

Program: Sociology and Sociology/Criminology B.A./B.S.Date: June 1, 2012Completed by: Susan Calhoun-Stuber

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

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 last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	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 1- Students will be able to comprehend and criticize the major theoretical perspectives that inform modern sociological thought. Specifically, students will be able to: a.)	Program assessment plan written and adopted in 2010	A. Sociology major field test: General Theory assessment indicator B. Deviance and Social Problems assessment indicator	A & B A sample of seniors enrolled in sociology courses in spring 2011 semester	A & B Institutional Assessment indicator should be at comparative national mean (no individual scores for sampled students)	A. General theory measure Sample mean = 37 National mean = 46	A. The results are lower than desired, but the concern is that the program's heavy emphasis on deviance/criminology disadvantages students taking a general sociology test	Continue department discussion of the most appropriate way to measure student performance on SLO 1 for sociology and sociology/criminology majors

show what these perspectives have in common (the sociological perspective) and how they differ (different theoretical approaches), and b.) criticize these different approaches in terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and what each obscures.					B. Deviance measure Sample mean= 51 National mean= 47	B. Results meet expectations of students' performance	Continue discussion of the most appropriate way to measure student performance on SLO 1 for sociology and sociology/criminology majors
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. Specifically, students will be	Formal program assessment plan written and adopted in 2010	Sociology major field test: Methodology and Statistics assessment indicator	A sample of seniors enrolled in sociology courses in spring 2011 semester	Institutional Assessment indicator should be at comparative national mean (no individual scores for sampled students)	Methods and statistics measure Sample mean = 51 National mean = 51	B. Results meet expectations of students' performance	No recommendation for program modification at this time

able to demonstrate that they can: a.) identify, define, and give examples of various methods used in sociological research on contemporary societies, and b.) recognize and interpret research methodologies used in sociological literature.							
SLO 4 – Students will be able to engage in critical thinking about various aspects of social life and organization.	Formal program assessment plan written and adopted in 2010	Sociology major field test: Critical Thinking Subscale	A sample of seniors enrolled in sociology courses in spring 2011 semester	60% of students at or above national comparative individual score mean	47% (7 of 15) of student sample scored at or above the national comparative individual mean score	Results do not meet expectations' of student performance	Begin to discuss ways to implement more effective ways to teach and facilitate the development of critical thinking skills in program curriculum

Comments: *Report for AY 2010-2011 data. Awaiting MFT scores for AY 2011-2012 cycle.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
No specific SLO	Plan adopted 2010	Develop and implement a formal assessment plan	A formal assessment plan was developed and implementation of the plan started	The department is looking more closely at whether or not the Sociology Major Field test is the most valid way to assess student learning outcomes; the student survey administered to seniors needs to be revised to include indirect measures of specific student learning outcomes

Comments: