

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 20\_\_\_\_\_
- Winter 2013
- Spring/Summer 20\_\_\_\_\_

3. Semester assessment report was prepared (check one):

- Fall 2016
- Winter 20\_\_\_\_\_
- Spring/Summer 20\_\_\_\_\_

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Survey	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Other: Multiple choice test created for this assessment	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

**PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.**

*Rec'd 1/6/17 c+a jlg Reviewed by AC 1/26/17*

**GENERAL EDUCATION ASSESSMENT REPORT**

5. Please list the course(s) in which this tool was administered.

*For the purpose of this assessment, we decided to use 20% of all sections offered in the Winter of 2013 in the Behavioral Sciences. There were 21 courses that term (12 in psychology and 9 in sociology). Of the 102 psychology and sociology sections running that term, 20 were randomly selected. They included 4 of the 12 psychology courses and 5 of the 9 sociology courses as follows:*

*Psychology 100 (Introductory Psychology) —6 sections (1 was DL)  
 Psychology 200 (Child Psychology)—2 sections  
 Psychology 206 (Life Span and Development)—3 sections (1 was DL)  
 Psychology 210 (Behavioral Modification)—1 section  
 (12 sections from psychology in total)*

*Sociology 100 (Introduction to Sociology)—4 sections  
 Sociology 202 (Criminology)—1 section  
 Sociology 205 (Race and Ethnic Relations)—1 section  
 Sociology 225 (Family Social Work)—1 section  
 Sociology 250 (Juvenile Delinquency)—1 section  
 (8 sections from sociology in total)*

*Sixteen teachers (5 full time and 11 part time) taught these 20 courses. In one class we did not successfully collect the data (Soc 202). Thus the report that follows is based on the 19 sections for which data were collected. Teachers administered the test to all students in class from these 19 sections, unless a student was in more than one of the selected classes. Students were told to only take the test one time.*

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.  
*(See answer to 5 above)*

7. Indicate the number of students assessed.  
*In total, of the 2,708 students enrolled in psychology and sociology courses, 351 (13%) of the students completed this test. Our goal had been a 20% sample. We fell short for two reasons: (1) One part-time teacher misunderstood his instructions and only administered the test to one of his two courses that had been randomly selected, which would have been a potential of 20 more students, and (2) the response rate within the classes where the tests were administered averaged out to approximately 65%. In future assessments, we will need to find ways to increase the number of students in the room on the testing day.*

**II. Results**

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.
  - *We had hoped to do a pre and post assessment but it was logistically very difficult so we decided to only do assessment at the end of the selected sections.*
  - *We realized that some students could be in more than one of the selected sections. Thus we told the students to only complete the test one time.*
  - *We reduced the items from our earlier assessment to only questions that would be covered in EITHER a psychology or a sociology course as students are only required to take one course in total from the behavioral sciences. Ultimately we used approximately 80% of the same items. But we also changed a few of the potential answers to make them more clear.*

GENERAL EDUCATION ASSESSMENT REPORT

- *Last time only Psy 100 or Soc 100 courses were sampled. This time, since ANY one class can meet the requirement and since students are not required to take Psy 100 or Soc 100, we sampled from ALL courses in the behavioral sciences.*

2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):

<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment> (This link did not work)

- *Recognize and apply psychological and sociological perspective to the understanding of human behavior.*
- *Distinguish between non-scientific approaches to attaining knowledge (anecdotal evidence, rumors, and common sense) as compared with scientific approaches (theory-driven methods based on empirically-based data).*
- *Recognize that human behavior is a function of the dynamic interplay of factors at both the micro and macro level.*

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

- *The average score for the 351 tests completed was 14.4 out of 19 items or approximately 76%; the median was 15, indicating that 50% of the students scored at 79% or higher. In general then, the students did quite well on this assessment. These statistics are similar to those we saw from our last assessment where 288 tests were completed, with an average of 77.5% and the median was 80%.*
- *This is a good sign as we included all psychology and sociology courses as our "population" to sample from as opposed to only focusing on Psy 100 and Soc 100 courses. This suggests that in general similar material is being covered across the various courses.*
- *See Table 1 for the total scores for each of the courses that was sampled, and the average across the psychology courses, across the sociology courses, and across all courses.*

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

- *For the main assessment goal, we were slightly short of our criterion for success; 65% of the students got 72% or higher on the test as a whole, as opposed to our goal of 70% or more attaining 70% or more.. On an item by item basis, students achieved 70% or higher for 15 of the 19 items. In our discussion below, we will refer to the 4 items that did not meet this criterion as the "problem items".*
- *According to the established social and behavior science outcomes listed above, we ideally would have been able to identify items that tapped three different dimensions. But in actuality, our items fell more accurately into one of two categories, which we have labeled "research methods" (similar to Objective 2) and "theory" (somewhat a combination of Objectives 1 and 3). In Table 2, we show how the students did according to these two categories; on average, the students attained 79% on the 8 items devoted to research methods (Objective 2) and 73% on the 11 items devoted to the application of various psychological and sociological theories (Combination of Objectives 1 and 3)*
- *As with many cross-disciplinary assessments, it is challenging to find test items that target material covered in all courses. Our lead introductory psychology and sociology instructors agreed on the items in the assessment, but it should be noted that neither instructor is fully aware of the material taught in*

## GENERAL EDUCATION ASSESSMENT REPORT

*all 8 courses that were sampled. In looking at the results on an individual item basis, it became clear that one of the "methods" items and three of the "theory" items were not understood well by the students.*

- *Table 3 focuses only on the 4 items that were problematic. We were looking to see if the discipline and/or specific course made a difference in these 4 items or on the total in general. Looking at the 4 items across discipline and courses, we see the following:*

*For item 6, about independent and dependent variables, the overall average was 64% suggesting that this topic continues to be difficult for students, exactly as we reported in the last assessment. Having said that, there was a tendency for more students enrolled in psychology courses to get this item correct (66%) than students enrolled in the sociology courses (61%).*

*For item 16, about Piaget's stages of cognitive development, the students in general did very poorly, again with students in the psychology courses outscoring the students in the sociology courses (53% to 37%) This is not too surprising given that it is very traditional to teach the work of Piaget in psychology courses and not necessarily as typical in sociology courses. The sociology instructors will need to decide if they feel it is important to teach this material; if not, this item may need to be deleted from the assessment, as it does not cut across both disciplines equivalently. There was also a notable exception to this difference between psychology and sociology: ninety-one percent of the students in Soc 250, Juvenile Delinquency were correct on this item whereas on average across all students, the score was only 48%. One of two interpretations occurs to us. Perhaps this course in "juvenile" delinquency by definition focuses on Piaget as a developmental psychologist. However, we would then expect to have seen the same results in Psy 200, which is our primary child development course. Another explanation is that the small number of students in this one section of Juvenile Delinquency (N = 21) was just a fluke.*

*For item 18, about "agents of socialization", an item that is more typically taught in sociology as opposed to psychology, the scores were distributed as one might predict. About 47% of students in psychology classes got this item correct whereas 64% of the students in the sociology courses got this item correct. However, these scores are all quite low and thus needs to be discussed by psychology and sociology instructors.*

*Last, for item 20, about whether sociologists are more likely to emphasize the role of genes or not, students across all of the courses did poorly, but this was particularly true for students in one of the sociology courses with a score of 22% (but there were only 9 students in that class) or one of the psychology courses with a score of only 33% (with only 27 students). Although this is another item that is more likely material to be taught in sociology versus psychology, the difference in scores was not as striking; the average for students in psychology courses was 44% and the average for students in sociology courses was 49%.*

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

*Strengths: In general, the students did fairly well on this assessment with an average of 76% on the test. However this score was obtained with a large range in scores, which explains why only 72% of them attained a score higher than 70. The vast majority of the students answered the research methods questions correctly, except as noted below. They also did well on the questions related to the topic of learning and nature/nurture.*

GENERAL EDUCATION ASSESSMENT REPORT

Weaknesses: *A continuing problem is the students' relatively poor performance on the question asking about independent and dependent variables. The other problem was the other three items discussed above on the topics of Piaget, agents of socialization, and the general orientation of sociologists. But, whereas it is clear that the question on independent and dependent variables is an important topic in the behavioral sciences and needs to be retained in future assessments, it may be more appropriate to rule out the other three items as not representing information shared across psychology and sociology. Perhaps these could be replaced with items that clearly represent the objective about the way our two disciplines represent research on the macro and micro levels.*

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

*As mentioned above, on average the students did meet the expectations; however their understanding of the material was not uniform. See the planned changes described below.*

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale:

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other: *We need to find a way to teach the ideas of independent and dependent variables across all courses consistently.*

*Rationale: This is essential as it is a common piece of knowledge that should be known following two years of college.*

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

*1. For the full-time teachers, at our next department meeting (January, 2016 inservice) we will discuss the importance of understanding the concept of independent variables and find ways to emphasize this issue in all courses. For the part-time teachers, we will stress this same issue in both face to face and email discussions about curriculum, also during January 2016 inservice.*

*2. Representative faculty for psychology and sociology will identify three items to replace the items that did not adequately represent the content across the two disciplines to be used in the next assessment.*

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IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

*Of the 20 items in the assessment administered in Winter 2013, we intend to keep 17 of them. The other 3 may be replaced with items that tap the outcomes better, particularly the third one.*

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
(See above).

Submitted by:

Preparer:	<u>Anne Garcia</u> <small>Print</small>	<u>Anne Garcia</u> <small>Signature</small>	Date:	<u>1-4-17</u>
Dept Chair:	<u>Starr Burke</u> <small>Print</small>	<u>Starr Burke</u> <small>Signature</small>	Date:	<u>1-5-17</u>
Dean:	<u>Kristin Good</u> <small>Print</small>	<u>Kristin Good</u> <small>Signature</small>	Date:	<u>1.6.17</u>

*Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.*

## Garrett,Joy

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**From:** Garcia,Anne  
**Sent:** Tuesday, January 31, 2017 5:39 PM  
**To:** Garrett,Joy  
**Cc:** Burke, Starr; Good,Kristin  
**Subject:** Re: General Education Assessment Report for Social and Behavioral Sciences

**Follow Up Flag:** FollowUp  
**Flag Status:** Flagged

Hi Joy

Thanks for this thorough feedback—I really appreciate it.

But one thing—I did NOT use a pretest this time? I did say in an earlier report that I thought we should use pretests, but many people, including yourself, talked me out of it. So I did not use it (in 2013 when I collected the data) nor did I say at the end of this recent report that I was recommending a pretest in the future? So I'm not really sure why that was mentioned—I'm not being defensive—I'm just confused....)

I don't know if there is anywhere that you could personally also make a note that this is my third time doing this General Education: Behavioral Sciences assessment and I am respectfully asking to be replaced by someone else in the Behavioral Sciences for this assignment.

Also, Joy, thanks for initially helping me with randomly sampling the 20 sections to be tested and for answering all my questions this past term as I was preparing the report for submission.

Finally, thanks to the entire committee for doing this (presumably thankless?) job! Take care, AG

On Jan 31, 2017, at 5:31 PM, Garrett,Joy <[jogarrett@wccnet.edu](mailto:jogarrett@wccnet.edu)> wrote:

<image001.gif>

Hi Anne:

The Assessment Committee reviewed the General Education Assessment Report for Social and Behavioral Sciences at their regular meeting on 1/26/17. They asked that I pass along their thanks for your hard work and submission. You did an excellent job on this report. The committee noted that you had some very interesting discoveries and results. Your description of the process was very good and allowed us to clearly understand the strengths and weaknesses of not only the assessment process but the student learning.

The committee suggested that you might want to consider not using a pre-test due to the logistics and the fact that the outcomes aren't written in such a way that requires that students demonstrate improvement. All of the outcomes are written in a way that a getting the results as a benchmark will meet the requirement.

Your report was thorough and clearly identified a number of important areas for discussion within the Department. We look forward to a very productive conversation and hope that it results in continued improvement of student learning in the area of social and behavioral science.





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2. Semester(s) assessment data was collected (check all that apply):

- Fall 20\_\_\_\_\_
- Winter 2009
- Spring/Summer 20\_\_\_\_\_

3. Semester assessment report was prepared (check one):

- Fall 20\_\_\_\_\_
- Winter 20\_\_\_\_\_
- Spring/Summer 2009

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Survey (See attached.)	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

**PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.**

## GENERAL EDUCATION ASSESSMENT REPORT

5. **Please list the course(s) in which this tool was administered.**

HST 121, section 02  
 ECON 211, section 07  
 GEO, section 03  
 PLS 112, section 18

6. **Describe the total population of students eligible to be assessed and how this group was selected for assessment.**

The total population of students eligible to be assessed was all students enrolled in courses in the Department of Social Sciences in Winter 2009 (15 sections of Economics, 6 sections of Geography, 26 sections of History, and 26 sections of Political Science). One class from each of these disciplines was selected for assessment.

7. **Indicate the number of students assessed.**

Pre-test: N=72  
 Post-test: N=66

**II. Results**

## 1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.

N/A

## 2. State the outcomes (verbatim) that were assessed for the General Education strand.

**Strand description:** Understand principles and applications of social sciences in exploring the dynamics of human behavior.

**Outcomes:**

1. Students will develop a greater awareness of their civic responsibilities.
2. Students will exhibit a greater degree of extracurricular engagement with social, political, and economic issues.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

The data collected in Part I of the Social Science General Education Assessment Survey (SSGEAS) indicate that most students taking introductory social science courses are not heavily engaged in activities in which they explore the dynamics of human behavior outside of the classroom. Table 1 (on page 5 of this report) shows, however, a general increase over the course of the semester in the percentage of students who frequently or very frequently engage in such activities. Some of these gains are modest ones (e.g., there was a 4.1% increase in the percentage of students frequently or very frequently visiting historical sites), while others are quite substantial (e.g., there was a 20.3% increase in the percentage of students frequently or very frequently using the internet to find information of economic, political, geographic, or historical issues).

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The data collected in Part II of the SSGEAS seem<sup>5</sup> to indicate that the general increase in the percentage of students engaging in activities in which they explore the dynamics of human behavior is accompanied by a general increase in understanding of the basic principles of civic responsibility taught in introductory social science courses. Table 2 (on page 5 of this report) shows that 62.2% of students possessed some awareness of their civic responsibilities at the start of their introductory social science course. By the end of semester, there was a substantial 15.1% increase in the percentage of students who possessed awareness of their civic responsibilities.

The results seem to indicate that the introductory social science courses have been successful in helping students achieve the learning objectives for the social sciences stated in the College Catalogue description of General Education Requirements. Not only do the introductory social science courses seem to increase students' understanding of their civic responsibilities, but they also seem to increase the frequency with which students engage in activities in which they explore the dynamics of human behavior.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment to the back of this document*

**Outcome 1:** Students will develop a greater awareness of their civic responsibilities.

As Table 2 indicates, students showed a significant increase in awareness of their civic responsibilities. After taking introductory social science courses, a greater percentage of students indicated they were registered to vote (+9.9%), would vote regularly in elections (+13.5%), knew who most of their elected representatives were (+18.3%), knew how their tax dollars were spent (+16.8%), and knew the duties of citizenship (+16.5%).

**Outcome 2:** Students will exhibit a greater degree of extracurricular engagement with social, political, and economic issues.

As Table 1 indicates, students increased their engagement with social, political, and economic issues. After taking introductory social science courses, students watched more history, economics, and political science television and video programming (+6.7%, on average), read more books and magazine articles with history, economics, and political science as the subject (+7.2%, on average), read the newspaper more frequently (+10.3%), discussed history, politics, geography, or economics more frequently with family, friends, co-workers, or other students (+7.2%), and significantly increased their use of the internet to find information on economic, political, geographic, or historical issues (+20.3%).

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**Strengths:** As reported in Question II.4, students showed a significant increase in their awareness of civic responsibilities. They also increased their engagement with social, political, and economic issues in a variety of different activity areas.

**Weaknesses:** None.

GENERAL EDUCATION ASSESSMENT REPORT

**III. Changes influenced by assessment results**

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

No weaknesses found.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale:

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other:  
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

N/A

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

The SSGEAS was effective in measuring student achievement in the learning outcomes for this general education strand. One possible limitation was the survey was administered to only one section from each discipline.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

In the future, the SSGEAS will be administered to more classes in each discipline to capture even more student data.

GENERAL EDUCATION ASSESSMENT REPORT

**Table 1. Percentage of students who frequently or very frequently engage in activities in which they explore the dynamics of human behavior.**

Level of Engagement in Activity	Frequently or very frequently (Pre-Test)	Frequently or very frequently (Post-Test)	Change
Watch TV/Video programming whose subject is:			
History	38.9	47.0	+ 08.1
Economics	25.0	25.7	+ 00.7
Political Science	<u>41.6</u>	<u>53.0</u>	<u>+ 11.4</u>
Average	35.2	41.9	+ 06.7
Read books/magazine articles whose subjects is:			
History	23.6	31.8	+ 08.2
Economics	22.2	21.2	- 01.0
Political Science	<u>26.4</u>	<u>40.9</u>	<u>+ 14.5</u>
Average	24.1	31.3	+ 07.2
Read the newspaper	15.3	25.6	+ 10.3
Visit historical sites	12.5	16.6	+ 04.1
Discuss history, politics, geography, or economics with family, friends, co-workers, or other students	62.5	69.7	+ 07.2
Use the internet to find information on economic, political, geographic, or historical issues	56.9	77.2	+ 20.3

**Table 2. Percentage of students who possess an awareness of their civic responsibilities.**

Aspect of Civic Awareness	Pre-Test	Post-Test	Percentage Change
Registered to vote	76.4	86.3	+ 09.9
Vote regularly in elections	65.3	78.8	+ 13.5
Knowledge of elected representatives	51.4	69.7	+ 18.3
Knowledge of how tax dollars are spent	51.4	68.2	+ 16.8
Knowledge of the duties of citizenship	66.7	83.3	+ 16.6
Average	62.2	77.3	+ 15.1

GENERAL EDUCATION ASSESSMENT REPORT

Submitted by:

Preparer:	<u>DONNA P. WASSERMAN</u> <small>Print</small>	<u><i>Donna P. Wasserman</i></u> <small>Signature</small>	Date:	<u>5/20/09</u>
Dept Chair:	<u>Randy LaHote</u> <small>Print</small>	<u><i>[Signature]</i></u> <small>Signature</small>	Date:	<u>MAY 21 2009</u> <u>MAY 21 2009</u>
Dean:	<u>Bill Abernethy</u> <small>Print</small>	<u><i>[Signature]</i></u> <small>Signature</small>	Date:	<u>MAY 21 2009</u>

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu)

*logged 5/21/09 sjv*

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6. **Describe the total population of students eligible to be assessed and how this group was selected for assessment.**

The total population of students eligible to be assessed was all students enrolled in courses in the Department of Social Sciences in Winter 2009 (15 sections of Economics, 6 sections of Geography, 26 sections of History, and 26 sections of Political Science). One class from each of these disciplines was selected for assessment.

7. **Indicate the number of students assessed.**

Pre-test: N=72  
 Post-test: N=66

**II. Results**

## 1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.

N/A

## 2. State the outcomes (verbatim) that were assessed for the General Education strand.

**Strand description:** Understand principles and applications of social sciences in exploring the dynamics of human behavior.

**Outcomes:**

1. Students will develop a greater awareness of their civic responsibilities.
2. Students will exhibit a greater degree of extracurricular engagement with social, political, and economic issues.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

The data collected in Part I of the Social Science General Education Assessment Survey (SSGEAS) indicate that most students taking introductory social science courses are not heavily engaged in activities in which they explore the dynamics of human behavior outside of the classroom. Table 1 (on page 5 of this report) shows, however, a general increase over the course of the semester in the percentage of students who frequently or very frequently engage in such activities. Some of these gains are modest ones (e.g., there was a 4.1% increase in the percentage of students frequently or very frequently visiting historical sites), while others are quite substantial (e.g., there was a 20.3% increase in the percentage of students frequently or very frequently using the internet to find information of economic, political, geographic, or historical issues).



## GENERAL EDUCATION ASSESSMENT REPORT

The data collected in Part II of the SSGEAS seem<sup>5</sup> to indicate that the general increase in the percentage of students engaging in activities in which they explore the dynamics of human behavior is accompanied by a general increase in understanding of the basic principles of civic responsibility taught in introductory social science courses. Table 2 (on page 5 of this report) shows that 62.2% of students possessed some awareness of their civic responsibilities at the start of their introductory social science course. By the end of semester, there was a substantial 15.1% increase in the percentage of students who possessed awareness of their civic responsibilities.

The results seem to indicate that the introductory social science courses have been successful in helping students achieve the learning objectives for the social sciences stated in the College Catalogue description of General Education Requirements. Not only do the introductory social science courses seem to increase students' understanding of their civic responsibilities, but they also seem to increase the frequency with which students engage in activities in which they explore the dynamics of human behavior.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

**Outcome 1:** Students will develop a greater awareness of their civic responsibilities.

As Table 2 indicates, students showed a significant increase in awareness of their civic responsibilities. After taking introductory social science courses, a greater percentage of students indicated they were registered to vote (+9.9%), would vote regularly in elections (+13.5%), knew who most of their elected representatives were (+18.3%), knew how their tax dollars were spent (+16.8%), and knew the duties of citizenship (+16.5%).

**Outcome 2:** Students will exhibit a greater degree of extracurricular engagement with social, political, and economic issues.

As Table 1 indicates, students increased their engagement with social, political, and economic issues. After taking introductory social science courses, students watched more history, economics, and political science television and video programming (+6.7%, on average), read more books and magazine articles with history, economics, and political science as the subject (+7.2%, on average), read the newspaper more frequently (+10.3%), discussed history, politics, geography, or economics more frequently with family, friends, co-workers, or other students (+7.2%), and significantly increased their use of the internet to find information on economic, political, geographic, or historical issues (+20.3%).

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**Strengths:** As reported in Question II.4, students showed a significant increase in their awareness of civic responsibilities. They also increased their engagement with social, political, and economic issues in a variety of different activity areas.

**Weaknesses:** None.

## GENERAL EDUCATION ASSESSMENT REPORT

**III. Changes influenced by assessment results**

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

No weaknesses found.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale:

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other:  
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

N/A

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

The SSGEAS was effective in measuring student achievement in the learning outcomes for this general education strand. One possible limitation was the survey was administered to only one section from each discipline.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

In the future, the SSGEAS will be administered to more classes in each discipline to capture even more student data.

GENERAL EDUCATION ASSESSMENT REPORT

**Table 1. Percentage of students who frequently or very frequently engage in activities in which they explore the dynamics of human behavior.**

Level of Engagement in Activity	Frequently or very frequently (Pre-Test)	Frequently or very frequently (Post-Test)	Change
Watch TV/Video programming whose subject is:			
History	38.9	47.0	+ 08.1
Economics	25.0	25.7	+ 00.7
Political Science	<u>41.6</u>	<u>53.0</u>	<u>+ 11.4</u>
Average	35.2	41.9	+ 06.7
Read books/magazine articles whose subjects is:			
History	23.6	31.8	+ 08.2
Economics	22.2	21.2	- 01.0
Political Science	<u>26.4</u>	<u>40.9</u>	<u>+ 14.5</u>
Average	24.1	31.3	+ 07.2
Read the newspaper	15.3	25.6	+ 10.3
Visit historical sites	12.5	16.6	+ 04.1
Discuss history, politics, geography, or economics with family, friends, co-workers, or other students	62.5	69.7	+ 07.2
Use the internet to find information on economic, political, geographic, or historical issues	56.9	77.2	+ 20.3

**Table 2. Percentage of students who possess an awareness of their civic responsibilities.**

Aspect of Civic Awareness	Pre-Test	Post-Test	Percentage Change
Registered to vote	76.4	86.3	+ 09.9
Vote regularly in elections	65.3	78.8	+ 13.5
Knowledge of elected representatives	51.4	69.7	+ 18.3
Knowledge of how tax dollars are spent	51.4	68.2	+ 16.8
Knowledge of the duties of citizenship	66.7	83.3	+ 16.6
Average	62.2	77.3	+ 15.1

GENERAL EDUCATION ASSESSMENT REPORT

Submitted by:

Preparer: DONNA P. WASSERMAN Don P. Wass Date: 5/20/09  
Print Signature

Dept Chair: Randy LaHote [Signature] for Randy LaHote Date: MAY 21 2009  
Print Signature

Dean: Bill Abernethy [Signature] Date: MAY 21 2009  
Print Signature

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu)

logged 5/21/09 sj

# Washtenaw Community College General Education Assessment Report Form

## BACKGROUND INFORMATION

**I. General Education area assessed (check one):**

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science - *History*
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

**II. Semester assessment was administered (check one):**

- Fall 200*9*
- Winter 20\_\_
- Spring/Summer 20\_\_

**III. Assessment tool used (check one):**

***PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.***

- CAAP test
- Survey
- Prompt
- Other (please describe): Final Exam Question

**Has this tool been used before?**

- Yes
- No

**If yes, has this tool been altered since its last administration? If so, briefly describe changes made.**

**IV. Please list the course(s) in which this tool was administered:**

**HST121-01, HST121-03**

**V. How many students were assessed? 48**

# Washtenaw Community College General Education Assessment Report Form

## RESULTS

- I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning objectives as found in the catalogue description of that area (see attached). PLEASE ATTACH ANY DATA COLLECTED.**

98% of students assessed achieved an assessment score of 2 or better on the assessment question. Student success was defined as a minimum 75% of students achieving a 2 or better.

- II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning objectives of that area?**

- Yes  
 No

Percentage of students meeting objectives: 98 %

- III. What areas of strength and weakness in students' achievement of the learning objectives of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths: Students were generally successful in correctly describing the educational institutions and curricula, literary forms, and artistic and architectural styles prevalent in Europe during the High Middle Ages and explaining the various ways that the Renaissance contributed to cultural change in these areas.

Weaknesses:

**Washtenaw Community College  
General Education Assessment Report Form**

**CHANGES INFLUENCED BY ASSESSMENT RESULTS**

**I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?**

**II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).**

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale:

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other \_\_\_\_\_  
Rationale:

**III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why?**

Yes

**Submitted by:**

Print: Joseph Ian Rush  
Faculty/Preparer

Signature 

Date: 12-18-08

Print: Randy Wm. La Hote  
Department Chair

Signature 

Date: 12/22/08

Print: Bill Abernethy  
Dean/Administrator

Signature 

Date: JAN 06 2009

logged 1/22/09 sjw

# Washtenaw Community College General Education Assessment Report Form

## BACKGROUND INFORMATION

### I. General Education area assessed (check one):

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science - *Social Science Subset (ECON.)*
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

### II. Semester assessment was administered (check one):

- Fall 2007
- Winter 20\_\_
- Spring/Summer 20\_\_

### III. Assessment tool used (check one):

***PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.***

- CAAP test
- Survey
- Prompt
- Other (please describe): Final Exam Question

#### Has this tool been used before?

- Yes
- No

**If yes, has this tool been altered since its last administration? If so, briefly describe changes made.**

### IV. Please list the course(s) in which this tool was administered:

**ECO211-03, ECO211-08**

### V. How many students were assessed? **24**



**Washtenaw Community College  
General Education Assessment Report Form**

**RESULTS**

- I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning objectives as found in the catalogue description of that area (see attached). PLEASE ATTACH ANY DATA COLLECTED.**

92% of students assessed achieved an assessment score of "2" or better on the assessment question. Student success was defined as a minimum 75% of students achieving "2" or better.

- II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning objectives of that area?**

Yes  
 No

Percentage of students meeting objectives: 92%

- III. What areas of strength and weakness in students' achievement of the learning objectives of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths: Students were generally successful in correctly interpreting macroeconomic performance data and in recommending appropriate fiscal and/or monetary policies, given those macroeconomic conditions.

Weaknesses:

# Washtenaw Community College General Education Assessment Report Form

## CHANGES INFLUENCED BY ASSESSMENT RESULTS

**I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?**

**II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).**

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale:

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other \_\_\_\_\_  
Rationale:


**III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why?**

Yes

**Submitted by:**

Print: Randy Wm. La Hote  
Faculty/Preparer

Signature



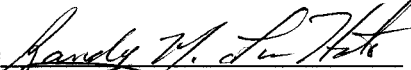
Date: 12/03/08

**Washtenaw Community College  
General Education Assessment Report Form**

Print: Randy Wm. La Hote

Department Chair

Signature

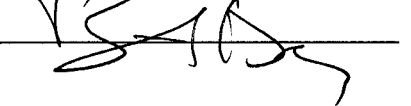


Date: 12/03/08

Print: Bill Abernethy

Dean/Administrator

Signature



Date: **DEC 08 2008**

**General Education Requirements (2003-04 College Catalogue, p. 61)**

1. **Writing:** Develop, organize, and express thoughts in writing using Standard English.
2. **Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
3. **Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
4. **Natural Science:** Understand principles and applications of modern science.
5. **Social and Behavioral Science:** Understand principles and applications of social and behavioral sciences in exploring the dynamics of human behavior.
6. **Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
7. **Critical Thinking:** Demonstrate skill in analyzing, synthesizing, and evaluating.
8. **Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

logged 12/8/08 sj/vjw

Social and Behavioral Science General Education Assessment Outcome - Economics

Students will correctly interpret macroeconomic performance data and recommend appropriate fiscal and/or monetary policies, given that data."

## **ASSESSMENT TOOL & RUBRIC**

Students were given a one paragraph narrative containing hypothetical data and other information on the performance of the U.S. macroeconomy. Students were then asked to 1) write an essay describing the state of the macroeconomy, given that data, and 2) recommend appropriate fiscal and monetary policies, given those macroeconomic conditions.

The scoring was as follows:

An essay that correctly described the macro conditions and recommended most appropriate policies was scored a "4".

An essay that correctly described the macro conditions and recommended some appropriate policies was scored a "3".

An essay that correctly described the macro conditions and recommended an appropriate policy was scored "2".

An essay that correctly described the macro conditions but made no correct policy recommendations was scored a "1".

An essay that incorrectly described macro conditions was scored a "0".

22 of the 24 students across both sections scored "2" or better; 92% of students met objectives.

# Washtenaw Community College General Education Assessment Report Form

## BACKGROUND INFORMATION

### I. General Education area assessed (check one):

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science – Behavioral Science subset**
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

### II. Semester assessment was administered (check one):

- Fall 20\_\_
- Winter 2007
- Spring/Summer 20\_\_

### III. Assessment tool used (check one):

***PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.***

- CAAP test
- Survey
- Prompt
- Other (please describe): Multiple choice test created by department

#### Has this tool been used before?

- Yes
- No

**If yes, has this tool been altered since its last administration? If so, briefly describe changes made.**

### IV. Please list the course(s) in which this tool was administered:

3 sections of Psychology 100 and 8 sections of Sociology 100

**V. How many students were assessed?            288**

# Washtenaw Community College General Education Assessment Report Form

## RESULTS

- I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning objectives as found in the catalogue description of that area (see attached).**

The average score for the 288 tests completed was 15.5 out of 20 or 77.5%. The median was 80%, indicating that 50% of the students scored above this point. In this assessment we focused on item analysis and to determine which items should be kept in the final tool. If we can assume we are teaching the material well, but making sure the items discriminate among the students, we were looking for items that were answered correctly by 65% to 90% of the students. Of the 20 items, 17 items fell within this range. Two items were below this range: an item on naturalistic observation was only answered correctly by 59% of the students and a question about independent and dependent variables was only answered correctly by 61% of the students. The first concept is not usually challenging so we will consider selecting another item and/or refocusing our efforts in teaching this concept. The item on independent and dependent variables is traditionally a difficult concept for students. They either don't understand the concept at all or they mix up the two terms. In this case, it is likely due to continuing to focus on the way this issue is taught as the item was very straightforward.

As we only conducted a "post" test, we did not analyze the data further than this. In our next assessment we will conduct pre and post tests. (Note: At the time of this report, we no longer had access to the raw data and cannot calculate exactly how many students achieved a score of 75 or higher.) Our criteria for success in future assessment will be an average of 75% or higher and each item will be answered correctly by at least 65% of the students.

- II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning objectives of that area?**

Yes  
 No

Percentage of students meeting objectives: approximately 70%

- III. What areas of strength and weakness in students' achievement of the learning objectives of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths:

The students seem to understand many of the research methods and issues that are common to psychology and sociology.

Weaknesses:

The students do not satisfactorily understand the terms independent and dependent variables.

# Washtenaw Community College General Education Assessment Report Form

## CHANGES INFLUENCED BY ASSESSMENT RESULTS

### I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

As mentioned above, research methods is traditionally difficult to teach; it is not an area the traditional student is motivated to learn. On top of this, the independent versus dependent variable issue is well known as an area of confusion. We will discuss at our intro psychology meeting identifying a worksheet that we could consider implementing across sections to improve learning of this topic. We are also reviewing other items that might better assess students' knowledge of the various research designs.

### II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).

- Master syllabi  
Rationale:
- Curriculum  
Rationale:
- Course syllabi  
Rationale:
- Course assignments  
Rationale:
- Teaching methodology  
Rationale:
- Other \_\_\_\_\_  
Rationale:

### III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why? Yes with the minor change mentioned above.

Submitted by:

Name: Anne Garcia Date: 11-26-08

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_



**Washtenaw Community College  
General Education Assessment Report Form**

Dean: M. Stovall

Date: 11/26/08

**General Education Requirements (2003-04 College Catalogue, p. 61)**

- 1. Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2. Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- 3. Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- 4. Natural Science:** Understand principles and applications of modern science.
- 5. Social and Behavioral Science:** Understand principles and applications of social and behavioral sciences in exploring the dynamics of human behavior.
- 6. Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- 7. Critical Thinking:** Demonstrate skill in analyzing, synthesizing, and evaluating.
- 8. Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

logged 12/1/08 sj/su

GENERAL EDUCATION ASSESSMENT REPORT

**I. Background Information**

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 20\_\_\_\_\_
- Winter 2004
- Spring/Summer 20\_\_\_\_\_

3. Semester assessment report was prepared (check one):

- Fall 2006
- Winter 20\_\_\_\_\_
- Spring/Summer 20\_\_\_\_\_

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Survey	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

**PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.**

5. Please list the course(s) in which this tool was administered.

## GENERAL EDUCATION ASSESSMENT REPORT

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

Nine Social Science classes

7. Indicate the number of students assessed. 270

## II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.
2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):  
<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>
  1. Students will develop a greater awareness of their civic responsibilities.
  2. Students will exhibit a greater degree of extracurricular engagement with social, political and economic issues.
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths:

Weaknesses:

## III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

GENERAL EDUCATION ASSESSMENT REPORT

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

- Master syllabi  
Rationale:
- Curriculum  
Rationale:
- Course syllabi  
Rationale:
- Course assignments  
Rationale:
- Teaching methodology  
Rationale:
- Other:  
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

**Submitted by:**

<b>Preparer:</b>	<b>Joseph ?</b> <i>Print</i>	 <i>Signature</i>	<b>Date:</b>	<b>11/21/06</b>
<b>Dept Chair:</b>	<b>Randy LaHote</b> <i>Print</i>	 <i>Signature</i>	<b>Date:</b>	<b>11/21/06</b>
<b>Dean:</b>	<b>Bill Abernethy</b> <i>Print</i>	 <i>Signature</i>	<b>Date:</b>	<b>11/21/06</b>

**Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu)**

GENERAL EDUCATION ASSESSMENT REPORT

**I. Background Information**

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 20\_\_\_\_\_
- Winter 2004
- Spring/Summer 20\_\_\_\_\_

3. Semester assessment report was prepared (check one):

- Fall 20\_\_\_\_\_
- Winter 20\_\_\_\_\_
- Spring/Summer 20\_\_\_\_\_

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Survey	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

**PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.**

5. Please list the course(s) in which this tool was administered. PSY 257 (2 sections), PSY 200 (1 section), PSY 206 (1 section)

## GENERAL EDUCATION ASSESSMENT REPORT

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.
7. Indicate the number of students assessed. 75 students took the survey, but only 63 completed the psychology subtest and only 60 of those completed the sociology subtest.

## II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.
2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):  
<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>
  1. Recognize and apply psychological and sociological perspectives to the understanding of human behavior.
  2. Distinguish between non-scientific approaches to attaining knowledge (anecdotal evidence, rumors and common sense) as compared with scientific approaches (theory-driven methods based on empirically based data).
  3. Recognize that human behavior is a function of the dynamic interplay of factors at both the micro and macro level.
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

Using 70% as the criterion, 21% passed the psychology subtest and 10% passed the Sociology subtest. However, we set 70% as the criterion on the assumption that all of the students would have had at least two psychology courses and at least one sociology course. In fact, one-fourth of the students had taken only one psychology course and half of the students had not taken any sociology courses.
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: not applicable

## GENERAL EDUCATION ASSESSMENT REPORT

Weaknesses: We cannot address the students' achievement in learning because the sample from the last assessment effort was not large enough to include students who had taken the relevant coursework. Also, since administering this survey 3 years ago, we have (1) changed the master syllabi for several relevant courses, including Psychology 100 and (2) designed more specific learning outcomes for the Behavioral Sciences.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale: At our department meetings, we will review all course syllabi to ensure that at least one of the three Behavioral Science learning outcomes is being addressed.

