Spring 2023 Core Curriculum S (Social Science) Assessment Report

This report should be a collaborative effort involving the Designation-level Assessment Coordinator, the evaluators and the Designation Subcommittee.	Core Curriculum Designation:Social Sciences (S)
	Responsible Party: Core Curriculum Assessment Committee (CCAC); Mary Jorgenson Sullivan ELS (chair); Nick Menhart, BIO, DVP Accreditation, chair; Diane Fifles, Asst Dir of Univ Accred; Nicole Ditchman PSYC; Georgia Papavasiliou BME, Priyanka Sharma SSB; Gabe Smith, UGAA; Katie Spink BIO

1. CORE CURRICULUM LEARNING OBJECTIVES EVALUATED: List the Core Curriculum learning objectives that were evaluated in this assessment cycle.

Applicable Core Curriculum Learning Goals

Be committed to positive change in their communities, nations, and the world, able to

- Identify and analyze contemporary issues and problems.

Communicate effectively, able to

- Speak and write in a manner that does not require significant work by the audience to fill in needed information or to ignore linguistic distractions.

- Speak and write appropriately within and across disciplines and cultures.

Think critically, viewing problems as opportunities for innovation, able to

- Appropriately employ multiple quantitative and qualitative methods of analysis and evaluation.

Social Science Learning Outcomes

1. Students will demonstrate an understanding of the scientific study of individual and group behavior

2. Students will demonstrate an understanding of fundamental concepts, theory or methods from one or more of the social/behavioral sciences (e.g., anthropology, economics, sociology, political

    science or psychology).

3. Students will demonstrate critical thinking about human behavior and society to offer meaningful explanations of social and individual behavior.

4. Students will be able to frame social science problems broadly in a way that is accessible to the general population (i.e., not exclusively for majors within a specific discipline)

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2. ASSESSMENT METHODOLOGY: Use the table below to describe your assessment methodology.

First Learning Objective	
Learning Objective Assessed	All learning outcomes assessed with the same methodology.
Semester(s) in which artifacts were collected	Spring 2023
Name of rubric used to evaluate student artifacts (*attach copy of rubric to this report*)	Assessing student artifacts matching each learning outcome on a (0, 1, 2) point scale. Rubrics were developed collaboratively between the CCAC liaison and the teaching faculty and reviewed by the chairs of the CCAC. • 0=does not meet expectations, • 1=meet expectations, • 2= exceeds expectations. The threshold for meeting expectations was the equivalent of 2.0/4. scale, (i.e. a C grade), as students are required to maintain a 2.0 overall GPA for graduation requirements. Exceeding expectations is the equivalent of 4.0/4.0 scale (i.e. an "A" grade). As each instructor will have different scaling in accordance with their own disciplinary expertise and expectations, the committee

	collaborated with course instructors in determinations of whether students met the learning objective expectations.	
Artifact source	Course(s) and Instructor(s): Artifact sources included core curriculum requirement fulfilling courses from 300 and 400-leveldesignated courses, predominantly in Economics, Psychology, Political Science, Social Science. and Sociology. The rationale for this is that students develop their understanding of the S learning objectives in the 200 level courses and solidify it in the 300 level classes.	Assignment(s): Assignments varied for each class, but generally included homework assignments, exam/final exam questions, and final papers.
Sample Size	Classes larger than 50 were sampled according to CCAC policy, with a sample size selected to provide 10% accuracy 90% of the time. Classes smaller than 50 enrollment had the entire roster assessed. This yields a total sample population of 652 students.	
Semester of Assessment/Evaluation	Spring 2023	
Names & Titles of the Evaluators	CCAC Committee	

3. **ASSESSMENT RESULTS:** Insert a table or graph summarizing the results. Results should be presented by a performance indicator for each learning goal. If the data were collected in Blackboard Outcomes, the IIT Assessment Office will provide the information to insert into this section of the report (see samples below).

See data charts in the discussion section

4. **DISCUSSION OF RESULTS:** Use this section to describe the key findings revealed in the interpretation of the data. *The evaluators should provide input into this section of the report.*

S component of the core consists of one 200-level prerequisite S designated class and two upper-division 300 level 2 classes. Assessment of student achievement of the S LOs was conducted in the 300-level classes, on the basis that the 200-level classes were preparatory. Students are free to choose among a wide variety of S classes, and so all 300-level classes were assessed. This yielded a group of 22 classes with a total enrollment of 806 students. Classes larger than 50 were sampled according to CCAC policy, with a sample size selected to provide 10% accuracy 90% of the time. Classes smaller than 50 enrollment had the entire roster assessed. This yields a total sample population of 652 students.

Of these 22 distinct classes:

1) Two classes were not assessed since the committee was unable to obtain artifacts from the teaching faculty member, who was not responsive to communication.

2) Two classes submitted artifacts, but no usable rubric to grade them.

3) Two classes submitted grades and rubrics but did not submit all artifacts. Because the artifact and rubric could not be aligned, this data was not included in the sample.

4) For five classes, teaching faculty submitted artifacts, but the committee was unable to assess them due to lack of clarity on the alignment of the artifacts and the LOs, and the lack of an acceptable rubric.

In total, 11 of 22 classes (50%) provided artifacts aligned with the LOs, and these classes provided the data on student achievement. This constitutes 331 of the intended 652 students enrolled in the class samples, or 53%. This low penetration rate is addressed in recommendations for the assessment process, later in this report. Instructors were asked to select artifacts that aligned with the specific LOs. These could be exams, assignments, or items within. All artifacts were expected to be individual, authentic examples of student work. Instructors were then asked to provide a rubric to designate achievement level across three categories: Does Not Meet; Meets; and Proficient.

A summary of LO achievement is given here, and individual Los will be presented in more detail below

	Does Not Meet		Meets		Proficient	
LO	**n**	**%**	**n**	**%**	**n**	**%**
scientific study	87	27%	69	21%	166	52%
concepts, theories or methods	53	17%	105	34%	155	50%
critical thinking	54	18%	101	33%	152	50%
accessible framing	53	17%	83	26%	178	57%
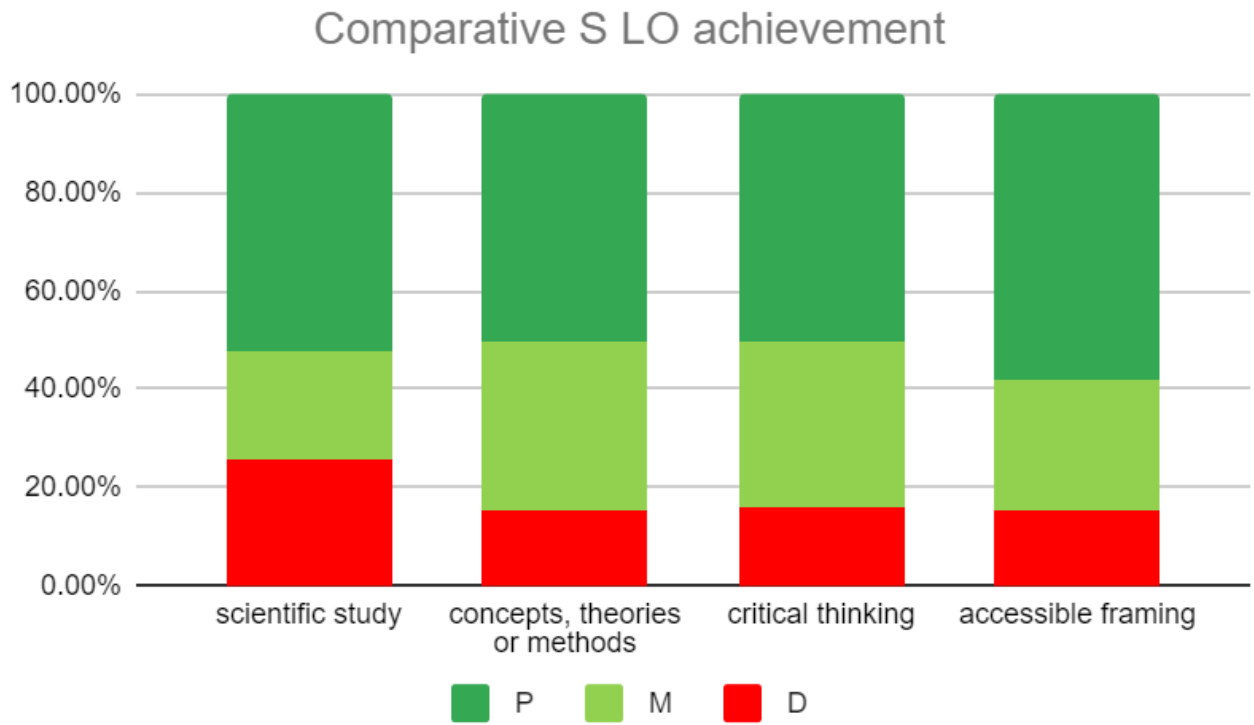
*Note:* P = Proficient; M = Meets; D = Does not meet

LO1: Students will demonstrate an understanding of the scientific study of individual and group behavior.

Student data by class is shown below, as well as the total for the groups. Of the students assessed 25% (87) "did not meet" (D) the learning objective, 20% (69) "met" (M) expectations and 49% (166) demonstrated proficiency (P) in this learning objective, while no data was obtained for 8% (26) students. **Missing data for the 8% was due to students who withdrew, received an incomplete, or did not complete the assessment due to extenuating circumstances.** When normalized to the group of 316 students for which we have assessment data, these percentages are 27% D, 21% M and 52% P. This LO had the largest cohort of students in the does not meet category of the 4 S LOs,

However, as indicated above, compliance with the assessment of the learning objective was inconsistent. While overall faculty compliance with providing artifacts increased from previous semesters and designation assessments, in numerous cases, faculty did not submit all artifacts OR did not submit a workable rubric OR the rubric did not align with the learning objective.

During the assessment process, it became apparent that how the learning objectives were applied in specific classes was; not consistent. Within LO 1, there was a divergence of understanding of the meaning of "scientific study", with opinions ranging from requiring study based on the scientific method involving hypothesis testing by empirical data collection; to, on the other hand, this LO being focused on the understanding of the conclusions of scientific study of the subject, and not necessarily the application of the scientific method.

LO1: All Classes Numerical
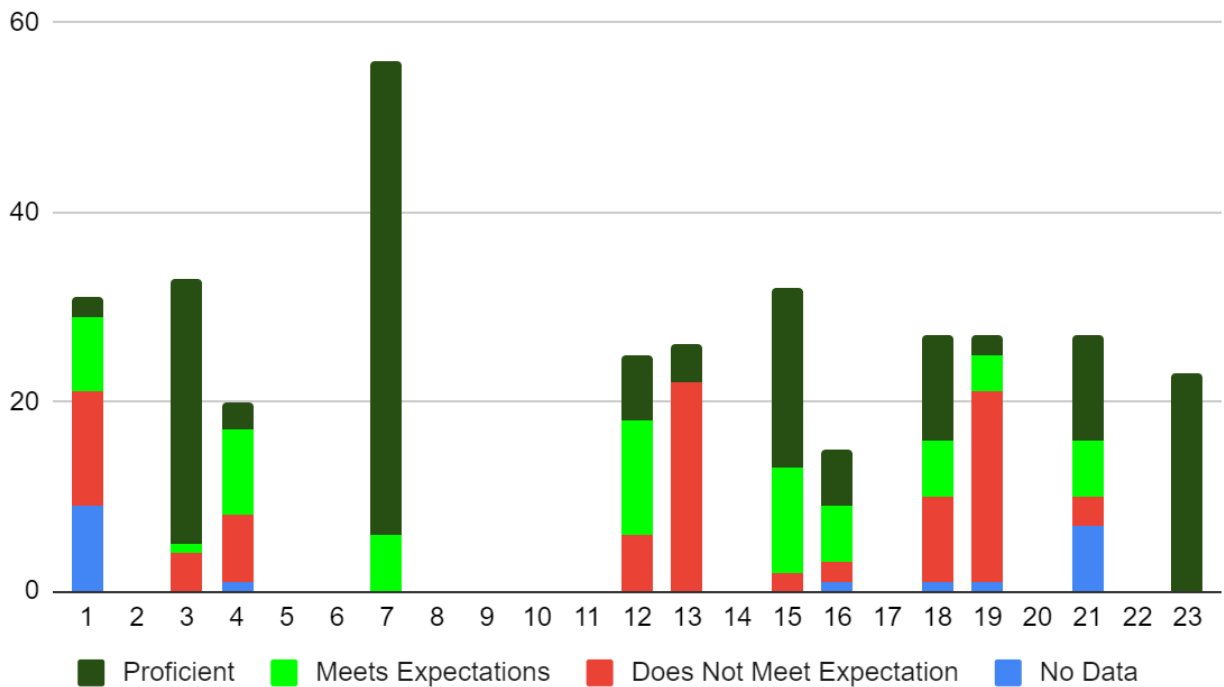
Then, considering only cases where we have data on student achievement:
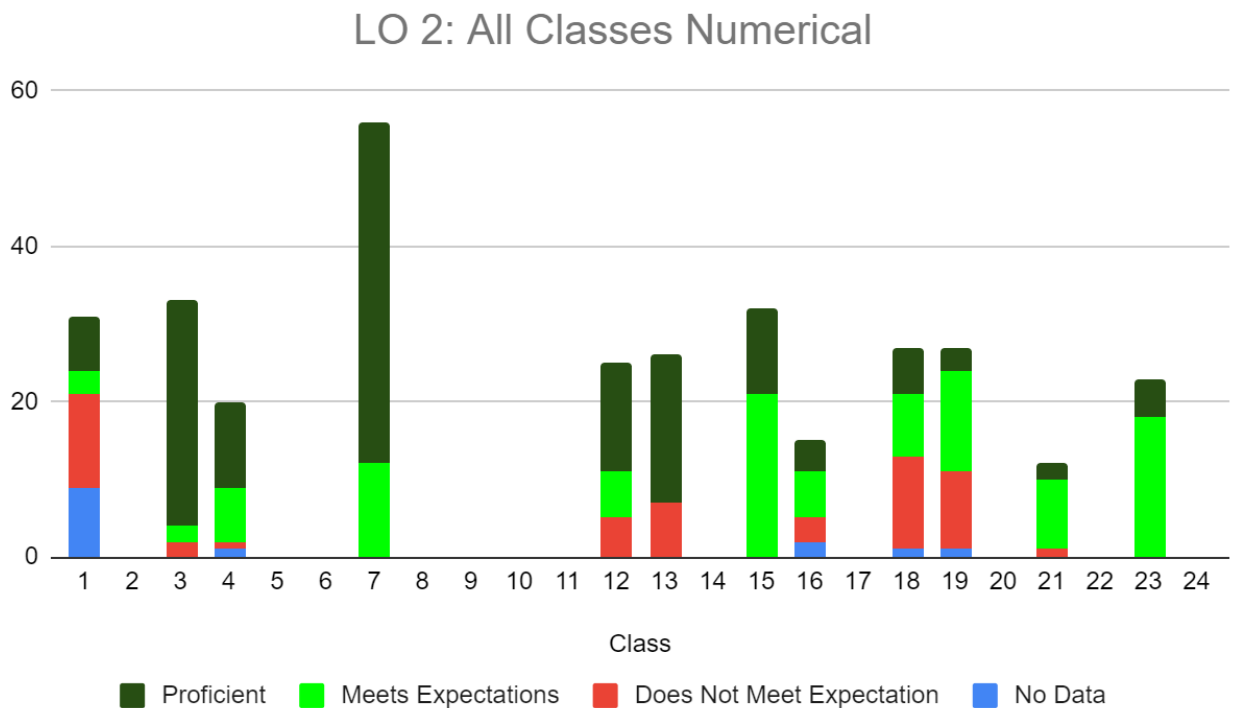
