

PROGRAM OUTCOMES ASSESSMENT REPORT

SOCIOLOGY PROGRAM

DEPARTMENT OF BEHAVIORAL SCIENCES

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

FALL 2011

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DEPARTMENT AND DEGREE PROGRAM:

Department: Behavioral Sciences

Program: Sociology

AUTHOR, SEMESTERS COVERED, AND DATE FILED:

Primary Report Author: Dr. Jane A. Elder

Semesters covered: Fall 2010, Spring 2011, Summer 2011

Date Filed: September 10, 2011

PROGRAM MISSION

The mission of the Sociology program is to provide the intellectual basis and appropriate perspective for examining society and social behavior. This perspective is vital to the development of an educated and tolerant public. It is also significant for training students for entry into social service positions. The primary and enduring function of the program is to provide quality sociological education that enriches students and, therefore, the communities in which they reside.

The SOSU Vision 2010 states that, “Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution.” These are central themes of the Sociology program as expressed in the program goals provided below. The program mission and the university mission are compatible in that graduates of the program should be able to provide for the totality of social life and analyze many of the problems faced in an increasingly complex and global society.

With several courses that carry upper-division, liberal arts and sciences credit, the Sociology program enhances the overall ability of a Southeastern graduate to analyze and comprehend the local and global communities in which they live. In addition, the Sociology program remains a vital component of the growing number of interdisciplinary minors.

PROGRAM GOALS

1. Students should develop a knowledge base constructed on the accumulation of sociological research.
2. Students should have an understanding of sociological theory.
3. Students should master sociological research methods and statistics.
4. Students should be well versed in the articulation of sociological perspectives.
5. Students should develop critical thinking skills.
6. Students should become responsive to social conditions and problems.
7. Students should be provided with the stimuli and models for the acquisition of professional values and roles.
8. Courses should emphasize the need to develop reflective decision-making skills so that students may learn to apply their sociological knowledge.
9. Course offerings should include a variety of multicultural and global topics that focus on traditional as well as contemporary institutional issues.

LEARNING OUTCOMES

Students who complete their degree requirements in sociology should be able to:

1. Define and understand major sociological concepts.
2. Exhibit the ability to communicate a variety of sociological concepts.
3. Demonstrate an understanding of the major theoretical perspectives in sociology.
4. Discuss the origin and development of the discipline of sociology including knowledge of the individuals who contributed to its growth.
5. Demonstrate an understanding of the various sub-areas of sociology.
6. Demonstrate an awareness of multicultural variations and their importance in understanding cross-cultural relationships.
7. Exhibit basic research skills by successful completion of a.) an original research proposal and b.) an independent research project.
8. Successfully demonstrate a proficiency in statistical concepts and procedures used in sociological research.

LEARNING OUTCOMES ASSESSMENT METHODS

All learning objectives were evaluated using the following:

1. Portfolio N = 23 known graduating majors in 2010-2011 (14 first majors and 9 second majors)
A portfolio is kept on each sociology major and housed in the student files in the department. The portfolio is examined for completeness and acceptability by the student's major advisor at the time the student applies for clearance to graduate.

The portfolio includes:

- a. A copy of the student's original research proposal (a requirement of Soc 3003: Introduction to Social Research)
 - b. An up-to-date transcript
 - c. Selected written assignments from upper division sociology classes
 - d. Degree plan
2. Transcript Review N = 10 (a random sample drawn from academic advisement files). GPAs, course sequencing, and elective curriculum are reviewed for consistency, frequency, and comparison where appropriate. In addition, transcripts of all currently enrolled majors and minors are reviewed each semester during student advisement.
 3. General Education Assessment N = 378 students enrolled in Soc 1113: Principles of Sociology in the Fall 2010 and Spring 2011 academic semesters.
 4. Major Field Testing
The ETS Major Field Examination was administered to sociology majors during the Fall 2010 and Spring 2011 semesters. N = 25 currently enrolled majors who had completed 90 or more semester hours.

