

2019 – 20 Departmental Executive Summary

Department: Human and Social Sciences	Date: 05/28/20																																																																																																																																																																																
Members involved with analysis of artifacts: Nancy Elwell and Sara Brady																																																																																																																																																																																	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) Student Outcome; b) Background; c) Question(s); d) Methodology																																																																																																																																																																																	
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used). Artifacts included recorded video presentations from PSY/SOC 406 (Applied Research and PSY/SOC 490 (Senior Capstone). Originally, artifacts were supposed to be analyzed by two independent raters who did not teach the course. However, for convenience of collecting the artifacts, Dr. Elwell assessed PSY/SOC 490 and Dr. Brady assessed PSY/SOC 406 artifacts. The presentations were assessed according to the rubric (see attached). Descriptive statistics (i.e., frequency and percentages) were calculated for each rubric category. Mastery in oral communication was determined if at least 75% of students scored a 2 or higher on each of the rubric categories.																																																																																																																																																																																	
Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): Do students enrolled in two out of the three capstone courses demonstrate mastery in oral communication across the following domains?: 1. Organization (organizational pattern and sequence) 2. Language (appropriate language choices) 3. Delivery (techniques related to posture, gesture, vocal expressiveness, etc.) 4. Supporting Material (examples, illustrations, analysis, etc.) 5. Central Message (compelling message stated precisely and strongly supported) 2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.) Across both courses, 100% of students scored at least a 2 or higher on each of the rubric categories (see table below). Across both courses, more than 75% of students scored higher than a 2 on organization, delivery, supporting materials, and central message. Only 67% of students in PSY/SOC 406 scored higher than a 2 on language.																																																																																																																																																																																	
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Course</th> <th>ID</th> <th>Organization</th> <th>Language</th> <th>Delivery</th> <th>Supporting Material</th> <th>Central Message</th> <th>Total</th> </tr> </thead> <tbody> <tr><td>PSY/SOC 490</td><td>1</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 490</td><td>2</td><td>3</td><td>3</td><td>3</td><td>4</td><td>4</td><td>17</td></tr> <tr><td>PSY/SOC 490</td><td>3</td><td>4</td><td>4</td><td>3</td><td>3</td><td>3</td><td>17</td></tr> <tr><td>PSY/SOC 490</td><td>4</td><td>3</td><td>3</td><td>3</td><td>3</td><td>4</td><td>16</td></tr> <tr><td>PSY/SOC 490</td><td>5</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 490</td><td>6</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 490</td><td>7</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 490</td><td>8</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 490</td><td>9</td><td>2</td><td>2</td><td>2</td><td>2</td><td>3</td><td>11</td></tr> <tr><td>PSY/SOC 490</td><td>10</td><td>2</td><td>3</td><td>2</td><td>3</td><td>3</td><td>13</td></tr> <tr><td>PSY/SOC 490</td><td>11</td><td>3</td><td>3</td><td>3</td><td>2</td><td>3</td><td>14</td></tr> <tr><td>PSY/SOC 490</td><td>12</td><td>3</td><td>4</td><td>3</td><td>4</td><td>4</td><td>18</td></tr> <tr><td>PSY/SOC 406</td><td>13</td><td>4</td><td>4</td><td>3</td><td>3</td><td>4</td><td>18</td></tr> <tr><td>PSY/SOC 406</td><td>1</td><td>2</td><td>2</td><td>2</td><td>2</td><td>3</td><td>11</td></tr> <tr><td>PSY/SOC 406</td><td>2</td><td>4</td><td>4</td><td>3</td><td>3</td><td>4</td><td>18</td></tr> <tr><td>PSY/SOC 406</td><td>3</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 406</td><td>4</td><td>3</td><td>2</td><td>3</td><td>4</td><td>4</td><td>16</td></tr> <tr><td>PSY/SOC 406</td><td>5</td><td>3</td><td>3</td><td>3</td><td>4</td><td>4</td><td>17</td></tr> <tr><td>PSY/SOC 406</td><td>6</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 406</td><td>7</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>20</td></tr> <tr><td>PSY/SOC 406</td><td>8</td><td>3</td><td>2</td><td>2</td><td>3</td><td>4</td><td>14</td></tr> </tbody> </table>		Course	ID	Organization	Language	Delivery	Supporting Material	Central Message	Total	PSY/SOC 490	1	4	4	4	4	4	20	PSY/SOC 490	2	3	3	3	4	4	17	PSY/SOC 490	3	4	4	3	3	3	17	PSY/SOC 490	4	3	3	3	3	4	16	PSY/SOC 490	5	4	4	4	4	4	20	PSY/SOC 490	6	4	4	4	4	4	20	PSY/SOC 490	7	4	4	4	4	4	20	PSY/SOC 490	8	4	4	4	4	4	20	PSY/SOC 490	9	2	2	2	2	3	11	PSY/SOC 490	10	2	3	2	3	3	13	PSY/SOC 490	11	3	3	3	2	3	14	PSY/SOC 490	12	3	4	3	4	4	18	PSY/SOC 406	13	4	4	3	3	4	18	PSY/SOC 406	1	2	2	2	2	3	11	PSY/SOC 406	2	4	4	3	3	4	18	PSY/SOC 406	3	4	4	4	4	4	20	PSY/SOC 406	4	3	2	3	4	4	16	PSY/SOC 406	5	3	3	3	4	4	17	PSY/SOC 406	6	4	4	4	4	4	20	PSY/SOC 406	7	4	4	4	4	4	20	PSY/SOC 406	8	3	2	2	3	4	14
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3). INTERPRETATION* - Discuss how the results answer the assessment question(s). Based upon these results, upper-level students enrolled in two out of the department's three capstone courses demonstrate mastery in oral communication.																																																																																																																																																																																	
4). Observations made that were not directly related to the question(s). All students assessed demonstrated a basic proficiency in oral communication. For the highest level of proficiency, 52.4% of students earned a 4 for organization, 57.1% earned a 4 for language, 38.0% earned a 4 for delivery, 57.1% earned a 4 for supporting materials, and 76.2% earned a 4 for central message.																																																																																																																																																																																	
Sharing of Results: When were results shared? Date: 6/18/20 How were the results shared? (i.e. met as a department) Via email Who were results shared with? (List names): Thad Warren, Kathy Miller, Mark Blanke, Nancy Elwell, Tim Huntington, Ed Hoffman, and Sara Brady																																																																																																																																																																																	
Submitted by: Brady Reviewed by the Assessment Committee (date): 8/18/2020																																																																																																																																																																																	
Department Chair notified approved/additional action needed: 8/18/2020																																																																																																																																																																																	
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na																																																																																																																																																																																	