

# Assessment Plan for General Education in Social and Behavioral Sciences

## A. Goals

*Students will apply critical thought and scientific principle to understanding human behavior and society in a diverse world*

## B. Objectives/Outcomes

Students should be able to:

*B1. Interpret data, evidence, and arguments using discipline specific criteria.*

*B2. Identify theories in the discipline relevant to understanding human behavior and society.*

*B3. Distinguish the forces shaping human behavior and society.*

*B4. Describe relations among individuals, groups, and society utilizing discipline specific terminology.*

*B5. Recognize the significance of individual, cultural, and societal diversity.*

## C. Instruments/Measures of Evaluation

### C1. General education courses to be assessed

Courses that will be assessed are shown in Table 1 next along with their semester for assessment.

<b>Soc/Beh Sciences</b>	<b>Courses Assessed</b>	<b>Assessed in Fall</b>	<b>Assessed in Spring (starting Spring 2018)</b>
<b>ANTH</b>	100		
<b>CJUS</b>	101		
<b>ECON</b>	300		
<b>GEOG</b>	103		
<b>POLS</b>	110		
<b>PSYC</b>	110		
<b>SOCI</b>	100		

## C2. Social and Behavior Sciences - General Education Rubric –

**SB1** - Interpret data, evidence, and arguments using discipline specific criteria; **SB2** - Identify theories in the discipline relevant to understanding human behavior and society; **SB3** - Distinguish the forces shaping human behavior and society; **SB4** - Describe relations among individuals, groups, and society utilizing discipline specific terminology; **SB5** - Recognize the significance of individual, cultural, and societal diversity.

	<b>Minimal</b>	<b>Moderate</b>	<b>Proficient</b>	<b>Advanced</b>
<i>Evaluate data, evidence and arguments using discipline specific theory and methods. (SB1)</i>	<i>Unable to consistently evaluate data, evidence and arguments using discipline specific theory and methods. Unable to reach appropriate conclusions based on data.</i>	<i>Limited ability to evaluate data, evidence and arguments using discipline specific theory and methods. Occasionally able to reach warranted conclusions based on evaluation of data, evidence and arguments.</i>	<i>Adequate ability to evaluate data, evidence and arguments using discipline specific theory and methods. Recognizes most important patterns and demonstrates appropriate discipline-specific methods and reasoning, reaching conclusions supported by evidence.</i>	<i>Exceptional ability to evaluate data, evidence and arguments using discipline specific theory and methods. Recognizes patterns of data, correctly weighs evidence, and analyzes arguments using discipline specific theory and methods. Reaches conclusions supported by evidence.</i>
<i>Identify theories in the discipline relevant to understanding human behavior and society (SB2)</i>	<i>Unable to consistently identify theories relevant to understanding human behavior and society. Student cannot identify appropriate theory.</i>	<i>Limited ability to identify theories relevant to understanding human behavior and society. Student often able to identify appropriate relevant theory, lacking specific detail.</i>	<i>Adequate ability to identify theories relevant to understanding human behavior and society, including remembering names, dates, and characteristics of different theories.</i>	<i>Exceptional ability to identify theories relevant to understanding human behavior and society, including supportive arguments, historical contexts, names, dates, and characteristics of different theories and their application.</i>
<i>Distinguish the forces shaping human behavior and society (SB3)</i>	<i>Unable to consistently recognize forces shaping human thought and behavior.</i>	<i>Limited ability to distinguish the forces shaping human behavior and society. May recognize one or more factor shaping human behavior and society.</i>	<i>Adequate ability to distinguish the forces shaping human behavior and society, including weighing different forces, understanding complex interactions and contexts.</i>	<i>Exceptional ability to distinguish the forces shaping human behavior and society, including weighing different forces, understanding complex interactions and contexts.</i>
<i>Describe relations among individuals, groups, and society utilizing discipline specific terminology. (SB4)</i>	<i>Unable to consistently describe relations among individuals, groups, and society utilizing discipline specific terminology.</i>	<i>Limited ability to describe relations among individuals, groups, and society utilizing discipline specific terminology.</i>	<i>Adequate ability to describe relations among individuals, groups and society utilizing discipline specific terminology</i>	<i>Exceptional ability to describe relations among individuals, groups, and society utilizing discipline specific terminology.</i>
<i>Recognize the significance of individual, cultural and societal diversity (SB5)</i>	<i>Unable to consistently recognize the significance of individual, cultural and societal diversity</i>	<i>Limited ability to recognize the significance of individual, cultural and societal diversity. Cannot specify different types of diversity or relations between diverse groups.</i>	<i>Adequate ability to recognize the significance of individual, cultural and societal diversity, including the ability to distinguish between different types of diversity, and understand relations between diverse groups</i>	<i>Exceptional ability to recognize the significance of individual, cultural and societal diversity, including the ability to distinguish between different types of diversity, understand relations between diverse groups, and identify the impact of diversity on the individual, cultural, and societal level.</i>

## **D1. Instruments/Measures of Evaluation**

Each unit will develop and use its own set of questions to assess students for outcomes B.1 through B.5.

## **D2. Criterion of Success**

Course embedded evaluation of student work will be done by the academic units using their own rubric. Outcomes B.1 through B.5 will be considered successful or achieved if at least 80 percent of students achieve a score of 60% on relevant artifact.

## **D3. Process of Assessment**

To be determined by Departments based on best practices, class frequency and other factors specific to the Departments.

## **D.4 Frequency of assessment**

Each unit will determine the frequency of assessment in consultation with leader of assessment within the Discipline, the General Education Committee, and the University Assessment Director.

Courses that will be assessed are shown in Table 1 next along with their semester for assessment.

<b>Soc/Beh Sciences</b>	<b>Courses Assessed</b>	<b>Assessed in Fall</b>	<b>Report/Assess in Spring</b> (starting Spring
<b>ANTH</b>	100		
<b>CJUS</b>	101		
<b>ECON</b>	300		
<b>GEOG</b>	103		
<b>POLS</b>	110		
<b>PSYC</b>	110		
<b>SOCI</b>	100		

## **D.5 Sample size of assessment**

All students in all sections of all courses listed in Table 1 will be assessed. Exceptions to this rule are to be discussed and justified.

## **E1 Closing the loop / continual improvement**

Each unit in social and behavioral sciences will form a departmental level general education committee that will effect and oversee the implementation of assessment and evaluation. This is proposed to be under the supervision of respective department heads. The department heads, or their representatives, then report to the social and behavioral sciences GenEd

Committee. The head of this committee is responsible for making a report, which includes data, assessment, artifacts, to the University General Education Committee and the University