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Sociology Learning Goals
Assessment Report
2018-19

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Submitted by Ken Laundra, Program Director for Sociology
06/15/2019

Sociology & Criminal Justice: History and Context

The Department of Sociology & Criminal Justice was founded in Fall 2019, following the departure of Organizational Leadership from the department (moved to Tabor School of Business) and the creation of a full-scale Criminal Justice program in Fall 2018 that was developed as an interdisciplinary program, but one that was intended to pair most closely with the Sociology program. This pairing augment and enhances both programs, through collaborative teaching, research, and scholarship intended to provide both students and faculty in these programs with amplified, invigorating, and interdisciplinary interactions both in and out of the classroom. For Criminal Justice, Sociology serves as an academic home, providing the social scientific and theoretical backbone of the Criminal Justice program. To that end, courses offered in Sociology for Criminal Justice include Social Statistics, Research Methods, Criminology, Deviance and Restorative Justice. For Sociology, Criminal Justice provides a practically-applied curriculum that fosters interdisciplinary interest in the field of criminal justice, political science, law and legal studies, communication, human services and psychology, and is intended to inspire students to consider the myriad of careers in the field. Sociology benefits from the collaboration with Criminal Justice by exposing students to these careers, since most students who express interest in sociological studies are largely unaware of the multitude of academic and career opportunities that exist in these dual fields. Thus, students pursuing coursework in either major will have a clearer picture of the academic and occupational landscape, allowing them to more easily imagine their professional futures. Faculty and students also benefit from increased opportunities for collaborative performance learning projects, either in our classrooms or via service projects sponsored by the jointly-run student organization, the Sociology and Criminal Justice Club at MU.

The Department of Sociology & Criminal Justice continues to contribute substantially to the University Studies curriculum, offering several cross-listed courses as IN 140, IN 251 and IN 350. We also offer courses in the Environmental Studies major/minor and the Gender Studies minor, among others. We continue to offer performance learning opportunities in courses such as Environmental Sociology, Sociological Analysis (capstone), Criminal Justice/Sociology Internships, Deviance, Criminology, Restorative Justice, Forensics and others.

For Sociology, the goal of these program developments is to:
- further integrate our sociology program into the larger University mission through additional collaborative curriculum (e.g. University Studies, Environmental Studies, Criminal Justice, Gender Studies minor).
- Increase the number of courses offering performance learning opportunities.
- Increase the number of available hybrid, accelerated and/or online courses to allow our students more flexible options for their coursework.

Sociology Major: Student Learning Goals

The learning goals for the Sociology major are:
1. Students will demonstrate the ability to analyze personal and social experiences by applying the sociological imagination.
2. Students will demonstrate the ability to use sociological analysis to explain the structural inequalities of race, class, and gender.
3. Students will examine certain facets of globalization and global inequality, and the value of living in a diverse global environment.
4. Students will demonstrate the ability to design a sociological research project and communicate its findings in accordance with the professional standards of the discipline.

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The sociology faculty are committed to the Millikin mission and have designed a curriculum that intentionally prepares majors for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who are capable of thinking critically from a sociological perspective. The Sociology learning goals fit with the Millikin University Mission in the following ways:

Sociology graduates achieve the goal of *professional success* by demonstrating their ability to:
   a.   analyze personal and social experiences by applying the sociological imagination,
   b.   use sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships, and
   c.   design a sociological research project and communicate its findings in accordance with the professional standards of the discipline.

Sociology majors will develop a discipline-based understanding of *citizenship in a global environment* goal by:
   a.   using sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships,
   b.   examining certain facets of globalization and global inequality, and the value of living in a diverse global environment, and
   c.   designing a sociological research project and communicating its findings in accordance with the professional standards of the discipline.

Sociology majors discover and develop a *personal life of meaning & value* as they:
   a.   analyze personal and social experiences by applying the sociological imagination,
   b.   examining certain facets of globalization and global inequality, and the value of living in a diverse global environment, and
   c.   use sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships.

The Major in Sociology: A snapshot

A major in sociology provides the student with an understanding of the social causes of human behavior, as well as a familiarity with the basic processes of social life. Toward this end, course work focuses on both theoretical approaches to the study of human behavior and empirical research methods, including survey research and computer analyses. Students may choose to pursue a Bachelor of Arts or a Bachelor of Science degree. The sociology curriculum serves students who wish to 1) pursue social service as a career; 2) graduate study in sociology; 3) develop skills for careers in social service agencies such as law and law enforcement, counseling, administration, management, teaching, diversity training, and social, political or market research and; 4) complement academic specialization in other fields (such as business, law, communication, and nursing) with the group-level perspective on social behavior which is increasingly being demanded of professionals and managers. Students anticipating graduate study in sociology and social research are encouraged to elect additional course work in organizational leadership, psychology, history, political science, philosophy and communication.

A total of 124 semester credit hours are required to complete the Bachelor of Science or a Bachelor of Art degree in Sociology. It is made up of 2 parts:

   1.   University Graduation Requirements
   2.   Required Sociology Courses

1. **University Graduation Requirements (91 credits)**
     Complete the required University graduation curriculum plus electives for a total of 124 credits.

2. **Required Sociology Courses (33 credits)**
      Sociology 100. Introduction to Sociology

Basic Skills
SO201. Statistical Methods in the Behavioral Sciences
SO221. Methods of Social Research
SO250. Approaches to Sociological Theory

Fundamentals
SO320. Social Stratification
And one of the following: SO330, Sociology of Gender; SO315, Multiculturalism & Diversity; SO326, Economy & Society

Capstone Course
SO450. Sociological Analysis

Additional Course Work
Students must choose four additional courses from Sociology, Communication, Organizational Leadership or approved courses from Human Services, Psychology and Communication.

Performance Learning in Sociology
Performance learning experiences are offered in the following courses:

Sociological Analysis/Capstone (SO 450)
Students have a choice to either 1) develop an original research proposal and conduct that study or 2) spend 10 hours volunteering at a local social service agency and conduct a program evaluation or 3) attend the Chicago Center for Urban Life & Culture for part or all of the semester. Students choosing either option are required to integrate major sociological concepts learned from other sociology courses in a final paper/portfolio.

Environmental Sociology (SO 390)
Students are required to perform 8 hours of service collaboration with a local environmental agency or program, such as Good Samaritan/Mercy Gardens (community gardening), Dennis Lab School (gardening with 3rd graders), the Environmental Affairs Council (project development, river and street cleanups) or other approved agencies in the community. Students reflect on this service learning experience in a final paper that requires considerations of ethical issues tied to course concepts that are consistent with Learning Goal 3 (SO 390 is also cross listed as an IN 350 course).

Juvenile Delinquency (SO 211) and Restorative Justice (SO 312)
Students attend at least one Teen Justice session, or other restorative justice session, where they are exposed to the practice of restorative justice, tied to the Criminal Justice program goals as well. Students then reflect on their observations in a final paper that requires them to relate their observations to course theories and concepts.

Sociology/Criminal Justice Internship (SO 470)
Students are placed at a local social service or criminal justice agency where they spend 120 hours of volunteer time observing and interacting with clientele in these programs, and then reflect on their experience in a substantial portfolio that includes a final paper, tying to at least 3 major sociological (or criminal justice) concepts from sociology and CJ courses they've taken in the past.

Sociology & Criminal Justice Club
Students are invited to actively participate in the Sociology and CJ Club where regular projects, events (social activism or educational events) are planned and implements by members.

Sociology: The Learning Story

The sociology major uses the scientific method to study social groups and processes. Majors are intentionally exposed to key social factors influencing human behavior and human organization, as well as the methods for critically analyzing social patterns and values through their coursework in Sociology.

As students proceed through their plan of study, taking introductory, sociology fundamentals, a capstone, and elective course work in specialty areas of the discipline, they are exposed to the theoretical explanations and empirical evidence regarding a variety of social arrangements and come to recognize that it is only possible to understand their own identities in the context of the social groups to which they belong. Majors learn that by examining the diversity of human experience we are ultimately able to locate and define ourselves, and how social inequalities, particularly those surrounding race, class and gender, directly impact their personal and social lives. Sociology course work also helps majors develop strong analytical and quantitative reasoning skills from their required statistics and research methods courses. Students continue to learn the power of the scientific method of inquiry as they engage in research in the community and how to use computer-based statistics packages for analyzing and interpreting social data. These senior experiences culminate with the development of a research project in Research Methods, later followed through in their Capstone class and, along with an optional/elective Sociology Internship offering, such projects are often paired with local organizations within the larger Decatur community.

Beyond exposure to the discipline, students learn skills necessary to assess and critically evaluate the diversity of human experiences, especially the impact of diversity as characterized by race, class, and gender of groups. The integration of performance learning and experiential education throughout the sociology curriculum creates a pervasive theme that pushes students to examine questions of ethics and values as they study issues of social inequality and interpret the social forces producing such inequality. Whether studying race and ethnicity, criminology, deviance, or urban and/or environmental sociology, students learn to synthesize existing theoretical knowledge using research findings to develop practical solutions. Their training enables and empowers sociology majors to critically analyze complex, real-world problems, evaluate the merits of various solutions, and appreciate the role diversity plays in the analysis of human behavior, and its ethical implications for their personal and professional lives. In sum, the sociology major integrates the general education and major curriculum with pre-professional experiences (performance learning) and mentor relationships, to mirror the University goals of professionalism, citizenship, and a life of personal meaning and value by advocating and demonstrating the impact of life-long learning and service.

Assessment Approach

This assessment plan is designed to determine the success of the Sociology curriculum at impacting the goals of both Millikin and the Sociology Major (see both goals below). This will be done on two levels: 1) collecting data from artifacts (assignments) and from student evaluations (part 2 measuring program goals) and 2) Sociology faculty continually looking for opportunities to improve student success by analyzing the trend results of the assessment over time and implementing needed changes.

First, artifacts from designated courses are evaluated by the Sociology faculty (Capstone, Research Methods, and Social Stratification and/or Multiculturalism & Diversity) that intentionally measure our individual learning goals, using written assignments submitted as part of the regular coursework for that class. A random sample of three students from each population are given a rating of green (4-5 points), yellow (2-3 points) or red (0-1 point). Green implies the learning goal has been achieved, yellow that the students have made progress toward the goal, and red means the students are new to or significantly below acceptable levels on the goal. The sociology faculty will review the artifacts annually to determine the number of students in each rubric category and record artifact scores. The Sociology Program Director will then develop the percentages and averages as defined on the assessment grid below and prepare the annual report for the University and accrediting bodies, to include trend performance over time by July 1 each year. Additionally, students are asked by each sociology faculty to submit these artifacts to the University Studies/IN Assessment Committee in electronic form to the Assessment website, as instructed by the IN Assessment Committee for archiving, analysis and accreditation purposes (not reported here).

Second, using SPSS, we annually enter the current year data from key courses (Capstone, Social Stratification and/or Multiculturalism & Diversity, and Research Methods), using responses from page 2 of the Student Evaluation Form in Sociology-SEFS (below). These questions present a 1-10 scale that measures students' perceived learning growth on key sociological concepts at the end of the course, compared to the beginning of the course. Means tests (t-tests) are used to determine course and program trends over time for each class, and for each of four key concepts. Although Introductory Sociology (SO100) is somewhat problematic for assessing conceptual learning in Sociology for our majors, because students in this class are typically NOT sociology majors, we collect and analyze data anyway because all three learning goals are represented and taught in both sections (Laundra and Chavez) so it serves as a general indicator of learning across all students who take this introductory course, majors and others. Sociology faculty can also add specific course concepts that may not be represented on the Student Evaluation form (page 2) for their own pedagogical interest.

Assessment Methods and Data
To measure our learning goals, we use two basic tools for analysis:

1. RANDOM ARTIFACT ASSESSMENT: A randomized collection and analysis of student work assigned in class, where we assess student responses to questions posed to gauge student learning of our four major learning goals (see above).

