

Crafton Hills College - Outcomes Assessment Report

General Education Outcome B: Social and Behavioral Sciences Term Assessed: 2015 Spring

Learning Outcomes Statement

Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

Means of Assessment (Measurement Method)

On Flex Day, April 1, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the Social and Behavioral Sciences GEO. Twenty-six adjunct and full-time instructional and non-instructional faculty from 20 different disciplines attended the session and chose which GEO group to participate in.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results for Social and Behavioral Sciences based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped to the Social and Behavioral Sciences GEO. A list of proposed actions, courses with outcomes mapped to Social and Behavioral Sciences, and the results are illustrated below.

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO B: Social and Behavioral Sciences.

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| An SLO rotation to address the other SLOs needs to be created. |
| Continue the way we are teaching the ethical component. |
| For the purpose of this analysis, only the scores of students who completed the assignment and/or exam were calculated. |
| I don't have a rubric with 4 levels so I hope I completed this correctly. |
| I hope I completed this correctly for program level, general ed, and institutional areas. |
| SLO's will be reformulated. |
| The three students who did not get the answer right misunderstood the question and gave a methodological problem with the example, rather than an ethical problem. This may reflect more on the instructions for the exercise rather than what was learned about ethics during the course. |

Table 2: Number and Percent of students scoring 3 or Higher on the Social and Behavioral Sciences GEO.

| # | Institution Learning Outcomes | # of Students Meeting SLO Rubric | | | | # 3 or higher | % 3 or higher |
|---|---|----------------------------------|----|-----|-----|---------------|---------------|
| | | 1 | 2 | 3 | 4 | | |
| 2 | Social & Behavioral Sciences: Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world. | 37 | 53 | 138 | 205 | 343 | 79.21% |

Table 3: List of Courses where Outcomes were mapped to the Social and Behavioral Sciences GEO.

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|-----------|
| CD-105 |
| POLIT-100 |
| PSYCH-101 |
| SOC-100 |
| SOC-130 |

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- Require ENGL 101 as pre requisite to 100 levels & up classes for all Social + Behavioral sciences.
- Establish a percentage standard (80%, 75%??) to determine if an SLO has been to go on to another SLO.
- Make sure all SLO assessments have a rubric of 4. Affirm this to faculty.
- This needs to be examined: why do students misunderstand the SLO assignments? Is it a question of clarity; should there be departmental test now?