



SSC 200 ASSESSMENT & 4-YEAR REVIEW

WHAT IS SSC 200?

The course uses *social science methods* and *social theory* to critically examine a human issue or problem from at least *three social science disciplinary perspectives*

Themes vary across sections but share common learning outcomes

- Example themes: Climate Change, Understanding and Preventing Wrongful Conviction, Media and American Life
- Approximately 40 sections offered per semester
- Requires a flexible assessment approach

The course emphasizes outcomes related to **scholarship, critical evaluation of our times, and the diversity of the human world.**



What we assess:

The course learning outcomes (CLOs)

LEARNING OBJECTIVES RELATED TO SCHOLARSHIP

From *HIR*: All undergraduates will develop advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

Mapping Outcome to SSC 200	In other words...
1. Students will demonstrate the ability <i>to locate</i> primary source, peer-reviewed social science literature using library and electronic sources.	How do you find a credible, academic source?
2. Students will demonstrate the ability <i>to utilize</i> primary source, peer-reviewed social science research for academic inquiry.	How do you “read” a journal article?

LEARNING OBJECTIVES RELATED TO CRITICAL EVALUATION OF TIMES

From *HIR*: Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.

Mapping Outcome to SSC 200	In other words...
3. Students will demonstrate knowledge of social science methods of inquiry.	How do you gather and interpret data using a systematic, objective approach?
4. Students will demonstrate knowledge of how various social theories facilitate the critical and imaginative evaluation of the ethical, historical, social, political, technological, economic, or ecological challenges of the times.	What are the frameworks that orient knowledge?

LEARNING OBJECTIVE RELATED TO DIVERSITY

From *HIR*: All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.

Mapping Outcome to SSC 200	In other words...
5. Students demonstrate knowledge of how context, difference, and/or positionality shape social issues and the power to shape social issues.	What is the role of power, and how does context matter?



*How we assess: The rubric and its
application*

EVALUATION RUBRIC FOR CAP-SS COURSE LEARNING OBJECTIVES

Learning Outcome	Student Output	Exemplary	Proficient	Developing	Insufficient	Absent
1) Students will demonstrate ability to locate primary source, peer-reviewed social science literature using library and electronic sources.	1) Work product that evidences ability to locate primary source, peer-reviewed social science literature using library and electronic sources.		Able to find appropriate primary source, peer-reviewed social science literature using library and electronic sources.			Unable to find appropriate primary source, peer-reviewed social science literature using library and electronic sources.
2) Students will demonstrate ability to utilize primary source, peer-reviewed social science research.	2) Work product that evidences ability to utilize primary source, peer-reviewed social science research.	Clear and integrated conclusions drawn from appropriate primary sources.	Clear and detailed conclusions drawn from appropriate primary sources.	General and broad conclusions drawn from appropriate primary sources.	Superficial conclusions drawn from appropriate primary sources.	Incorrect conclusions drawn from appropriate primary sources.
3) Students will demonstrate knowledge of social science methods of inquiry.	3) Work product that demonstrates knowledge of social science methods of inquiry.	Clear explanation of choice of social science methods of inquiry as applied to the course theme.	Clear and detailed description of social science methods of inquiry as applied to the course theme.	General and broad description of social science methods of inquiry as applied to the course theme.	Superficial description of social science methods of inquiry as applied to the course theme.	Incorrect description of social science methods of inquiry as applied to the course theme.
4) Students will demonstrate knowledge of how various social theories facilitate the critical and imaginative evaluation of the ethical, historical, social, political, technological, economic, or ecological challenges of the times.	4) Work product that employs social theory to critically and imaginatively evaluate ethical, historical, social, political, technological economic or ecological challenges of the times.	Clear critique of the application of social theory to the evaluation of an aspect of the course theme.	Clear and detailed application of social theory to the evaluation of an aspect of the course theme.	General and broad application of social theory to the evaluation of an aspect of the course theme.	Superficial application of social theory to the evaluation of an aspect of the course theme.	Incorrect application of social theory to the evaluation of an aspect of the course theme.
5) Demonstrate knowledge of how context, difference, and/or positionality shape social issues and the power to shape social issues.	5) Work product that addresses how context, differences, and/or positionality shape social issues and the power to shape social issues.	Clear critique of arguments regarding how context, differences, and/or positionality shape social issues related to the course theme.	Clear and detailed arguments regarding how context, differences, and/or positionality shape social issues related to the course theme.	General and broad arguments regarding how context, differences, and/or positionality shape social issues related to the course theme.	Superficial arguments regarding how context, differences, and/or positionality shape social issues related to the course theme.	Incorrect arguments regarding how context, differences, and/or positionality shape social issues related to the course theme.

