

Program: Sociology and Sociology/Criminology BA/BSDate: May 29, 2015Completed by: Susan Calhoun-Stuber, Chair, Dept. of Sociology & AnthropologyAssessment contributors (other faculty involved in this program's assessment): Robert Dunkley

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 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? 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?
SLO #4 Students will be able to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.	Spring 2014	Using critical thinking rubric (attached), 13 student papers were scored by sociology faculty	Senior level critical thinking papers written during fall 2014 in an upper division course; # of papers = 13	90% of senior Sociology majors should be proficient on SLO#4	69% of the papers were scored proficient on SLO #4	Results fall below expectations of senior level student performance on SLO #4	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

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?
SLO #1 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 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.	Spring 2013	To consider using alternate assessment tools, rather than rely exclusively on the Sociology MFT which covers a different knowledge base than offered in the curriculum of our program.	Yes, the recommendations were acted upon during AY 2013-2104.	<p>SLO#1 and SLO#3 were not assessed in AY 2014-2015; attention in this cycle was focused on critical thinking because the results on this learning outcome were the lowest relative to expectations.</p> <p>The change in assessment methods from 2013 to 2014 allowed for more accurate assessment of SLO #1 in relation to theoretical perspectives covered in our curriculum; however because the results in the 2014 assessment for SLO #1 still fell below expectations, we will continue to examine content and assignments in core courses to determine what changes can be implemented in order to more effectively teach comprehension and application of major theoretical perspective in the discipline.</p> <p>In AY 2015-2016 the program assessment plan will be revised to include curriculum mapping and reevaluation of student learning outcomes, assessment measures, and assessment timeline.</p>
SLO#3 Students will learn to apply social analysis to substantive social issues and problems,	Not previously formally assessed	No recommendations for change in relation to SLO#3 as assessment results during AY 2013-2014 met expectations for senior sociology majors		See above action steps

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 inform crime-related social policy.				
SLO #4 Students will be able to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.	Spring 2013	To consider using alternate assessment tools, rather than rely exclusive on the Sociology MFT	Yes, the recommendations were acted upon during AY 2013-2104 and again in AY 2014-2015	The change allowed for appropriate 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: