

## Annual Assessment Report

Please submit via LiveText or Word document emailed to the College Dean and Office of Institutional Effectiveness **not later than Friday, May 11, 2012.** **Supporting documentation may be submitted as an attachment.**

Note: For definitions, examples and further amplification please refer to the [Assessment Manual \(link\)](#)

### Academic Program Identification

Program (major): Sociology

Academic Unit: Sociology and Social Work

Assessment period: 2011-2012

Point of Contact: Kevin Modesto

### Academic Unit Statement of Purpose or Mission Statement

#### Mission Statement (filed June 2011)

To prepare students to apply a professional foundation, critical thinking, and a Christian perspective as they engage the evolving social world.

#### Changes to Mission Statement

The department intends to keep this mission as we are scheduled for a full program review during the 2012-2013 academic year at which time we intend to revise, develop, and expand the mission.

### Academic Program Learning Outcomes (PLOs)

Please list all the learning outcomes for the program. The PLOs should be the same as submitted for catalog copy. Show the alignment to PLNU Institutional Learning Outcomes (ILOs).

#### Program Learning Outcomes (filed June 2011)

- a. understand society, social behavior in groups and society
- b. develop competency in social research and social analysis
- c. prepare students for post-graduate education

d. prepare students for employment

#### Changes to Program Learning Outcomes

1. Sociology majors will be able to analyze society, social structures, and patterns of human thought and behavior.
2. Students will be able to navigate a world of rich cultural diversity.
3. Sociology majors will be able to conduct social research.
4. Students will be prepared to serve Christianly and competently in diverse vocational or social settings.

#### Program Curriculum Map

*Identify the courses in the curriculum where students are provided opportunities in the curriculum to gain knowledge and skills pertinent to the designated outcomes, at the levels of I= Introduced, D=Developed, M=Mastered.*

#### Curriculum Map (filed June 2011) attached (yes / no)

Yes

#### Changes to the Curriculum Map (may submit updates as an attachment)

Not at this point. We are entering program review this year. We will take a more systematic and critical look at the curriculum map at this point. See attached.

#### Program Three-year Assessment Schedule

*This identifies in which years the learning outcomes will be assessed, based on a two or three year cycle. This can be easily developed based on the courses identified to be assessed in the curriculum map.*

#### Assessment Schedule (filed June 2011): attached (yes / no) Yes

- An annual testing of seniors using the ETS's Major Field test in sociology.
- A periodic alumni survey
- A portfolio review of seniors work.

#### Changes to the Assessment Schedule (may submit updates as an attachment)

There have been no changes. We will develop new metrics during program review.

### **Program Assessment Methods**

*Indirect measures such as opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, etc. (adapted from CSU Fresno Annual Assessment Report Template).*

#### **Direct Measures of Program Learning Outcomes (required for each PLO)**

ETS Major Field Exam

Senior Thesis

#### **Indirect Measures (including alumni and student surveys)**

Internship supervisor evaluations

Alumni Survey

### **Assessment Activities (conducted during the current academic year):**

*Please provide information only on those PLOs which have been identified in the multi-year assessment schedule to be assessed for this academic year.*

### **Program Learning Outcomes, Criteria for Success**

*For each PLO assessed this year, please provide a description of the assessment methods and processes, and the criteria set for determining successful achievement of the learning outcome. Submit rubrics, exams, etc. in addition to this report as appropriate.*

#### **Assessment Schedule (filed June 2011): attached (yes / no)**

#### **1. Program Learning Outcome assessed during this academic year:**

*Understand society, social behavior in groups and society*

Method of Assessment

ETS

Criteria for Success

50% of students will be above the 50th percentile overall on the test

**2. Program Learning Outcome assessed during this academic year:**

*Develop competency in social research and social analysis*

Method of Assessment

ETS  
Senior thesis

Criteria for Success

75% of papers will receive at least a B; none will receive below C, as graded by panel not including instructor

**3. Program Learning Outcome assessed during this academic year:**

*Prepare students for post-graduate education*

Method of Assessment

Student application and acceptance rates at graduate school.

