

Program: Sociology and Sociology/Criminology BA/BSDate: May 18, 2014Completed by: Susan Calhoun-Stuber, Chair, Dept. of Sociology & AnthropologyAssessment contributors (other faculty involved in this program's assessment): Chris Messer and Jessica Dunham Mardock

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 submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? Please indicate the 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.	E. What is the expected achievement level and how many or what proportion of 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?
<b>SLO #1</b> Students will be able to comprehend and criticize the major theoretical perspectives that	<b>SLO #1</b> – Spring 2013 <b>SLO#3</b> – Not previously assessed in	Two independent readers (sociology faculty) read and scored students' work; each paper was scored as	All senior level papers written during fall 2013 and spring 2014 in an advanced theory class were	90% of senior Sociology majors should be proficient on <b>SLO#1</b>	78% of the papers were scored proficient or exceptional on <b>SLO #1</b>	Results fall below expectations of senior level student performance on <b>SLO #1</b>	Reexamine program curriculum, and specifically required core courses, in relation to teaching the major theoretical perspectives. While we do not have data (because we used an

inform modern sociological and criminological thought. Specifically, students will be able to: a.) 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.	formal annual program assessment <b>SLO #4</b> – Spring 2013	below, meets, or exceeds expectations. In cases of disagreement, the lower score was the final score given	assessed; the number of papers assessed = 9				alternate method to the MFT this year) that enables us to compare our students to the national mean, we are confident that results obtained this year provide a more accurate assessment of student learning in our program. Still, the results fall below expectations so a task for AY 2014-2015 is to discuss and determine how to improve our curriculum and courses in order to more effectively teach the major theoretical perspectives in sociology and criminology
<b>SLO#3</b> Students will learn to apply social analysis to substantive social issues and problems, emphasizing crime and deviance, but also including ethnicity, gender, inequality, power, and globalization. Specifically, they will be able to apply sociological and criminological theories and methods to these substantive areas in order to understand social problems, in particular crime and deviance, and		Two independent readers (sociology faculty) read and scored students' work; each paper was scored as below, meets, or exceeds expectations. In cases of disagreement, the lower score was the final score given	All senior level papers written during fall 2013 and spring 2014 in an advanced theory class were assessed; the number of papers assessed = 9	90% of senior Sociology majors should be proficient on <b>SLO#3</b>	100% of the papers were scored proficient or exceptional on <b>SLO #3</b>	Results exceed expectations of senior level student performance on <b>SLO #3</b>	No recommended changes specific to <b>SLO #3</b>

inform crime-related social policy.							
<b>SLO #4</b> Students will be able to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.		Two independent readers (sociology faculty) read and scored students' work; each paper was scored as below, meets, or exceeds expectations. In cases of disagreement, the lower score was the final score given	All senior level papers written during fall 2013 and spring 2014 in an advanced theory class were assessed; the number of papers assessed = 9	90% of senior Sociology majors should be proficient <b>SLO#4</b>	67% of the papers were scored proficient or exceptional on <b>SLO #4</b>	Results fall below expectations of senior level student performance on <b>SLO #4</b>	Re-examine program curriculum, and specifically required core courses, in relation to teaching critical thinking and analytic skills in relation to examining social life and organization

Comments:

**II. 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? Please indicate the semester and year.	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?
<b>SLO #1</b> Students will be able to comprehend and criticize the major theoretical perspectives that inform modern sociological and criminological thought. Specifically, students will be able to: a.) show what these perspectives have in common (the sociological perspective) and how	<b>Spring 2013</b>	To consider using alternate assessment tools, rather than rely exclusive on the Sociology MFT	Yes, the recommendations were acted upon during AY 2013-2104.	The change allowed for more accurate assessment of SLO #1 in relation to theoretical perspectives covered in our curriculum; however because the results fell below expectations, we will examine content and assignments in core courses to determine what changes can be implemented in order to more effectively teach comprehension of major theoretical perspective in the discipline.

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>SLO #4</b> Students will be able to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.	<b>Spring 2013</b>	To consider using alternate assessment tools, rather than rely exclusive on the Sociology MFT	Yes, the recommendations were acted upon during AY 2013-2104.	The change allowed for accurate assessment of SLO #4 but because the results fell below expectations, we will examine assignments in core courses to determine what changes can be implemented in order to more effectively teach critical thinking skills.

Comments: