following year. HSS students are developing global awareness by participating in study abroad programs. Over the last 3 years HSS allocated some funds toward summer study abroad scholarships. Without additional scholarships it is difficult to increase participation in the study abroad programs. While ideally students would have a full semester experience abroad, increasing the shorter summer and spring break programs with adjusted tuition rates for out-of-state students should increase opportunities for students to expand their global awareness.

Outcome 3 - To help students acquire depth of knowledge and competence in at least one academic discipline.

Targets
Measure 1: not met
Measure 2: not met

Evidence Based Changes
Each year data from the past 4 years are used to set new targets for the following year. To increase awareness of HSS majors and encourage students to declare an HSS major in Spring 2016 the School offered an open house and personally invited all students who had received a B or above in their Fall HSS courses. The same type of open house will be held Spring of 2017.

Outcome 4 - HSS students are trained in the method of scholarly inquiry and research.

Targets
Measure 1: met
Measure 2: set to baseline

Evidence Based Changes
Each year data from the past 4 years are used to set new targets for the following year. Upon graduation of HSS majors receiving methods training appropriate to their discipline, HSS would like to increase the quality not quantity of these offerings. Research methods training is not only limited by faculty availability but, also by access to state of the art lab and computer facilities. Current physical resources will rapidly become inadequate to provide our students with methods training to enter the
workforce or continue their education in graduate school if resources continue to be cut. **Outcome 5** - To honor the college's commitment to social responsibilities, the HSS faculty and students engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

**Target** Measure 1: not met Measure 2: met **Evidence Based Changes** Each year data from the past 4 years are used to set new targets for the following year. While the target was not met in measure 1 for faculty, given the raw numbers, HSS faculty and students engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. No changes are necessary.

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**Communication - BA/Minor**

**Assessment Report Summary**

7. **Summary of Assessment Results with Focus on Program Improvement**: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Based on the assessment results of COMM 310, students majoring or minoring in Communication believe they are prepared to identify a target audience for a message, believe they are able to design an appropriate and specific message for the targeted audience and believe they can describe their target audience. The assessment of the student writing indicates that students are generally able to meet these learning outcomes although there is room for improvement and the faculty teaching COMM 310 will modify assignments to better emphasize these learning outcomes.

As explained earlier in this report, the Communication Dept. changed the curriculum several years ago and streamlined the courses offered in the major to try to better support the programmatic learning outcomes. For the past four years the department has assessed different courses each year in an attempt to establish a baseline across most of the curriculum. Beginning in 2016/17 the department will collect data from four courses each semester and will assess two of the courses each year for at least three cycles (six years). This will allow us to better determine which learning outcomes are being met in each course as well as to identify changes that need to be made in courses to better help students meet the department's learning outcomes. The four courses which will be assessed include two entry level courses, COMM 214-Mass Media in the Digital Age and COMM 281-Introduction to Communication Messages, COMM 301-Research Methods and a senior level writing focused course, COMM 410-Communication Analysis. Focusing on these four courses, three of which have previously been assessed, over multiple years will provide a sense of how the department is meeting programmatic learning outcomes and will also provide an opportunity to identify whether changes in assignments, readings, material presentation, etc. have resulted in more students meeting the learning outcomes.
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Because the 2014-2015 assessment of Program Goal 3 revealed a need to improve students’ ability to connect the act of reading contemporary literature to the practice of writing, the program has worked on ways to more closely align writing assignments with reading assignments and emphasize the importance of craft via the examination of contemporary examples of literature at all course levels. In the 2015-2016 assessment cycle, these methods have only partially worked – resulting in Measure 1 getting lower scores, but Measure 2 shows a 100% success rate. Now that the program has assessment results for all three program goals, the program has decided to further modify the cover letter and exit survey to reflect a more nuanced understanding of the various elements of craft; revision strategies and techniques; and contemporary examples of genre. Also, the program has decided to implement more active writing assignments that require students to connect assigned readers of published authors with their own writing process in order to further address Program Goal 3: Contemporary Examples of Genre. Finally, the program will work towards ensuring a larger sample size, that will involve assessing ENGL 403 (due to it's larger class sizes and multiple offerings) in future assessment cycles to better reflect student success rates.

The study of English – both the language and the literature – is fundamental to any college education, particularly a liberal arts and sciences education. To underscore that, faculty members in this department teach students to read with insight, perception and objectivity, and to write with clarity and precision. In addition, we emphasize an aesthetic appreciation for the literary arts as well as how vitally important literature is in the life of any thinking individual.

With this mission in mind, assessment goals this cycle include:

Goal 1: Students demonstrate a knowledge of the literary and cultural history of Britain from the Middle Ages to the present (ENGL 201 and 202), and of America from its founding to the present (ENGL 207).
Goal 2: Students produce essays that analyze key elements of literary texts, such as theme, structure, characters, and figurative language.
Goal 3: Students analyze texts within their historical, intellectual, and generic contexts in either essays or exams.

