

Foundational Studies Assessment 2021

Social & Behavioral Sciences

Learning Outcomes

1. Describe how individual choices and/or evolving social institutions affect human decision-making.
2. Utilize discipline-specific methodologies to predict an individual or social outcome.
3. Connect discipline-specific content and methodology to contemporary social issues.
4. Explain how the specific discipline informs and contributes to other disciplines.

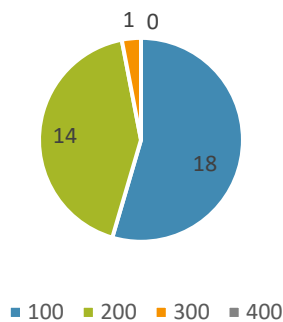
Sample

n_{sections} = 33* n_{artifacts} = 167**

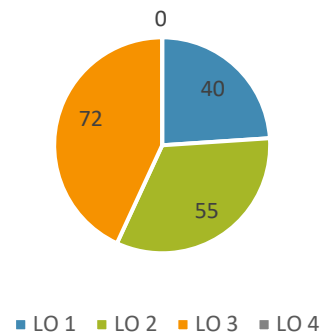
*Artifacts were submitted for 41 sections. 1 section was removed due to duplication of artifacts, and the other 7 were not assessed due to lack of reviewers with discipline-specific expertise required for assessment of LO2 and LO3 aligned artifacts.

**We assessed all 7 artifacts for one class due to the necessary omission of another class because duplicate artifacts were submitted.

