

Program: Sociology and Sociology/Criminology BA/BS

Date report completed: June 1, 2017

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Assessment contributors (other faculty involved in this program’s assessment): Colleen Hackett, Tim McGettigan, Chris Messer, Jennifer Schlosser

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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2017. You’ll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>.

Please describe the 2016-2017 assessment activities for your program in Part I. Use Column H to describe improvements planned for 2017-2018 based on the assessment process. In Part II, please describe activities engaged in during 2016-2017 designed to close-the-loop (improve student learning in the program) based on assessment activities and the information gathered in previous cycles. Thank you.

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

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? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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 that level?	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 1a</b> Students will be able to comprehend and criticize the major theoretical perspectives that inform modern	Spring 2016	Assessment test developed by department	25 senior sociology majors	No firm benchmarks have been set as we decided to use this and	Student scores across all three administrations of the test (spring	Based on the results of multiple administrations of the test between May 2016 & May 2017, we have	1. No program changes are planned based on the results of this year’s assessment results, but we do need to decide whether we want to continue to work on the development of an

<p>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).</p>				<p>the prior assessment cycle do pilot the test we developed and then, if the exam in its present or a revised form is adopted as our primary assessment tool for SLO1a, establish a benchmark at that time (AY 2018-2019).</p>	<p>2016, fall 2016, and spring 2017) were consistent, although lower than expected.</p>	<p>reservations about the assessment tool's effectiveness for providing a valid measure of SLO 1a.</p>	<p>internal assessment test for any of the following SLOs in our assessment plan: SLO 1a, 2, &amp; 3. If the decision is to continue working on developing the test, this will be a primary focus in the 2017-2018 assessment cycle along with assessing different SLOS than those assessed in this cycle, per our assessment plan.</p> <p>2. During this past year, based on last year's assessment results, we began a review of the sociology curriculum and major requirements; next year we will continue this review with attention to the content of core courses; we plan to continue our efforts to develop a separate criminology major, with implications for future assessment cycles.</p>
<p><b>SLO 2</b> Students will learn to apply a range of research methods in conjunction with sociological theory in order to explain and analyze complex social relations</p>	<p>Spring 2016</p>	<p>Assessment test developed by department</p>	<p>25 senior sociology majors</p>	<p>No firm benchmarks have been set as we decided to use this and the prior assessment</p>	<p>Student scores across all three administrations of the test (spring 2016, fall 2016, and</p>	<p>Based on the results of multiple administrations of the test between May 2016 and May 2017, we have reservations about the assessment</p>	<p>See above</p>

<p>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 on contemporary societies, and b.) recognize and interpret research methodologies used in sociological literature.</p>				<p>cycle do pilot the test we developed and then, if the exam in its present or a revised form is adopted as our primary assessment tool for SLO 2, establish a benchmark at that time (AY 2018-2019).</p>	<p>spring 2017) were consistent, although lower than expected.</p>	<p>tool's effectiveness for providing a valid measure of SLO 2.</p>	
<p><b>SLO 3</b> 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</p>		<p>Assessment test developed by department</p>	<p>25 senior sociology majors</p>	<p>No firm benchmarks have been set as we decided to use this and the prior assessment cycle do pilot the test we developed and then, if the exam in its present or a revised form is</p>	<p>Student scores across all three administrations of the test (spring 2016, fall 2016, and spring 2017) were consistent, although lower than expected.</p>	<p>Based on the results of multiple administrations of the test between May 2016 and May 2017, we have reservations about the assessment tool's effectiveness for providing a valid measure of SLO 3.</p>	<p>See above</p>

policy				adopted as our primary assessment tool for SLO 2, establish a benchmark at that time (AY 2018-2019).			
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Comments on part I:

**PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 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?
Same SLOs at indentified in Part I of this report	Spring 2016	Continue to work on developing a valid assessment test for sociology majors.	Yes, additional administrations of the test provided more data to help determine whether the test is an effective means for assessing SLOs 1a, 2, and 3.	Results gathered from May 2016-May 2017 show consistent, but lower than expected student performance.

Comments on part II: