



Completed by: Susan Calhoun-Stuber, Department Chair, Sociology, Criminology, and Anthropology

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Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2020. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLO 4 Demonstrate critical thinking by evaluating arguments and evidence related to	Adopted new SLOs in 2019. This is the first time SLO 4 from the	In-class papers and extra credit essays collected from seniors in 4 upper division classes	17 senior sociology majors	75% of student papers will demonstrate proficiency or score 2 or higher on	88% (15 of 17) of the students demonstrated Proficiency, exceeding the benchmark established	Department faculty is satisfied with the critical thinking skills demonstrated by sociology	1. We will review the assignments used for assessment to improve consistency across courses. 2. We will consider collecting artifacts during both fall and spring semester In order to increase the percentage of majors

social issues and by connecting sociological insights to current events and personal experiences of the social world	revised assessment plan is being assessed Spring 2015 was the last time critical thinking was formally assessed	(Scoring rubric is included at the end of the report)		rubric	when the program assessment plan was updated in 2019, with revised SLOs for the sociology major	majors in their senior year	assessed. 3. We will revisit the rubric selected for this year's review since it is the first time it was used. 4. Across the papers that were assessed, students received lower scores on criteria 2 and 3. This identifies areas to examine in terms of course content and assignments that enable students to reinforce and strengthen their critical thinking skills, including their ability to demonstrate these skills in written work.
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

<p>A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.</p>	<p>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</p>	<p>C. What were the recommendations for change from the previous assessment column H and/or feedback?</p>	<p>D. How were the recommendations for change acted upon?</p>	<p>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</p>
<p>SLO 2 Students will learn to apply a range of research methods in conjunction with sociological theory in order to explain and analyze complex social relations and organizations.</p>	<p>Spring 2019</p>	<p>New SLOs for sociology will be utilized in next year's assessment.</p> <p>The sociology curriculum map will be updated with attention to specific coursework allowing students to demonstrate at the appropriate level their progress toward mastering the program's student learning outcomes.</p> <p>Course objectives and coursework for each core requirement will be reviewed in both the sociology and criminology programs in order to map goals and assignments to program SLOs.</p>	<p>The following changes were implemented for SOC 205, Research Methods the core research requirement for sociology majors.</p> <p>In AY 2018-2019, the class was changed from an upper level to a lower level offering with students expected to complete the course in their sophomore rather than junior year.</p> <p>In AY 2019-2020, the enrollment cap in each section of the class was lowered from 35-40 to 20.</p> <p>The class has also been redesigned to place greater emphasis on computer application and analysis.</p>	<p>SLO 2 was not assessed in this cycle as we have developed an assessment plan that calls for the assessment of each SLO in two year cycles.</p> <p>Our hope is that next year's assessment results for SLO 2 will show evidence that the changes to this core research requirement has led to increased proficiency among sociology majors in SLO 2. Effective assessment of the changes may require adopting a new method of assessment. This will be determined in fall 2020 prior to collection of artifacts for next year's assessment.</p>

Assessment Rubric:
Critical Thinking SLO

- Objective Description: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- AAUC VALUE Rubric Considerations (Critical Thinking VALUE Rubric): explanation of issues, evidence, influence of context and assumptions, student’s position, conclusions, and related outcomes.

Paper # _____ Reviewer initials _____

Criteria for Evaluation	0	1	2	3
The student clearly and comprehensively states the issue to be considered.				
The student effectively evaluates and synthesizes evidence from multiple sources.				
The student clearly and effectively draws conclusions that are well-supported by the available evidence.				
The student demonstrates an ability to evaluate the causes and consequences of historical change and continuity.				

- 0 - Student fails to meet the benchmark.
- 1 - Student achieves minimum standards for meeting the benchmark.
- 2 - Student meets the benchmark without difficulty.
- 3 - Student meets the benchmark, exceeding expectations.

Department of Sociology, Criminology, and Anthropology
 May 2020 -Annual Assessment