LO1: All Classes Percentage
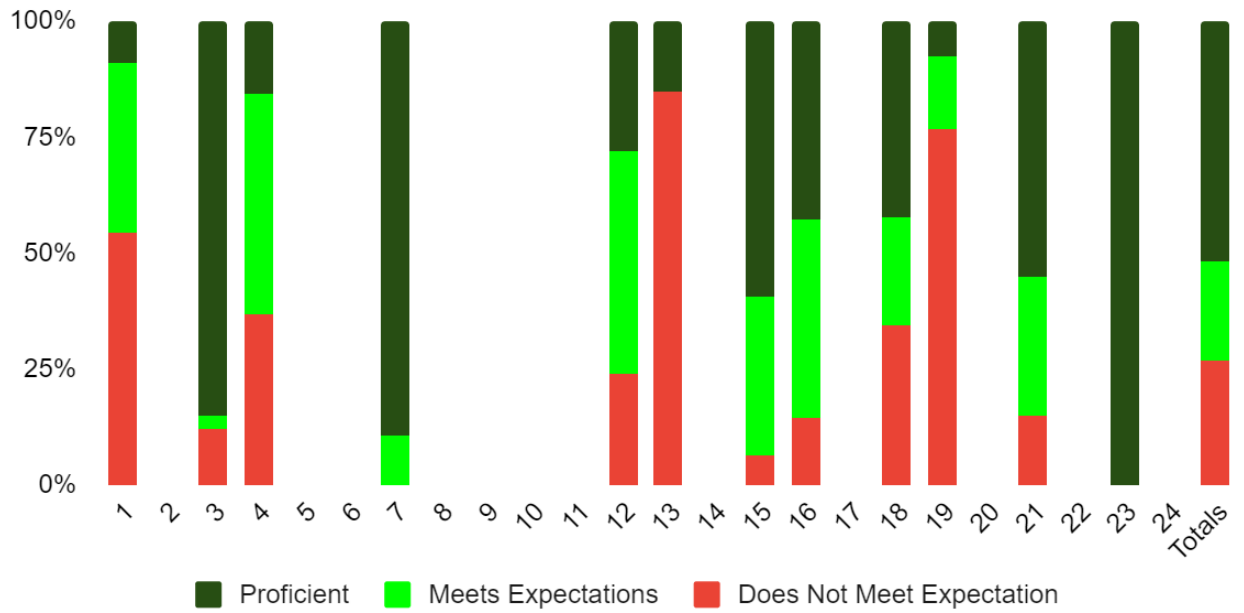
LO 2: Students will demonstrate an understanding of fundamental concepts, theory or methods from one or more of the social/behavioral sciences (e.g., anthropology, economics, sociology, political science or psychology).

Student data by class is shown below, for the original sample of 327 students. Of the students assessed 16% (53) did not meet the learning objective, 32% (105) met expectations and 47% (155) demonstrated proficiency in this learning objective, while no data was obtained for 6% (20) students. When normalized to the group of 307 students for which we have assessment data, these percentages are 17% D, 34% M and 50% P.