Criteria for Success

50% of students who apply for post-graduate studies will be accepted

**4. Program Learning Outcome assessed during this academic year:**

*Prepare students for employment*

Method of Assessment

Employment Rates

Internship evaluations

Criteria for Success

50% of students will be using knowledge of sociology in their work

## Closing the Loop – Summary Analysis, Curriculum Adjustment, and Program Improvement

### ***Summary of Data collected/ Analysis of Findings:***

*Present and discuss the results of the assessment conducted. Provide conclusions based on analysis of the data. Please include discussion on how and who reviewed the data.*

#### *PLO 1: Understand society, social behavior in groups and society*

Our students did not fare well on the ETS Field test. In fact, we failed to meet the goal of 50% of students scoring at or above the 50 percentile. Forty percent, 4 of 6, scored at or above the 50% with 2 additional students scoring just below at 47 and 48 percentiles. Suggesting our students are close to meeting the departmental goal.

However when we disaggregate the scores we did achieve the departmental goals for areas we actually address in the curriculum. Scoring at the 51<sup>st</sup> percentile for Research Methods, 53<sup>rd</sup> in multiculturalism, 54<sup>th</sup> in social institutions, 52<sup>nd</sup> Gender, and 51<sup>st</sup> globalization. Indicating the data do not necessarily, assess our program well.

#### *PLO 2: Develop competency in social research and social analysis*

All students successfully completed senior a thesis.

#### *PLO 3: Prepare students for post-graduate education*

One student applied and was accepted into the masters program of their choice.

#### *PLO 4: Prepare students for employment*

In the process of assessing. The only student taking internship in sociology received rave reviews, although the organization did not have any paid positions available.

### ***Use of Results (Recommendations and Planning Change):***

*Describe any changes that are going to be made based on the assessment process or result for this academic year or proposals submitted to GSC or APC based on this year's assessment results. If no changes were found necessary, please state this.*

#### ***PLO 1: Understand society, social behavior in groups and society***

The department extensively discussed the assessment results. In prior years we make minor curricular changes particularly to SOC 476 to improve the outcomes on the ETS in particular. This year we questioned the validity of the ETS Several questions emerged out of our discussion and consultation with Mary Allen:

First, does the ETS really assess what we teach? Our students do score better in areas that are a part of our curriculum.

Second, there are no direct ties to a student's evaluation; thus we question if there is any motivation to succeed.

Third, the majority of the students, 6 of 10, taking the ETS were criminal justice majors, not general sociology majors. Their curriculum is much more focused.

#### ***PLO 2: Develop competency in social research and social analysis***

The department is in the process of developing rubrics to increase the reliability and validity of the assessment of the senior thesis.

#### ***PLO 3: Prepare students for post-graduate education***

The majority of sociology majors do not pursue graduate education in the field. In recent years, all of the students interested in graduate school have been accepted in their desired fields. We have discussed creating a resource for students interested in graduate education.

#### ***PLO 4: Prepare students for employment***

We are in the process of developing and implementing an alumni survey. It will be completed by the end of the summer and implemented in fall 2012.

Our measures do not really address our desired learning outcomes. As indicated above we are in the process of revising our learning outcomes and will develop more appropriate measures in the coming year.

Sociology Curriculum Map				
Course	Learning, Informed by our Faith in Christ	Demonstrate God-inspired development and understanding of others,	Growing, in a Christ-Centered Faith Community	Serving, in a Context of Christian Faith
<b>Outcome:</b>	think critically, analytically, and creatively	Diversity Sensitive Practice: Values	live gracefully within complex environmental and social contexts.	serve both locally and globally.
SOC 101	Introduced	Introduced	Introduced	Introduced
SOC 103; SOC 201; or SOC 250	Developed	Developed	Developed	
SOC 260	Developed and Practiced	Developed and Practiced	Developed and Practiced	
SOC 415	Developed		Introduced	
SOC 460	Developed: Critical Thinking & Practiced	Developed and Practiced	Developed and Practiced	Introduced
SOC 476	Mastery		Developed and Practiced	