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other:  
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Since administering this tool in the winter of 2004, we have revised the master syllabi for many of the Behavioral Science courses and we have just recently identified the three primary learning outcomes for the Behavioral Sciences Department. We will be reviewing the multiple choice items selected originally and retaining only those items that tap one of the three newly identified learning outcomes.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer: \_\_\_\_\_ Date: \_\_\_\_\_  
*Print* *Signature*

Dept Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
*Print* *Signature*

Dean: \_\_\_\_\_ Date: \_\_\_\_\_  
*Print* *Signature*

*Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu)*



**Washtenaw Community College  
General Education Assessment Report Form**

**BACKGROUND INFORMATION**

**I. General Education area assessed (check one):**

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science - Behavioral Science subset**
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

**II. Semester assessment was administered (check one):**

- Fall 20\_\_
- Winter 2004\_\_
- Spring/Summer 20\_\_

**III. Assessment tool used (check one):**

***PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.***

- CAAP test
- Survey
- Prompt
- Other (please describe): \_\_\_\_\_

**Has this tool been used before?**

- Yes
- No

**If yes, has this tool been altered since its last administration? If so, briefly describe changes made.**

**IV. Please list the course(s) in which this tool was administered:**

Psy 257-Abnormal Psychology (2 sections); Psy 200—Child Psychology (1 section)  
Psy 206-Lifespan Development (1 section)

**V. How many students were assessed?**

75 students took the survey but only 63 completed the psychology subtest and only 60 of those completed the sociology subtest.

# Washtenaw Community College General Education Assessment Report Form

## RESULTS

- I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning objectives as found in the catalogue description of that area (see attached). PLEASE ATTACH ANY DATA COLLECTED.**

Using 70% as the criterion, 21% passed the psychology subtest and 10% passed the sociology subtest. However, we set 70% as the criterion on the assumption that all of the students would have had at least two psychology courses and at least one sociology course. In fact, one-fourth of the students had taken only one psychology course and half of the students had not taken any sociology courses.

- II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning objectives of that area?**

Yes

No

Percentage of students meeting objectives: approximately 20%

- III. What areas of strength and weakness in students' achievement of the learning objectives of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths:

Not applicable.

Weaknesses: We cannot address the students' achievement in learning because the sample from the last assessment effort was not large enough to include students who had taken the relevant course work. Also, since administering this survey 3 years ago, we have (1) changed the master syllabi for several relevant courses, including Psychology 100 and (2) designed more specific learning outcomes for the Behavioral Sciences. Here are the new outcomes:

- (1) Recognize and apply psychological and sociological perspectives to the understanding of human behavior.
- (2) Distinguish between non-scientific approaches to attaining knowledge (anecdotal evidence, rumors, and common sense) as compared with scientific approaches (theory-driven methods based on empirically based data).
- (3) Recognize that human behavior is a function of the dynamic interplay of factors at both the micro and macro level.

# Washtenaw Community College General Education Assessment Report Form

## CHANGES INFLUENCED BY ASSESSMENT RESULTS

**I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?**

(a) We are going to modify the survey tool to match the three new Behavioral Science learning outcomes for the behavioral sciences.

(b) We are going to review the importance of these three learning outcomes with all full-time and part-time faculty.

(c) We are going to survey at least 5 psychology sections (approximately 100 completed questionnaires) and at least 5 sociology sections (approximately 100 completed questionnaires) to increase the probability of getting a sample of at least 50 students (25% of the sample) who have taken a minimum of 2 psychology courses and 1 sociology course.

**II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).**

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale: At our department meetings, we will review all course syllabi to ensure that at least one of the three Behavioral Science learning outcomes is being addressed.

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other \_\_\_\_\_  
Rationale: \_\_\_\_\_

**III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why? No.**

Since administering this tool in the Winter of 2004, we have revised the master syllabi for many of the Behavioral Science courses and we have just recently identified the three primary learning outcomes for the Behavioral Sciences Department. We will be reviewing the multiple choice items selected originally and retaining only those items that tap one of the three newly identified learning outcomes.

**Washtenaw Community College  
General Education Assessment Report  
Fall 2006**

**Department:** Social Science

**Strand Description:** Understand principles and applications of social sciences in exploring the dynamics of human behavior.

**Updated Outcomes:**

1. Students will develop a greater awareness of their civic responsibilities.
2. Students will exhibit a greater degree of extracurricular engagement with social, political, and economic issues.

**Assessment Tool:** See the appendix for a copy of the Social Science General Education Assessment Survey. This instrument was administered in five social science classes during the Winter 2004 semester in a pre/post test format. A subsequent report was made to the Assessment Committee in August 2004. The data collected during the Winter 2004 semester seemed to indicate that, over the course of the semester, the students did increase their civic awareness and did engage in an increased number of extracurricular activities that explore social, political, and economic issues. Thus, the courses were deemed successful.

**Assessment Timeline:** The Social Science General Education Assessment Survey will be administered during the Winter 2007 semester.

**Sample Size:** Nine Social Science classes (270 students)

**Submitted by:**

Faculty Member:	<u>Joseph A. Miller</u>	Date:	<u>11/21/06</u>
Faculty Member:	<u>Barbara M. L. Hester</u>	Date:	<u>11/21/06</u>
Department Chair:	<u>Barbara M. L. Hester</u>	Date:	<u>11/21/06</u>
Dean:	<u>1 SAH</u>	Date:	<u>NOV 21 2006</u>