

Weber State University  
Biennial Lite Report on Assessment of Student Learning

Cover Page

Department/Program: AS in Social & Behavioral Science  
Academic Year of Report: 2023 and 2024 (covering Summer 2022 through Spring 2024)  
Date Submitted: 15 Nov 2024  
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[Glossary of Terms \(OIE Website\)](#)

The Institutional Effectiveness [website](#) hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you **please review your page (link below) for completeness and accuracy and indicate below the updates that need to be made in sections A-E.**

**Program page link:** <https://www.weber.edu/ie/Results/social-behavioral-science.html>

## A. Mission Statement

**Is the Mission Statement current? No**

Update if not current:

Provide learning experiences that transform and empower students to explore new horizons and discover their potential to a brighter future. -CSBS Mission Statement

## B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

**Are the Student Learning outcomes current? Yes**

Update if not current:

## C. Curriculum Grid

**Elements to consider (remove this textbox from the submitted report):**

- Indicate where outcomes are **Introduced, Developed, Mastered, and Assessed**
- Identify at least two points in the curriculum at which you will assess student mastery of each outcome
  - o Ideally you should select a capstone or capstone type assessment as well as a mid-curriculum assessment point
- Indicating how the outcome is assessed (project, presentation, board exam or field test, research paper, etc.)

You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to [oie@weber.edu](mailto:oie@weber.edu) if you wish to have access)

**Is the Curriculum Grid current? No**

Update if not current

Course	Identify how disciplines are connected using the lens of social and behavioral sciences methods and skills.	Compare the themes and theories used by SBS disciplines to study the realm of people, politics and society.	Describe how your SBS courses influenced your continuing education pathway and desired career choice.	Create an academic plan to achieve the desired educational credentials.
SBS 1050	<b>I,D</b>	<b>I</b>	<b>I</b>	<b>I</b>
SBS 1100	<b>I,D</b>	<b>I</b>	<b>I</b>	<b>I</b>
SBS Track 1	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
SBS Track 2	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
SBS Track 3	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
SBS 2950	<b>M,A</b>	<b>M,A</b>	<b>M,A</b>	<b>M,A</b>

#### **D. Program and Contact Information**

**Is the Program and Contact Information current? No**

Update if not current:

SBS-IDP Department Chair: Dr. Brent Horn, brenthorn@weber.edu

SBS-AS Program Director: Dr. Nathan Rives (Department of History), nathanrives@weber.edu

#### **E. Assessment Plan**

**Elements to consider (remove this textbox from the submitted report):**

As we move from course-based to program-based assessment, please look closely at your plan. A complete assessment plan should include:

- A timeline (identify outcomes that will be assessed each year),
- An overall assessment strategy (outcome-based, reviewed juries, ePortfolio, field tests, etc. If using course-based assessment, please explain why)
- Information about how you will collect and review data
- Information about how the department/program faculty are engaged in the assessment review.
- An example [7-year assessment plan](#) is available for reference.

**Is the**

**Assessment Plan current? No**

Update if not current:

Acad Year (Prog Year)	Actions	Course	Outcomes/Method	Reporting
AY25 (Y1)	Test methods for course and program assessment	SBS 2950	None	Biennial Report Lite
AY26 (Y2)	Run methods on initial full course	SBS 2950	1—Random sample of Current Event Reflections written assignments 2—Random sample of Current Event Reflection written assignments 3—Random sample of Current Event Reflection written assignments 4—Educational Pathway Signature Assignment	None
AY27 (Y3)	Analysis of Y2 data, revise and run methods	SBS 2950	1—Random sample of Current Event Reflections written assignments 2—Random sample of Current Event Reflection written assignments 3—Random sample of Current Event Reflection written assignments 4—Educational Pathway Signature Assignment	Biennial Report
AY28 (Y4)	Analysis of Y3 data, revise as necessary run methods	SBS 2950	1—Random sample of Current Event Reflections written assignments 2—Random sample of Current Event	None

			Reflection written assignments 3—Random sample of Current Event Reflection written assignments 4—Educational Pathway Signature Assignment	
AY29 (Y5)	Aggregate analysis of Y2-Y4 data, run methods	SBS 2950	1—Random sample of Current Event Reflections written assignments 2—Random sample of Current Event Reflection written assignments 3—Random sample of Current Event Reflection written assignments 4—Educational Pathway Signature Assignment	Biennial Report
AY30 (Y6)	Run methods	SBS 2950	1—Random sample of Current Event Reflections written assignments 2—Random sample of Current Event Reflection written assignments 3—Random sample of Current Event Reflection written assignments 4—Educational Pathway Signature Assignment	None
AY31 (Y7)	Analysis of Y5-Y6 data, aggregate analysis of Y2-Y6 data, run methods	SBS 2950	1—Random sample of Current Event Reflections written assignments 2—Random sample of Current Event Reflection written assignments 3—Random sample of Current Event Reflection written assignments 4—Educational Pathway Signature Assignment	PR Self-Study

## Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2020-21	2021-22	2022-23	2023-24
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>				
Full-time Tenured				
Full-time Non-Tenured (includes tenure-track)				
Part-time and adjunct				
<b>With Master's Degrees</b>				
Full-time Tenured				
Full-time Non-Tenured				
Part-time and adjunct		2	1	
<b>With Bachelor's Degrees</b>				
Full-time Tenured				
Full-time Non-tenured				
Part-time and adjunct				
<b>Other</b>				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
<b>Total Headcount Faculty</b>				
Full-time Tenured				
Full-time Non-tenured				
Part-time		2	1	

## Appendix C

### Please respond to the following questions.

Academic integrity is a hallmark of higher education, but one that is being challenged. As a first attempt to address the issue, we are collecting data from departments on common practices to protect academic integrity. How do you ensure that your students' work is a meaningful representation of their learning? We would like you to share your concerns and approaches to the three following academic integrity issues:

1. ID verification – ensuring that the individual completing work in your course is the individual registered for the course. What steps do your faculty take to ensure that the students receiving credit are the students doing and submitting the work?
  - a. Assignments and assessments in SBS courses are primarily submitted through Canvas, or are active, in-person assignments (attendance, discussion, presentation). There is no ID verification beyond student username, password, and two-factor authentication for access to Canvas. In-person verification is accomplished through the course picture roll.
2. Online test proctoring – the ability to provide secure testing for online courses, as well as many face-to-face and hybrid classes is currently dependent upon tools such as Proctorio. What concerns do you have about the use of tools such as Proctorio? What strategies have you put into place to ensure security of your testing?
  - a. Testing is not an assessment method used in SBS courses.
3. Artificial intelligence (AI) tools like ChatGPT pose significant challenges to academic integrity. These tools can generate high-quality written content, raising concerns about students using AI-generated work and passing it off as their own. This could enable new forms of cheating and plagiarism that undermine the principles of academic honesty. On the other hand there is potential for AI to positively impact and enhance the higher education experience for students. How is your department or program approaching AI broadly?
  - a. Our current approach to minimizing the impact of AI is assessment design. Rather than design “regurgitate content” assessments that AI can duplicate easily, we have designed assessments built around discussion, personal experience, evidence-backed opinion with proper justification, reflection and future planning. In these ways, the use of AI is not harmful to the learning outcome demonstration by the student. We will need to further develop specific strategies for AI as we learn how are working and revise their structure.