Pre- and post- tests were administered in Fall 2014. The post-tests scores did not show
overall improvement; the number of higher scores did not increase as expected. This result is most likely due to the fact that students knew that the pre- and post exams would not affect their grade.

While the assessment has yielded some useful information, the limitations of the methods of assessment have become clear. The current method is not adequate to measure the 3 outcomes identified in the plan. Aside from issues with particular goals and/or methods of assessing goals, the current approach, looking at parts of the major in isolation, doesn’t allow us to gather meaningful information about the effectiveness of the major as a whole. At its retreat on Aug. 21, 2015, the program discussed an overhaul of the Assessment Plan to identify what the overall goals/outcomes of the major should be and how best to assess them. One possibility: a portfolio in which students collect work from the various stages of the major showing how stated outcomes have been achieved.

Nevertheless, the program assessment for 2016 remained similar to earlier assessment, except that no pre-test was administered. In two sections of English 207, an essay prompt was given to students as part of the final exam, which was scored by the instructors using the rubric attached. The results for SLO’s 1 and 2 were satisfactory, with at least 70% of students performing at satisfactory or above. Results for SLO 3 were less than satisfactory. The program will address this deficiency at its retreat in August 2016.

The program faculty are still committed to revising program student learning outcomes and devising an electronic portfolio system that enables every student in the program to collect samples of their work over the course of the program. Such a system would enable the program assessment committee to evaluate student artifacts over the course of the program.

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**History - BA/Minor**

**Assessment Report Summary**

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The 2013, 2014, and 2015 assessment cycles have all demonstrated that the department is highly successful at teaching the skills that we are assessing; practically all students have a good or excellent grasp of all three assessed skills by the time of their senior capstone project; practically all students already demonstrate that skill by the time they write a 300-level paper.

As a result, the main program improvement the department plans is an improvement in our assessment, moving on to assess skills that members of the department have identified as more problematic. The new student learning outcomes we have identified are:

1) Research: Students will be able to define historical problems and identify appropriate resources with which to explore them. Students will employ suitable research methodologies to locate and examine both primary and secondary sources.

2) Writing: Students will be able to construct organized, clear, and coherent oral and written arguments that deal with historical questions. Students will follow the conventional writing methods of the historical profession and appropriately employ consistent citation methods.

3) Critical and Analytical Thinking: Students will be able to situate, analyze, and critique historical sources. Students will understand and identify key historiographical trends and theories, and
analyze the internal consistency, context, and rhetoric of historical sources, developing and defending their own interpretations.

Assessment will be based on HIST 299 (History methods course) and capstone final projects.

Irish and Irish American Studies - Minor

Irish and Irish American Studies Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The IIAS program is at the start of its assessment cycle, because the minor was just launched. This is the first year of assessment. The main focus this year was to set baseline expectations on a number of measures. Through the course of the assessment, several issues were exposed:

1. it was very difficult to divide measures of historical knowledge from political knowledge

2. IIAS 201 as initially designed did not properly teach students basic knowledge of Irish and Irish American history.

Additionally, the minor itself was significantly revised in this its first year of existence: the disciplinary categories of culture, history, and social science were eliminated, removing the imperative for IIAS 201 to include each of those as an SLO.

Consequently, the course will be somewhat different in its second offering (Spring 2017), as will the IIAS assessment plan.

The midterm assessment of historical knowledge evidenced a poor performance (more than half of the students scored below 75%). The textbook, which is more appropriate to a full-fledged history course, will be ditched in favor of lecture and selected historical documents.

Next year, IIAS will assess foundational knowledge of Irish and Irish American political and social history; and basic competence in analysis of culture, history, and society.

Philosophy - BA/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Assessment data for 2015 show that our students demonstrate good knowledge of the history of philosophy and good writing skills, meeting our targets in both areas. While the percentage of students passing the formal logic final has increased, the percentage showing "good"
performance (B- or better) remains below our target performance. The department reviewed program assessment data from the last three cycles at our March 2016 meeting.

We made two changes to our assessment plan this year. (1) We added indirect measures for each learning outcome, using data from the confidential exit survey of graduates. We reviewed five years of exit survey data in order to set baselines for future assessment. We found that 100% of respondents agree or strongly agree that they (a) gained familiarity with classical texts in the history of philosophy, and (b) improved their critical thinking skills. The department also agreed to add an additional Likert scale question related to writing skills to be used as an indirect measure for our writing outcome. (2) Because students were meeting our goal that 60% would demonstrate “good” understanding of the history of philosophy, we increased our performance target to 75%.

Based on a review of transcripts over the past 10 years, we found that some students were completing the philosophy major without taking even a single course in the area of “value theory” (roughly, ethics, political philosophy, and aesthetics). Given that one of our program goals is to insure that students are introduced to this subfield, the department proposed a new “value theory” requirement for the major. This curricular change was approved by the Faculty Senate and will be implemented starting with the 2016-17 catalog.

Student performance in the area of critical reasoning/formal logic is not as strong as we would like. The faculty who teach logic will meet during 2016 to discuss strategies for improving student performance, and we will continue to work with the College Skills Lab to refine how we use Supplemental Instruction in our logic courses.

Political Science

Geography - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Geography program continued using signature assignments in two classes: POLI 104 (World Regional Geography) and GEOG 219 (Reading the Lowcountry Landscape). The results were generally positive. Students met or exceeded expectations in most cases. Students did best in outcome #3, providing explanations for how spatial connections came about. The results were similar for outcome #1, identification of spatial process or condition, and #2, explanation for why spatial process or connection.

The department met and discussed the findings. We discussed a number of issues related to the curriculum and ways we can better market the program. We also plan to continue to discuss curricular changes, ways the minor can better connect with interdisciplinary programs on campus, and other ways to improve the minor.
Assessment Report Summary: Political Science BA/Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Political Science continued using Capstone papers for our primary mode of direct assessment. 20% of randomly chosen papers from the five capstones taught in the Spring and Fall term of 2015 were selected and then read independently by the curriculum committee, each paper read by two members of the committee. Discrepancies in scoring resulted either in conversations about the paper in question or reversions to the lower score.

In addition this year we added the indirect measure of the 2015 Graduate exit survey. A selection of four questions that asked students to rate their perception of skill acquisition in writing, argument and research methods were pulled from the survey.

The results were mixed: on the capstone papers student papers revealed weaknesses in writing, argument and applying research skills. Although on the exit survey students reported acquisition of writing and argument, although even there the percentage that felt they had acquired skills in the research methods used in Political Science was in the low 60s.

The curriculum committee met and discussed the findings and prepared a power point for the Department. At the last meeting of the semester the department of Political Science discussed a variety of issues stemming from our assessment findings. Those issues were broken into two components: questions around the capstone itself – what is this class supposed to accomplish? And questions around the use of the capstone paper as the best means to assess student writing.

In 2016 we will continue to collect capstone papers and will add research designs from the required class Doing Research in Politics (POLI 205). We will also share with capstone students the rubric used to assess the capstone paper. In addition we will decide by November of 2016 whether we want to maintain the capstone paper as the primary mode of assessment. By the end of April 2017 we will decide on the construction of the Capstone class itself.

Psychology

Psychology - BA/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

BACHELORS OF ARTS

PSYCHOLOGY DEPARTMENT

ASSESSMENT CYCLE 2015-2016

Outcome Number: 1

Title: APA Learning Outcome: Communicate Effectively (GOAL 7 of Curricular Map)

Students will be able to communicate effectively in writing using APA (American Psychological Association)
Measure 1 GOAL:

All students enrolled in a selected pilot of 351+ courses will read an empirical abstract of the professor's choosing and will respond to essay questions about the content of the abstract – specifically, their interpretation of the findings discussed and the implications of those findings. The assessment committee will grade those responses with a 0 = incorrect, 1 = partially correct, 2 = completely correct scoring rubric. This will be administered during the final exam period, in addition to their regularly scheduled final exam.

Performance Target: students' average performance to be at or above 70 percent on average for each question.

Four 351+ courses were taught that participated in this assessment, with a total of 54 students who completed the assessment -- 28 of which were BS students (24 were BA students and 2 were BIOL majors). The students were asked to:

Measure 1 RESULTS:

1. Identify the main hypothesis of the article: 77% of BS students got this correct.
2. Describe the procedures employed - what was measured, variables manipulated: 73% of BS students got this correct.
3. Explain the main findings of the study - results, conclusion, and implications: 67% of BS students got this correct.

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Measure 2 GOAL:
All students enrolled in a selected pilot of 351+ courses will read an empirical abstract of the professor's choosing and will respond to short answer questions about how to interpret APA formatted information to figure out important details about an article (e.g., who the authors(s) are and where/when the article is published). The assessment committee will grade those responses with: 0 = incorrect, 1 = partially correct, 2 = completely correct scoring rubric. This will be administered during the final exam period, in addition to their regularly scheduled final exam. **Performance Target:** students' average performance to be at or above 70 percent on average for each question.

**Measure 2 RESULTS:**

1. Provide the complete title of the article: 94% of BS students got this correct.
2. List the names of all authors in published order: 75% of BS students got this correct.
3. Provide the journal name, volume, issue, and page numbers where article published: 84% of BS students got this correct.

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**BA**

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**BS**

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The BA students performed less well than the BS students on the 1st question -- 75% of the BS students got it correct, t(50) = 2.047, p = .046. The BA students also performed less well than the students on the 2nd question -- 100% of the BS students got it correct, t(50) = 2.155, p = .038.
USE OF THE ASSESSMENT RESULTS:

First, the questions for Measurement 2 were a bit vague and so one thing the committee will do is improve their wording. This should also make the questions harder to get correct. The committee would also like to introduce an example of an improper citation and have the students fix it. The department will meet to decide if 351+ classes would benefit from having one signature assignment (e.g., an APA paper) that would make assessment easier/more meaningful. Then the committee could assess 351+ classes in a similar manner to Advanced Lab courses.