However, as indicated above, compliance with the assessment of the learning objective was inconsistent. While noncompliance decreased from previous semesters and designation assessments, in numerous cases, faculty did not submit all artifacts OR did not submit a workable rubric OR the rubric did not align with the learning objective.

Additionally, the percentage of students who did not meet expectations decreased from 27% for LO 1 to 17% for this LO. This may be due to the greater accessibility of the learning objective; as demonstrating an understanding of concepts, theory, and/or methods can be linked to specific content areas within the social sciences.

LO 2: All Classes Numerical

Then, considering only cases where we have data on student achievement:

LO 2: All Classes Percentage
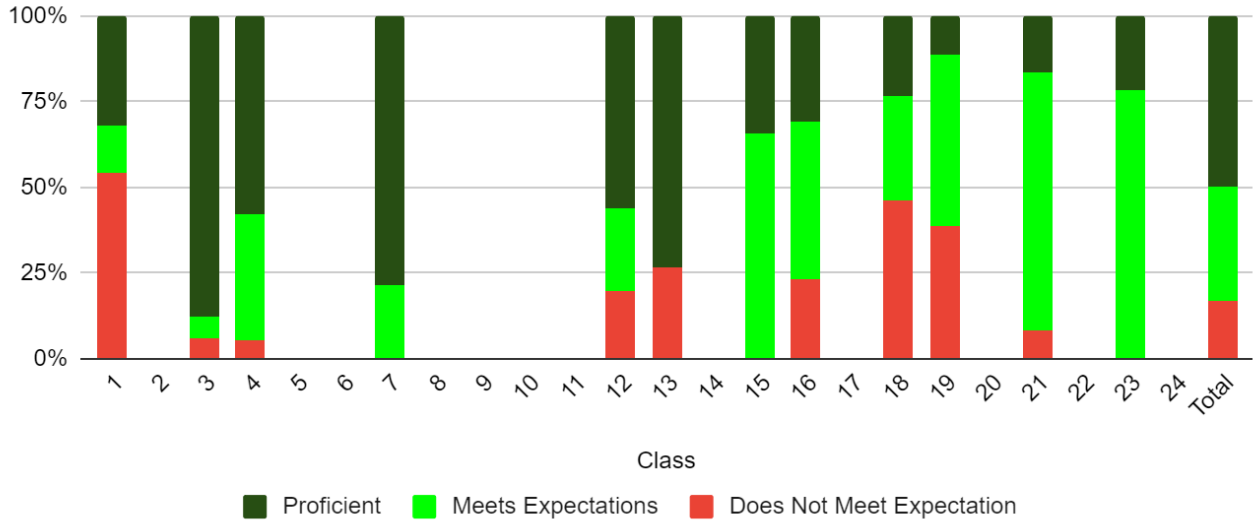
LO 3: Students will demonstrate critical thinking about human behavior and society to offer meaningful explanations of social and individual behavior.
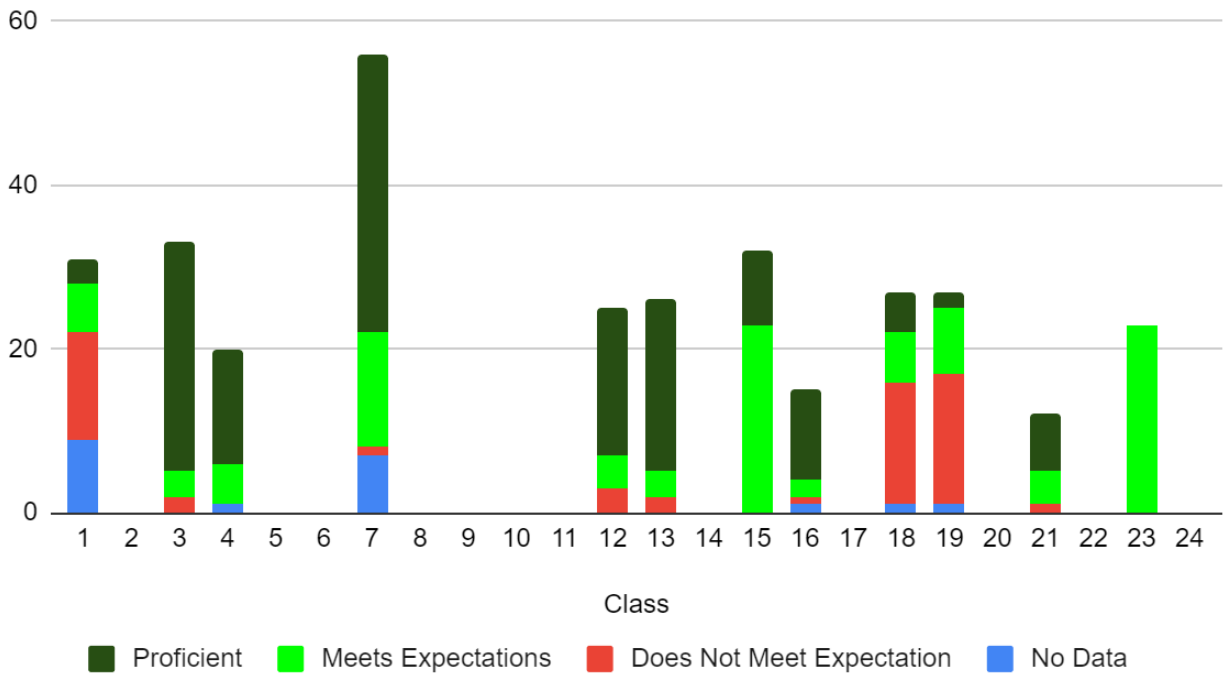
Student data by class is shown below, for the original sample of 327 students. Of the students assessed 17% (54) did not meet the learning objective, 31% (101) met expectations and 47% (152) demonstrated proficiency in this learning objective.

