Assessment Reporting

Degree/Cert/Program	**Liberal Arts: Behavioral and Social Science**
Delivery Mode:	(Choose one)
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Outcome Assessed:	4 - Compare and contrast the intellectual frameworks that various disciplines in the social and behavioral sciences have taken with respect to social power relations, including but not limited to race, ethnicity, class, gender, and religion.

Courses Used:

AJ-1: SLO#1
ANTH-3: SLO#1
ANTH-5: SLO#1
GEOG-2: SLO#3
NAS-1: SLO#3
POLSC-1: SLO#1
POLSC-10: SLO#5
PSYCH-1: SLO#2
PSYCH-11: SLO#1
PSYCH-38: SLO#3
SOC-5: SLO#3
SOC-2: SLO#2

Course or degree outcomes to be added/changed/removed:

Course Level Assessments:

1 course was not successful at conveying this outcome.

4 courses were generally successful at conveying this outcome.

7 courses were definitely successful at conveying this outcome to most of the students.

46 courses were not included in this report.

Findings/Results:

This analysis included results from 518 students, but 587 were enrolled in the course sections analyzed at the time of assessments. 13% of the students in these courses were not assessed.
Of the 518 students, 55% met expectations, 27% exceeded expectations, and 18% did not meet expectations.
82% of the students assessed met or exceed expectations of achieving this program outcome.
The department faculty considered these assessment results as evidence that students are who earn the Liberal Arts - Behavioral and Social Science Degree are generally achieving this outcome.

At the November 22, 2019 Department meeting, the faculty discussed the following comments extracted from the individual course assessment analyses. This led to the conclusions stated at the bottom of this section.
Course assessment comments:
* A more accurate assessment in the future might be a more specific part of the outcome, such as a question related to the methods or ethics of cultural anthropologists; considerably more time is spent on this subtopic of the CLO (Anth-3)
*Those who did not meet expectations either missed the classes when the topic was covered or appeared to have trouble with essay questions in general, as they did not perform well on other topics. (Anth-5)
* THIS IS THE ONE CLASS WHERE CLO was deemed as NOT BEING MET: As this question was part of the Final Exam, only a small outcome measurement could be generated, as only six (6) of fifteen (15) students sat for the exam. Clearly, the amount of time spent reviewing the phenomena was inadequate to fully consider the depth of the associated question`s content. Additionally, as the Final is given to those students needing a "last chance" to bring up their cumulative point total in order to pass the class, these students tend to be under-performers. (Geog-2)
*As far as improvements toward making NAS all that it can be, I always think a basic English 100 or 1A course is helpful, as is a critical thinking class (which I attempt to include in my teaching). HSU is using some sort of interactive (Turning "Clicker" Technology?) service to keep students engaged - but I don`t think that CR is equipped to do that sort of interaction like HSU is. (NAS-1)
*The outcome of the dialogue for this assessment was that this outcome should be rewritten to make it less broad in scope and therefore easier to assess. (Psych-1, SLO#2)
*The main indicator of lower scores was students missing some quizzes. Continuing to remind students via email and announcements to take their quizzes seems to be very effective and should be continued (Psych-11)
* The vast majority of students blew this assessment out of the water. Giving students a choice about which social problems they connect seems to have made a positive impact on their overall ability to demonstrate this learning outcome. (Soc-5).

Discussion of these results and comments led to the following findings:
1. The description of the outcome influenced assessing achievement. In at least one case, the conclusion of the analysis is that the CLO needs to be rewritten to provide a better measure of student achievement.
2. Not unexpectedly, there is a clear correlation of students engaging in all of the class requirements (quizzes, attendance, submitting drafts, etc.) and their ability to demonstrate achievement of the outcome.
3. Assessing students who are taking an "optional" final to improve their grades, is not an accurate measure of overall achievement of a course outcome.
4. The availability of in-class technology, specifically "clickers", may be a way to increase student engagement and a means of allowing student to gauge their own understanding of an outcome.

**Actions/Changes To
Be Implemented:**

Course Mapping: Twelve of the 58 course outcomes mapped to this program outcomes were used for this analysis. This sample included 7 social or behavioral science disciplines and was deemed sufficient for evaluating student achievement