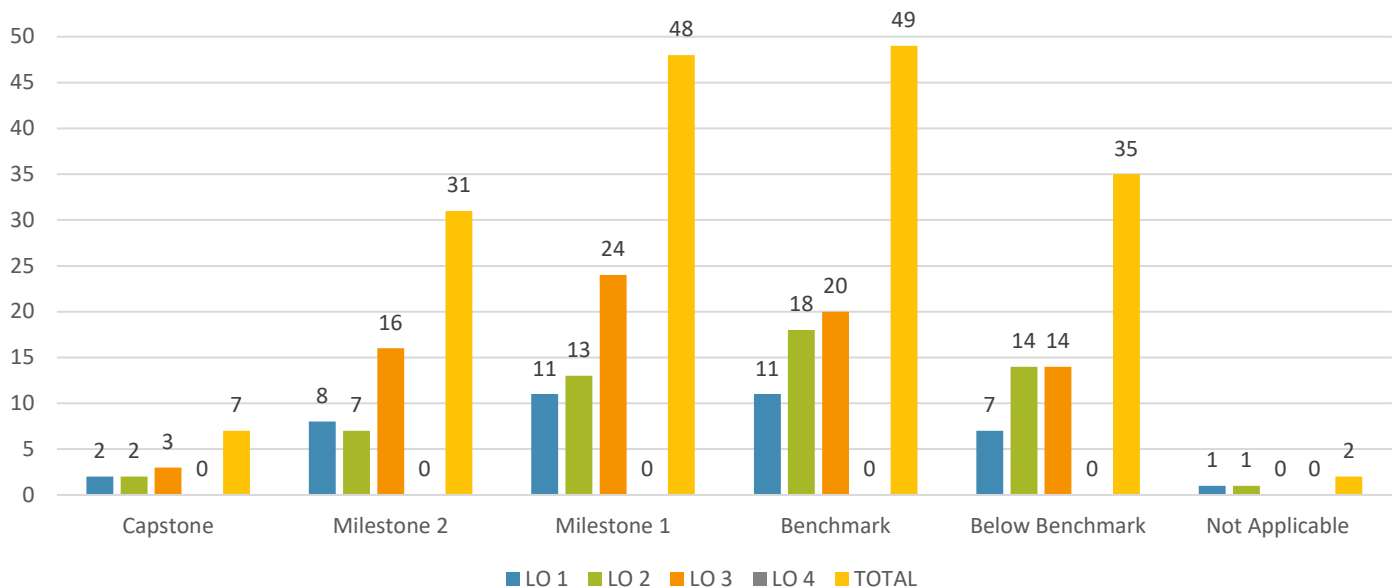
Course Level Distribution



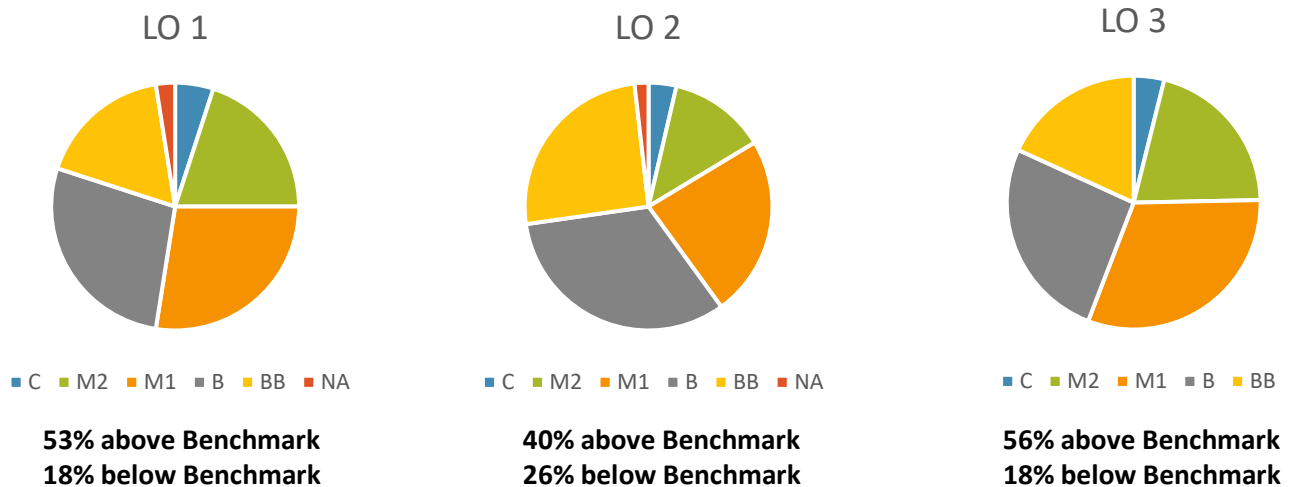
Learning Outcome Distribution



Rating Distribution by Outcome

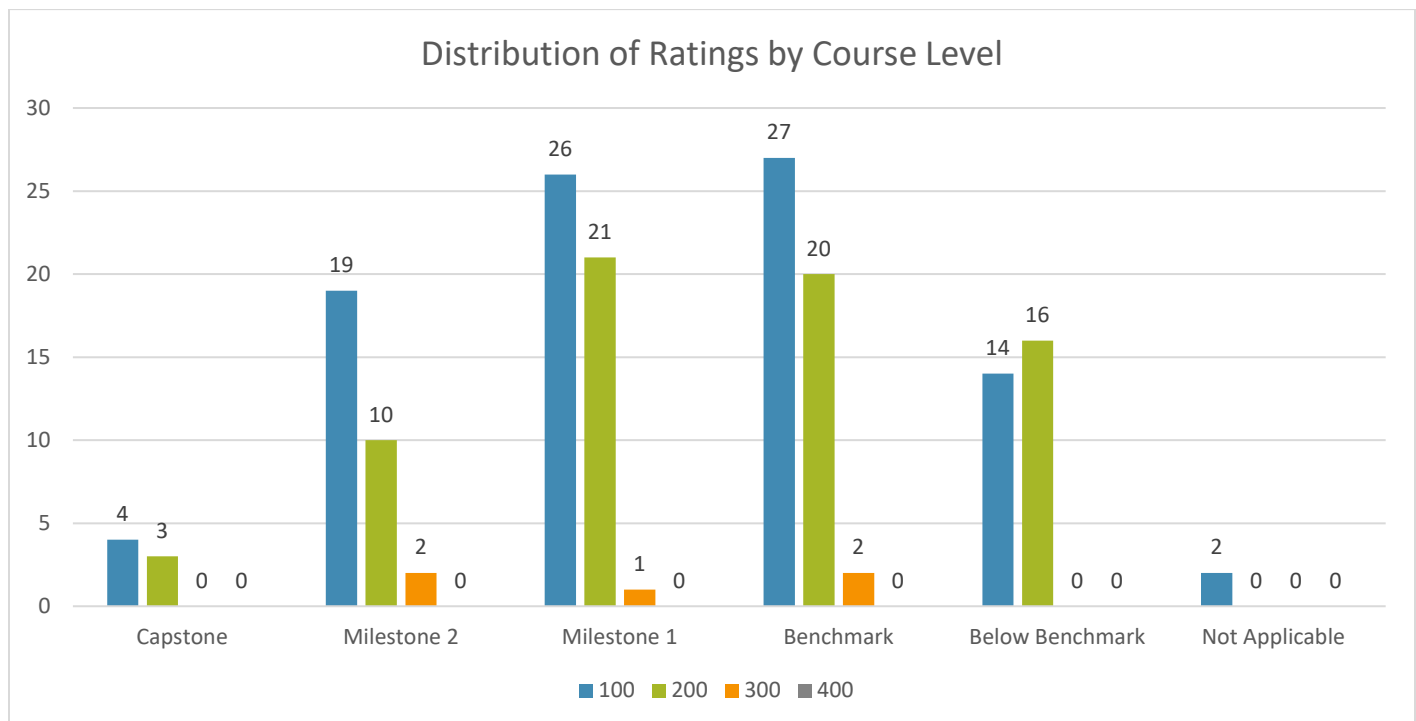


Evaluation Rating by Learning Outcome

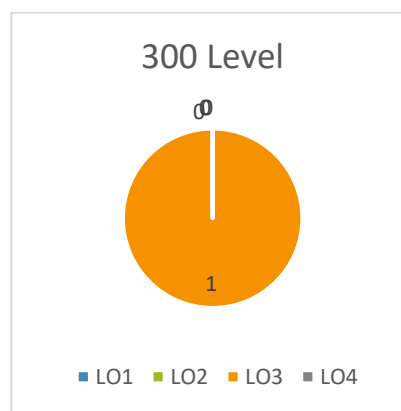
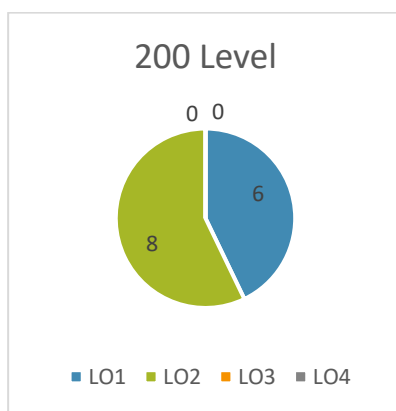
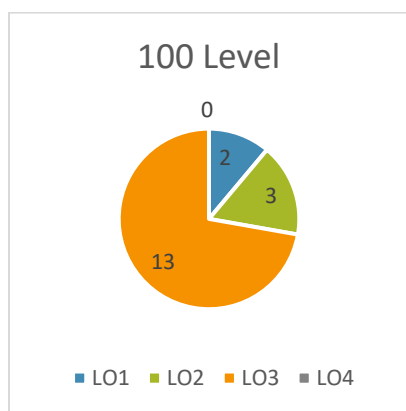


Conversion of ordinal data to discrete data for analysis (e.g., BB=1, B=2, M1=3, M2=4, C=5) yields the following:
 N = 165 (NA ratings removed) \bar{x} = 2.6121 median = 3 mode = 2 range = 4 s = 1.1130
 t = 1.9745 SE = 0.0866 ME = 0.1710
 t-confidence interval = 2.4410 – 2.7832, $\alpha=0.05$
 95% confidence that the population mean rating for the category will plausibly fall in the range of Benchmark.

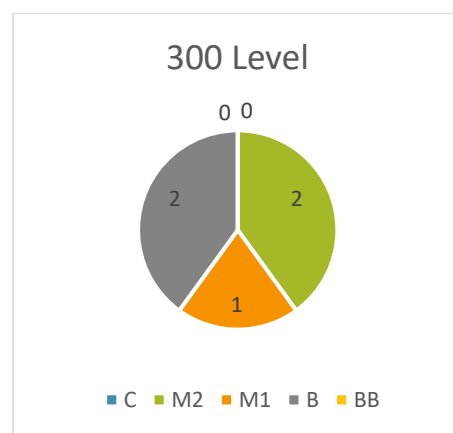
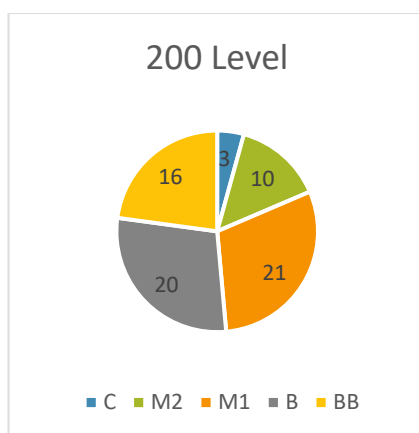
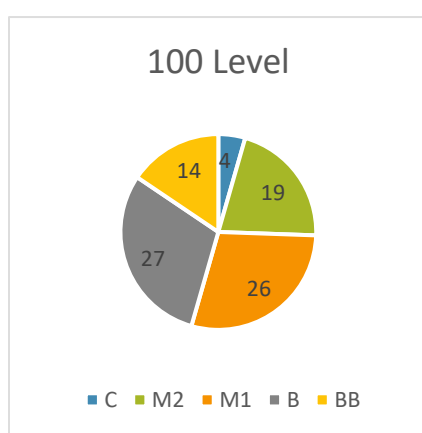
Ratings by Course Level



Learning Outcome Distribution by Course Level



Evaluation Rating by Course Level



54% above Benchmark
15% below Benchmark
Reviewer Notes

48% above Benchmark
23% below Benchmark

60% above Benchmark
0% below Benchmark

Review Teams:

Chris Percifield & Kelley Woods-Johnson
 Kelley Woods-Johnson & Shelley Arvin
 Annie Liner & Jennifer Inlow
 Debra Israel & Liz Brown
 Brian Stone & Brian Kilp
 Bailey Bridgewater & Jordan Meadows
 Catherine Ebarb & Haijing Tu

Garrett Meadows & Chris MacDonald
 Amber Willwerth & Annie Liner
 Sydney Schmit & JaDora Sailes
 Matt Bergbower & Kelley Woods-Johnson
 Bailey Bridgewater & Lain Mathers
 Sydney Ward & Marsha Miller
 Brad Brubaker & Brianna Todd

Outcome Rating Potentially Affected	Factor			
	Assignment Type or Instructions	Learning Outcome Language	Rubric Language	Other
LO1	Assignment does not ask students to apply knowledge to "human decision-making" as stated in the outcome. Because this assignment is used in multiple class sections to be assessed, we			

	<p>chose to interpret “human decision-making” broadly as “human behavior.” Another rater pair noted also using this concept loosely, and a third noted that LO 2 would have been a better fit. May affect classes</p> <ul style="list-style-type: none"> • 4, M2(1), M1(2), B(2) • 5, M1(3), BB(2) • 6, M2(1), M1(1), B(2), BB(1) • 7, M2(1), M1(1), B(2), BB(1) • 13, M1(1), B(3), BB(1) • 15, C(1), M2(2), M1(1), BB(1) 			
	For the same assignment & classes noted above: The assignment asks students to focus on procedural & theoretical aspects, but LO 1 would need them to reflect upon & apply this knowledge.			
L03	Minimal guidance in the assignment – Class 9, B(2), BB(3)			
		The outcome asks us to look at 2 things – methodology & the social issue >>>	>>>This made rating difficult when a student would perform these 2 things at 2 different levels in the rubric (e.g., methodology at M2, connection to social issue at M1). Because methodology seemed to be the main focus of the LO language, we deferred to how we rated that aspect. – Class 24, M2(2), M1(1), B(2)	
		The question of how discipline experts might define methodology differently came up.		
	Prompt provided seems incomplete, not clarifying that students should cover			

	methodology AND content on the social issue – Class 33, M1(3), B(2).			
	Topic of the assignment makes it difficult & restrictive to connect to social issues – Class 36, M2(3), M1(1), B(1).			

Additional Notes:

One thing we were curious to know was how differently discipline experts and non-experts would rate the same artifacts on LO2 and LO3, both of which call for application of discipline-specific methodology. We found little difference:

Same Rating	Different Ratings, One Level Apart -/+	Different Ratings, More than One Level Apart -/+
48	38	0

Notes –Some reviewer pairs included two discipline experts and are not represented here. Ratings of NA were not included.

We did encounter some significant challenges assessing student learning in this category as it pertains to LO2 & LO3 due to the lack of discipline-specific experts volunteering to participate in assessment. We ended up cutting 7 sections aligned with LO2 & LO3 due to reviewer shortages. Other sections from these courses were assessed.