When normalized to the group of 307 students for which we have assessment data, these percentages are 18% D, 33% M, and 50% P.

However, as indicated above, compliance with the assessment of the learning objective was inconsistent. While noncompliance decreased from previous semesters and designation assessments, in numerous cases, faculty did not submit all artifacts OR did not submit a workable rubric OR the rubric did not align with the learning objective.

Additionally, the percentage of students who did not meet expectations decreased from 27% for LO 1 to 17%. This appears to demonstrate that faculty in the social sciences are familiar with the need for and design learning activities and assessments toward critical thinking.

LO 3: All Classes Numerical

Then, considering only cases where we have data on student achievement:
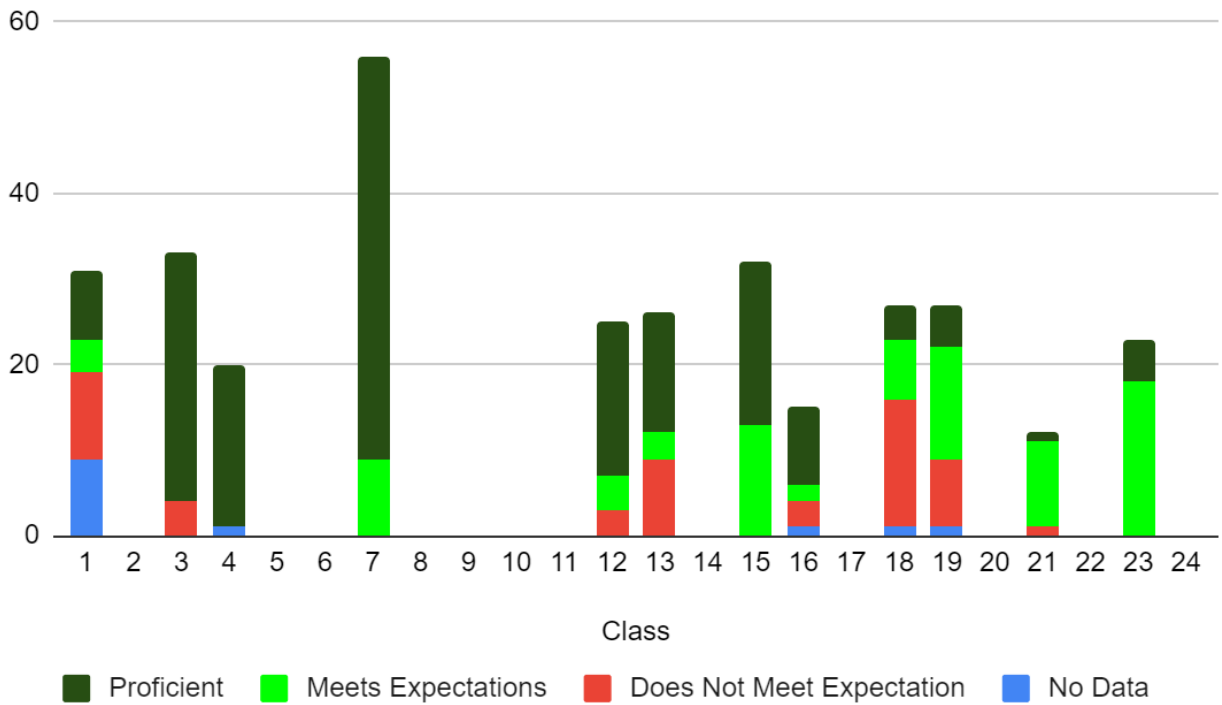
LO 3: All Classes Percentage
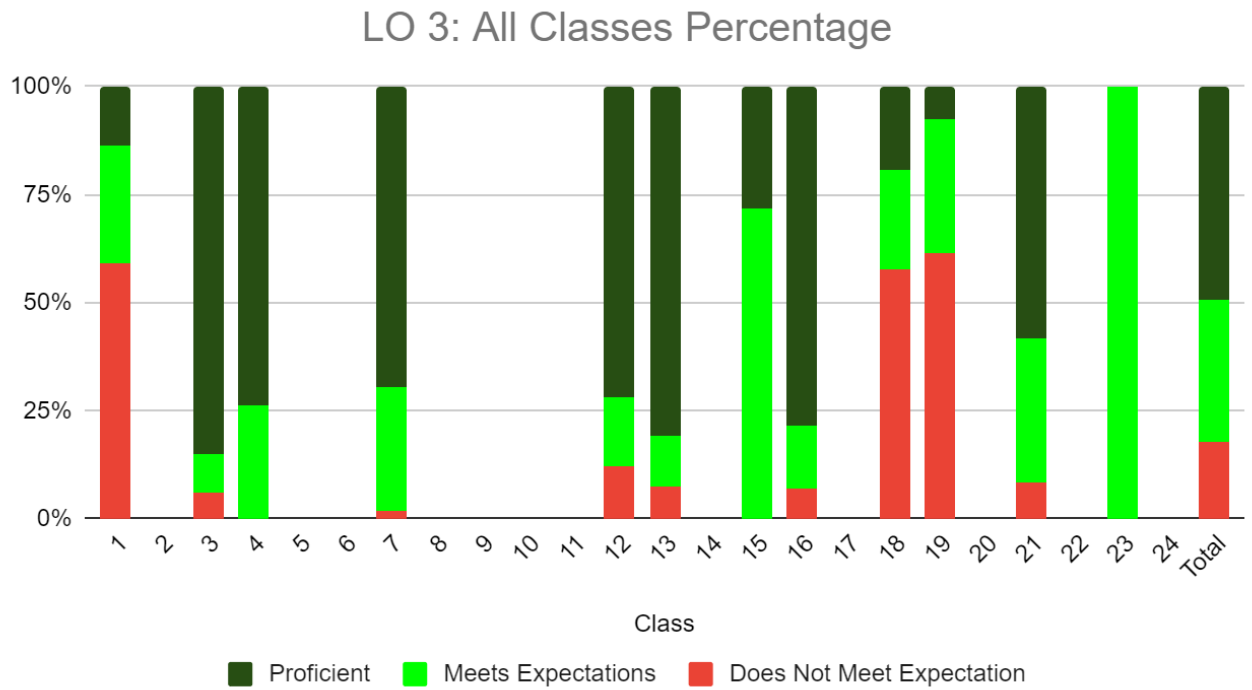
LO 4: Students will be able to frame social science problems broadly in a way that is accessible to the general population (i.e., not exclusively for majors within a specific discipline).