The committee will also continue to monitor the fairly minimal, but nonetheless existing, gap between BS and BA student performance. If it continues to appear, the department will meet to discuss potential causes and solutions to closing it.

Outcome Number: 2a

Title: APA Learning Outcome: Apply Basic Research Methods (GOAL 2 OF Curricular Map)

Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students demonstrate knowledge of the theory and research that is represented in the area of research methodology. [Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major]

Measure 1 GOAL:

Learning to apply knowledge of basic research methods to the interpretation of empirical work in the field psychology begins with the first required course in the major, PSYC 103, Introduction to Psychological Science. In addition to covering important basic concepts in research methods in the course content, all students in course are required to complete an experiential assignment intended to provide them a closer look at research in the discipline, including some knowledge of and appreciation for the complexities of conducting research. Psy103 students will take a newly developed Research Experience Questionnaire, designed to assess their participation and interpretation of this experience, their confidence in understanding research methodology and statistical analyses, and their likelihood of wanting to work in a psychology research lab in the future. Performance Target: Students will report their level of understanding and confidence above the midpoint (4) on the scale. We will see a difference between majors and non-majors.
Measure 1 RESULTS:

All Psyc103 classes participated in this assessment. Approximately 10% of the collected surveys (n = 55) were utilized for this assessment.

Of those, 51% had gained some level of research experience during the semester, an average of 2.69/10 cr hours. On average, they scored about the midpoint (4) on:
1. How useful they found the experience: M = 4.29
2. The degree to which it increased their understanding of research methodology: M = 4.62
3. The degree to which it increased their understanding of statistics: M = 4.07

84% had completed a journal review article, an average of 7.38/10 reviews. On average, they scored about midpoint (4) on:
1. How useful they found the experience: M = 4.08
2. The degree to which it increased their understanding of research methodology: M = 4.75
3. The degree to which it increased their understanding of statistics: M = 4.48

Students' responses did not differ between the research experience and the journal article reviews.

Students rated being likely to participate in future research, M = 4.53, with major/minors reporting at ceiling (M = 7.00) and non-majors/minors reporting at M = 3.34, This was significantly different, t(50) = 3.941, p < .001.

Majors/minors also rated the journal article reviews as marginally more useful than the non-majors/minor t(44) = 1.987, p = .053.

Measure 2 GOAL:

In addition, Psyc103 instructors will be asked to randomly select 10 journal review article response sheets the assessment committee will grade them for: 1) the accuracy of their reporting of research methodology,
2) their accuracy of reporting research findings. **Performance Target:** Student average performance will be or above 70 percent on both sets of questions.

**Measure 2 RESULTS:**

All Psyc103 classes participated in this assessment. Approximately 10% of the collected journal article reviews (n = 60) were utilized for this assessment. For the journal article reviews, students answered six questions. We used two of these questions for this assessment:

1. Procedures Employed (Briefly describe what was done in the study. What was measured? Were any variables manipulated?): 71% answered this correctly.
2. Main Findings (What were the results or conclusions of the study? What are the implications of these results for the problem or issue that was being investigated?): 78% answered this correctly.

**USE OF THE ASSESSMENT RESULTS:**

For Measure 1, the assessment committee will discuss the findings with the department -- in particular, the faculty who teach Psyc103. Though the scores were generally above the midpoint, they were still a bit low, so more effort should be made to actively engage Psyc103 students in discussion about their research and journal article review opportunities.

This is the first assessment cycle to use the journal article reviews for assessment, so the committee will collect the same data in the next assessment cycle and then examine/discuss the results at that time.

**Outcome Number:** 2b

**Title:** APA Learning Outcome: Apply Basic Research Methods (GOAL 2 OF Curricular Map)

Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students demonstrate knowledge of the theory and research that is represented in the area of research methodology. [Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major]

**Measure 1 GOAL:**

All Psyc103 students complete the General Education Assessment requirement. Those not used by the Gen Ed Committee will be used for departmental assessment. Students’ ability to identify or justify relevant theories/models/concepts will be assessed using the established Gen Ed Rubric. This will be assessed with the following three questions:

1. Identify whether these data represent a positive or negative correlation.
2. Identify which variable could be manipulated and describe how you might manipulate this variable.
3. Identify the dependent variable in your experimental study and describe how you might operationally define this variable so that it could be measured.

**Performance Target:** students’ average performance will be at or above 70 percent on average overall.
Measure 1 RESULTS:
Approximately 10% (n = 53) were utilized for assessment. Students’ responses were scored using the Gen l Rubric for their ability to identify or justify relevant theories/models/concepts. 71% answered correctly.

Measure 2 GOAL:
All Psyc103 students complete the General Education Assessment requirement. Those not used by the Gen Committee will be used for departmental assessment. Students’ ability to describe and apply relevant theories/models/concepts will be assessed using the established Gen Ed Rubric.

This will be assessed with the following four questions:
Describe:
(1) Explain the relationship between children’s viewing of violent television programming and aggressive behavior that is represented by this figure.
(2) We cannot make causal inferences about relationships between variables from a non-experimental (or correlational) study. Describe several reasons why, in general, we cannot determine why one variable causes the other variable with data of this type.