Table 1
SUMMARY OF DATA USED TO MEASURE LEARNING OBJECTIVES
Departmental Summary of Total Test
From ETS major Field Test Results - Sociology

| | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 |
|------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Mean | 145 | 141 | 132 | 139 | 142 | 139 | 137 |
| SD | 9 | 9 | 9 | 9 | * | 9 | 8 |
| N | 15 | 15 | 11 | 11 | 4 | 16 | 13 |
| Nat'l mean | 147 | 147 | 147 | 147 | * | 147 | 147 |

* N too small for comparison

| | Fall 2010 | Spring 2011 | | | | | |
|------------|-----------|-------------|--|--|--|--|--|
| Mean | 141 | 145 | | | | | |
| SD | 5 | 10 | | | | | |
| N | 14 | 11 | | | | | |
| Nat'l mean | 148 | 148 | | | | | |

Table 2

**Departmental Summary of Assessment Area Indicators
From ETS Major Field Test Results - Sociology**

| | Spring 2007 | | Fall 2007 | | Spring 2008 | | Fall 2008 | |
|------------------------|-------------|------------|-----------|------------|-------------|------------|-----------|------------|
| | Mean | Nat'l mean | Mean | Nat'l mean | Mean | Nat'l mean | Mean | Nat'l mean |
| Theory | 41 | 47 | 35 | 47 | 35 | 47 | 36 | 47 |
| Methods/ Statistics | 50 | 52 | 40 | 52 | 38 | 52 | 44 | 52 |
| Deviance/ Problems | 47 | 48 | 37 | 48 | 35 | 48 | 33 | 48 |
| Demography/ Urban | 51 | 49 | 46 | 49 | 38 | 49 | 43 | 49 |
| Multiculturalism | 44 | 51 | 39 | 51 | 36 | 51 | 38 | 51 |
| Institutions | 53 | 55 | 46 | 55 | 48 | 55 | 47 | 55 |
| Social Psychology | 38 | 42 | 42 | 42 | 28 | 42 | 36 | 42 |
| Gender | 50 | 55 | 43 | 55 | 41 | 55 | 46 | 55 |
| Globalization | 46 | 51 | 38 | 51 | 34 | 51 | 41 | 51 |

Table 2 (continued)

| | Spring 2009 | | Fall 2009 | | Spring 2010 | | Fall 2010 | |
|------------------------|-------------|------------|-----------|------------|-------------|------------|-----------|------------|
| | Mean | Nat'l mean | Mean | Nat'l mean | Mean | Nat'l mean | Mean | Nat'l mean |
| Theory | 47 | 47 | 32 | 47 | 31 | 47 | 41 | 47 |
| Methods/ Statistics | 50 | 52 | 43 | 52 | 43 | 52 | 41 | 52 |
| Deviance/ Problems | 32 | 48 | 31 | 48 | 29 | 48 | 36 | 48 |
| Demography/ Urban | 41 | 49 | 45 | 49 | 38 | 49 | 41 | 50 |
| Multiculturalism | 30 | 51 | 38 | 51 | 40 | 51 | 43 | 51 |
| Institutions | 50 | 55 | 44 | 55 | 37 | 55 | 49 | 55 |
| Social Psychology | 35 | 42 | 32 | 42 | 29 | 42 | 33 | 42 |
| Gender | 41 | 55 | 45 | 55 | 47 | 55 | 46 | 55 |
| Globalization | 31 | 51 | 39 | 51 | 29 | 51 | 42 | 51 |

Table 2 (continued)

| | Spring 2011 | | | | | | | |
|------------------------|-------------|------------|------|------------|------|------------|------|------------|
| | Mean | Nat'l mean | Mean | Nat'l mean | Mean | Nat'l mean | Mean | Nat'l mean |
| Theory | 42 | 47 | | | | | | |
| Methods/ Statistics | 44 | 52 | | | | | | |
| Deviance/ Problems | 45 | 48 | | | | | | |
| Demography/ Urban | 44 | 49 | | | | | | |
| Multiculturalism | 42 | 51 | | | | | | |
| Institutions | 57 | 55 | | | | | | |
| Social Psychology | 44 | 42 | | | | | | |
| Gender | 56 | 55 | | | | | | |
| Globalization | 43 | 51 | | | | | | |

The departmental demographic summary of the students being assessed may be found in Appendix A at the end of this document.

The data provided by the General Education Assessment Report may be used to partially examine four of the learning objectives. This is particularly important as the overwhelming majority of program majors make the decision to major in Sociology after taking Sociology 1113: Principles of Sociology.

A pre-test/post-test was administered to 378 students in Principles of Sociology classes during the 2010 - 2011 academic year in order to measure the effect of learning outcomes. The Sociology General Education Assessment Report is attached as Appendix B.

LEARNING OUTCOME 1: Define and understand major sociological concepts.

This objective is probably best measured by the overall National mean in Table 1 of the summary data. In the past year our students scored below the national mean of 148. Although this is not a desirable result, given the socioeconomic background of our students, with many of them being the first generation of their families to attend college, this may be construed as an acceptable set of results. It should be noted that a close examination of the latest (Fall 2010-Spring 2011) area scores (Table 2) indicated a steady improvement with some scores now above

the national average. Also, a random examination of portfolios indicates an adequate understanding of concepts.

Modifications: An attempt will be made to place more emphasis on basic concepts in the introductory Sociology course.

LEARNING OUTCOME 2: Exhibit the ability to communicate a variety of sociological concepts.

This objective is indirectly measured by the overall and assessment indicator scores in Tables 1 and 2, as well as the General Education Assessment Report. Also, students give oral presentations in one or more required courses within the major. As a result, this objective is acceptably achieved.

Modifications: none

LEARNING OUTCOME 3: Demonstrate an understanding of the major theoretical perspectives.

This objective is measured by the Assessment Area Indicator in Table 2. As indicated by the indicator score below the national mean, this area has been problematic in the past. The primary difficulty is that the majority of program students wait until their last semester to take SOC 4113: Sociological Theory. Thus, most students taking the ETS major field exam have not taken the course or are at best halfway through it when taking the assessment exam.

Modifications: Students will be encouraged by their advisors to take the theory class earlier in their coursework.

LEARNING OUTCOME 4: Discuss the origin and development of the discipline of sociology, including a knowledge of the major contributions to its growth.

This objective is best measured by available data from the General Education Assessment Report (i.e. the Principles of Sociology courses) and the Theory area indicator discussed in the preceding objective. The General Education Report certainly suggests that this objective is being met.

Modifications: none

LEARNING OUTCOME 5: Reveal an understanding of the various sub-areas of sociology.

This objective is again best measured by the area indicators in the ETS data summarized in Table 2. As the result of the loss of two full-time positions in sociology several years ago, scores in sub-areas that were taught by these individuals have suffered (e.g., multiculturalism). A partial explanation for the lower figures may well be related to the use of a number of adjuncts. Further, because of a chronic and severe shortage of faculty, some courses that directly address the sub-areas (such as Native American Cultures, Physical and Cultural Anthropology) are rarely or never taught. Others (such as Social Psychology) are electives which students may opt not to take. Either way, some students are not getting adequate exposure in order to score well on the sub-areas.

Modifications: More permanent faculty are needed. Another possible modification might be for current full-time faculty and/or the department chair to meet with adjuncts to explain expectations and provide instructional training.

LEARNING OUTCOME 6: Demonstrate an awareness of multicultural variations and their importance in understanding cross-cultural relationships.

