**General Education Social Science Outcome: FORM A: faculty report**

LSSU graduates will be able to think critically and analytically about the causes and consequences of human behavior.

This assessment maps to LSSU’s Institutional Learning Outcomes by addressing ILO 3: Analysis and Synthesis.

**Target Outcome:**80% of students will meet or exceed Level 2 competency.

**Bloom’s Taxonomy Level for Assessment:** *Analyze*

**EXPECTED**

**OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3 - Meets** | **2 – Partially Meets** | **1 – Progressing**  |
| 1. **Comprehension and Interpretation**
 | The student appropriately understands/interprets the majority of data/ evidence/information.   | The student appropriately understands/interprets some data/evidence/ information but misunderstands/ misinterprets some data/evidence/ information.   | The student misunderstands/ misinterprets the majority of data/ evidence/information or does not use data/ evidence/information.   |
| 1. **Reasoning**
 | The student uses relevant data/evidence/ information to justify results, explain reasons, test their previously held beliefs, or generate new insights.   | The student sometimes or partially uses relevant data/evidence/ information to justify results, explain reasons, test their previously held beliefs, or generate new insights.    | The student uses irrelevant data/ evidence/information to justify results or explain reasons, or fails to justify results or explain reasons. Student maintains views based on preconceptions regardless of the data/evidence/ information. Student does not generate new insights.   |

**Assessment Results**

**Course: Semester:**

**Number of Course Sections: Instructor:**

**Total number of students completing the assessment**:

**Assessment Method** (*i.e., exam questions, presentation, research paper, etc*.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Indicate the number of students who met or exceeded the expected outcome on each of the criteria:**

(*Note:* Recording data for those who scored below the expected outcome may also be useful for assessment).

**EXPECTED**

**OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| 1. **Comprehension and Interpretation**
 |  |  |  |
| 1. **Reasoning**
 |  |  |  |

**Summarize the students’ strengths related to the outcome as evidenced in their work.**

**Summarize the students’ weaknesses related to the outcome as evidenced in their work.**

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

(*Examples of Social Science Outcome assessment reporting follow*)

**Social Science Examples**

*OUTCOME:* LSSU graduates will be able to think critically and analytically about the causes and consequences of human behavior.

**Summarize the students’ strengths related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Class Debate | The students demonstrated that they could think critically and analytically about the causes and consequences of human behavior and that they understood the ramifications between two differing perspectives and interpretations of a historical event. |
| Exam Question | In answering the exam question, students were able to think critically and analytically about the causes and consequences of human behavior. They were able to correctly apply the formula for elasticity, and to analyze the information to infer conclusions by discussing the impact on human behavior, (namely, how the price change will affect human behavior). |
| Online Discussion Forum | Students could identify issues experienced in group and team settings and how they managed emerging conflicts. Applying the concepts that we covered in our course, they demonstrated the ability to practice conflict resolution techniques. This created a real-time practical application to demonstrate how they could think critically and analytically about the causes and consequences of human behavior. |

**Summarize the students’ weaknesses related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Class Debate | Students had a difficult time making sense of the documentation, often focusing instead on negative aspects that are in today’s headlines. This tendency to move off course in the discussion sometimes interfered with their ability to think critically and analytically about the causes and consequences of human behavior. |
| Exam Question | Approximately 10% of students were unable to correctly apply the formula for elasticity, so they were also unable to infer the impact of the price change on human behavior (taking the form of the quantity purchased). |
| Online Discussion Forum | Although students were able to demonstrate their ability to think critically and analytically about the causes and consequences of human behavior as they were applying conflict resolution techniques, they relied too much on the textbook as a source to model those applied principles. The reasoning for their behavior needs some additional linkages between the cause and effect. |

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Class Debate | When current events were used as analogies to the historical events under discussion, students had a tendency to either shut down or become excessively moral. Differences of personal opinion were not received well in this particular class, and those differences of opinions often hindered students’ participation and their ability to think critically and analytically about the causes and consequences of human behavior. This made the assessment less effective in some instances. |
| Paper | This assessment served as a well-rounded tool for measuring students’ comprehension and reasoning abilities. It was an effective method for measuring students’ ability to think critically and analytically about the causes and consequences of human behavior. |
| Online Discussion Forum | The discussion forum tasks were effective in measuring how well students could think critically and analytically about the causes and consequences of human behavior while consciously applying conflict resolution techniques. Students relied too much on the textbook as a source to model those applied principles, needing instead some additional linkages between the cause and effect. |