2. STUDENT EVALUATION FORM (SEF): This student evaluation form, administered as an exit survey, has been developed to:
   a. supplement the online student evaluations distributed by the University (SIRs). Because we are finding that the very low numbers of students completing the online University SIR's results in unreliable data for evaluating faculty, we decided to supplement that data with our own student evaluation form (SEF), which is distributed in class using past protocols (where the form is distributed and collected in class by someone other than the professor, and where the professor is not present; confidential and anonymous). Our student evaluation purposely poses the exact same questions as asked in the online University SIR, for comparative purposes.
   b. include some specific, closed and open-ended questions geared toward measuring specific course concepts, to be used as part of this annual program assessment of student learning.

Learning Goal 1 (SOCIOLOGICAL IMAGINATION) is assessed in Sociological Analysis SO450, the capstone course, which is only populated by senior sociology majors, making the course preferable over other sociology courses that invite students to engage in the sociological perspective. This goal will be assessed through an analysis of the final paper, which asks students to write specifically to this learning goal (the sociological imagination) by employing major sociological theories and concepts in either 1) a program evaluation or 2) conducting original research tied to these theories and concepts. The assignment also requires students in this course to reflect on personal experiences that would suggest a learned appreciation for the sociological perspective. Three final papers will be randomly selected for assessment.

Learning Goal 2 (STRATIFICATION/INEQUALITY) is assessed in SO 320 Social Stratification, our required fundamentals course, through an analysis of the final paper, which asks students to reflect on various forms of social inequality such as race, class and gender, by employing learning materials from the course relevant to these subjects. Although other courses in sociology speak to this learning goal, these courses were not determined to be an appropriate measure of learning in the discipline. For example, although SO 100 contains content on race, class and gender issues, this course serves predominantly freshmen and non-sociology majors. Other courses like Environmental Sociology, Sociology of Popular Culture & Media, and Deviance, are cross-listed as IN courses and also have many non-majors which makes them poor choices for measuring learning of our majors. A random sample of 3 proposals from Sociology majors will be assessed.

Learning Goal 3 (MULTICULTURALISM/DIVERSITY) is assessed by evaluating final assignments that students submit while they are students in SO 320, Social Stratification and/or SO 313, Multiculturalism & Diversity. A random sample of 3 papers from Sociology majors in this course will be assessed.

Learning Goal 4 (METHODS/RESEARCH DESIGN) is assessed by evaluating the proposal for a research project that students submit while they are students in SO221, Methods of Sociological Research. A random sample of 3 proposals from Sociology majors in the course will be assessed.

All four goals are also assessed using the Student Evaluation Form for Sociology (SEF), measuring student learning of four key concepts in sociology. In addition, both sections of Introductory Sociology are evaluated using the same SEF data, another indication of key concepts learned in the program. See Assessment Rubric and Student Evaluation Form for Sociology below.

Assessment Rubric

Learning Objectives	Nominal (0-1 point)	Adequate (2-3 points)	Excellent (4-5 points)
Goal 1: Ability to analyze personal & social experiences by applying the sociological imagination. (Capstone final assignment for SO 450)	Fails to understand or use the sociological imagination in problem solving or interpreting personal & social experiences. Fails to adhere to the ethical principles & standards of sociology & shows minimal ability to match personal values to life goals.	Adequate understanding & ability to evaluate personal & social experiences using the sociological imagination. Can, with minimal ethical errors or deviations from professional standards, apply their knowledge & skills to serve professional & community needs.	Demonstrates thorough & insightful ability to evaluate personal & social experiences using the sociological imagination. Rigorous & conscientious appreciation of how the ethical principles & standards of sociology impact society as shown in their professional & community activities.
Goal 2: Ability to use sociological analysis to explain the structural inequalities race, class, & gender. (Final assignment for SO320)	Minimal understanding of the effects of race, class & gender on society, inability to develop hypotheses or solve problems using a sociological analysis.	Adequate understanding & ability to evaluate the impact of race, class, & gender on society, some evidence of the ability to create hypotheses or solve problems using sociological analysis.	In-depth synthesis of perspectives of race, class, & gender & their societal impact, & can readily develop hypotheses & solve problems using sociological analysis.
Goal 3: Ability to examine impacts of globalization and global inequality including the value of living in a diverse global environment (Final assignment for SO 320 and/or SO 313)	Minimal understanding of the impacts of globalization, including the value of living in a diverse global environment.	Adequate understanding of the impacts of globalization, including the value of living in a diverse global environment.	Demonstrates thorough and insightful understanding of the impact of globalization, including the value of living in a diverse global environment.
Goal 4: ability to design a sociological research project and communicate its findings in accordance with the professional standards of the discipline. (Research Proposal for SO221)	Proposal fails to demonstrate an ability to design a research project and communicate its findings.	Proposal adequately demonstrates an ability to design a research project and communicate its findings.	Proposal demonstrates an ability to design a research project and communicate its findings to an excellent degree.

Student Evaluation Form

Instructions: Please answer these questions as honestly as you can, so we can use this feedback to improve our classes in a way that will help future students get the most out of the class. Your evaluation of my class is important to me, and I read *all* your responses, *especially your written comments*, to make the class better each year. Your sincere effort in this evaluation is greatly appreciated! It should take about 5-7 minutes. ***DO NOT WRITE YOUR NAME ON THIS SURVEY!***

Course Organization & Planning Instructions: *circle the number that best represents your agreement or disagreement with each of the following statements*	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The instructor was prepared for each class	5	4	3	2	1
The instructor used class time well	5	4	3	2	1
The instructor demonstrated command of the subject matter	5	4	3	2	1

Communication	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The instructor had enthusiasm for the course	5	4	3	2	1
The instructor had challenging questions or problems	5	4	3	2	1
The instructor was accessible to you when needed	5	4	3	2	1

Overall	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Overall, the instructor for this course was excellent	5	4	3	2	1
Overall, this course was excellent	5	4	3	2	1

Compared to other courses you've had at Millikin, how would you rate this ***course*** (circle one number)?

One of the best	Pretty good	Average	Not very good	One of the worst
5	4	3	2	1

What is one thing you either LIKED or DISLIKED about this ***course*** (course content, NOT the instructor/professor)?

_____
_____

Compared to other professors/instructors you've had at Millikin, how would you rate ***the instructor/professor***?

One of the best	Pretty good	Average	Not very good	One of the worst
5	4	3	2	1

What is one thing you either LIKED or DISLIKED about the ***instructor/professor***?
_____

What would you suggest I do DIFFERENTLY for future classes, to improve the experience for students?
_____

Are you a sociology major or minor (circle one)?   1 YES   2 NO

Did you take this course to fulfill a University Studies (IN) requirement (circle one)? 1 YES   2 NO

Consider your understanding of the following concepts BEFORE and AFTER you took this course, and rank your understanding on the following scale, where **0 = *Not at All*** and **10 = *Very Well*** (circle one number for each):

	BEFORE COURSE		AFTER COURSE	
	Not at all ... Very well		Not at all ... Very well	
The Sociological Imagination	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
Stratification/Inequality	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
Multiculturalism/Diversity	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
Sociological Methods/ Research Design	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
OTHER _____ (*only answer if concept provide*)	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	

*Thank you for taking the time to evaluate your professor and this course. Your responses will help us to improve the sociology program. **Do not write your name on this survey**. Your answers will remain confidential and anonymous (only aggregate data will be used for program assessment). If you have any questions or concerns about this survey, please contact Ken Laundra (klaundra@millikin.edu), Program Director, Sociology.*

Assessment Results: Random Artifact Assessment

Learning Goal 1 – Using the Assessment Rubric and following a meeting with the sociology program director to "norm" the ranking of assignments more generally, the professor who teaches the relevant course ranked 3 random artifacts (course assignments) for the course, SO450 (Capstone), which includes a question specifically written for this learning goal. The sample papers were scored on a five-point scale (according to the Assessment Rubric), and the mean/average is reported below.

Learning Goal 2 – Using the Assessment Rubric and following a meeting with the sociology program director to "norm" the ranking of assignments more generally, the professor who teaches the relevant course ranked 3 random artifacts (course assignments) for the course, SO320 (Social Stratification), which includes a question specifically written for this learning goal. The sample papers were scored on a five-point scale, and the mean/average is reported below.

Learning Goal 3 – Using the Assessment Rubric and following a meeting with the sociology program director to "norm" the ranking of assignments more generally, the professor who teaches the relevant course ranked 3 random artifacts (course assignments) for the course, SO320 (Social Stratification) and/or SO 315 (Multiculturalism & Diversity), which includes a question specifically written for this learning goal. The sample papers were scored on a five-point scale, and the mean/average is reported below.

Learning Goal 4 – Using the Assessment Rubric and following a meeting with the sociology program director to "norm" the ranking of assignments more generally, the professor who teaches the relevant course ranked 3 random artifacts (course assignments) for the course, SO221 (Research Methods), final proposal. The sample proposals were scored on a five-point scale, and the mean/average is reported below.

Summary of Assessment of Student Learning for the Learning Goals

	2011-2012	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Learning Goal 1	4.30	4.30	Not available	4.40	4.0	3.7	4.0
Learning Goal 2	3.50	Not available	Not available	Not available	3.90	3.7	4.2
Learning Goal 3	Not available	Not available	Not available	Not available	Not available	3.7	4.0
Learning Goal 4	3.20	3.67	Not available	3.50	3.50	3.7	3.8

*data unavailable for some years; learning goal 3 added in 2017-18

Multiple-Year Trend for the Assessment of Student Learning in Sociology
Percent of Students Achieving at an Acceptable Level

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Learning Goal 1	100	67	100	NA	100	NA	100	100	100	100
Learning Goal 2	86	100	83	NA	NA	NA	NA	100	100	100
Learning Goal 3	NA	NA	NA	NA	NA	NA	NA	NA	100	100
Learning Goal 4	80	67	83	NA	100	NA	100	100	100	100

*Learning goal 3 added in 2017-18

Assessment Results - SEF: Sociological Concepts (paired samples t-test)

All 4 Sociological Concepts – all course SEF – Fall 18-Spring 19

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		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sociological Imagination-BEFORE	4.14	120	2.879	.263
	Sociological Imagination-AFTER	7.62	120	1.615	.147
Pair 2	Stratification and Inequality-BEFORE	5.11	121	2.698	.245
	Stratification and Inequality-AFTER	8.07	121	1.627	.148
Pair 3	Multiculturalsm and Diversity-BEFORE	5.73	120	2.659	.243
	Multiculturalism and Diversity-AFTER	8.08	120	1.620	.148
Pair 4	Research Methods and Design-BEFORE	4.21	120	2.663	.243
	Research Methods and Design-AFTER	7.35	120	1.886	.172

Paired Samples Test

		Paired Differences					Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	t	df	
Pair 1	Sociological Imagination-BEFORE - Sociological Imagination-AFTER	-3.475	2.550	.233	-14.927	119	.000
Pair 2	Stratification and Inequality-BEFORE - Stratification and Inequality-AFTER	-2.959	2.285	.208	-14.240	120	.000
Pair 3	Multiculturalsm and Diversity-BEFORE - Multiculturalism and Diversity-AFTER	-2.342	2.060	.188	-12.452	119	.000
Pair 4	Research Methods and Design-BEFORE - Research Methods and Design-AFTER	-3.142	2.607	.238	-13.203	119	.000

Sociological Concept 1: Sociological Imagination
*data obtained from SEF in SO 100/Intro Sociology (2 sections), Fall-Spring semester of this academic year

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sociological Imagination-BEFORE	3.05	56	2.354	.315
	Sociological Imagination-AFTER	7.46	56	1.501	.201

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sociological Imagination-BEFORE & Sociological Imagination-AFTER	56	.358	.007

