

Tacoma Community College

Program Learning Outcomes Report: 2017-2018

Please answer the questions directly into this Word document, save as a Word document, and **Submit with your Program Review**. Attach any supportive documents to the email (as requested in here) and label clearly with which question number they correspond. If you have any questions, please contact Scott Davis at sdavis@tacomacc.edu, or your IASC representative. Thank you!!

1. Program name: **Social Sciences** (Anthropology, History, Political Science, Psychology, & Sociology)
2. Enter the **program** level learning outcome(s) you are assessing this year. If only one aspect of the outcome is being measured, please clearly identify that aspect. (NOTE: It is fine to aggregate data up from the course level, but reporting should be focused on the relevant PLOs to which the CLOs you measured map.)

PLO #6: Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media). (CRT & IIT).

PLO #7. Present social science information according to appropriate academic standards. (COM & IIT).

3. Please bold or highlight the assessment method(s) that most closely match your method(s) from the following list: **Course-embedded assessment**

4. If applicable, please provide the course name(s) & number(s) for each course and the number of sections included in the assessment for any given quarter

Course name/number	Quarters assessed	Total number of sections= 13/N=275
Abnormal Psych/PSYC&220	Spring 2018	2sections/69 students
General Psych/PSYC&100	Spring, 2018	2 sections/62 students
Research Methods/PSYC&209	Spring, 2018	1 section/9 students
Biological Psych/PSYC&202	Spring, 2018	1 section/15 students
Lifespan Developmental Psych/PSYC&200	Spring, 2018	2 sections/23 students
Intro to Sociology /SOC&101	Spring, 2018	2 sections/44 students
Soc of Asian Americans/SOC 265	Spring, 2018	1 section/19 students
Political Science/POLS&202 HOL	Spring, 2018	1 section/8 students
HIST&219	Spring, 2018	1 section/ 26 students

5. Who was the lead faculty member for this project? **Pamela Costa, Ph.D.**
6. How many individual faculty members (fulltime and adjunct) are in your program? Give an approximate number if you are not certain. **Fulltime: 10 Adjunct: 18-20**
7. Mark with an "X" the approximate percent of your (fulltime and adjunct) faculty who were involved in:

	Planning the project	Submitting student work or administering an assessment in their class(es)	Reviewing the student work or other evidence	Interpreting and/or discussing the results
10% or less				X
11 – 25%	X			
26 – 50%				
51 – 75%		X	X	
75% or more				
NA				

8. Mark with an "X" the approximate number of students/employers/alumni who participated or whose work was examined.

	Students	Employers	Alumni
15 or fewer			
15-25			
26-75			
75-125			
126 or more	X		
NA		X	X

9. Please attach a copy of the assessment and (if you have it) instructions for scoring the assessment. Assessment was based on individual assignments in each course section.
Each participating instructor selected an assignment they deemed suitable for assessing 2 social science program outcomes (listed below). All instructors were asked to employ the same binary

rubric that was uploaded into their courses via Canvas or via hard copy (calculating manually). Instructors were asked to evaluate whether students met the social science program objectives 6 and 7, by indicating a “0” for failing to meet the standard; “1” for minimal meeting of standard; “2” for approaching the standard; and “3” for meeting the standard, as described in the attached rubric.

Research Questions:

- a. *Can students evaluate and present social science information according to appropriate (college-level) standards?*
- b. *Where are our students in terms of their evaluation/presentation abilities?*
- c. *Where are the holes in their learning?*

Per the above, we were primarily interested in IF our students can evaluate and present information, not how well they can do this. The rationale for this is that we hoped to capture students at all levels of their academic careers (entry-level to newly graduated in some cases), and our assessment cannot speak to how well we are doing as instructors, but where are student’s current skill set falls.

10. Describe your program’s anticipated results. Did you set a benchmark or target for acceptable aggregate attainment of the outcome(s) by your students. **The goal of this research is to identify where our students are in their ability to evaluate and present social science information. We plan to update, revise, and strengthen our curriculum and pedagogy, based on where our student’s specific needs and strengths remain.**
11. Summarize the results of the assessment here or attach a Word document. **Data were submitted for 13 of the 31 Social Sciences courses offered Winter (2018) quarter. Of the 275 students whose work was sampled, 70% met their instructor’s expectations on PLO #6 and 61% met their instructor’s expectations on PLO#7, which meant students scored a 3 on each rubric.**
12. Were the results of the assessment what you anticipated? Did your students achieve the benchmark, if you set one? **Due to the variability in course level (100 vs 200+ level courses), we anticipated more variable results, especially between student’s performance in 100 versus 200+ level courses. However, there did not appear to be significant variability based on course level across the 13 sections assessed.**
13. What is your program’s initial interpretation of the results? **Like previous years, the way the social science program learning outcomes are designed, students should be able to meet 7 different outcomes, only after “successful completion of the program”. This statement implies that students have taken courses from at least 2 of the 5 social science disciplines. Given that students are only required to take 2 different social sciences disciplines (AAS degree), the course surveyed winter quarter, may have been their first social science course, thereby limiting their exposure to the discipline’s findings, concepts theories and methods. While there is some unification of concepts across the 5 social science disciplines, not all program-level objectives are included across all courses in the program. Ideally, the more social sciences courses a student is passes, the greater likelihood of exposure to the 7 program learning outcomes. Such individual differences between those surveyed, could have contributed to the borderline level of mastery.**

14. Which DLOs do the PLOs you measured map to? What are the implications of what you learned from your project for the DLOs? The related **Degree Learning Outcomes were CRT, COM and IIT. A good place to begin might be to revisit our existing PLO's and establish if they are still appropriate for the goals of all of the disciplines involved. Per the response to item #13, program meetings are needed to discuss the results in more detail, and to generate ideas for implementing improvement strategies. Additionally, we frequently have ongoing conversations between individual faculty, and other informal meetings about student improvement, both on and off campus.**
15. Describe how you are responding to what you learned from the assessment. What changes are you making? **We will present our results and discuss the related implications at our Fall, 2018 program meeting. Based on the discussion and recommendations, implementation of any recommendations will be made in Winter and Spring, 2019, if needed. Because we did not determine which students had the opportunity to take more than 1 Social Science class at the time they were assessed, it would be interesting to try to revisit the data to see if exposure to multiple courses increased their understanding and knowledge of the core concepts, theories, empirical findings and methods.**
16. How have you shared results and engaged in discussion with the appropriate constituents (provide dates or approximate dates for all that apply)?

Activity	Date completed	Planned for (projected date)
Department meeting(s)	Fall, 2017 Winter, 2018	Initial planning of project
Program meeting(s)		
Division meeting(s)	Fall, 2017	Announced project to division. Results will be shared at our Fall division meeting.
Email	Multiple/ongoing, throughout all 3 quarters.	Results will be emailed to faculty members.

17. Briefly describe your plan for ongoing monitoring of the impact of changes in order to inform further planning/improvement?

Any changes made to address these findings will be evaluated further and initiated by program faculty.

18. Where are you storing the documents associated with this assessment project?

Information is stored on OneDrive so that all interested faculty members have open access.

2017-2018: Year 1: Social Science Program Assessment Project Survey Materials

Coordinator: Pamela Costa

Directions to faculty: This assessment project for the Social Sciences Programs is designed to collect data on student achievement for Program Learning Objectives 6 & 7. eLearning staff have conveniently uploaded the standard rubric into your classes, as outlined below:

Social Science Rubric for PLOs 6 & 7

Rubric Topic A PLO #6: Evaluate quality/credibility of information from variety of sources (CRT, IIT).

Rubric Topic B PLO#7: Present social science information according to appropriate academic standard (COM, IIT)

	Absent 0	Minimal 1	Approaching 2	Meets Standard 3
PLO #6: Evaluated sources critically	No sources were included	Repeats information without question or dismisses evidence without justification. Fails to distinguish between fact and opinion.	Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective.	Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias.
PLO#7: Presented information according to academic standards	Superficial presentation or absence of social science information	Evidence is simplistic, inappropriate or not related to topic.	Appropriate evidence is provided although exploration lacks depth. Inconsistent use of social science research and/or citations.	Presents information according to social science standards and uses appropriate citation style as needed.

Research Questions:

Can students evaluate and present social science information according to appropriate (college-level) standards?

Where are our students in terms of their evaluation/presentation abilities?

Where are the holes in their learning?

Per the above, we are primarily interested in IF our students can evaluate and present information, not how well they can do this. The rationale for this is that we're capturing students at all levels of their academic careers (entry-level to already graduated in some cases), and our assessment cannot speak to how well we are doing as instructors, but where are student's current skill set falls.

Goal: By identifying where our students are in their ability to evaluate and present social science information, we can update, revise, and strengthen our curriculum and pedagogy, based on where our student's specific needs and strengths remain.

RESULTS:

PLO ASSESSMENT SUMMARY: 275 students from 13 sections of Social Science classes were assessed during Spring, 2018 quarter.

Mastered PLO #6: 70% of the students met the standard for mastering PLO #6 by earning 3/3 possible points on the rubric described above.

Mastered PLO #7: 61% of the students met the standard for mastering PLO#7 by scoring a 3/3 possible points on the rubric described above.

