GSS Major Assessment

Compiled October 2020. Updated May 2021

Submitted by Jamie Bufalino

# Narrative Overview

Observations about 2019-2020

Given the changes and disruptions that have occurred due to COVID-19, I hesitate to draw strong conclusions from the descriptive data about GSS students for the year 2019-2020. However, we can observe that students continue to choose GSS as a major in large numbers. Based on the data provided by Tykeson Hall in the attached pdf file), we can observe that GSS majors have made the shift to seeking academic and career advising in Tykeson Hall. Based on the student responses in the major declaration form, students are drawn to GSS for its broad, multidisciplinary curricula and to the subject matter, both social sciences generally, as well as the specific topics explored in the individual concentrations – Applied Economics, Business and Society (AEBS), Crime, Law, and Society (CLS), Globalization, Environment, and Society (GEP), and Social Studies Teaching (SST). Another important reason that students chose GSS was because it aligned with their career goals. A lesser but still significant set of factors driving students to declare the GSS major this year was the need to graduate quickly and their lack of success in their first choice major (the business major was mentioned most often). Students continue to complete their degrees, however, the number of graduates in 2020 was notably lower than in previous years. This may have been influenced by COVID-19 but it also seems to reflect a drop in the overall population of GSS majors. It will be important to monitor the number of degrees awarded in the future to determine if the drop this year was unique.

I draw your attention to several long-term trends:

1. Decrease in the percent of GSS majors concentrating in AEBS (which has contributed to an overall decrease in the number of GSS majors overall)
2. Increase in GSS majors concentrating in CLS.
3. Reduction in the percentage of students who declare GSS in their junior and senior years.

I am encouraged by the fact that fewer students are declaring GSS late in their college careers. I hypothesize that this may be due in part to changes in the admissions policy in the College of Business which has allowed some students to be admitted who would previously been disqualified due to low GPA. I am eager to see if this trend continues and if the average cumulative GPA of GSS students increases as a result. My hope Is that more students will declare GSS early due to a strong interest in the curriculum and that they will perform better than those for whom GSS was a last resort.

# Next Steps

Based on the assessment of student data related to the GSS-AEBS concentration I hypothesize that the time may be ripe to update the concentration’s curriculum such that it is focused more on providing a multidisciplinary exploration of commerce with a specific focus on social science methods rather than its current more narrow orientation toward business and economics practices and theories. I draw this conclusion from the following:

* students statements that they are interested a multi-disciplinary social science curriculum
* departmental statistics suggesting that students are joining the major earlier than previously
* departmental data suggesting students are less likely to have come to GSS from business and economics than previously and thus will have less need to apply coursework from those units to their GSS major in order to graduate in a timely manner.

Beginning in the 2021-2022 AY, GSS will offer a new minor called Commerce and Society that explores how commerce influences and is influenced by society (in local, national, and global contexts) and the environment. This minor will serve as a model for the revision of the GSS-AEBS major concentration. As such, I will assess the flow of students through the minor over the coming year to determine the level of interest on campus, the availability of courses, and rates of successful completion. This will allow me to revise the major such that it more clearly distinguishable from the business and economics majors in terms of content and to align the curriculum more stronger with social scientific content and modes of inquiry.

Following the structure of the Commerce and Society minor, the revised GSS-AEBS major concentration will examine the relationship between commerce and issues such as climate change, social inequality, and globalization from a variety of social scientific perspectives.

Examples of broad themes that students will explore include:
• The impact of commerce on the environment and questions of environmental sustainability
• The relationship between commerce and governments – local and national
• Ethical questions relating to commerce
• The impact of industry on individual and collective identity and well-being
• Relations between commerce and multilateral and non-governmental organizations
• How commerce affects communities – local, national, and global

# GSS Major Added and Dropped, by Concentration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summer 2020** | **# (%)** |  | **Fall 2019** | **# (%)** |
| GSS majors added | 31 (89%) |  | GSS majors added | 231 (91%) |
| GSS majors dropped | 1 (3%) |  | GSS majors dropped | 9 (3%) |
| Change Concentration | 3 (9%) |  | Change Concentration | 14 (6%) |
| Existing majors declared concentration | 0 |  | Existing majors declared concentration | 0 |
|   |   |  |   |   |
| **Concentrations Dropped** |  |  | **Concentrations Dropped** |  |
| Applied Economics, Business & Society | 1 |  | Applied Economics, Business & Society | 4 |
| Crime, Law and Society |  |  | Crime, Law and Society | 3 |
| Globalization, Environment, & Policy |  |  | Globalization, Environment, & Policy | 1 |
| Social Studies Teaching | 2 |  | Social Studies Teaching |  |
| Unknown |  |  | Unknown | 1 |
|  |  |  |  |  |
| **Concentrations Added** |  |  | **Concentrations Added** |   |
| Applied Economics, Business & Society | 20 (60%) |  | Applied Economics, Business & Society | 131 (53%) |
| Crime, Law & Society | 6 (18%) |  | Crime, Law & Society | 83 (34%) |
| Globalization, Environment, and Policy | 1 (3%) |  | Globalization, Environment, and Policy | 18 (7%) |
| Social Studies Teaching | 6 (18%) |  | Social Studies Teaching | 14 (6%) |
|   |   |  |   |   |
| **BA/BS**  |  26%/74% |  | **BA/BS** |  36%/64% |
|  |  |  |  |  |
| **Top Exit Majors** |  |  | **Top Exit Majors** |  |
| Exploring/Undeclared | 13 (42%) |  | Exploring/Undeclared | 60 (31%) |
| Pre-Journalism | 3 (10%) |  | Pre-business | 18 (9%) |
| Pre-business/Business | 4 (13%) |  | Economics | 16 (8%) |
|  |  |  | Psychology | 15 (8%) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Winter 2020** | **# (%)** |  | **Spring 2020** | **# (%)** |
| GSS majors added | 124 (89%) |  | GSS majors added | 96 (89%) |
| GSS majors dropped | 5 (4%) |  | GSS majors dropped | 2 (2%) |
| Change Concentration | 11 (8%) |  | Change Concentration | 10 (9%) |
| Existing majors declared concentration | 0 |  | Existing majors declared concentration | 0 |
|   |   |  |   |   |
| **Concentrations Added** |  |  | **Concentrations Added** |   |
| Applied Economics, Business & Society | 82 (61%) |  | Applied Economics, Business & Society | 59 (58%) |
| Crime, Law & Society | 35 (26%) |  | Crime, Law & Society | 29 (29%) |
| Globalization, Environment, and Policy | 13 (10%) |  | Globalization, Environment, and Policy | 10 (9%) |
| Social Studies Teaching | 5 (4%) |  | Social Studies Teaching | 3 (3%) |
|   |   |  |   |   |
| **Concentrations Dropped** |  |  | **Concentrations Dropped** |  |
| Applied Economics, Business & Society | 2 |  | Applied Economics, Business & Society | 1 |
| Crime, Law, & Society | 2 |  | Crime Law, & Society | 1 |
| Globalization, Environment, and Policy |  |  | Globalization, Environment, and Policy |  |
| Social Studies Teaching |  |  | Social Studies Teaching |  |
| Unknown | 1 |  | Unknown |  |
|  |  |  |  |  |
| **BA/BS** |  34%/66% |  | **BA/BS** |  33%/67% |
|  |  |  |  |  |
| **Top Exit Majors** |  |  | **Top Exit Majors** |  |
| Exploring/Undeclared | 37 (32%) |  | Exploring/Undeclared | 44 (46%) |
| Pre-business | 16 (14%) |  | Pre-business | 10 (10%) |
| Political Science | 8 (7%) |  | Economics | 5 (5%) |
| Psychology | 8 (7%) |  |  |  |

# REASON FOR MAJOR CHANGE\*

|  |  |
| --- | --- |
| **Reason for Changing Major** | **Number/Percentage of Student Responses** |
| Interest (in Social Sciences or Specific Concentration Topic) | 56 (28%) |
| Breadth/Multidisciplinary | 41 (20%) |
| Alignment w/ Career Goals | 50 (25%) |
| Not admitted to other major (BA, ARCH) | 12(6%) |
| Quickest Path to Graduation | 18 (9%) |
| Best Fit (w/ other majors, minors, or commitments) | 25 (12%) |

\*202 Responses collected winter 2020-Oct 2020 in open-ended question on major declaration form.

Categories represent mostly frequently occurring sentiments

Student responses could be included in multiple categories

# PERCENT CHANGE IN ENROLLMENT COMPARED TO PREVIOUS FALL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2014 | 2015  | 2016  | 2017 | 2018  | 2019 | 2020 |
| 27% | 21% | 0% | -2% | -5% | -9% | -1% |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |

# PERCENT OF ANNUAL ENROLLMENT BY CONCENTRATION (FALL)\*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| AEBS | 65 | 67 | 65 | 58 | 54 | 53 | 51 |
| CLS | 22 | 20 | 21 | 25 | 28 | 30 | 31 |
| GEP | 7 | 7 | 7 | 9 | 9 | 8 | 7 |
| SST | 2 | 1 | 1 | 2 | 2 | 1 | 4 |

Does not include GSS majors who have not declared a concentration.

# DEGREES AWARDED

## GSS Degrees awarded by AY

# STUDENT DEMOGRAPHICS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| International | 16 (UO: 14) | 13 | 13 (UO: 12) | 10.1 (UO 9.9) |  |  |
| Transfer | 33 (UO: 21.6) | 57 | 32 | 34 (UO 20) |  |  |
| Avg. age of senior | UO 23; GSS 24 | UO 23; GSS 24 | UO 24; GSS 24 | UO 24; GSS 25 | UO 23; GSS 24 | UO 23; GSS 24 |
|  |  |  |  |  |  |  |
| GENDER | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Female | 374  | 368 | 382 | 370 | 330 | 328 |
| Male | 537 | 541 | 507 | 472 | 436 | 410 |
| Otherwise Identified | 0 | 0 | 0 | 0 | 3 | 3 |

**NOTE: Awaiting additional demographic data**

# CUMULATIVE AVERAGE GPA FALL 2020

|  |
| --- |
| UO: 3.09GSS: 2.72 AEBS: 2.63CLS: 2.83GEP: 2.71SST: 2.85 |

# RECIPIENTS OF DEPARTMENTAL OR LATIN HONORS AT GRADUATION

|  |  |  |
| --- | --- | --- |
| Year | Depart. Honors\* | Latin Honors |
| 2012-13 |  | 2 |
| 2013-14 | 12 | 3 |
| 2014-15 | 10 | 1 |
| 2015-16 | 6 | 3 |
| 2016-17 | 15 | 6 |
| 2017-18 | 20 | 7 |
| 2018-19 |  |  8  |
| 2019-20 | 19 | 10 |

\* Cumulative GPA of 3.2 or better AND a 3.6 GPA or better in GSS

# CLASS STANDING UPON GSS MAJOR DECLARATION FALL 2020

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR** | **FR** | **SO** | **JR** | **SR** | **COUNT** |
| 2011 | 1.9 | 21.7 | 46.2 | 30.2 | 106 |
| 2012 | 2.8 | 26.2 | 50.1 | 20.8 | 355 |
| 2013 | 3.3 | 28.1 | 50.4 | 18.2 | 573 |
| 2014 | 4.6 | 29.9 | 48.7 | 16.8 | 739 |
| 2015 | 6.3 | 29.5 | 47.5 | 16.7 | 911 |
| 2016 | 7.9 | 33.2 | 43.6 | 15.3 | 909 |
| 2017 | 8.5 | 31.7 | 45.2 | 14.5 | 889 |
| 2018 | 8.8 | 33.3 | 42.5 | 15.4 | 842 |
| 2019 | 8.6 | 31.1 | 44.5 | 15.9 | 769 |
| 2020 | 10.9 | 33.9 | 40.9 | 14.3 | 741 |

# GSS Students with Double Majors - Fall 2020

Total GSS majors w/ second major = 89 students (11%)

# Most common second majors

PSY = 10 students

SOC = 9 students

SPAN = 9 students

EC = 8 students

PS = 7 students

GEOG = 4 students

# % OF STUDENT W/ DOUBLE MAJOR BY CONCENTRATION -- Fall 2020

|  |  |
| --- | --- |
| **CONCENTRATION** | **% STUDENTS W/ DOUBLE MAJORS** |
| **AEBS** | **8%** |
| **CLS** | **19%** |
| **GEP** | **6%** |
| **SST** | **9%** |

# GSS STUDENTS WITH ONE OR MORE MINORS BY CONCENTRATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall 2020 | AEBS | CLS | GEP | SST |
| Total students | **377** | **231** | **52** | **48** |
| # w/ 1 or more minors | 126 | 82 | 20 | 13 |
| % | 33% | 35% | 38% | 27% |

MOST COMMON AEBS MINORS

SPOB

 MEST

ENPS

MOST COMMON CLS MINORS

 LGST

 BADM

 SPAN

MOST COMMON GEP MINORS

 SOC

BADM

NPA

MOST COMMON SST MINORS

 HIST