Apply:
(3) Based on this figure, can we predict a child’s aggressive behavior with perfect accuracy if we know how many hours of violent TV he or she watched? Why or why not?
(4) How would you design an experiment on this topic involving two groups of children to determine cause effect? Specifically describe any necessary procedures to follow in the creation of groups.

Performance Target: students’ average performance will be at or above 70 percent on average overall.

Measure 2 RESULTS:
Approximately 10% (n = 53) were utilized for assessment. Students’ responses were scored using the Gen l Rubric for their ability to identify or justify relevant theories/models/concepts. 66% answered the describe questions (1,2) correctly and 59% answered the apply questions (3,4) correctly.

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USE OF THE ASSESSMENT RESULTS:
The committee with discuss the results with the department -- and in particular those faculty who teach Psyc103 -- about increasing the focus on both describing and applying research methods theories/models/concepts. The objective will be to increase the average scores for these particular assess questions in the next two assessment cycles.

The committee will also discuss assessment timing with the Gen Ed Committee, as the material being asse is typically taught at the beginning of the semester and the assessment is administered at the end. Either moving the assessment earlier or having two assessment times -- one immediately after the research met chapter and another at the end of the semester -- will be discussed.
Outcome Number: 3

Title: APA Learning Outcome: Understand and Remember Major Concepts (GOAL 1 of Curricular Map) No Collected This Cycle

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology. Specifically, students demonstrate knowledge of theory and research that is represented in each of the following four general domain areas [Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major]:

1. Learning and Cognition
2. Individual Differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimension
3. Biological bases of behavior and mental processes, including physiology, sensation, perception, comparison, motivation, and emotion
4. Developmental changes in behavior and mental processes across the life span.

Having collected data from all the Core A and Core B courses, the Assessment Committee will spend this semester collating, examining, and discussing the data as a committee, with a goal of presenting the results – and our recommendations – to the department in the spring during an assessment workshop. The committee will then present the results from our Core A and Core B course assessment, along with recommendations moving forward, in a departmental assessment workshop. The workshop will be used by core course instructors to 1) refine their course-specific assessment quiz and 2) discuss ways of improving retention of the relevant major concepts, theoretical perspectives, empirical findings, and historical trends.

Psychology - BS

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

BACHELORS OF SCIENCE
PSYCHOLOGY DEPARTMENT
ASSESSMENT CYCLE 2015-2016

Outcome Number: 1

Title: APA Learning Outcome: Communicate Effectively (GOAL 7 of Curricular Map)

Students will be able to communicate effectively in writing using APA (American Psychological Association) style, the accepted publication style of the discipline. Coverage agreements for the required Research Methods (PSYC 220/250), upper division (351+), and Advanced Lab (46x) courses address this learning outcome with a required written assignment in APA (American Psychological Association) style.
Measure 1 GOAL:
All students enrolled in a selected pilot of 351+ courses will read an empirical abstract of the professor’s choosing and will respond to essay questions about the content of the abstract – specifically, their interpretation of the findings discussed and the implications of those findings. The assessment committee will grade those responses with a 0 = incorrect, 1 = partially correct, 2 = completely correct scoring rubric. This will be administered during the final exam period, in addition to their regularly scheduled final exam.
Performance Target: students’ average performance to be at or above 70 percent on average for each question.

Measure 1 RESULTS:

Four 351+ courses were taught that participated in this assessment, with a total of 54 students who completed the assessment -- 28 of which were BS students (24 were BA students and 2 were BIOL majors). The students were asked to:

1. Identify the main hypothesis of the article: 91% of BS students got this correct.
2. Describe the procedures employed - what was measured, variables manipulated: 73% of BS students got this correct.
3. Explain the main findings of the study - results, conclusion, and implications: 75% of BS students got this correct.

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<td>91%</td>
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Measure 2 GOAL:
All students enrolled in a selected pilot of 351+ courses will read an empirical abstract of the professor’s choosing and will respond to short answer questions about how to interpret APA formatted information to figure out important details about an article (e.g., who the authors(s) are and where/when the article is published). The assessment committee will grade those responses with a 0 = incorrect, 1 = partially correct, 2 = completely correct scoring rubric. This will be administered during the final exam period, in addition to their regularly scheduled final exam. Performance Target: students’ average performance to be at or above 70 percent on average for each question.

Measure 2 RESULTS:

1. Provide the complete title of the article: 100% of BS students got this correct.
2. List the names of all authors in published order: 91% of BS students got this correct.
3. Provide the journal name, volume, issue, and page numbers where article published: 84% of BS students got this correct.
The BS students performed better than the BA students on the 1st question -- only 77% of the BA students got it correct, t(50) = 2.047, p = .046. The BS students also performed better than the BA students on the 2nd question -- only 94% of the BA students got it correct, t(50) = 2.155, p = .038.

