

GEN ED#8 – USE HISTORICAL OR SOCIAL SCIENCES PERSPECTIVES TO EXAMINE FORMATION OF IDEAS, HUMAN BEHAVIOR, SOCIAL INSTITUTIONS, OR SOCIAL PROCESSES

QCC Example Outcomes:

Common Core Outcomes:

- a. Use historical facts to provide context for understanding information
- b. Apply discipline-specific methods to retrieve information
- c. Apply discipline-specific methods to reconstruct the historical past
- d. Interpret information to analyze historical events
- e. Use social sciences concepts to analyze human behavior
- f. Discuss social institutions from a historical or social sciences perspective
- g. Identify social processes in everyday life

- Flexible Core:**
- II.A – World Cultures and Global Issues**
- 1. *(1– 3 are in QCC 4 and 5 above)*
 - 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
 - 2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
 - 3. Analyze the historical development of one or more non-U.S. societies.
 - 4. Analyze the significance of one or more major movements that have shaped the world's societies.
 - 5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
 - 6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
- Flexible Core:**
- II.B – U.S. Experience in Its Diversity**
- 1. *(1– 3 are in QCC 4 and 5 above)*
 - 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
 - 2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
 - 3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
 - 4. Explain and evaluate the role of the United States in international relations.
 - 5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
 - 6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation

GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:

- QCC 8**
- a. Apply discipline-specific methods to retrieve information
 - a. Use social sciences concepts to analyze human behavior
- Flexible Core:**
- II.A – World Cultures and Global Issues**
- 8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Flexible Core:**
- II.B – U.S. Experience in Its Diversity**
- 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
 - 9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation

| | | | | | |
|---|---|--|--|---|---|
| <p>EVIDENCE/ MEASURABLE DATA</p> <ul style="list-style-type: none"> • GROUP SIZE: No. of students <u> 356 </u> No. of sections <u> 13 </u> | <p>The following Gen. Ed. Objectives were assessed:</p> <ol style="list-style-type: none"> 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions. 8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes. <p>The following student learning outcomes were assessed:</p> <ol style="list-style-type: none"> 1. Students will identify correct and incorrect statements based on assigned readings. 2. Students will evaluate evidence for and against research predictions. 3. Students will evaluate alternative conclusions based on research data. <p>An essay on the nature-nurture debate in psychology was given to students to read and digest outside of class. Within a week of their receiving the essay students were given a set of questions to answer based on their understanding of the essay. Four questions were focused on each of the two General Education Objectives; for each General Education Objective students were required to answer two multiple choice (MC) questions , one true/false (TF) question, and one constructed answer (CA) question.</p> | | | | |
| <p>FINDINGS</p> | <p>The results are mixed. Regarding Student Learning Outcome #1 (Students will identify correct and incorrect statements based on assigned reading.) the results were favorable in the matter of questions addressing General Education Objective #2 (Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.) In contrast the results were unfavorable for questions assessing Student Learning Outcome #1 in the context of General Education Objective #8 (Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes.) However, a closer examination of the results for each question shows that performance on two of those three questions (Q5 and Q7) exceeded the achievement criterion (74.0% and 70.4%, respectively), but performance on Q6 (19.3%) was far below the criterion and significantly suppressed the average of the three questions. The results for Student Learning Outcome #2 (Students will evaluate evidence for and against research predictions.) were unfavorable with students performing at a sub-criterion level (54.2%) on a constructed answer item (Q4) addressing General Education Objective #2 (Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.) The inconsistency between performance on items addressing General Education Objective #2 using objective questions (MC and T/F) versus constructed answer questions might be as much a reflection of the format of the question types as an indication of students ability to use analytical reasoning. Finally, results on Q8 were favorable for Student Learning Outcome #3 (Students will evaluate alternative conclusions based on research data.) addressing General Education Objective #8 (Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes.)</p> | | | | |
| <p>ACTION PLAN*</p> | <p>For future assessments it might be beneficial to reconsider the use of the true/false items and to use a more balanced number of multiple choice and constructed answer items. It might also be necessary to revisit the kind of reading assignment given. The essay used in this assessment involved discussion of several dimensions of a complex debate about the role of nature and nurture in human behavior and development. A large number of conceptual and empirical issues were wrapped up in a relatively brief essay. Perhaps students might be better served by being given a reading assignment with a more focused and circumscribed theme.</p> | | | | |
| <ul style="list-style-type: none"> • TIMELINE for ACTION PLAN implementation* | | | | | |
| <p>STATUS – degree to which students have met Gen. Ed. Outcome CHECK ONE</p> | <p>Excellent (4 points)</p> | <p>Good (3 points)</p> | <p>Marginal (2 points)</p> | <p>Poor (1 point)</p> | <p>Insufficient evidence (0 points)</p> |
| <p>RATIONALE (Briefly explain rating above)</p> | | | | | |

*Include this information in the Department’s Year-End Report.

GEN ED#8 – USE HISTORICAL OR SOCIAL SCIENCES PERSPECTIVES TO EXAMINE FORMATION OF IDEAS, HUMAN BEHAVIOR, SOCIAL INSTITUTIONS, OR SOCIAL PROCESSES

| | |
|---|--|
| <p>QCC Example Outcomes:</p> <ul style="list-style-type: none"> a. Use historical facts to provide context for understanding information b. Apply discipline-specific methods to retrieve information c. Apply discipline-specific methods to reconstruct the historical past d. Interpret information to analyze historical events e. Use social sciences concepts to analyze human behavior f. Discuss social institutions from a historical or social sciences perspective g. Identify social processes in everyday life | <p>Common Core Outcomes:</p> <p>Flexible Core:</p> <p>II.A – World Cultures and Global Issues</p> <ul style="list-style-type: none"> 1. (1– 3 are in QCC 4 and 5 above) 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. 2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. 3. Analyze the historical development of one or more non-U.S. societies. 4. Analyze the significance of one or more major movements that have shaped the world's societies. 5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. 6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. <p>Flexible Core:</p> <p>II.B – U.S. Experience in Its Diversity</p> <ul style="list-style-type: none"> 1. (1– 3 are in QCC 4 and 5 above) 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. 2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. 3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. 4. Explain and evaluate the role of the United States in international relations. 5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. 6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation |
| <p>GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:</p> | <p>QCC 8</p> <ul style="list-style-type: none"> b. Apply discipline-specific methods to retrieve information e. Use social sciences concepts to analyze human behavior <p>Flexible Core:</p> <p>II.A – World Cultures and Global Issues</p> <ul style="list-style-type: none"> 8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. <p>Flexible Core:</p> <p>II.B – U.S. Experience in Its Diversity</p> <ul style="list-style-type: none"> 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. 9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation |
| <p>EVIDENCE/ MEASURABLE DATA</p> <ul style="list-style-type: none"> • GROUP SIZE: No. of students <u> 875 </u> No. of sections <u> 41 </u> | <p>The following Gen. Ed. Objectives were assessed:</p> <p>GEO2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions</p> <p>GEO5 Integrate knowledge and skills in their program of study</p> |

GEO8 Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes

The following course objectives were assessed:

- ICO1. Students will read psychological text effectively.
- ICO2. Students will critically evaluate theories and concepts in psychology.
- ICO3. Students will analyze research in psychology.
- ICO4. Students will draw conclusions from scientific observations and research findings.
- ICO5. Students will apply psychology to real-life events.

Forty-one sections of SS 510 (Psychology) representing a total of 875 students completed a course evaluation in fall, 2010. The survey asked the respondents to indicate whether they agreed with each of ten statements designed to measure either a General Education objective, an Individual Course objective, or both. For ease of scoring, all 10 items were keyed so that "agree" signified that the objective was met.

FINDINGS

Questions 5 and 6 on the survey measured GEO#8. statement 5, This class helped me to understand how psychological concepts can be applied to social problems, and statement #6, *"This class helped me to apply psychological perspectives to the understanding of human behavior"* which satisfies both General Education and Individual Course objectives produced the highest level of agreement of all ten statements at 88% agreement.

ACTION PLAN*

As the data indicate, there was stronger agreement for attainment of the General Education objectives than for the Individual Course objectives. In order to increase the latter the following suggestions are offered:

1. Psychology faculty could list on their syllabus what objectives the course aims to fulfill to inform the students as to what will be emphasized. Then, as the semester progresses, when a specific instance of a course objective emerges, the students can be alerted to it.
2. Psychology faculty could rank their priorities from a complete list of acceptable individual course objectives. In addition, the faculty could be asked to briefly describe how they (could/would) achieve these goals. From this, a list of the (3, 4, 5, ?) most valued course objectives along with their accompanying examples could be distributed to all Psychology faculty to use as a guide when developing future syllabi, reading lists, assignments, etc.
3. The wording of Individual Course Objective #1 should be revised to clarify its intended meaning. It should state: Students will *understand* psychological text effectively.
4. Psychology faculty should discuss among themselves ways of integrating activities, readings, and/or assignments into SS510 to better help students achieve the Individual Course Objectives 1-4. To this end an Ad Hoc Committee of psychology faculty can be formed to address this issue.

*Include this information in the Department's Year-End Report.

GEN ED#8 – USE HISTORICAL OR SOCIAL SCIENCES PERSPECTIVES TO EXAMINE FORMATION OF IDEAS, HUMAN BEHAVIOR, SOCIAL INSTITUTIONS, OR SOCIAL PROCESSES

| | |
|--|--|
| <p>QCC Example Outcomes:</p> | <p>Common Core Outcomes:</p> |
| <p>a. Use historical facts to provide context for understanding information</p> <p>b. Apply discipline-specific methods to retrieve information</p> <p>c. Apply discipline-specific methods to reconstruct the historical past</p> <p>d. Interpret information to analyze historical events</p> <p>e. Use social sciences concepts to analyze human behavior</p> <p>f. Discuss social institutions from a historical or social sciences perspective</p> <p>g. Identify social processes in everyday life</p> | <p>Flexible Core:</p> <p>II.A – World Cultures and Global Issues</p> <p>1. (1– 3 are in QCC 4 and 5 above)</p> <p>3. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p> <p>4. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p> <p>5. Analyze the historical development of one or more non-U.S. societies.</p> <p>6. Analyze the significance of one or more major movements that have shaped the world's societies.</p> <p>7. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p> <p>8. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p> <p>Flexible Core:</p> <p>II.B – U.S. Experience in Its Diversity</p> <p>1. (1– 3 are in QCC 4 and 5 above)</p> <p>1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</p> <p>2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</p> <p>3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</p> <p>4. Explain and evaluate the role of the United States in international relations.</p> <p>5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</p> <p>6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation</p> |
| <p>GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:</p> | |
| <p>EVIDENCE/ MEASURABLE DATA</p> <p>• GROUP SIZE: No. of students <u> 277 </u> No. of sections <u> 8 </u></p> | <p>The topics for final exam question: History 111 (Medieval and Early Modern History): Reformation B) The department used the same grading rubric per course. C) The number of students and sections included in the assessment: History 111 (Modern and Early modern) 8 sections 277 students</p> |
| <p>FINDINGS</p> | <p>The history department's assessment of student outcomes yielded the following result: Percentage of students demonstrating at least minimum proficiency level History 111 (Medieval and Early Modern): 85.7%</p> |

*Include this information in the Department's Year-End Report.