

Program: Sociology and Sociology/Criminology B.A./B.S.Date: June 1, 2013Completed 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. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2013. 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 include 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	2011-2012	A. Sociology Major Field Test (MFT): <u>General Theory</u> assessment indicator (MFT) (Rubric NA)	A random sample of senior Sociology majors (the same sample used for all assessment measures in	Institutional Assessment Indicator for CSU-P Sociology majors (group mean) should be at comparative national	A. Sample mean = 37 National mean = 46.6	A. Results are virtually the same as last year's assessment result; students scores on general theory measure on MFT fall below national results – this is understandable given the heavy	Program changes/improvements based on the reported assessment results will be discussed at the beginning of the fall 2013 semester and any changes deemed necessary will be implemented as soon as possible in order to see a

thought. Specifically, students will be able to: (a) show what these perspectives have in common (the sociological perspective) and how they differ, and (b) criticize different approaches in terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and obscures.		<p>B. <u>Deviance and Social Problems</u> assessment indicator</p> <p>(Rubric NA)</p> <p>C. <u>Social Institutions</u> assessment indicator (MFT)</p> <p>(Rubric NA)</p>	this year's assessment of the three SLOs)	mean (no individual scores for sampled students for assessment indicators A-C)	<p>B. Sample mean = 39</p> <p>National mean = 47.4</p> <p>C. Sample mean = 49</p> <p>National mean = 54.4</p>	<p>emphasis in criminology in the sociology curriculum</p> <p>B. Results do not meet expectations of student performance and fall below last year's results; the change may be influenced by the change in how the sample was selected . The sample is small (N=12) and may not represent all students in the program</p> <p>C. Results fall slightly below expectations of student performance</p>	positive impact on student learning that can be assessed during the next 2 assessment cycles.
SLO #2 – Students will	2011-2012	Sociology Major Field	A random sample of	Institutional Assessment	Sample mean = 47	Results fall slightly below expectations	Program changes/improvements

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 able to demonstrate that they can (a) identify, define, and give examples of various methods used in sociological research, and (b) recognize and interpret research methods used in sociological literature.		Test (MFT): <u>Methodology and Statistics</u> Indicator (Rubric NA)	senior Sociology majors (the same sample used for all assessment measures in this year's assessment of the three SLOs)	Indicator for CSU-P Sociology majors (group mean) should be at comparative national mean (no individual scores for sampled students)	National mean = 51.6	of student performance and group mean is lower than last year's figure on this assessment measure; the change may be influenced by the change in how the sample was selected . The sample is small (N=12) and may not represent all students in the program	based on the reported assessment results will be discussed at the beginning of the fall 2013 semester and any changes deemed necessary will be implemented as soon as possible in order to see a positive impact on student learning that can be assessed during the next 2 assessment cycles.
SLO #4 – Students will be able to	2011-2012	Sociology Major Field Test (MFT):	A random sample of senior	60% of students at or above	25% of students scored at or	Results fall below previous year's results and do not	Program changes/improvements based on the reported

engage in critical thinking about various aspects of social life and organization		<u>Critical Thinking</u> subscale	Sociology majors (the same sample used for all assessment measures in this year's assessment of the three SLOs)	national individual mean score	above national individual mean score – another 25% scored slightly lower than the national mean	meet expectations of student performance	assessment results will be discussed at the beginning of the fall 2013 semester and any changes deemed necessary will be implemented as soon as possible in order to see a positive impact on student learning that can be assessed during the next 2 assessment cycles.
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Comments:

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?
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) show what these perspectives have in common (the sociological perspective) and how they differ, and (b) criticize different approaches in	2011-2012	<p>No specific recommendations for program changes were made following last year's assessment.</p> <p>The possibility of using different assessment measures, including e-portfolios and developing an exam more specific to program curriculum, than the standardized Major Field Test was discussed,</p> <p>No consensus has yet been reached about whether to replace or augment the MFT with other assessment measures.</p> <p>This discussion will continue in AY 2013-2014.</p>	<p>NA</p> <p>Stretched resources at the departmental level contribute to continued support for using MFT as the primary sociology assessment tool</p>	<p>NA</p> <p>Develop curriculum map for all student learning outcomes</p> <p>Revise program assessment plan including student learning outcomes</p> <p>Determine how to evaluate SLO #3, communication skills, so it can be assessed both in AY 2013-2014 and 2014-2015</p>

terms of their explanatory strengths and weaknesses for purposes of understanding what each reveals and obscures.				
<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. Specifically, students will be able to demonstrate that they can (a) identify, define, and give examples of various methods used in sociological</p>	2011-2012	<p>No specific recommendations for program changes were made following last year's assessment.</p> <p>Students' performance on assessment measure met program expectations in last year's assessment cycle.</p>	NA	<p>NA</p> <p>Develop curriculum map for all student learning outcomes</p> <p>Revise program assessment plan including student learning outcomes</p> <p>Determine how to evaluate SLO #3, communication skills, so it can be assessed both in AY 2013-2014 and 2014-2015</p>

research, and (b) recognize and interpret research methods used in sociological literature.				
SLO #4 – Students will be able to engage in critical thinking about various aspects of social life and organization	2011-2012	No specific recommendations for program changes were made following last year's assessment but there was recognition of the need for continued discussion about how to implement more effective ways to teach and facilitate development of critical thinking skills in program curriculum.	This is a major undertaking, and in order to do it effectively it first requires doing curriculum mapping of the entire sociology curriculum	Develop curriculum map for all student learning outcomes Revise program assessment plan including student learning outcomes Determine how to evaluate SLO #3, communication skills, so it can be assessed both in AY 2013-2014 and 2014-2015

Comments: