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 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. Over the last 5 years the percentage of students enrolled in small capstone courses or independent enrollments has been stable at about 46% annually. It jumped to 56% this year. This will probably level back out next year. Students enrolled in one-on-one instruction has remained stable at 3%. Tracking the percentage of student who upon graduation have worked one-on-one with a faculty member demonstrates that about 16% of HSS students are getting that experience while 27% of students are taking part in internships.

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. Given the number of faculty in HSS has been reduced, it is surprising that the one-on-one work with students has not. Programs are doing more with less.

Outcome 2 - HSS students develop global awareness by participating in study abroad programs. Over the last 5 years approximately 10% of HSS students study abroad annually. Approximately 30% of students have studied abroad prior to graduation.

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 4 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. Over the last 5 years HSS majors have fluctuated annual between 2600 and 2200 with between 800 and 600 students graduating annually. Graduates have declined from 807 to 602 since 2013.

Evidence Based Changes Each year data from the past 4 years are used to set new targets for the following year. Individual programs have increased their recruiting but, the number of students matriculating at CoC is down so, it would be expected that majors would also decline.

Outcome 4 - HSS students are trained in the method of scholarly inquiry and research. Over the last 5 years enrollments in methods training courses has held steady at approximately 97% of HSS majors enrolled annually. This is probably high given students may enroll in mor than one course. A better measure of methods training comes from the graduation data. This has dropped from 97% to 85%. Most majors require some sort of a methods training course.

Evidence Based Changes Each year data from the past 4 years are used to set new targets for the following year. Data from 5 years were used to set baselines for the following year. Given the high percentage annually and 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. Over the last 5 years HSS faculty have given of their time and expertise to the community. Students (9%) regularly participate in internships.

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.

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 in COMM 214: Media in the Digital Age, students are completing this course feel that they are confident that they comprehend the core theoretical perspectives that guide our understanding of mediated communication, understand the impact of mediated communication on our daily lives, and understand the complex relationship between media and culture. The assessment results show that they, for the most part, demonstrate this comprehension and understanding by accurately answering common exam questions. However, there is room for improvement on specific concepts throughout the course. The faculty teaching COMM 214 will continue to modify course lectures and discussions to emphasize the areas most in need of improvement.

English - 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 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 292), 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. Likewise, in spring 2017 two sections of English 201 responded to an essay prompt that was part of the final exam with similar results as in 2016. The results of the 2017 assessment confirmed the assessment committee’s conclusion that the program’s student learning outcomes are far too specific.

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. The assessment committee helped to
implement a pilot electronic portfolio tutorial in Spring 2017; a portfolio tutorial is also being offered in Fall 2017.

Creative Writing - 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):.

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 only partially worked resulting in Measure 1 getting lower scores, but Measure 2 shows a 100% success rate. In the 2016-2017 assessment cycle, these methods continued to have mixed results: for Measure 1, the target was not met and the results did not improve, and for Measure 2 the target was met, but the results did not improve from the previous assessment cycle. 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 220 and ENGL 223, the introductory poetry and fiction classes (due to larger class sizes and multiple offerings) in future assessment cycles to better reflect student success rates.

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):.

History Department assessment continues to be transformed in a multi-year process that has improved our data collection and now is giving us more meaningful data to assess actual program strengths and weaknesses.

AY2016: The department had a series of discussions about what we wanted to assess and how to assess it that led to the creation of new measures and new departmental rubrics. We also created clearer departmental guidelines for instruction of HIST 299 to address weaknesses uncovered during assessment.

AY2017: The first year of assessment using the new measures and rubrics. The department assessment committee found the data collected much more useful, especially in the way it highlighted many of our students’ relative weakness in critical analysis.

AY2018: The department is now examining and debating the question of whether students get enough experience writing advanced analytical essays before they enter the capstone course; lack of experience in this area seems to be the reason for the weakness in critical analysis exposed by AY2017 program assessment. To that end, we have conducted a start-of-the-year survey of students in all our upper-level courses and are now analyzing the results. The probable outcome will be a revision of our program so students will be required to take at least two 300-level courses (instead of the single course now required).

Irish and Irish American Studies - 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):.

First of all, IIAS 201 has not yet accomplished the goal of giving students a foundational knowledge of Irish and Irish American history. Students who scored very high on measures of historical methodology nevertheless scored poorly on basic historical knowledge. In Spring 2018, the third time this course is offered, unit will be devoted entirely to the mastery of basic historical knowledge.

Second, measures of students’ ability to practice the methodologies of historians, cultural critics, and social scientists were very encouraging. All targets were met or exceeded. However, the experience of assessing these goals has driven home to the instructor of the course the somewhat arbitrary distinctions drawn (for example) between the methods of literary critic and an anthropologist, and the between an anthropologist and historian. As part of the course, practitioners in these various fields guest lectured; students
studied published works by these professors; and drawing distinctions between their methodologies indicated more of a confluence than a division of methods. Therefore, in Spring 2018 the course will be redesigned not so much as to draw distinctions as to demonstrate to students one methodology—an interdisciplinary as opposed to multi-disciplinary methodology—that amalgamates these branches of scholarship.

The SLOs will be appropriately rewritten to reflect this change.

**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):

We continued to meet our assessment targets for student writing in 2016-17. But while we met our targets on the indirect measures (graduate exit surveys) for knowledge of the history of philosophy and critical reasoning, we failed to meet them on the direct measures of these outcomes, the exams in the history survey and formal logic classes.

The logic sample was small, and we have fallen short of targets in this area in the past. The mathematical skills demanded in formal logic are different from the skills required in most other philosophy classes, and may pose special challenges for certain majors. We have been evaluating the use of supplemental instruction as a remedy in these classes, but we may have to make changes to this model.

The history results are of greater concern, but we have a new instructor for PHIL 201, our ancient philosophy survey, and we want to see further results from these classes before making further changes.

**Political Science - 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):

Students are roughly meeting our expectations on clarity and quality of writing. In the introductory methods class and on the exit survey they are meeting the target and on the capstone they are close enough to the target. But that means we still have 32% of capstone papers that are not meeting this target. Discussions in the department over the last year have focused on the goal of the capstone and the degree to which capstones will walk students through the research process as opposed to offer students an opportunity to explore a question on their own (which has a much higher rate of risk).

The place where students are furthest from meeting our targets is methodological knowledge and use, although they are clearly gaining knowledge on that at the POLI 205 level and they self report confidence in this area. This suggests that more practice of these skills between 205 and Capstone is needed. The Department has been in discussion on both collecting data on who requires research in the 300 level classes and then working on ways to ensure that all students take at least one such class. This proposal will be a topic for discussion in 2017.

Specific actions for 2017:
Continue discussions on what the capstone should be accomplishing

Track student writing and research at the 300 level and consider adding a requirement to ensure that students are continuing to do research after the methods class.

Continue to encourage drafting, peer editing of student papers.

**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):

Assessment for GEOG was reworked over 2016/17 in part because of the lessons learned about our assessment tools for the program over this year.

In effect, given that no students graduated from the program and that a signature course (GEOG219) was not taught over this year, we
could only test one of SLOs. The new assessment tools are focused on a broader range of courses and are exclusively course focused.

For our introductory WRG course in GEOG the SLO results are as follows: 33 students (N=57; n=33) on the third exam in WRG in spring 2017 answered the following question which was then assessed to test this SLO: “One of the key revolutions of the modern world is the private property revolution. Discuss this revolution as it emerges in England and takes control of Australia. Use the ethnocentric settler state model to explain how various populations are impacted in this process. How does the situation of the native Australians parallel that of peoples in the Americas?”

76% of those students scored in the C/B/A range (5 students passed the question and 3 failed).
We are meeting our goals on this measure.

Because course offerings are not known at the time of planning the new assessment plan has been designed to have more flexibility. In addition, whether there will be graduates or not is also an unknown. New measures take this into account.

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):

For the B.A. major in Psychology, three SLOs were assessed and analyzed for student proficiency in the areas of (1) communication effectiveness and (2) application of research methodology. This was accomplished via the use of SLO1, SLO2A, and SLO2B.

SLO1: Communication Effectiveness:

Assessment of SLO1 was accomplished by analyzing student understanding of research findings (measure #1) and of authorship and publication requirements of the American Psychological Association (measure #2) based upon the reading of an empirical abstract.
This assessment was conducted in Spring 2016 and Fall 2016 semesters.

SLO1 Data Summary:

Spring 2016: Five (5) PSYC351+ courses were sampled.

Measure #1: Overall performance of B.A. students (N = 24) was 76% (4.5 out of 6). The performance on this measure exceeded our target performance of 70% for B.A. majors.

Measure #2: Overall performance of B.A. students (N = 24) was 88% (5.3 out of 6). The overall performance on this measure exceeded our target performance of 70% for B.A. majors.

Fall 2016: Six (6) PSYC351+ courses were sampled.

Measure #1: Overall performance of B.A. students (N = 12) was 67% (4.0 out of 6). The performance on this measure failed to meet our target performance of 70% for B.A. majors.

Measure #2: Overall performance of B.A. students (N = 12) was 85% (6.69 out of 6). The overall performance on this measure exceeded our target performance of 70% for B.A. majors.

**An additional question was added in Fall 2016 to further assess measurement #2 that required the students to assemble an APA citation from raw data. Overall performance for B.A. students (N = 12) was 50%. The performance on this measure failed to meet the minimum target performance of 70% for the B.A. majors.

Overall results from the initial SLO1 assessment show that student performance exceeded the benchmark of 70% correct for measure #1 in spring 2016 (76%) only and for measure #2 in spring 2016 (88%) and fall 2016 (85%). Further attempts to make measure #2 more difficult in fall 2016 resulted in significant reduction in student performance that did not meet departmental benchmark standards (50%).

SLO1 Conclusions:

We have performed two assessment cycles using the above mentioned measures where we have clearly met our target performance minimums. As such, we are shifting to a more substantive assessment which will include an analysis of APA style research proposal to assess student understanding of the core content and ability to disseminate that understanding to an audience. This process is currently in progress.
SLO2A: Application of Research Methodology

Assessment of SLO2A was accomplished by analyzing student responses on a Research experience questionnaire (measure #1) and student’s understanding of research methodology and results from assigned empirical journal articles (measure #2). This assessment was conducted in the Fall 2016 semester.

SLO2A Data Summary:

Fall 2016: Approximately 10% of students were randomly sampled from all Fall 2016 PSYC103 courses.

Measure #1: Overall performance of PSYC103 students performed above the mid-point in terms of having an increased understanding of research methods (4.71) and increased understanding of statistics (4.13). Eighty-eight percent (88%) of PSYC103 students completed a research journal article review. On average, students increased their understanding of research methods (4.81) and statistics (4.55). Both measures are above the mid-point of the scale and exceeded our performance expectations. Assessment of the likelihood of participating in future research revealed an average of 4.6 (out of 9). There was a statistically significant difference between majors and non-majors on this assessment question (6.23 vs. 3.67 for majors and non-majors, respectively).

Measure #2: Question #4 assessed student’s understanding of the procedures that were employed in the research article. Overall performance of PSYC103 students was 67%. This was below our target performance criteria of 70%.

Question #5 assessed student understanding of the results of the research. Overall performance of PSYC103 students was 76%. This was above our target performance criteria of 70%.

SLO2A Conclusions:

Overall, we are satisfied with the performance of PSYC103 students on SLO2A and we plan to continue to use these metrics to monitor their ability to use and interpret statistics and research methods in the psychological sciences.

SLO2B: Application of Research Methodology

Assessment of SLO2B was accomplished by analyzing student responses on a standardized General Education Assessment question on research methodology. This assessment was conducted in the Spring 2016 semester.

Measure #1: Students’ ability to identify or justify relevant theories/models/concepts were assessed using the following three questions from the standardized metric:

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 #2: Students’ ability to describe/explain and apply relevant theories/models/concepts was assessed using the following four questions from the standardized metric:

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 and 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.

SLO2B Data Summary:

Spring 2016: Approximately ten percent (10%) of PSYC103 artifacts were randomly sampled yielding a sample size of 39 student artifacts (N = 39).

Measure #1: Overall, the average score was 3.01 (out of 4.0) yielding an overall performance of 75% correct. This level of performance exceeded our performance criteria of 70%.

Measure #2: For the description/explanation component, the average score was 2.62 (out of 4.0) yielding a 65% performance criterion. This level of performance did not meet our performance criteria of 70%. For the application component, the average score was 2.28 (out of 4.0) yielding a 57% performance level. This level of performance did not meet our performance criteria of 70%.
SLO2B Conclusions:

The performance criteria were met for the identification component of the general education assessment, but not for the description/explanation and application components. The decline in performance for the explanation and application components of the assessment question (relative to identify) was not unexpected given that explaining and applying the concepts require a deeper level of understanding than identification of concepts.

Even though the results were not unexpected given that they coincide with the college wide gen ed assessment, we would like to see the performance of explanation of application of research concepts increased above 70%. Departmental discussions regarding improvements in this area are being planned.

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):

For the B.S. major in Psychology, three SLOs were assessed and analyzed for student proficiency in the areas of (1) communication effectiveness and (2) application of research methodology. This was accomplished via the use of SLO1, SLO2A, and SLO2B.

SLO1: Communication Effectiveness:

Assessment of SLO1 was accomplished by analyzing student understanding of research findings (measure #1) and of authorship and publication requirements of the American Psychological Association (measure #2) based upon the reading of an empirical abstract.

This assessment was conducted in Spring 2016 and Fall 2016 semesters.

SLO1 Data Summary:

Spring 2016: Five (5) PSYC351+ courses were sampled.

Measure #1: Overall performance of B.S. students (N = 20) was 88% (5.3 out of 6). The performance on this measure exceeded our target performance of 70% for B.S. majors.

Measure #2: Overall performance of B.A. students (N = 20) was 93% (5.6 out of 6). The overall performance on this measure exceeded our target performance of 70% for B.S. majors.

Fall 2016: Six (6) PSYC351+ courses were sampled.

Measure #1: Overall performance of B.A. students (N = 6) was 75% (4.33 out of 6). The performance on this measure exceeded our target performance of 70% for B.S. majors.

Measure #2: Overall performance of B.A. students (N = 6) was 85% (6.89 out of 6). The overall performance on this measure exceeded our target performance of 70% for B.S. majors.

**An additional question was added in Fall 2016 to further assess measurement #2 that required the students to assemble an APA citation from raw data. Overall performance for B.S. students (N = 6) was 67%. The performance on this measure failed to meet the minimum target performance of 70% for the B.S. majors.

Overall results from the initial SLO1 assessment show that student performance exceeded the benchmark of 70% correct for measure #1 in spring 2016 (88%) and fall 2016 (75%) and for measure #2 in spring 2016 (93%) and fall 2016 (85%). Further attempts to make measure #2 more difficult in fall 2016 resulted in a reduction in student performance that did not meet departmental benchmark standards (67%).

SLO1 Conclusions:

We have performed two assessment cycles using the above mentioned measures where we have clearly met our target performance minimums. As such, we are shifting to a more substantive assessment which will include an analysis of APA style research proposal to assess student understanding of the core content and ability to disseminate that understanding to an audience. This process is currently in progress.

SLO2A: Application of Research Methodology

Assessment of SLO2A was accomplished by measuring student understanding of the content of the course (PSYC390: Advanced Statistical Methods). Measure #1: Students took a newly developed content area pre/post test that included 10 multiple choice questions on statistical methodology.
Measure #2: Students completed a likert-style inventory about their appreciation for the importance of statistical methods in psychological research and their confidence in applying them.

SLO2A Data Summary:

No data for SLO2A was taken during the 2016-2017 assessment period. Data from the 2015-2016 report are included below.

2015-2016:

Measure #1: 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: All of the students (n = 44, 37 of which filled out the form) from the two PSYC390 courses being taught participated. Students were asked the following questions:
To what degree do you (dis)agree with the following questions:
(Strongly disagree) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – (strongly agree)

1. Understanding how to employ and interpret statistical analyses is very important for making advancements in the field of psychology
2. After taking this class, I feel confident in my ability to employ and interpret statistical analyses in psychological research.
3. I think that Psych390 is a valuable part of the training we receive for an undergraduate degree in psychology.

Unfortunately, due to miscommunication between the assessment committee and the Psych390 faculty, pre-test data on these questions was not collected. But post-data was collected, which revealed averages above the 5 point midpoint:

4. Average 8.0/9.0
5. Average 6.9/9.0
6. Average 7.7/9.0

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

SLO2A Conclusions:

Spring 2016 was the first semester that data was collected for SLO2A. PSYC390 will be administered this assessment again in the 2017-2018 assessment cycle, at which point the assessment committee will evaluate the data and determine an appropriate course forward. Overall, we are satisfied with the performance of PSYC390 students on SLO2A and we plan to continue to use these metrics to monitor their ability to use and interpret statistics and research methods in the psychological sciences.

SLO2B: Application of Research Methodology

Assessment of SLO2B was accomplished by measuring student understanding of the content of the course (PSYC499: Bachelor’s Essay). Measure #1: Students were rated on their overall understanding of the methodology of their research project that they presented at the Psychology department Student Activities and Research Day (SARD). Measure #2: Students were rated on their overall understanding of the results of their research project that they presented at the Psychology department Student Activities and Research Day (SARD).

SLO2A Data Summary:

No data for SLO2B was taken during the 2016-2017 assessment period. Data from the 2015-2016 report are included below.

2015 - 2016:

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

Measure #1: The presenters’ knowledge of their methodology 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 methodology they employed?
3. 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:** 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%

**SLO2B Conclusions:**

Spring 2016 was the first semester that data was collected for SLO2B. PSYC499 students will be assessed again on these measures in the 2017-2018 assessment cycle, at which point the assessment committee will evaluate the data and determine an appropriate course forward. Overall, we are satisfied with the performance of PSYC499 students on SLO2B and we plan to continue to use these metrics to monitor their ability to use and interpret statistics and research methods in the psychological sciences.

**Public Health - BA**

**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 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.

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 2016-2017 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, 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 several years (2014-2017), the Religious Studies Department has been pleased with our assessment efforts and results. We have paid equal attention to all three of our department SLOs, which have been assessed via designated writing assignments. These assignments have been evaluated by a rotating assessment committee, using departmental rubrics. These rubrics are improved annually, as our the assignment guidelines.

Results gained from assessments of written work have informed the topic of our annual departmental retreats. (In 2012, we brought in an outside consultant to help us with assessment for our upper division courses. In 2013, based on our desire that greater attention be given to help students achieve the writing outcomes, we dedicated our one-day retreat to the subject of how we might better teach these writing skills. This retreat was led by two C of C faculty members who lead FYE workshops on writing across the curriculum (Chris Warnick and Amy Mecklenburg-Faenger in ENGL).)

In 2014, we brought in another outside consultant to discuss personal commitments in the classroom. In 2016, we brought in another outside consultant to help us teach and assess religious studies fieldwork. (Both of these were topic students in exit interviews wanted addressed.)

We also continue to improve our program thanks to a generous external grant from the Wabash foundation, which allows us to focus our attention on High Impact Learning Experiences (HILEs).

Overall, 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. And HILEs are ever more an integral part of the religious studies major.

**Riley Center for Livable Communities**

**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):

This past year the Riley Center conducted an assessment of local governments across South Carolina to determine opportunities for the Center in one of our areas of expertise. This allowed the Center to identify areas where we could improve our services. From this assessment we concluded that we could shift more resources to local government needs and hired someone full-time to work on this area. Specifically, we realized we could address demands for increased professional development for leaders as well as increase some of our expertise in a number of technical areas to improve our goal of supporting local government across South Carolina.

Additionally, we barely met our goal to involve more faculty and students in the Riley Center which has led us to developing a plan to address this particular goal and anticipate hosting an open house for faculty this fall and offering some training sessions specifically for faculty to develop some stronger relationships.

**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. As a result of our previous assessment, anthropology faculty replaced three measures (1.2, 2.2 and 5.2) to address results of inconsistent performance on some measures.
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 74.86% for students in ANTH 101, which exceeded the performance target of 70% and represents a slight increase from last year’s 73.47%. Baselines for students taking upper level classes were also established. For students in ANTH 203 and ANTH 491, the mean of correct responses across all measures was 94.5%.

Previous results had been used to establish program benchmarks. The Anthropology program changed prerequisites on a number of courses in 2015, and these changes went 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 were discussed at the August 17 program retreat. The data served 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.

**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 competency in understanding the sociological perspective. All students enrolled in SOCY 101 in Fall 2016 and Spring 2017 were asked questions to measure their performance on 3 learning outcomes. Because this was a new area of assessment, the committee focused on creating strong measures, using the year to pilot the questions. 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 during our August 2017 retreat. These SLOs will be assessed again in FY 17 with an eye on continued improvement and to monitor delivery of core content.

**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):

The Urban Studies majors performed well on the measures for SLO 1, signaling that no adjustments are need at this time. The targets were met. For SLO 2, the targets were not met in the HIST 211 class. It is not clear why students did not meet the targets. This particular course has a new instructor, and the URST Program director and the instructor have met to discuss the student learning outcome and the assignment that will be used to assess that outcome. The instructor will send the URST director the new assignment for review later in the Fall 2017 semester. The assignment will be utilized during the current assessment cycle. For SLO 3, the targets were met. However, the URST director will discuss with the Executive Committee the structure of the exit survey. Upon review of the survey and assessment results, the URST director feels that the survey is not yielding the best information to assess student learning and experiences of the major. It may be the case that additional and/or different questions need to be added.

**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):.

Assessment results demonstrate that WGS students, from the introductory course (WGST 200) through the Internship experience (WGST 381) and culminating in the Senior Capstone (WGST 401) score very high on all measures for our Student Learning Outcomes. Students demonstrate high levels of critical thinking and writing effectiveness. These skills are central to the B.A. and to the WGS curriculum. Furthermore, students are able to analyze the need for social advocacy on issues relevant to WGS at a high level, with improvements from the previous year’s assessment. Finally, students are very capable of applying WGS concepts to their real-life internship experiences, which is an important demonstration of learning across the curriculum.

The WGS assessment has been in flux the last few years because of transitions in the program leadership. Assignments in core and/or required courses have been revised as have rubrics and measurements for student learning outcomes, making it difficult to trace improvements and impact of revisions over time. While our 2016-17 assessment results are positive and indicate strong outcomes for student learning on writing effectiveness, critical thinking, social advocacy, and application of concepts, the WGS program is prepared to revise SLOs (as per previous feedback), as well as our assessment plan with a focus on multiple measures (including direct and indirect assessment), continuity, and program improvement.