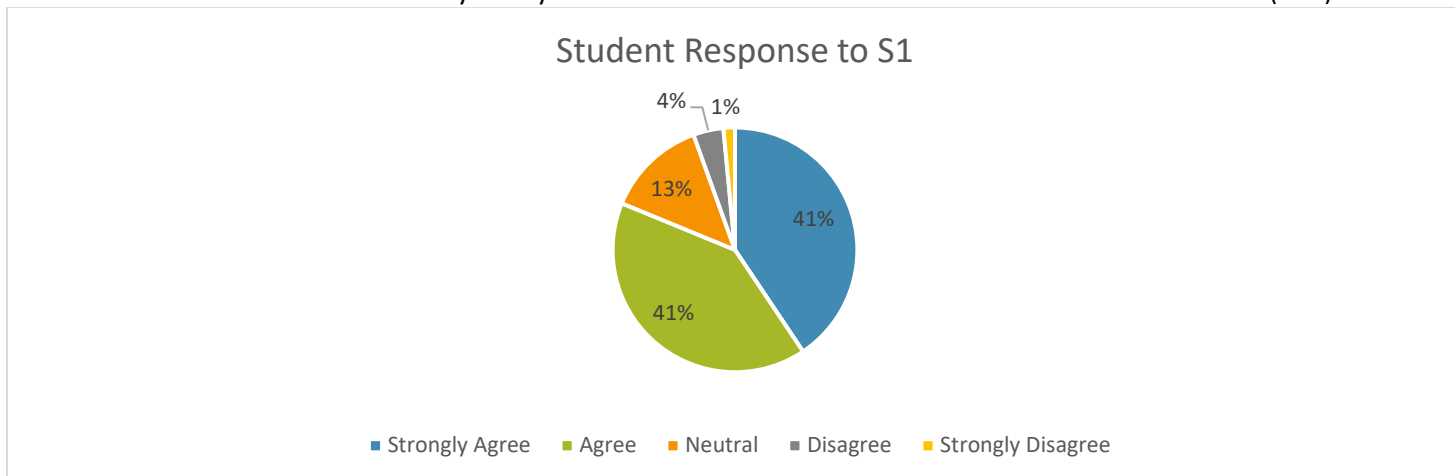
Assessment of SBS led us to realize we need strategies for including Graduate Teaching Assistants in our assessment process, particularly in workshops and communication. Of the 41 sections that submitted artifacts, 26 (or 63%) were taught by GTAs who did not get the benefit of discussing SBS learning outcomes, alignment to assignments, and selection of assignments for assessment with us at workshops. While it seems these things were generally standardized by the coordinating faculty member, we have a great opportunity to bring GTAs into the discussion in the future. We did include 8 GTAs from PSY and EPSY (7 of whom taught SBS classes) in our second round of artifact assessment.

We did have two artifacts that were rated as “NA,” not applicable. These artifacts appeared to be partial work, such as outlines or restatements of the assignment instructions, that were missed in the initial screening. In addition to looking for these types of errors in future screenings, we will also include instructions to reviewers to skip such errors if they find them and include one of the additional artifacts in the file.

Student Self-Perceptions of Learning – Fall 2020 Course Evaluations

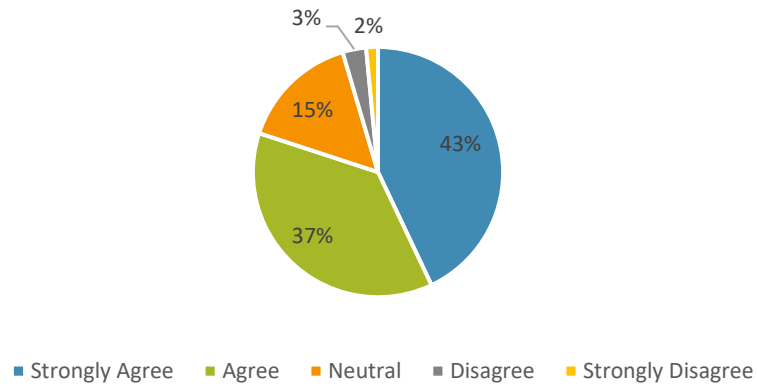
Response Rate = 27%

Statement 1: This course increased my ability to describe how social institutions affect individual choices. (LO1)



Statement 2: This course increased my ability to describe how individual choices affect social institutions. (LO1)

Student Response to S2



Statement 3: This course increased my ability to understand how and why societies modify social institutions to create better social outcomes. (application of LO3)

Student Response to S3

