

**Assurance of Student Learning  
2020/21**

*Potter College of Arts & Letters*

*Department of Sociology & Criminology*

*Sociology, AB, 775*

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**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1: Undergraduates completing the B.A. will demonstrate knowledge of general sociological concepts.**

**Instrument 1** Direct: Scores on the “general” section of the Senior Seminar exam.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

**Met**

**Not Met**

**Student Learning Outcome 2: Undergraduates completing the B.A. will demonstrate knowledge of quantitative techniques used to analyze social phenomena.**

**Instrument 1** Direct: Scores on the “Social Statistics” section of the Senior Seminar exam.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

**Met**

**Not Met**

**Student Learning Outcome 3: Undergraduates completing the B.A. will demonstrate knowledge of research methodologies used by sociologists to examine the complexities of social life and social problems.**

**Instrument 1** Direct: Scores on the “Research Methods” section of the Senior Seminar exam.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

**Met**

**Not Met**

**Student Learning Outcome 4: Undergraduates completing the B.A. will demonstrate knowledge of sociological theories used to explain social phenomena.**

**Instrument 1** Direct: Scores on the “Sociological Theory” section of the Senior Seminar exam.

**Met**

**Not Met**

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Overall, the results from this assessment indicate that some aspects of our program are performing well while other areas need additional development. The following recommendations came out of this year's assessment:

- Examination of student learning outcomes (SLOs) for the core courses and program:
  - Are the SLOs across multiple instructors consistent? While consistent, is there a need to update some SLOs?
  - Are the SLOs measurable?
  - Is there alignment between the SLOs, course materials, and performance measures?
  - Are the performance measures well formulated?
  - After engaging in this curriculum mapping, determine which course SLOs best measure overall program success.
- Program changes:
  - Selecting one SLO from each core course, explore the potential for changing some the SLOs for the program to reflect learning beyond “basic demonstration.”
  - Explore the option of changing the capstone course to one which further develops, while still assessing, skills begun in core courses.

The above work began in Feb 2020 and continues. It has led to the identification of an Assessment Committee, chaired by Dr. Molly Kerby working with Dr. Doug Smith, Dr. Carrie Trojan, and Dr. Pavel Vasiliev. This committee is operational as of Fall 2020.

A thoughtful and sustainable Assessment plan is a primary goal for the department during the upcoming academic year.

<b>Student Learning Outcome 1</b>			
<b>Student Learning Outcome</b>	<b>Undergraduates completing the B.A. will demonstrate knowledge of general sociological concepts.</b>		
<b>Measurement Instrument 1</b>	<p><b>DIRECT</b> measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., <b>SOCL 100: Introduction to Sociology</b>; <b>SOCL 300: Social Statistics</b>; <b>SOCL 302: Strategies of Research Methods</b>; <b>SOCL 304: Sociological Theory</b>). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student’s understanding of <b>general sociological concepts</b>.</p>		
<b>Criteria for Student Success</b>	A score of 80% is proficient for this basic learning outcome.		
<b>Program Success Target for this Measurement</b>	Average score 80% or above; 80% of students score 80% or above	<b>Percent of Program Achieving Target</b>	<p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• In Fall 2020, the average score for this assessment was 85% and in spring 2021 it was an 89%.</li> <li>• In Fall 2020, 75% of students scored 80% or better while in spring 2021 89% of students did so.</li> </ul>
<b>Methods</b>	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of general Sociological concepts.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

While we intend to examine the extent to which (SLOs) for the SOCL 100 contribute to the SLOs of the program, and in that process determine whether:

1. The course SLOs across multiple instructors are consistent.
2. There is a need to update some SLOs.
3. The SLOs are measurable.
4. There is alignment between the SLOs, course materials, and performance measures.
5. The performance measures are well formulated.

We are also pleased with the results from this portion of the program and do not intend to modify the metric by which it is assessed.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We began work on curriculum mapping during AY 2020/2021 and will implement changes to core courses and program assessment in upcoming years.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

We assess this program component each semester, and will continue to do so until the work of this year's Assessment Committee suggests we change the style or frequency of such an assessment.

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	<b>Undergraduates completing the B.A. will demonstrate knowledge of quantitative techniques used to analyze social phenomena.</b>		
<b>Measurement Instrument 1</b>	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; <b>SOCL 300: Social Statistics</b>; SOCL 302: Strategies of Research Methods; SOCL 304: Sociological Theory). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student's understanding of <b>quantitative techniques used to analyze social phenomena.</b></p>		
<b>Criteria for Student Success</b>	We expect an average portion of students to demonstrate this more advanced proficiency.		
<b>Program Success Target for this Measurement</b>	70% (score = 70% or above)	<b>Percent of Program Achieving Target</b>	<p>Below Benchmark</p> <ul style="list-style-type: none"> <li>• Thirty percent of students in Fall 2020 and 30% of students in Spring 2021 scored 70% or better.</li> <li>• In Fall 2020, the average score for this assessment was 54% and in spring 2021 it was a 59%.</li> </ul>
<b>Methods</b>	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of quantitative techniques used to analyze social phenomena.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>		<b>Not Met</b>

**Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

To start we examined the extent to which (SLOs) for the SOCL 300 contribute to the SLOs of the program, and in that process determine whether:

1. The course SLOs across multiple instructors are consistent.
2. There is a need to update some SLOs.
3. The SLOs are measurable.
4. There is alignment between the SLOs, course materials, and performance measures.
5. The performance measures are well formulated.