Student data by class is shown below, for the original sample of 327 students. Of the students assessed 16% (53) did not meet the learning objective, 25% (83) met expectations and 54% (178) demonstrated proficiency in this learning objective.

When normalized to the group of 308 students for which we have assessment data, these percentages are 17 % D, 26% M and 57% P.

Upon reviewing the artifacts, there was significant variance in interpretation of the learning objective. Some faculty interpreted the learning objective to refer to students' ability to use appropriate language and mechanics, but not to communicate social science problems to a general audience. Interpretation of the learning objectives is addressed in the assessment section below.

LO 4: All Classes Numerical

Then, considering only cases where we have data on student achievement:

LO 4: All Classes Percentage
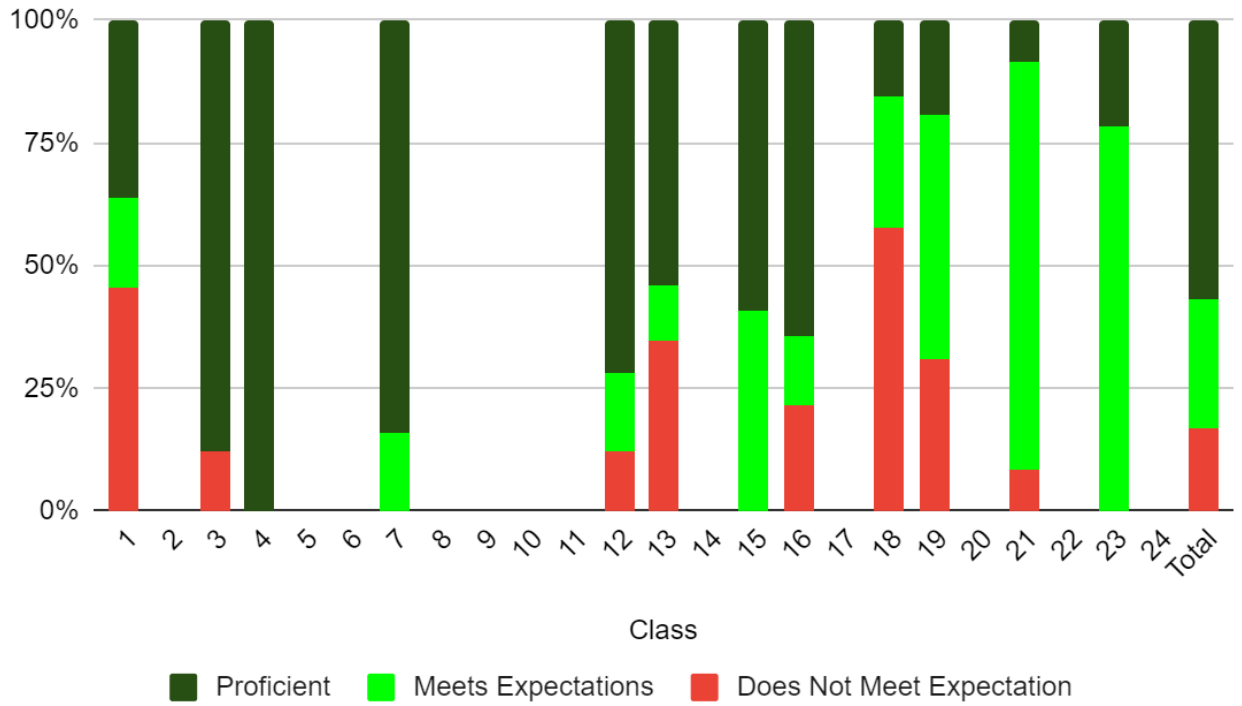
5. **IMPROVEMENT PLANS:** Use this section to provide specific information about what elements of the curriculum may need to be modified in order to improve the program's performance. *This section should be completed and signed by the UGAA Chair.*

Specific modification	Entities responsible for implementing the changes.	Date by which changes will be in place.	Intended result
LO#1, scientific study, was the lowest achieved LO, with 27% of students assessed not meeting this LO.

We recommend that a better, consensus understanding of this LO be developed, and then this be communicated with S instructors in order to boost student achievement in this area. | As with any core activity, UGSC and the full IIT faculty bear responsibility and control.

However, this effort is best led by faculty teaching the preponderance of S classes, in PSYC ECON and SSCI, in collaboration with other faculty. | The next S assessments as determined by the CCAC (~ 3 Y, AY27) | Improvement in LO#1 achievement, in line with the other S LOs |

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Designation Subcommittee Chair should sign below:

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Designation Subcommittee Chair Name   Signature   Date

6. ASSESSMENT PROCESS RECOMMENDATIONS: Use this section to provide feedback on the assessment process itself.

We are suggesting the following recommendations for improving the assessment process:

1) Due to the significant heterogeneity of understanding and assessment of learning objectives between classes, we have determined the need for a timeline in which the rubric is provided well in advance of the end of the semester. 46% of faculty a) provided a rubric that did not align with the learning objectives or b) provided a rubric for a

different assignment than the artifacts supplied, or c) did not provide artifacts or evaluation according to the rubric.

2) Related to this, there is a divergence in understanding the meaning and application of these LOs as they relate to specific course topics and disciplines. This was especially evident for LO#1, "scientific study", which notably had the highest "does not meet" cohort at 27% (compared to a consistent 16-17% for the other three LOs). However, this was a significant issue for all LOs. We recommend that a process be developed to increase awareness of these LOs and develop a consensus and consistency of interpretation of these LOs within all courses bearing the S designation. As well, we recommend a process to develop consistent standards for student assessment within these S-designated classes as well as tools to ensure consistent assessment within the CCAC. This effort should most naturally be led by the faculty in the Academic Units teaching the preponderance of S classes, SSCI, PSYC, and ECON, but crucially should involve all faculty as required of any core process.

3) Overwhelmingly, the major issues were awareness of the assessment process, the number and criteria for artifacts, and rubric development. While long-term Illinois Tech faculty were broadly aware of the process and requirements, newer faculty were not. As a result, we plan to take the following actions:

a) Finalize our assessment website, which provides information about the core curriculum assessment process, a glossary of key terminology, and answers to frequently asked questions about the procedure.

b) Reach out to the chairs of academic units, informing them of the timeline and process and requesting their support in ensuring full participation from faculty.

c) Provide greater guidance in the interpretation of learning objectives and selection of artifacts. This designation assessment revealed disparate understanding of several of the learning objectives; therefore, we recommend clarifying what the learning objectives mean and how they can be assessed using performance indicators.

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6. UGSC REVIEW: The Chair of the UGSC should use this space to comment on each of the proposed curriculum changes.

List of specific modifications to courses or the curriculum.	UGSC Response

7. **REPORT SUBMISSION:** Please submit this report to NAME **by DATE**. For questions about the completion of this report, email: EMAIL.

Name of person submitting report	Date submitted