USE OF ASSESSMENT RESULTS:
First, the questions for Measurement 2 were a bit vague and so one thing the committee will do is improve their wording. This should also make the questions harder to get correct. The committee would also like to introduce an example of an improper citation and have the students fix it. The department will meet to decide if 351+ classes would benefit from having one signature assignment (e.g., an APA paper) that would make assessment easier/more meaningful. Then the committee could assess 351+ classes in a similar manner to the Advanced Lab courses. The committee will also continue to monitor the fairly minimal, but nonetheless existing, gap between BS and BA student performance. If it continues to appear, the department will meet to discuss potential causes and solutions to closing it.

Outcome Number: 2a
Title: APA Learning Outcome: Apply Basic Research Methods (GOAL 2 OF Curricular Map)
Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students demonstrate knowledge of the theory and research that is represented in the area of research methodology. [Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major]

Measure 1 GOAL:
Students will take a newly developed content area pre/post-test for Psyc390 (Advanced Psychological Statistics). This test will include 10 content multiple choice questions which will assess their understanding of the content of the course (advanced statistical methods). Performance Target: Students will perform statistically significantly better on the post-test relative to the pre-test. Their overall scores will establish a target baseline.

Measure 1 RESULT:
All of the students (n = 44, 34 of which took both the pre and post-test, 14 Juniors and 20 Seniors) from the two Psyc390 courses being taught participated. The average pre-test score was 3.76/10 (38%) and the average post-test score was 4.75/10 (48%). These scores were lower than anticipated, but nonetheless there was a significant improvement between the two, t(33) - 3.399, p = .002.

There was an interaction between pre/post-test and year in school (Junior or Senior), F(1,32) = 4.18, p = .049. It revealed that the Senior students showed more improvement between pre and post-tests than the Juniors (Juniors: +.29 points; Seniors: +1.35 points).

Measure 2 GOAL:
Students will take a newly developed content area pre/post-test for Psyc390 (Advanced Psychological Statistics). This test will include likert style questions about student’s appreciation for the importance of statistical methods in psychological research and their confidence in applying them. These questions will assess their appreciation for the importance and usefulness of statistical methods, as well as their confidence in employing them. Performance Target: students will show an increased understanding of the importance of statistics as
well as an increased confidence in employing them in their post-test relative to the pre-test.

We asked 37 students from our two sections of Psyc390 the following questions:

(strongly disagree) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – (strongly agree)

Understanding how to employ and interpret statistical analyses is very important for making advancements in the field of psychology

After taking this class, I feel confident in my ability to employ and interpret statistical analyses in psychological research.

I think that Psyc390 is a valuable part of the training we receive for an undergraduate degree in psychology.

Measure 2 RESULTS:
All of the students (n = 44, 37 of which filled out the form) from the two Psyc390 courses being taught participated. Unfortunately, due to miscommunication between the assessment committee and the Psyc390 faculty, pre-test data on these questions was not collected. But post-data was collected, which revealed averages above the 5 point midpoint:

1. Average 8.0/9.0
2. Average 6.9/9.0
3. Average 7.7/9.0

There was no difference between Juniors and Seniors in their responses.

USE OF THE ASSESSMENT RESULTS:
This was the first semester of data collected. Psyc390 will administer this assessment again in the next assessment cycle, at which point the assessment committee will evaluate the data and determine an appropriate course forward.

Outcome Number: 2b

Title: APA Learning Outcome: Apply Basic Research Methods (GOAL 2 OF Curricular Map)

Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students demonstrate knowledge of the theory and research that is represented in the area of research methodology. [Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major]

Measure 1 GOAL:
Students who participate in our annual end of year Student Annual Research Day will administer a quiz with multiple choice questions. These questions will be designed to assess their level knowledge about the research methods being employed by other students in their talks/posters. Performance Target: students’ average performance will be at or above 70 percent on average overall.

The assessment committee evaluated the SARD student presentations -- both the oral (n = 8) and the poster presentations (n = 20).

Measure 1 RESULTS:
The presenters’ knowledge of their methodology was assessed along three criteria on a scale of 1-Very poor to 5-Excellent:

Visual presentation of information -- did they present relevant information to audience?
Oral communication -- do they know what methodology they employed?
Oral communication -- do they know why they employed it?

Oral presentations scored:
1. 83%
2. 79%
3. 81%

Poster presentations scored:
1. 86%
2. 88%
3. 90%

**Measure 2 GOAL:**
Students who participate in our annual end of year Student Annual Research Day will administer a quiz with multiple choice questions. These questions will be designed to assess their level knowledge about the findings reported by other students in their talks/posters. **Performance Target:** students’ average performance will be at or above 70 percent on average overall.

**Measure 2 RESULTS:**
The presenters’ knowledge of their results was assessed along three criteria on a scale of 1-Very poor to 5-Excellent:

1. Visual presentation of information -- did they present relevant information to audience?
2. Oral communication -- do they know what they found?
3. Oral communication -- do they know why it matters?

