

## **GENED 130- Individual and Society**

### **Assessment Report- Spring 2001**

#### **Introduction**

In the spring, 2001, a questionnaire was administered to students enrolled in I&S that focused on the extent to which course objectives were being achieved, based on the students' perceptions. The responses from 279 students enrolled in several sections of I&S taught by several different faculty in the Department of Psychology were compared to those from 72 students enrolled in two sections of I&S taught by one instructor from the Department of Sociology. During this term, the course was taught also by faculty from two other departments—Women's Studies and Anthropology—though no data were gathered from these sections. The following results were compiled for the Assessment Advisory Committee by Steve Friedman (Associate Dean of Assessment).

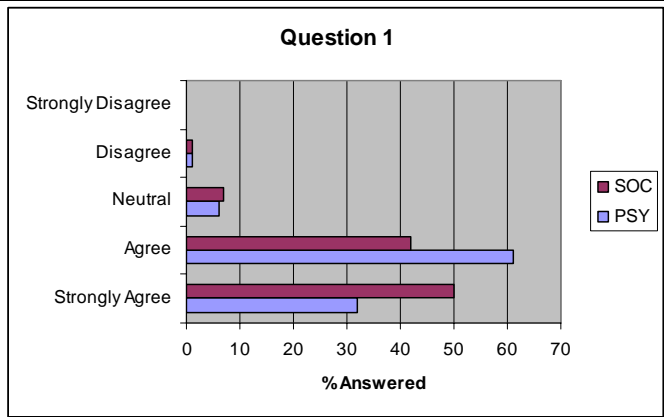
During the mid-1990s, multiple-choice test items were developed by faculty who were teaching I&S in an attempt to see if students were mastering course objectives. At one point, 10 items were developed and piloted; plans were made to expand the number of items so that course content would be covered more thoroughly. During the late 1990s, faculty from all of the departments responsible for offering I&S met to modify the original course objectives which are directly reflected in the items developed for this assessment.

A series of questions were asked of respondents to determine how well they believed their Individual and Society course met the course goals. The tables below show the course goal statements and level of agreement/disagreement from responses of all students that participated.

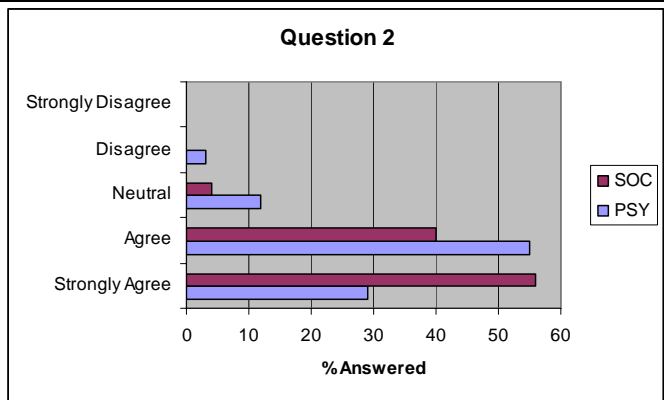
#### **Conclusions**

Overall, the vast majority of students, regardless of the department offering the course, either strongly agreed or agreed that the course objectives were being met. Combining the "strong agree" and "agree" choices indicated that at least 75% of the students believed that course objectives were being met across items. However, there was stronger agreement that I&S objectives were being achieved in the sociology sections compared to the psychology sections. In some instances, the percentage of students enrolled in the sections of I&S offered by the Department of Sociology that responded "Strongly agree" was twice the percentage of those enrolled in sections offered by the Department of Psychology. However, the differences observed might also be due to an instructor effect—i.e. rather than responding to how well the objectives were being achieved, the results might be a reflection of students' satisfaction with the sociology instructor.

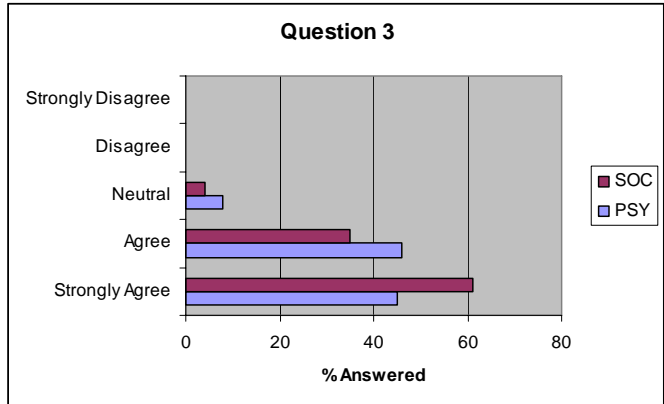
1. This course examined how social scientists do their work and how they come to an understanding of what is true of world around us.



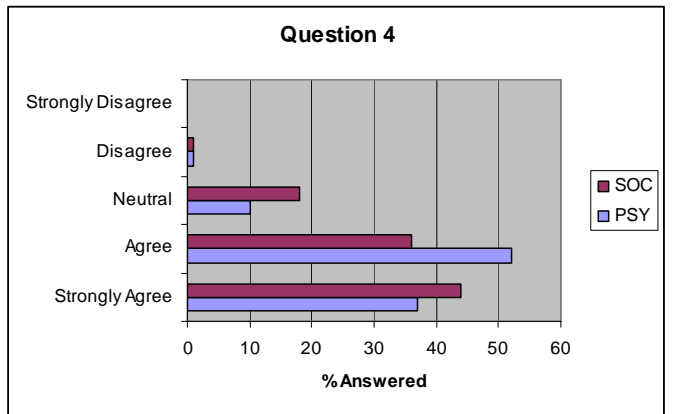
2. This course illustrated how critical thinking skills can be used to understand social issues and problems.



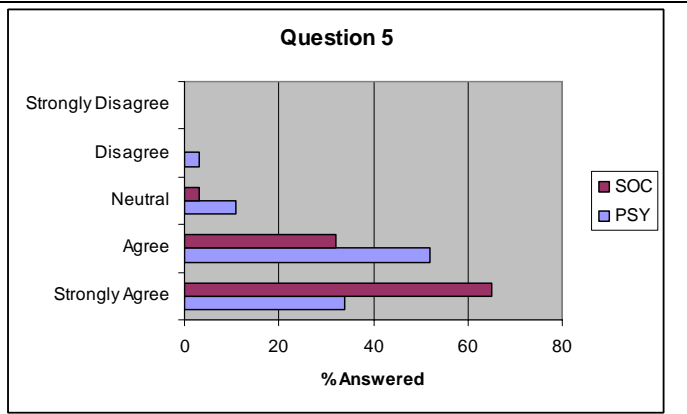
3. This course examined major concepts, theories, and viewpoints that social scientists use to study human behavior within the social and cultural world.



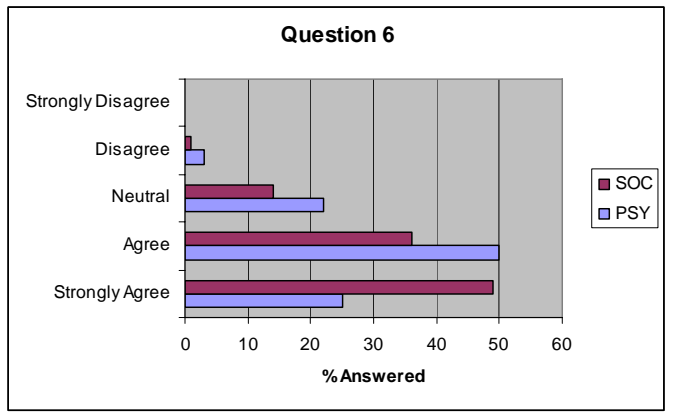
4. This course examined the similarities and differences among the major social science disciplines.



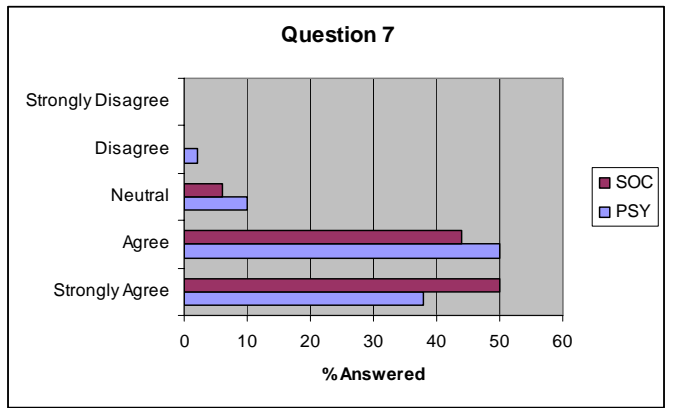
5. This course described how cultures and societies are both different from and similar to each other.



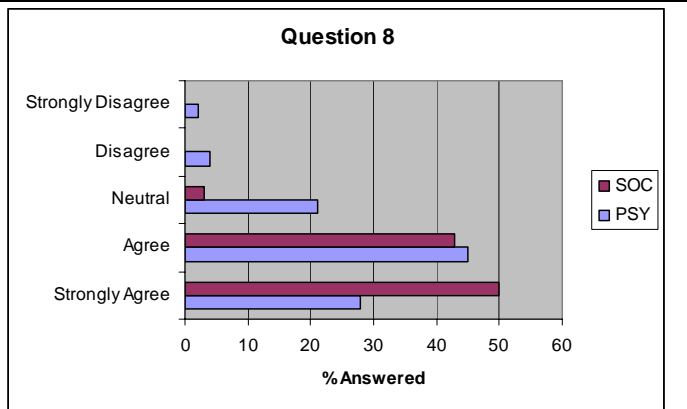
6. This course examined the richness and complexity of human behavior across cultures.



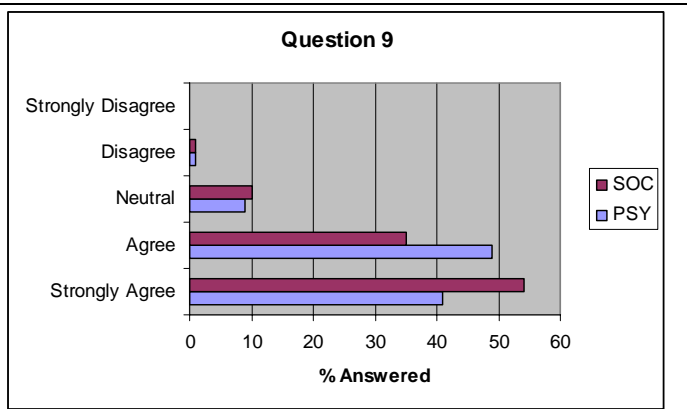
7. This course examined how individual development is related to the society, culture, and time period of which we live.



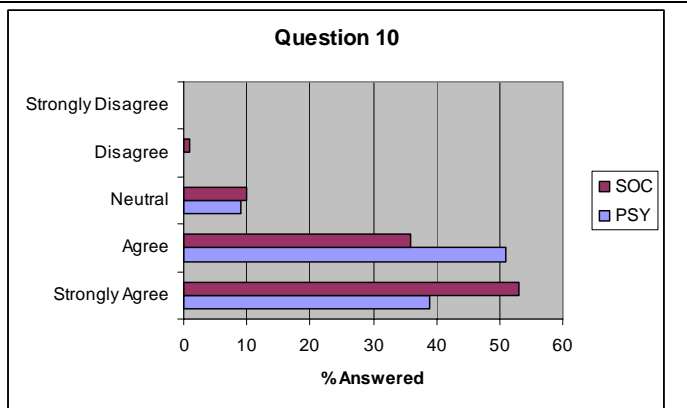
8. This course encouraged me to examine where I fit into the greater social context (e.g., family, social status, culture, nationality).



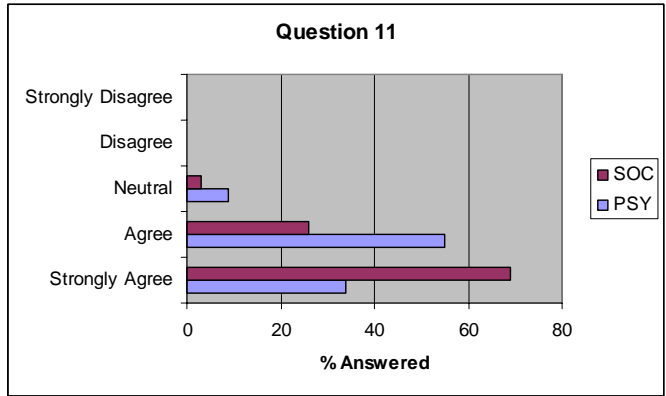
9. This course examined how factors such as gender, race, ethnicity, class, age, and sexual orientation affect how people see themselves.



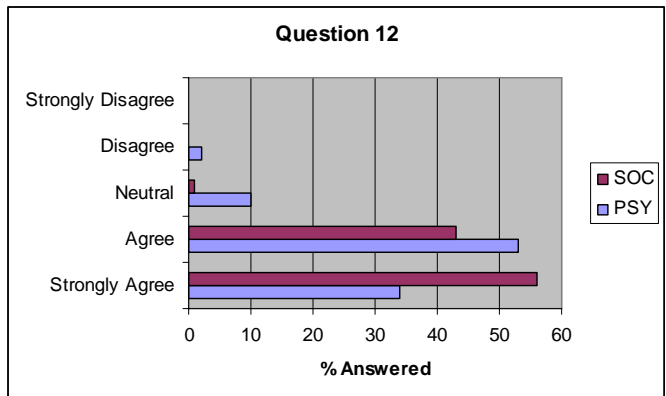
10. This course examined how factors such as gender, race, ethnicity, class, age and sexual orientation affect how people interact with others.



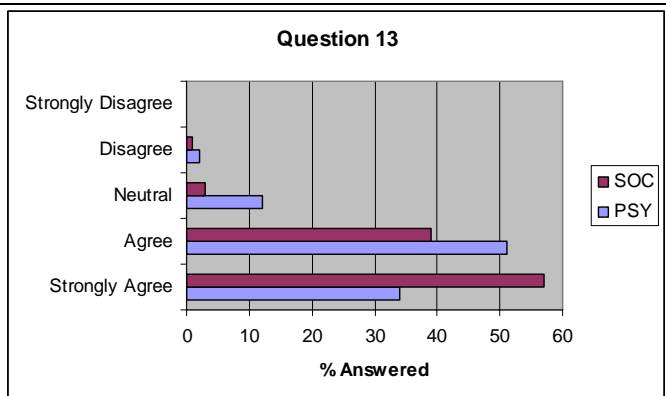
11. This course examined how social institutions such as the family, education, government, and religion affect individuals.



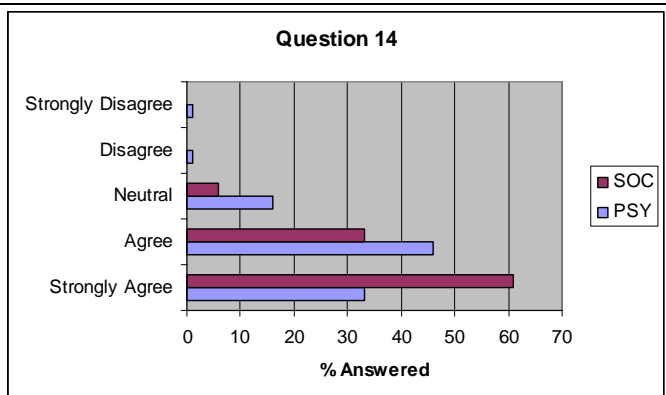
12. This course examined the impact that individuals can have on groups, organizations, or social institutions such as the family, education, government, and religion.



13. This course examined the impact individuals can have on the societies or culture in which they live.



14. This course helped me to realize that I share responsibility with other human beings for the world around me.



Generally, the results indicated that the objectives were being met regardless of the departmental home of faculty offering the course. In the future, data should be gathered across all of the departments offering the course to see if the consistency in the students' responses remains. Such information might also prompt further discussion and/or revision of the objectives. Regardless of the outcome of these discussions, efforts to assess students' actual attainments in the course should continue along the lines of the multiple-choice items that were the focus of attention previously. It is hoped that the development of an assessment that will accomplish this goal will become a priority.