

Program: Sociology and Sociology/Criminology BA/BSDate: June 1, 2016Completed by: Susan Calhoun-Stuber, Chair, Dept. of Sociology & AnthropologyAssessment contributors (other faculty involved in this program's assessment): Colleen Hackett, Tim McGettigan, Chris Messer, Jennifer Schlosser-Couch

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, 2016. You'll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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 1a Students will be able to comprehend and	Fall 2013 & Spring 2014	Assessment test developed by department	12 Seniors (prospective 2016	Since we are still in the process of	Student scores were lower than	The results of the pilot test raise questions about	1. While this does not address program changes, we need to

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 (different theoretical approaches).			graduates)	developing our own assessment test, we have not yet set benchmarks for each of the SLOs	anticipated on the pilot test given at the end of the spring 2016 semester	the assessment tool that we've developed as a means to effectively assess SLO 1a; the test will be administered to summer and fall graduates and results from all 3 semesters will be used to direct the changes mentioned in column "h"	continue to work on developing a quality assessment test; this should include item analysis and possible revisions to ensure that the exam is a reliable and valid assessment instrument of SLOs 1a, 2, and 3 2. Continued review of the curriculum and course content in core courses; this should include closer examination of our curriculum map and course assignments designed to address SLOs
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,	Spring 2013	Assessment test developed by department	12 Seniors (prospective 2016 graduates)	Since we are still in the process of developing our own assessment test, we have not yet set benchmarks for each of the SLOs	Student scores were lower than anticipated on the pilot test given at the end of the spring 2016 semester	The results of the pilot test raise questions about the assessment tool that we've developed as a means to effectively assess SLO 2; the test will be administered to summer and fall graduates and results from all 3 semesters will be	See above

and give examples of various methods used in sociological research on contemporary societies, and b.) recognize and interpret research methodologies used in sociological literature.						used to direct the changes mentioned in column "h"	
SLO 3 Students will learn to apply social analysis to substantive social issues and problems, including such areas as deviance, ethnicity, gender, inequality, power, and globalization. Specifically, they will be able to apply sociological theories and methods to these substantive areas in order to understand social problems and inform social policy	Fall 2013 & Spring 2014	Assessment test developed by department	12 Seniors (prospective 2016 graduates)	Since we are still in the process of developing our own assessment test, we have not yet set benchmarks for each of the SLOs	Student scores were lower than anticipated on the pilot test given at the end of the spring 2016 semester	The results of the pilot test raise questions about the assessment tool that we've developed as a means to effectively assess SLO 3; the test will be administered to summer and fall graduates and results from all 3 semesters will be used to direct the changes mentioned in column "h"	See above

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?
<p>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.</p>	<p>Spring 2015</p>	<p>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</p> <p>Revise the program assessment plan to include curriculum mapping; also reevaluate student learning outcomes, assessment measures*, and assessment timeline.</p> <p>*To consider using alternate assessment tools, rather than rely exclusive on the Sociology MFT; consider methods that are less labor intensive and at the same time would increase the number of majors who participate in program assessment</p>	<p>Some recommendations were acted upon; time limitations prevented follow through on all recommendations from the previous assessment.</p> <p>1. We started the process of examining program curriculum and developed a curriculum map in fall 2015 to map all program SLOs, including SLO 4 – critical thinking, to the required core courses.</p> <p>2. The remainder of the assessment cycle was devoted to developing a internal program assessment test once the decision was made in fall 2015 to develop this as a primary assessment method for the sociology program.</p>	<p>1. The changes are still in process and SLO 4 was not assessed in this year's assessment cycle, so there are no results to report at this time specific to SLO 4. Next steps involve a more extensive review and discussion of how to most effectively address critical thinking and analytic skills in the program's required core courses.</p> <p>2. We need to further update our program assessment plan; this should include an updated assessment timeline specifying when each SLO will be assessed during the next 3-5 years. Completing the update in fall 2016 will help determine a realistic time frame for completing task 1 above and assessing SLO 4 after program changes have been made.</p>

<p>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 (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.</p>	<p>Fall 2013 & Spring 2014</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>	<p>Some recommendations were acted upon; time limitations prevented follow through on all recommendations from the previous assessment.</p> <p>1. We started the process of examining program curriculum and developed a curriculum map in fall 2015 to map all program SLOs, including SLO 4 – critical thinking, to the required core courses.</p> <p>2. The remainder of the assessment cycle was devoted to developing a internal program assessment test once the decision was made in fall 2015 to develop this as a primary assessment method for the sociology program.</p> <p>3. At present, the program assessment test is intended to assess 3* of the 4 program SLOs</p> <p>*SLO 1b aligns with SLO 4, critical thinking which is presently on a different assessment cycle.</p>	<p>1. We developed an internal program assessment test and completed the first pilot of the test at the end of the spring 2016 semester. Next steps in relation to assessing SLO 1a are specified on page 2 of this report.</p> <p>2. We need to further update our program assessment plan; this should include an updated assessment timeline specifying when each SLO will be assessed during the next 3-5 years. Completing the update in fall 2016 will help determine a realistic time frame for completing task 1 above and assessing SLO 1a (and SLOs 2 & 3) after program changes are made and the final version of our assessment test is adopted.</p>
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Comments: