

BEHAVIORAL SCIENCES DEPARTMENT

PROGRAM ASSESSMENT 2012

Submitted October 4, 2012

For 2012 the department used the course evaluation summary provided by the Division Dean at the start of the Fall 2012 semester. This provided both department summaries and also divisional summaries, which were quite valuable as they allowed us to compare our ‘scores’ within the department with those of the division as a whole. The results were disappointing at best—the Behavioral Sciences Program scored substantially lower than the rest of the division on all 9 questions.

Analysis

Our next step was to try and analyze what had happened—why was student satisfaction so much lower in our courses. The first target was the Statistics course (SO 315) as this course traditionally is very difficult for students, and generates a lot of grumbling during the year. But even with SO 315 removed (See Course Evaluation Tables below), we still scored poorly. At that point I decided to pull all the Anthropology-Geography courses and examine them both by question and also add a longitudinal factor by analyzing the last 3-4 years. The results can be seen in the tables following.

The second table, “Question 9 Longitudinal Scores” is central to the following discussion. Note the highly variable nature of the scores from year to year in the same course. In this period I did not move to a distinctly different pedagogy or make obvious major changes in course structure or presentations. Note also that within the same year courses move significantly up or down in relative satisfaction scores. This lack of pattern or predictability requires some attempt at analysis.

The only key parameters we have been able to locate would be: student engagement with the topic; and perceived value of the course material. The Behavioral Sciences Program is substantially different from the other programs in the Division in that it is a traditional Liberal Arts structured program without a clear career-track focus. Criminal Justice is classic career-structured program, and the Psychology program is heavily structured to link into the MSCP graduate program. As such, many majors have selected these programs as explicit career paths, and the courses directly link to gaining this career-degree. The BS Program does not link to either a specific career nor to a specific graduate program, so the classes do not engage student motivation to the same level. Our analysis suggests that our courses (and the evaluation scores) reflect student engagement with the topic (is it interesting or satisfying) and in the perceived value of the course (is there value in the material in terms of career).

A persistent pattern in all of our courses was that the scores on the last 3 questions (value of course) were consistently lower, usually around 5% lower, than scores for the first 6 questions. This tends to support the “elective” nature of the courses for most students.

This still doesn't account for the extremely low scores for some courses, the Fall 2011 AN 340 (Peoples of Hawaii) being the most striking example, of which I no answer at this time.

Assessment Plan

Our Assessment Plan to address the student evaluations is still tentative given the complex nature of the results, but currently will focus on the following:

- 1) More emphasis on the 'added value' of the course, how the course knowledge links to career enhancement;
- 2) Provide more easy-access support materials to assist students to work through the course material given that it likely is not top priority in their time-cost analysis of getting through the semester.

**Behavioral Sciences Division
Course/Instructor Evaluations
Fall 2011 – DUG/AEOP/GRAD OVERALL**

Reliability: .9556; Nsize 86018 (2006)

Italics= Less SO 315

Row 4= Anthro summary total

Row 5= Anthro spread low-high course %

Q1 – Course requirements were clearly stated

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1413	875	415	84	26	13	4.50	91%
144	62	50	23	6	2	4.15	78%
<i>126</i>	<i>Less SO</i>	<i>315</i>					83%
F 2011							78%; 81-94% range
F 2010							93%, 86-100% range
F 2009							93%; 80-100% range
F 2008							97%; 94-100% range
S 2011							97%; 94-100% range
S 2010							98%; 90-100% range
S 2009							90%; 80-100% range

Question 9 Longitudinal Scores (in %):

Course	2011(%)	2010	2009	2008		
AN 200	88	90	100	100		
AN 340	52	81	92	90		
AN 357	94	83	94	93		
GE 103	88	76	78	87		
GE 204	92	70	86	91		
AN 210	88	100	70			
AN 350	90	94	93			
AN 360	100	Not offered	100			
GE 102	88	94	90			
GE-ID 335	100	100	100			
	F= 83; S= 96	F= 80; S= 98	F= 90; S= 88	F= 92		

Q2 - Class time was used productively

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1413	854	406	101	32	20	4.45	89%
144	70	47	19	4	4	4.22	81%
<i>I26</i>							85%
F 2011							83%; range 62-94%
F 2010							91%; 80- 100% range
F 2009							94%; 87- 100% range
F 2008							96%; 94- 100% range
S 2011							97%; 94- 100% range
S 2010							98%; 94- 100% range
S 2009							97%; 90- 100% range

Q3 – The instructor was consistently well prepared for class sessions

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1413	919	375	83	24	12	4.53	92%
144	79	41	19	2	3	4.33	83%
<i>126</i>							89%
F 2011							89%; 71-100% range
F 2010							95%; 80-100% range
F 2009							97%; 90-100% range
F 2008							99%; 94-100% range
S 2011							98%; 95-100% range
S 2010							98%; 95-100% range
S 2009							94%; 95-100% range

Q4 – Academic requirements for this course were challenging

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1412	819	430	130	24	9	4.43	88%
144	72	47	20	2	3	4.27	83%
<i>I26</i>							83%
F 2011							82%; 71-100% range
F 2010							88%; 76-100% range
F 2009							92%; 78-100% range
F 2008							99%; 94-100% range
S 0211							88%; 82-100% range
S 2010							90%; 88-100% range
S 2009							94%; 80-100% range

Q5 – The instructor demonstrated knowledge of the subject

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1411	1051	292	46	14	8	4.68	95%
144	88	35	12	6	3	4.38	85%
<i>126</i>							90%
F 2011							90%; 71-100% range
F 2010							96%; 90-100% range
F 2009							96%; 89-100% range
F 2008							99%; 94-100% range
S 2011							97%; 88-100% range
S 2010							100%; 100% range
S 2009							97%; 95-100% range

Q6 – Overall the quality of the instructor’s teaching was high

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1412	916	351	97	31	17	4.5	90%
144	65	46	20	9	4	4.10	77%
<i>I26</i>							82%
F 2011							83%; 62-94% range
F 2010							87%; 70-95% range
F 2009							89%; 78-100% range
F 2008							96%; 94-100% range
S 2011							93%; 88-100% range
S 2010							96%; 90-100% range
S 2009							88%; 70-100% range

Q7 – I gained a significant amount of knowledge from this course

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1410	869	392	104	25	20	4.46	89%
144	66	44	24	5	5	4.12	76%
<i>I26</i>							80%
F 2011							85%; 67-94% range
F 2010							86%; 71-95% range
F 2009							93%; 78-100% range
F 2008							97%; 91-100% range
S 2011							91%; 82-100% range
S 2010							96%; 88-100% range
S 2009							94%; 80-100% range

Q8 – Overall I feel this was a good course

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1412	866	387	114	25	20	4.45	89%
144	57	52	25	6	4	4.06	76%
<i>I26</i>							79%
F 2011							82%; 62-94% range
F 2010							82%; 67-95% range
F 2009							90%; 78-100% range
F 2008							92%; 90-100% range
S 2011							91%; 82-100% range
S 2010							94%; 88-100% range
S 2009							88%; 85-100% range

Q9 – I would recommend this instructor’s course to another student

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
1411	900	331	113	34	33	4.44	87%
144	61	43	25	7	8	3.99	72%
<i>I26</i>							<i>77%</i>
F 2011							81%; 52-94% range
F 2010							80%; 70-90% range
F 2009							86%; 78-100% range
F 2008							91%; 90-100% range
S 2011							91%; 88-100% range
S 2010							96%; 94-100% range
S 2009							91%; 70-100% range

Dismal Failure: AN 340 course
 Most Successful: AN 357; GE 204
 Median: AN 200; GE 103

Breakdown of Semester Totals by Course:

FALL 2011

AN 340= 21	81/17	62/13	71/15	71/15	71/15	62/13	67/14	62/13	52/11
AN 357= 16	94/15	88/14	94/15	88/14	94/15	94/15	94/15	94/15	94/15
GE 103= 16	88/14	94/15	94/15	81/13	94/15	88/14	88/14	88/14	88/14
GE 204= 12	92/11	83/10	100/12	100/12	100/12	92/11	92/11	92/11	92/11
AN 200= 24	92/22	92/22	92/22	80/19	96/23	88/21	84/20	83/20	88/21

N= 89 81% Agree 52-94% range

FALL 2010

AN 357= 18	100/18	94/18	100/18	89/16	100/18	94/17	94/17	89/16	83/15
GE 204= 10	90/9	80/8	80/8	80/8	90/9	70/7	80/8	70/7	70/7
AN 200= 20	95/18	90/17	95/19	95/18	100/19	95/18	90/17	90/17	90/17
AN 340= 21	100/21	100/21	100/21	100/21	100/21	95/20	95/20	95/20	81/17
GE 103= 21	86/18	86/18	91/19	76/16	91/19	76/16	71/15	67/14	76/16

N= 84 86% Agree 70-90% range

FALL 2009

GE 103= 10	90/9	90/9	90/9	78/7	89/8	78/7	78/7	78/7	78/7
AN 200= 15	100/15	100/15	100/15	93/14	100/15	100/15	100/15	100/15	100/15
AN 340= 15	80/12	93/14	93/14	93/14	93/14	86/12	93/14	87/13	92/12
GE 204= 15	93/14	87/13	94/15	88/14	94/15	87/13	93/14	87/13	86/12
AN 357= 16	100/16	100/16	100/16	100/16	100/16	100/16	100/16	100/16	94/15

N= 71 86% Agree 78-100% range

FALL 2008

GE 204= 11	100/11	100/111	100/11	100/11	100/11	100/11	91/10	91/10	91/10
AN 200= 16	94/15	94/15	94/15	94/15	94/15	94/15	100/16	100/16	100/16
AN 340= 19	100/19	95/18	100/19	100/19	100/19	95/18	100/19	90/17	90/17
AN 357= 15	100/15	93/14	100/15	100/15	100/15	93/14	93/14	93/14	93/14
GE 103= 16	93/15	100/16	100/16	100/16	100/16	100/16	100/16	88/14	87/13

N= 77 96% Agree 90-100% range

SPRING 2011

AN 350= 20	95/19	95/19	95/19	85/17	95/19	95/19	95/19	95/19	90/18
GE 102=17	77/13	94/16	100/17	82/14	100/17	88/15	82/14	82/14	88/15
AN 210= 8	100/8	100/8	100/8	88/7	88/7	88/7	88/7	88/7	88/7
AN 360= 6	100/6	100/6	100/6	100/6	100/6	100/6	100/6	100/6	100/6
GE-ID 335= 7	100/7	100/7	100/7	100/7	100/7	100/7	100/7	100/7	100/7

N= 58 91% Agree 88-100% range

SPRING 2010

GE-ID 335= 10	90/9	100/10	100/10	90/9	100/10	90/9	100/10	100/10	100/10
AN 350= 18	100/18	100/18	100/18	89/16	100/18	100/18	100/18	94/17	94/17
AN 210= 4	100/4	100/4	75/3	100/4	100/4	100/4	100/4	100/4	100/4
GE 102= 16	100/16	94/15	100/16	88/14	100/16	94/15	88/14	88/14	94/15

N= 48 96% Agree 94-100% range

SPRING 2009

GE-ID 335= 15	100/15	100/15	100/15	100/15	100/15	100/15	100/15	100/15	100/15
AN 210= 10	80/8	90/9	100/10	80/8	100/10	70/7	90/9	90/9	70/7
AN 350= 15	86/12	100/14	100/13	100/14	100/14	87/13	100/14	85/11	93/14
AN 360= 8	100/8	100/8	100/8	100/8	100/8	100/8	100/8	100/8	100/8
GE 102= 20	90/18	95/20	95/18	95/19	95/19	90/17	95/18	90/17	90/18

N= 68 91% Agree 70-100% range