We also intend to explore the option of modifying the senior seminar to further develop, while still assessing, skills begun in the SOCL 300 course.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
We actually began a thorough examination of the effectiveness of SOCL 300 in Fall 2019. The three current faculty who offer SOCL 300 prepared a proposal to create a 1 hour statistics lab which would be required for all SOCL/CRIM majors. Unfortunately, the following challenges forced us to table the proposal for now: <ul style="list-style-type: none"> <li>The fact that our SOCL 300 course is taken by multiple majors (from Fall 2016-Spring 2016, only 40% of enrolled students were SOCL majors or minors or CRIM majors—all internal departmental programs which require the course). As such, it was difficult to imagine requiring an experience we believe beneficial to only a portion of students enrolled in the lecture course, especially as the lecture and lab would best deliver as a fluid/concurrent discussion.</li> <li>It was impossible to work out staffing details as both our sociology and criminology programs would be impaired by the drain of faculty resources required to implement up to 3 one-hour statistics labs (the minimum number we estimated based on internal enrollments).</li> </ul> However, the course is part of our ongoing curriculum mapping work begun spring of 2020, and the SOCL 300 committee has developed 6 standard SLOs to be used across all SOCL 300 sections. Based on this alignment, there is little doubt that changes will be made to our program assessment in upcoming years.
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)
We assess this program component each semester, and will continue to do so until the work of this year’s Assessment Committee suggests we change the style or frequency of such an assessment.

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	<b>Undergraduates completing the B.A. will demonstrate knowledge of research methodologies used by sociologists to examine the complexities of social life and social problems.</b>		
<b>Measurement Instrument 1</b>	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; SOCL 300: Social Statistics; <b>SOCL 302: Strategies of Research Methods</b>; SOCL 304: Sociological Theory). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student’s understanding of <b>research methods used by sociologists to examine the complexities of social life and social problems.</b></p>		
<b>Criteria for Student Success</b>	We expect an average portion of students to demonstrate this more advanced proficiency.		
<b>Program Success Target for this Measurement</b>	70% (score = 70% or above)	<b>Percent of Program Achieving Target</b>	Below Benchmark <ul style="list-style-type: none"> <li>Forty% of students in Fall 2020 and 48% of students in Spring 2021 scored 70% or better.</li> <li>In Fall 2020, the average score for this assessment was 65% and in spring 2021 it was a 68%.</li> </ul>
<b>Methods</b>	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of research methods used by sociologists to examine the complexities of social life and social problems.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<div style="display: flex; justify-content: space-around;"> <span>Met</span> <span style="background-color: yellow;">Not Met</span> </div>

<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
To start we examined the extent to which (SLOs) for the SOCL 302 contribute to the SLOs of the program, and in that process determine whether: <ol style="list-style-type: none"> <li>1. The course SLOs across multiple instructors are consistent.</li> <li>2. There is a need to update some SLOs.</li> <li>3. The SLOs are measurable.</li> <li>4. There is alignment between the SLOs, course materials, and performance measures.</li> <li>5. The performance measures are well formulated.</li> </ol> We also intend to explore the option of modifying the senior seminar to further develop, while still assessing, skills begun in the SOCL 302 course.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
The three faculty who offer SOCL 302 have begun a thorough examination of the purpose, consistency, and effectiveness of SOCL 302 visa vie discussions of a Data Literacy certificate within PCAL. Internally, this course is both necessary and ideal for the curriculum mapping work which began during the spring of 2020 when the SOCL 302 committee established 4 common SLOs to be used across all SOCL 302 sections. Based on their work, and the work accomplished by the Departmental Assessment Committee begun during AY 20/21, there is little doubt that we will implement changes to our program assessment in subsequent years.
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)
We assess this program component each semester, and will continue to do so until the work of this year's Assessment Committee suggests we change the style or frequency of such an assessment.

<b>Student Learning Outcome 4</b>			
<b>Student Learning Outcome</b>	<b>Undergraduates completing the B.A. will demonstrate knowledge of sociological theories used to explain social phenomena.</b>		
<b>Measurement Instrument 1</b>	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; SOCL 300: Social Statistics; SOCL 302: Strategies of Research Methods; <b>SOCL 304: Sociological Theory</b>).</p> <p>At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student's understanding of <b>sociological theories used to explain social phenomena.</b></p>		
<b>Criteria for Student Success</b>	We expect an average portion of students to demonstrate this more advanced proficiency.		
<b>Program Success Target for this Measurement</b>	70% (score = 70% or above)	<b>Percent of Program Achieving Target</b>	<b>Benchmark</b> <ul style="list-style-type: none"> <li>• Sixty-Nine % of students in Fall 2020 and 75% of students in Spring 2021 scored 70% or better.</li> <li>• In Fall 2020, the average score for this assessment was 45% and in spring 2021 it was a 78%.</li> </ul>
<b>Methods</b>	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) assessing understanding of sociological theories used to explain social phenomena.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>		<b>Met</b>	<b>Not Met</b> (substantial difference between the two semesters observed)
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			

While we intend to examine the extent to which (SLOs) for the SOCL 304 contribute to the SLOs of the program, and in that process determine whether:

1. The course SLOs across multiple instructors are consistent.
2. There is a need to update some SLOs.
3. The SLOs are measurable.
4. There is alignment between the SLOs, course materials, and performance measures.
5. The performance measures are well formulated.

We are also pleased with the results from this portion of the program and, for now, do not intend to substantially modify the metric by which it is assessed.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We are working on curriculum mapping during AY 2020/2021 and will implement changes to core courses and program assessment in the upcoming years.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

We assess this program component each semester, and will continue to do so until the work of this year's Assessment Committee suggests we change the style or frequency of such an assessment.