

## Academic Assessment Report - AY 2012-2013

**College: Humanities and Social Sciences, School of Social Sciences, Program: Sociology**

### Program SLOs:

**SLO1:** Demonstrate an understanding of the core concepts and theories within the sociological perspective through a rigorous analysis of society and social behavior. (KU 1, 2, 3) (GE K1, K2, S1, S4, S5, V4, V5)

**SLO2:** Critically analyze the effects of social structures and social forces on human lives, organizations and groups. (KU 1, 2) (GE K2, S1, S3, S4, V4)

**SLO3:** Effectively comprehend and ethically use quantitative and qualitative methodologies to gain a better understanding of the social world. (KU 1, 2, 3) (GE K1, K2, S1, S3, S4, S5, V2)

**SLO4:** Identify the importance of diversity, democracy, egalitarianism and social justice in a pluralistic society and articulate the implications for social policy and action in efforts to bring about social change. (KU 1, 2, 3) (GE K2, S1, S2, S3, S4, S5, V2, V3, V4)

**SLO5:** Articulate, analyze and describe the relationship between their personal lives, the history of their world, and contemporary social arrangements in local, national and global contexts. (KU 1, 4) (GE K3, S1, S2, S5, V1, V3)

<b>Program Level Student Learning Outcomes</b> <i>(Add rows for additional SLOs)</i>	<b>Assessment Measure(s)</b> <i>(Add rows if necessary)</i>	<b>Assessment Criteria</b> <i>(Describe how data is collected--rubric, survey, etc.)</i>	<b>Results of Assessment</b> <i>(Specific to Data Collected)</i>	<b>Action Taken</b> <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
<b>SLO 1:</b> Demonstrate an understanding of the core concepts and theories within the sociological perspective through a rigorous analysis of society and social behavior.	Direct: SLO #1 Measure #2  SLO #1: Measure #1	Senior Seminar Written and Oral Projects scored with faculty developed rubrics.(Sociology 4600)  Introduction to Sociology (Sociology 1000) Continue development and	The mean for SLO 1 was 4.2 (from a 5 point scale) compared to last year's 4.0, there was a slight increase in students' performance. Faculty has developed small exercises throughout the semester to strengthen organizational skills and the ability to revise sections of the final paper throughout the	<u>Follow Up:</u> Continued emphasis to link core concepts and theories in the seminar to students' research projects and to request students to make explicit the underlying core concepts of the seminar as it relates to each reading, to make connections in seminar discussions, in their oral presentation and written research paper. Different sections of final paper developed throughout the semester to facilitate revisions, organization, and improvement of

		enhancement of writing and oral rubrics to implement use of for final papers once a year	semester to strengthen their writing skills.	conceptual, writing and oral presentation skills.  <u>New Action:</u> Continued time allocated for revision of different sections of research paper for end of semester completion. Communication with other faculty (full-time and adjunct) to follow similar practices across curriculum with the objective of strengthening students writing and oral presentation skills by implementing organization and comprehension exercises throughout the semester using Sociology Exercises /SLO Aligned Database online. In addition, faculty is committed to make the services of the Center for Academic Success explicit in the classroom and in the syllabus.
	Indirect:	Graduating Student Survey N=16 (34% of Seminar students, Spring, 2013)	Students' self assessment ranked high on this SLO (1.54 from a 2 point maximum)	Assessment Office included the Sociology SLOs in the Graduating Student Survey. We will need to develop strategies to increase student participation in the survey next year 2014
<b>SLO 2</b> Critically analyze the effects of social structures and social forces on human lives, organizations and groups.	Direct:  SLO #2, Measure #2	Senior Seminar Written and Oral Projects scored with faculty developed rubrics.(Sociology 4600)	Students scored highly on SLO2, 4.7 from a 5 point scale. Faculty felt that students were able to articulate the values and structures that shaped the substance (or content or subject matter) of their individual research topics.	Continued emphasis on pedagogical strategies that strengthen critical thinking and creativity in conceptualizing the connections between structural forces and social practices in society. Discussion groups, assignments and exercises from Sociology Exercises /SLO Aligned Database.
	SLO #2, Measure #1	Introduction to Sociology (Sociology 1000) Continue development and enhancement of writing and oral rubrics to implement use for final papers once a year	.	
	Indirect:	Graduating Student Survey N=16	Students' self assessment ranked high on this SLO (1.58 from a 2 point maximum)	Assessment Office included the Sociology SLOs in the Graduating Student Survey. We will need to develop strategies to increase student participation in the survey next year 2014

**SLO #3** Effectively comprehend and ethically use quantitative and qualitative methodologies to gain a better understanding of the social world.

Direct:  
SLO #3, Measure #2

We are requesting a lecturer line for this course. We would like the lecturer to continue the work performed by the previous full time faculty member who taught this course last year. We would like to continue using the Research Proposal Rubric and to follow last year's approach:

"Students were assigned a quantitative research proposal due at the end of the semester. A preliminary draft of the introduction, literature review and hypotheses was due mid-semester. The final proposal was graded on six components: a.) revisions to the introduction, literature review and hypotheses; b.) variable measurement; c.) sampling strategy; d.) a survey questionnaire; e.) quality of writing; and f.) use of secondary sources.

Even though in the Graduating Survey indirect measure, this SLO was ranked the highest (see below, indirect measure) no direct assessment was submitted for this course taught by an adjunct professor. We would like to follow last year's approach:

"The students were asked to submit a complete draft of the literature review and references in the middle of the semester. They were then asked to make revisions to these sections, and to write new sections on sampling and variable measurement for the final proposal. Judging from the rubric data collected at the end of the semester, the students performed well on the portions of the paper that they had been given early feedback on (the literature review and references). They performed poorly in the sections on sampling strategy and variable measurement."

From the Senior Seminar Capstone Course (Soc 4600) this SLO ranked 4.1 from a 5 point scale, a strong outcome for a course that applies a strong

- 1- We are planning to develop an adjunct training day to help implement assessment throughout the curriculum including adjuncts who teach many of the courses in the Sociology Program. We would like to emphasize in the training the approach developed in previous years for the Methods of Social Research Course: "The first step taken during this semester was to create the standardized rubric. The results indicate that students would benefit from submitting a draft of the entire proposal and getting feedback prior to submitting their proposals. This step will be taken when the course is taught again in the fall."
- 2- To emphasize the importance of the critical examination of research across the curriculum.

		The final proposal was graded with the Research Proposal Rubric.”	research component for the final examination.	
	Indirect:	Graduating Student Survey N=16	Students’ self assessment of SLO 3 ranked the highest among all SLOs (1.83 from a 2 point maximum)	Assessment Office included the Sociology SLOs in the Graduating Student Survey. We will need to, as noted earlier, develop strategies to increase student participation in the survey next year 2014
<b>SLO 4</b> Identify the importance of diversity, democracy, egalitarianism and social justice in a pluralistic society and articulate the implications for social policy and action in efforts to bring about social change	Direct: SLO #4 Measure #2	Senior Seminar Written and Oral Reports	Students performed well on SLO # 4 (4.1 from a 5 point scale). This is a SLO that addresses the complexity of social justice. As such it is challenging to teach and make all components explicitly to develop the critical thinking ability and an ethics of social justice to bring about social change.	To emphasize in Senior Seminar and across the curriculum: <ol style="list-style-type: none"> <li>1- The importance of social policy and social change by utilizing exercises and assignments that highlight this content and the possible implementation of social policy and social change to a critical understanding of social issues of gender, race, class, ethnicity, sexual preference and ability.</li> <li>2- To articulate the meaning of social policy and social change and identify social policy and social change issues throughout the curriculum.</li> <li>3- Use a series of research articles that make explicit the link between research and social policy.</li> <li>4- Development of rubric for Introduction to Sociology</li> </ol>
	SLO#4: Measure #1	Introduction to Sociology (Sociology 1000) Continue development and enhancement of writing and oral rubrics to implement use for final papers once a year	Faculty has used a diverse array of sociological literature and research to address the different components in this SLO. They include literature and research in: social movements, gender inequality, sustainability, ethnic and racial relations, critique of urban development, among other relevant topics useful to exemplify policy and social change.	
	Indirect:	Graduating Student Survey N=16	Students ranked high on this SLO, 1.50 from a 2 point scale.	Assessment Office included the Sociology SLOs in the Graduating Student Survey. We will need to develop strategies to increase student participation in the survey next year 2014

<p><b>SLO #5</b></p> <p>Articulate, analyze and describe the relationship between their personal lives, the history of their world, and contemporary social arrangements in local, national and global contexts</p>	<p>. Direct:</p> <p>SLO #5 Measure #2</p>	<p>Senior Seminar Written and Oral Reports</p>	<p>For the most part students performed well on SLO # 5, the ability to use the sociological imagination in their own lives. Mean for the year = 4.7 from a 5 point scale.</p> <p>Students were able to establish the relationship between their biography and personal experiences and their relationship to history and society at large</p>	<p>Follow up: Emphasis was placed throughout the semester on having students use the sociological imagination in their proposals, class discussion, presentations, and research outline and paper. Revisions of proposals and outlines were required to enhance students ability to make the connection between their personal lives, the history of the world and contemporary local, national and global arrangements. According to one of the faculty members who teaches this course, this is one of the most effective ways of teaching and understanding sociological thinking and one that students are excited about: the connection between their everyday lives and society.</p> <p><u>New Action:</u> Dr. Nevarez suggested that the sociology program create a series of exercises that target specific learning objectives, which has been supported by Drs. Krauss and Mayo who are also teaching senior seminar. Dr. Nevarez created a particularly useful exercise for SLO5 which is based on C.Wright Mills essay “The Sociological Imagination.” Students will create and compare lists of important personal and historical events in their lives. More exercises have been created by the Sociology Program faculty and will be available in Fall 2013, the Sociology Exercises /SLO Aligned Database.</p>
	<p>SLO #5 Measure #1</p>	<p>Introduction to Sociology (Sociology 1000) Continue development and enhancement of writing and oral rubrics to implement use for final papers once a year</p>		
	<p>Indirect:</p>	<p>Graduating Student Survey N=16</p>	<p>Students ranked high on this SLO, 1.58 from a 2 point scale.</p>	<p>Assessment Office included the Sociology SLOs in the Graduating Student Survey. We will need to, as noted earlier, develop strategies to increase student participation in the survey next year 2014</p>