Sociological Concepts 2: Social Stratification and Inequality
*data obtained from SEF in SO 320/Social Stratification, Fall semester of this academic year

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Stratification and Inequality-BEFORE	4.62	26	2.913	.571
	Stratification and Inequality-AFTER	8.23	26	1.531	.300

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Stratification and Inequality-BEFORE & Stratification and Inequality-AFTER	26	.352	.077

Sociological Concepts 3: Multiculturalism and Diversity
*data obtained from SEF in SO 320/Social Stratification, Fall semester of this academic year

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Multiculturalsm and Diversity-BEFORE	6.73	15	1.486	.384
	Multiculturalism and Diversity-AFTER	9.07	15	.704	.182

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Multiculturalsm and Diversity-BEFORE & Multiculturalism and Diversity-AFTER	15	.360	.188

Sociological Concepts 4: Sociological Methods/Research
*data obtained from SEF in SO 221/Research Methods, Fall semester of this academic year

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Research Methods and Design-BEFORE	3.88	25	3.113	.623
	Research Methods and Design-AFTER	7.20	25	1.936	.387

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Research Methods and Design-BEFORE & Research Methods and Design-AFTER	25	.419	.037

Discussion

For the first assessment procedure, we took a sample of 3 artifacts for each goal and assessed them according to the rubric. We then calculated the average score for the artifacts for each learning goal and split the range into three equal parts: 0-1 = Nominal (Red); 2-3 = Adequate (Yellow); 4-5 = Excellent (Green). Using this methodology, the mean score for **Learning Goal #1 was 4.0 (Excellent), Learning Goal #2 was 4.30 (Excellent), Learning Goal #3 was 4.00 (Excellent) and Learning Goal #4 was 3.70 (Adequate/Yellow).** We also show a multiple-year trend for the percentage of artifacts receiving at least a 3 (Adequate). Assessment results show that students remained at the Excellent level (average 4-5) for Learning Goals 1-4.

We use SO 320 (Social Stratification) to measure Learning Goal 2 more precisely and corresponding to a program change in our "Fundamentals" requirement where Social Stratification and one course in either Multiculturalism & Diversity, Society and the Economy, or Gender Studies are now required instead of the former requirements. We have also introduced a new learning goal tied to understanding the need and benefits of living in a diverse, global environment (Learning goal #3) to compliment another new course taught by Dr. Chavez, SO 313 Multiculturalism & Diversity (which replaces a fundamental requirement, formerly Race & Ethnic Relations). In these meetings, we discussed these trends and our collective approach in maintaining an average score of at least 4.0 on each of the four learning goals, as well as discussing adding an appropriate assignment from SO 320 (Social Stratification) as an artifact for assessing Learning Goals 2 and 3 in future years.

For the second assessment procedure, preliminary results from our new database of student learning derived from an exit survey we've started to administer in the last few weeks of class (SEF) show statistically significant improvements in conceptual learning in all 4 concepts measured (P>.000). These scores were obtained by performing comparative means tests (paired sample t-test) of aggregate scores for each concept measured for the course designated for that concept used during the assessment period. Results are shown above.

Examining qualitative, open-ended comments from students on the Student Evaluation Form also reveals mostly positive remarks regarding the proficiency of the sociology professors (Laundra and Chavez) to convey these fundamental concepts in a manner in which most students can grasp. These comments can be found in the individual sociology professor's annual self-evaluation (we do not code all the open-ended comments for statistical analysis here).

Assessment Results Analysis

Overall, the Sociology program continues show both quantitative and qualitative evidence of success in teaching core sociological concepts tied to the University mission, and we find evidence of student satisfaction in the program as well. Scores for all four learning goals consistently rate as Excellent for the past several years.

Next Steps

In the Fall, the sociology faculty will meet to review our stated learning goals for the forthcoming year, discuss our learning goals and assessment progress this year by analyzing current data and trends, and to determine if any changes to curriculum or programming are deemed necessary going forward.

Submitted by: Kenneth Laundra on 06/15/2019