

# SOCIOLOGY

LA-SOC-BA

2017-2018

ACM: Dustin Kidd

Faculty: Michelle D. Byng

## Student Learning Outcomes

SLO Count: 6

Name	Content
SLO 1 Sociological Imagination	SLO 1: Develop a sociological imagination: The sociological perspective emphasizes the roles of structure, culture, organization, and hierarchy in shaping individual and collective activities. This perspective requires standing apart from, observing, and critically examining practices and structures often taken for granted.
SLO 2 Sociological Analytical Skills	SLO 2: Sociological Analytical Skills: Learn to use the sociological analytical skills: Sociological analytical skills facilitate understanding the world according to a variety of interpretative frameworks and using data that support or dispute them.
SLO 3 Sociological Literacy	SLO 3: Sociological literacy: Sociological knowledge enhances the ability to critically evaluate quantitative and qualitative evidence as well as the theories that frame the interpretation of these data, particularly around issues of social problems and policy.
SLO 4 Sociological Perspective	SLO 4: Sociological Perspective: Sociologists communicate clearly and accessibly about human behavior and the social world, and they are educative by writing and speaking about research, public debate, and daily life.

SLO 5 The Implications of Social Context	SLO 5: The implications of variations in social context: Sociologists understand social life through examining the implications of class and inequality, race and ethnicity, gender and sexuality, education, and health and disease.
SLO 6 Critical Assessment	SLO 6: Critical Assessment: Sociological training should provide a heightened ability to challenge taken-for-granted assumptions about the social world in writing, arguments, and debate.

Does this program have specialized accreditation?

No

## Assessment Activities and Results

Assessment Activity Count: 2

### Assessment Activity: Capstone Knowledge and Survey Questions

SLOs assessed during this report:

SLO 1 Sociological Imagination

SLO 2 Sociological Analytical Skills

SLO 3 Sociological Literacy

SLO 4 Sociological Perspective

SLO 5 The Implications of Social Context

SLO 6 Critical Assessment

Please provide a brief name for this assessment activity.	Capstone Knowledge and Survey Questions
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<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>Faculty in the sociology department identified SLO that assess the intellectual content of our discipline and their application across our required and elective courses. The assessment instruments that are administered in our capstone classes evaluate students' perceptions of having acquired these outcomes as sociology majors as well as demonstrating their acquisition through the administration of a knowledge instrument. We surveyed 27 sociology majors enrolled in our capstone courses in Fall 2016 and Spring 2017. Sociology students in three sections of the capstone course were given a 42 item assessment instrument that was composed of knowledge and survey questions (i.e., two documents) that measured student knowledge. This survey was developed in 2008-9, with a first wave administered in capstone courses 2010-11. The 5-page survey instrument drew from assessment surveys developed by the American Sociological Association and other sources as well. The sociology knowledge instrument was developed in several stages. First, faculty members were asked to submit questions and concepts that they thought were most salient as sociological knowledge. In particular, the focus was on developing knowledge indicators of course material that is required for all majors. This includes courses in statistics, theory, and methods. Second, we reviewed the GRE subject test in sociology, which is often taken by students who are applying to graduate school in sociology. Given that questions for this exam are considered to be representative of some form of consensus on what constitutes knowledge of the field, these questions were examined for their utility in assessing undergraduate students' knowledge of sociology. A series of questions were drafted and redrafted. Some were taken from the GRE subject test, and others were written by faculty members. The final draft of the Sociology Knowledge Instrument was pretested in prior to the initial wave of assessments. Questions were re-evaluated prior to fielding the second wave of assessments. Some questions were stricken and minor revisions were applied to others at that time. Both instruments were administered by capstone course instructors. Information that would have connected students to their responses was not collected. Students were not informed of individual scores. Data were processed by the Measurement and Testing Center.</p>
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What were the findings from this assessment?

Results from the knowledge assessment instrument indicate that students accurately recognize general sociologic concepts, theory, research methods and statistical technics. For all of the items more than 50% of students recognized the correct answer, with the highest correct response at 96%. Our assessment indicates that we are meeting many of our SLOs. Our first SLO addresses our goal of igniting a “sociological imagination” in our students. Sociology as a discipline presents a particular approach to understanding the world which focuses on how macro structures and cultural forms shape group and individual action. Our data indicate that our students are indeed inspired by their exposure to the sociological perspective. Moreover, they overwhelming indicated that as a major they had acquired a sociological perspective. Our second SLO focuses on students’ acquisition of analytical skills. Students strongly agreed or agreed that they had learned the procedures associated with quantitative and qualitative data analysis. They indicated that they knew how to use statistical software packages to analyze data and that they could evaluate the strengths and weakness of research methods in relation to research questions. Moreover, they were certain that they could gather the information needed to develop an argument based in evidence. Students rated items about our third SLO similarly high. This SLO is similar to our second SLO but places greater emphasis on the ability to work with and interpret both quantitative and qualitative data. They indicated that they knew how to interpret the results of both quantitative and qualitative data analysis procedures. They also felt that they could evaluate the strengths and weaknesses of different research methods given the research question and that they could make evidence based arguments. For the fourth SLO, which identifies an important goal, students’ ability to communicate clearly and use sociological perspectives to evaluate human behavior and the social world, our assessment data suggest we are doing well. Students were confident in their ability to write a sociological report, that they could collect the appropriate data for such a report and that they would communicate their research findings effectively. Students were confident that they understood the implications of social context as it relates to socially relevant variables (e.g., age, gender, sexuality, race). Thus, for the fifth student learning outcome, not only did students believe that they understood the ethical issues associated with sociological research, they were also certain of their ability to develop sociological explanations of how, for example, variations in identities (e.g., race, gender, sexuality) and social circumstances (e.g., social class, urban or suburban location) inform experiences and sociological explanations. Our sixth student leaning outcome concerns students acquiring the ability to look beyond or question our assumptions about social reality and experiences. Students are certain

	<p>that they have the tools to question the findings of research. They are also certain of their ability to communicate research findings in a non-technical and practical way. In other words, they feel that they can make the findings of academic research practical. They can take what they have learned and what they can do, because they were undergraduate sociology major, and have a positive impact on the lives of everyday people. In both elements of the assessment, knowledge and survey, students indicate that they have acquired the major conceptual foundations of sociology and the research methodology skills of the discipline. These findings were consistent across the fall and spring semester sections of the capstone class. Students answers on the knowledge section of the assessment provides concrete evidence that the have learn general sociological concepts, that they understand statistical procedures, that they can distinguish between research methods and their appropriate application, and that they are familiar with sociological theories. The survey component of the assessment indicates that students are aware of the knowledge and skills that they have acquired as sociology majors. Their assessment indicates that our faculty has accomplished its goals of teaching the intellectual and practical research elements of our discipline to our majors.</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We plan to use these findings to monitor our students' achievement year to year. Comparing scores across cohorts will reveal areas where pedagogy, curriculum, and training have improved or declined. If scores rise or fall, we will have reason to investigate what may have changed. Findings from the assessment indicate that students are learning what we teach. However, strengthening their research skills and helping them to understand the professional utility of these skills are major goals of the department. The findings from this assessment will be shared with the faculty during our meeting at the end of the Fall 2017. In the Spring 2018, the undergraduate committee will review and, if necessary, revise our assessment tools.</p>

With whom did you share findings from this assessment activity?

Faculty - The findings were discussed in a faculty meeting.

Department Chair - I will meet with the Chair to share the findings and to discuss future evaluation methods.

Assessment Activity: Capstone Knowledge and Survey Questions

SLOs assessed during this report:

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SLO 2 Sociological Analytical Skills

SLO 3 Sociological Literacy

SLO 4 Sociological Perspective

SLO 5 The Implications of Social Context

SLO 6 Critical Assessment

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<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We plan to use these findings to monitor our students' achievement year to year. Comparing scores across cohorts will reveal areas where pedagogy, curriculum, and training have improved or declined. If scores rise or fall, we will have reason to investigate what may have changed. Findings from the assessment indicate that students are learning what we teach. However, strengthening their research skills and helping them to understand the professional utility of these skills are major goals of the department. The findings from this assessment will be shared with the faculty during our meeting at the end of the Fall 2017. In the Spring 2018, the undergraduate committee will review and, if necessary, revise our assessment tools.</p>

With whom did you share findings from this assessment activity?

Faculty - I will discuss the finding from the assessment in a faculty meeting.

Department Chair - I will meet with the department chair to discuss the findings and the design of future assessments.

## Planned Assessment

### Direct Assessment Activities

corresponding ID	Assessment Name	corresponding ID	Assessment Name
1	Portfolio	2	Practicum, Internship, Other Field Placement
3	Clinical Evaluations	4	Student Work in Capstone WITH Rubric
5	Student Work in Capstone WITHOUT Rubric	6	Student Work WITH Rubric in 1 or More Courses
7	Student Work WITHOUT Rubric in 1 or More Courses	8	Final Paper, Thesis, or Dissertation
9	National or Board Exam	10	Local Test or Exam
11	Juried Show, Performance, or Critique	12	Oral Presentation
13	Design Project	14	Group Project or Demonstration
15	Journal	16	Other

SLO	None	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SLO 1 Sociological Imagination											X						

SLO 2 Sociological Analytical Skills											X						
SLO 3 Sociological Literacy											X						
SLO 4 Sociological Perspective											X						
SLO 5 The Implications of Social Context											X						



SLO 6 Critical Assessment			X					
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Outcome/Achievement measures planned to monitor this year:

Other

Other assessment activity planned for upcoming year/ assessment activity details:

In the Capstone class students will take a knowledge test assessment that evaluates the recognition of the concepts associated with sociological theories, research methods, statistics and sociological concepts.

Supporting Documents:

There are no supporting documents for this assessment report