RUBRIC FOR CLOS 1 AND 3

Learning Outcome	Student Output	Exemplary	Proficient	Developing	Insufficient	Absent
1) Students will demonstrate ability to locate primary source, peer-reviewed social science literature using library and electronic sources.	1) Work product that evidences ability to locate primary source, peer-reviewed literature using library and electronic sources.		Able to find appropriate primary source, peer-reviewed literature using library and electronic sources.			Unable to find appropriate primary source, peer-reviewed literature using library and electronic sources.
3) Students will demonstrate knowledge of social science methods of inquiry.	3) Work product that demonstrates knowledge of social science methods of inquiry.	Clear explanation of choice of social science methods of inquiry as applied to the course theme.	Clear and detailed description of social science methods of inquiry as applied to the course theme.	General and broad description of social science methods of inquiry as applied to the course theme.	Superficial description of social science methods of inquiry as applied to the course theme.	Incorrect description of social science methods of inquiry as applied to the course theme.

ASSIGNMENTS FOR ASSESSING CLOS 1 AND 3

CLO 1:

1. Find a **primary research article** that answers each question listed below from the database indicated.
2. Briefly (in a sentence or two) summarize the answer the paper provides to the question.

Questions:

1. **Economics (EconLit):** What are the consequences of parental divorce for children's future earnings?
2. **Psychology (PsycINFO):** How well do children of helicopter parents adjust to college?
3. **Sociology (SocIndex):** In the U.S., how are neighborhood characteristics related to parents' fears about their children playing outdoors?

CLO 3 (excerpt):

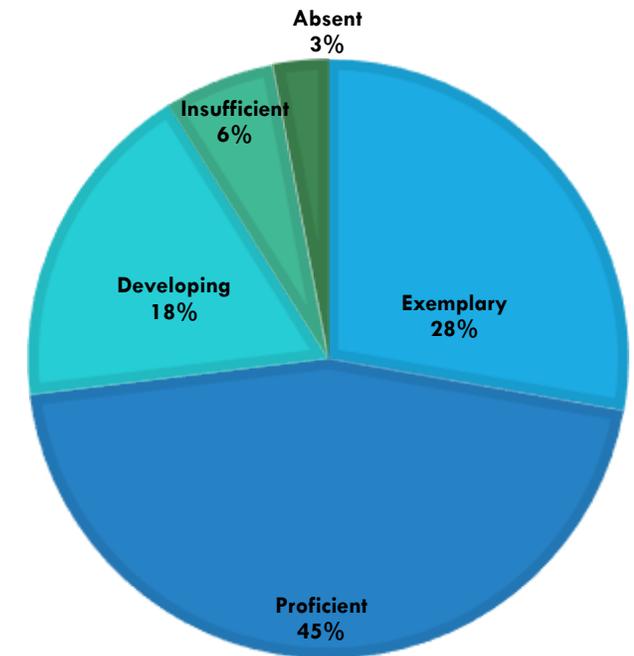
- 11) _____ reliability refers to consistency in a score across two or more measurement occasions.
A) Inter-rater B) Discrete C) Time-ordered D) Test-retest
- 12) When a measure of a concept (e.g., IQ) predicts future behavior (e.g., educational attainment) in a way that is consistent with our understanding of that concept, we say the measure shows strong _____.
A) predictive validity
B) concurrent validity
C) content validity
D) intermittent reliability
- 13) Measurement based on the use of categories is called _____ quantification.
A) group B) discrete C) continuous D) symmetrical
- 14) The _____ validity of a study or research design refers to the generalizability or applicability of the findings to individuals or circumstances outside of the study.
A) internal B) test-retest C) content D) external

REPORTING ASSESSMENT DATA FOR CLOS 1 AND 3

		Rating of student work					Excerpt example of different levels of work (just a few)	
SLO	Assignment used	Exemplary	Proficient	Developing	Insufficient	Absent	Level	Excerpt
1	Locate primary source material		46				1	Prof Proficient = used relevant and all or a majority of important key words and found highly relevant articles.
						<i>Total:</i>	47	Abs Did not submit assignment
		Exemp	Prof	Devel	Insuff	Absent		
3	Knowledge of SS methods of inquiry	16	13	10	8	0	Ex	90% or above
						<i>Total:</i>	47	Prof 80-90%
								Dev 70-80%
								Insuf Below 70%
								Abs Did not submit assignment

AGGREGATING ASSESSMENT DATA

SLO	Exemplary	Proficient	Developing	Insufficient	Absent	Total
1. Locate primary source material		690 (98%)			14 (2%)	704
2. Utilize primary source research	206 (29%)	295 (42%)	144 (20%)	50 (7%)	9 (1%)	704
3. Knowledge of SS methods of inquiry	294 (42%)	219 (31%)	109 (15%)	65 (9%)	17 (2%)	704
4. Use theory to evaluate times	188 (27%)	270 (38%)	190 (27%)	42 (6%)	14 (2%)	704
5. Diversity	201 (29%)	300 (43%)	117 (17%)	36 (5%)	50 (7%)	704





Why we assess: Use of assessment
data

CLOSING THE LOOP

At individual instructor level:

- Faculty revise courses based on assessment findings
- Changes are most significant after first and second times delivering course

At course level:

- Workshops in fall and spring for new instructors updated to address broader lessons from assessment