Oral presentations scored:
1. 76%
2. 84%
3. 85%

Poster presentations scored:
1. 90%
2. 86%
3. 86%

**USE OF ASSESSMENT RESULTS:**
The SARD presenter scores were excellent, which is to be expected since these are our strongest students. Therefore, for next year’s assessment, the target will be raised to 90%. This will require more work on the oral presentations, which scored lower than the poster presentations, largely because they are more demanding on the student.

The committee will also discuss with the department the possibility of establishing a SARD policy stating explicitly that the oral presentation and poster products must be 100% student work (with normal faculty mentor feedback only), to insure that what is being evaluated is student performance, not faculty mentor performance.

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**Outcome Number: 3**

**Title:** APA Learning Outcome: Understand and Remember Major Concepts (GOAL 1 of Curricular Map)

No Data Collected This Cycle

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology. Specifically, students demonstrate knowledge of theory and research that is represented in each of the following four general domain areas [Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major]:

1. Learning and Cognition
2. Individual Differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimension
3. Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
4. Developmental changes in behavior and mental processes across the life span.

Having collected data from all the Core A and Core B courses, the Assessment Committee will spend this semester collating, examining and discussing the data as a committee, with a goal of presenting the results – and our recommendations – to the department in the spring during an assessment workshop. The committee will then present the results from our Core A and Core B course assessment, along with recommendations moving forward, in a departmental assessment workshop. The workshop will be used by core course instructors to 1) refine their course-specific assessment quiz and 2) discuss ways of improving retention of the relevant major concepts, theoretical perspectives, empirical findings, and historical trends.
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The primary mission of the interdisciplinary public health program is the academic preparation of students interested in all aspects of public health. This program prepares students for a wide variety of post-graduation options, including but not limited to employment opportunities in health agencies, allied health fields, health administration, or pursuit of a graduate degree.

Given this mission the following goals were assessed in this cycle:

1. Students will be able to explain and apply theories of behavior change to the development of a health communication campaign project.

   This is the first attempt at assessing this learning outcome. Overall, results were promising, in that performance expectations were met. However, we would like more students to score higher on the rubric than they did. Practice sessions are being implemented to help students more clearly articulate how they are using theories in the development of their campaign projects.

2. Students will be able to identify the theory associated with a mediated health message and determine the likely outcome in terms of behavior change.

   Students did very well in identifying the theory and the likely outcome (as predicted by the theory) in the mediated health message provided. However, an unexpected finding was that students were confused about the processes that led to behavior change when applying the Extended Parallel Process Model. As a result of this finding, more concentrated in-class discussion will be held on the process elements of the model in the hopes of improving this outcome in the next assessment cycle. This measure has been added to this goal for the next cycle.

3. Public Health interns will apply public health knowledge, theories, and skills in a work environment in a manner deemed effective by their site supervisors. Supervisors will be willing to host public health interns in the future.

   The internship results reported for 2015-2016 applied specifically to the mission, as it dealt with the BA Internship Program, which provides a bridge from academic preparation to post-graduation options. Thus far, the internship seems to be accomplishing its goals. Site supervisors were happy with the students' preparation for their internships and with their performances during the internship period. Students pursued a wide variety of internships, both academic (several interns worked on research projects with faculty at MUSC) and practice-driven. Likewise, 95.5% of site supervisors reported that they were willing to host a public health intern in the future. However, given student and site supervisor desires for the internship coordinator to have a more hands-on role in the internship process, an effort will be made to have the internship become a course that meets several times during the semester, similar to the BS internship course.
Religious Studies - BA/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Based on our assessment results for the past five years (2011-2016), the Religious Studies Department has been pleased with our assessment efforts and results. We have paid special attention to the assessment of student writing skills and their ability to write thesis-driven arguments, a skill that can be introduced in our introductory level courses. This year, members of the assessment committee focused on students’ grasp of the comparative method, and Bjerken and Huddlestun conducted extensive 1-1.5 hour exit interviews with graduating seniors. We continue to make minor revisions to our assessment rubrics but overall we are quite satisfied with our assessment results: our students demonstrate effective writing and reading skills, they can craft arguments, analyze evidence from primary and secondary sources, and understand, interpret, and contextualize primary texts from one or more religious traditions. Exit interviews reveal that our graduating seniors especially value three required courses in our curriculum: Theories in the Study of Religions (RELS 210), the Senior Seminar (RELS 450) and the Capstone Colloquium (RELS 451). Many of them would have benefitted from more opportunities for high impact learning experiences such as internships and study abroad opportunities, and we added a new course this year for a Teaching Apprenticeship (RELS 381). We continue to discuss how we might provide more of these high impact learning experiences, and next year we will focus our attention on partnering with more local religious education and non-profit institutions to create new internship opportunities for our majors. Another area where we can improve is that our majors are still not aware of the three Student Learning Outcomes for our department. In the future, we need to identify these SLO on our syllabi, especially in our advanced 300-450 level seminars.

Riley Center for Livable Communities

Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Over the past few assessment cycles the Riley Center has made some changes based on our results. First, two years ago we implemented a new mission based on feedback we received from community stakeholders. Second, after assessing the types of projects we were working on and their level of success we have shifted away from offering survey services because we were not getting the results with these projects we once did to a greater focus on professional development and training for local governments. Our recent assessment results emphasize that this was a move in the right direction and this area is one where we are experiencing growth.
This year the results are not leading to any changes yet, but are encouraging that we are on the right path for this current market.

Sociology and Anthropology

Anthropology - BS/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Anthropology confronts the challenges of understanding biological and cultural variation in time and space. It does this via a holistic approach that both draws from and contributes to a myriad array of disciplines. The field is comprised of four major subfields, anthropological archaeology, biological (or physical) anthropology, ethnology (cultural or socio-cultural anthropology), and linguistic anthropology. A minor subfield, applied (or "activist") anthropology, is gaining increasing recognition.

In this year’s assessment efforts, we assessed the following goal using a 15 item inventory:

Goal: Students possess knowledge of and demonstrate the ability to apply key anthropological concepts in the following areas:
• Culture and Cultural Relativism
• Culture and Biological Diversity
• Social Organization
• Cultural and Biological Evolution
• Language & Communication

While there was some variability among sub-areas, the mean correct responses across all measures was 73.47%, which exceeded the performance target of 70% and represents a slight increase from last year’s 70.14%.

Previous results have been used to establish program benchmarks. The Anthropology program changed prerequisites on a number of courses in 2015, and these changes go into effect in August 2016. Comparison of results over the next few assessment cycles will provide valuable insight into whether the prerequisite changes are successful in terms of student learning.

With program improvement in mind, the results will be discussed at the August 16 program retreat and will guide decisions. These data will be will serve as the starting point of a broader conversation about curricular issues. While a preliminary review of the results by the department chair is generally encouraging and provides evidence of continued quality instruction, some variability in performance was evident on specific learning objectives. As the Anthropology Program is in planning stages for a Capstone Experience block of courses, these results will provide important insight into the learning objectives that may require additional emphasis.
Sociology - BS/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Sociology Program seeks to foster the goals of a liberal arts and sciences education by developing in College of Charleston students the ability to understand an increasingly complex, diverse, and ever-changing world through application of the sociological perspective.

During this assessment cycle, we assessed the following program goal: Students will demonstrate an understanding of the sociological imagination and demonstrate competency in recognizing and applying the sociological imagination.

All students enrolled in SOCY 260 in Fall 2015 and Spring 2016 were asked question to measure their performance on 6 learning outcomes. Because this was a new area of assessment, the committee focused on creating strong measures, using Fall 2015 as a pilot. Overall, student performance was strong for all SLOs, but individual measures may require additional fine-tuning and fine-tuning across sections is likely.

These results were shared with program faculty and will be part of our curricular review during our August 2016 retreat.

Urban Studies - BA/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

In this cycle all of the targets for the measures of the three student learning outcomes were "set to baseline".

Undergraduate Urban Studies majors in this assessment cycle were performing at about 70-80% on the various artifacts assessed. The data from this cycle has been used to set targets for the
Women's and Gender Studies - BA/Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

In 2015 the WGS Program introduced a new set of assessment measures and assessment rubrics for the four SLO that have been assessed since 2012. For that reason, assessment findings from the past are not directly comparable to assessment findings from 2015. Despite that, the 2015 assessment is consistent with the results from the past three years. The program on whole meets or exceeds the performance targets, set at 80%, for student learning for all but one measure: 77% of students demonstrate the ability to very clearly or somewhat clearly apply one or more concepts from WGST coursework to new situations and real-life experiences.

The Executive Committee met in April 2016 to review the findings from assessment and discuss their implications for how the program conducts assessment as well as the goals and organization of assignment in specific courses for the major. The Executive Committee identified several areas for improvement.

First, because many of the WGST courses are taught by adjunct faculty, there is a need to provide more explicit training and guidance in developing assignments that clearly require students to demonstrate the skills and knowledge that are focus of the program's student learning outcomes. For the 2016-17 academic year, WGST will hold a workshop retreat in August that will cover syllabi, assignments, the assessment process, and assessment rubrics for faculty teaching WGST courses.

Second, to increase the response rate to the questionnaire for graduating students who take the capstone course, the WGST office will endeavor to track all graduating WGST students and ensure they complete the exit questionnaire.

Third, although some students understood the intent of the internship assignment, the split between those who could very clearly and those who did not demonstrate an ability to apply concepts from WGST coursework to new situations, suggests a need for change. Next year students will be more explicitly asked to identify one or more concepts, theories, or ideas from WGST courses that inform and/or intersect with their experiences at the internship, and to describe how the concepts/theories/ideas connect to the internship experience. Regardless of who supervises the internship students, the WGST Program will provide a standardized set of questions for reflection during the internship and a standardized essay assignment at the end of the internship.

Last, although students’ capstone papers demonstrated somewhat stronger writing skills in the use of theoretical foundations and argumentation compared to their organization of the paper and style, grammar, and presentation, there were mitigating circumstance that affected the ability of students to receive feedback on drafts of their papers. The program will wait to see whether students' performance is higher in the next assessment cycle before deciding on any changes.