This objective may be measured by the part 1 or the Ethics and Values component of the General Education Report and the multiculturalism area of the ETS (Table 2). The General Education Report indicates that the course helped students to be able to tolerate and understand the diversity of human behavior. However, the ETS multiculturalism area indicates that this objective is not being adequately met.

Modifications: Coursework in this area needs to be reinstated (such as Soc 4883 Comparative Cultures) or multicultural components need to be emphasized in existing courses where applicable, for example in Soc 3623 Race, Gender, and Ethnic Relations, Soc 4383 Stratification and Inequality, and Soc 3823 Native American Cultures. A recent restructuring of the Sociology curriculum places more emphasis on diversity. See the recently implemented new curriculum changes which include a diversity component in Appendix C.

LEARNING OUTCOME 7: Exhibit basic research skills by successful completion of a.) an original research proposal and b.) an independent research project.

This objective is a requirement of the social research methods classes (SOC 3003 Introduction to Social Research, SOC 3123 Methods of Social Research, and SOC 4533 Population Dynamics). The portfolios indicate that students are fulfilling this requirement.

Modifications: none

LEARNING OUTCOME 8: Successfully demonstrate a proficiency in statistical concepts and procedures used in sociological research.

This objective is a requirement of social research classes, and is also measured by the methods/statistics area indicator of the ETS. Historically, the objective and area indicator have been particularly problematic. However, the results from the Fall 2010 and Spring 2011 semesters show room for improvement.

Modifications: Students have been encouraged to take at least one of the research classes earlier in their coursework.

PROGRAM MODIFICATIONS

Curriculum modifications for the sociology major with additional emphasis on diversity were recently approved at all levels. Implementation began as of January 1, 2011 with new majors as of that date. However, it should be noted that students declaring a Sociology major prior to that date will continue under the previous degree plan. Therefore, it will be several years before all students are operating under the new degree plan. See Appendix C for the new degree plan.

In addition modifications were made to the general education assessment test (see page 23: Modifications to be made as a direct result of assessment). Both the restructuring of the major and the reworking of the general education instrument show a commitment to improving the content of our offerings and aligning our objectives and curriculum.

WEB-BASED, BLENDED, AND IETV COURSES

Of the 40 total sociology/social gerontology courses taught in the Fall 2010 semester, 15 were web-based, 3 were IETV, and none were blended. In the Spring 2011 semester, 31 courses were taught, 8 of which were web-based, 10 were IETV, and none was blended. In the Summer 2011 semester, 17 courses were taught with 11 being web-based, 3 IETV, and none blended. No distinction is made on the ETS analysis regarding delivery method by which a student received instruction and no separate assessment data based on method of delivery was kept during the time period except for Soc 1113: Principles of Sociology. Those results indicate that students who complete the on-line version of the course are scoring at a comparable level to those who complete the course in a face-to-face section. No sections of Soc 1113 via IETV were taught. See Appendix B for more detailed information regarding Soc 1113.

FACULTY INVOLVEMENT

Each full-time sociology faculty member teaching coursework in sociology (Dr. Ken Elder, Dr. James Knapp, Dr. Jane Elder) contributed to the development of the general education assessment instrument and administered it as a pre-test and post-test in his/her class(es). Dr. Knapp (who teaches Introduction to Social Research) and Dr. K. Elder (who teaches Sociological Theory) contribute student papers to the portfolio. Dr. Knapp writes the General Education Assessment Report. Dr. J. Elder administer the ETS Sociology exam and writes the Program Outcomes Assessment Report. The results of each assessment cycle are shared and recommendations for modifying the content of the courses are discussed. They also share responsibility for portfolio compilation and analysis and transcript review. Additionally, all full-time faculty in the Department of Behavioral Sciences have had the opportunity to review and provide feedback to this report,

PROGRAM STRENGTH AND WEAKNESS

The demand for the Sociology program has increased at a steady pace and exhibits an excellent retention rate. For example, in the Fall 2009 semester there were 57 active majors with a retention percentage of 98%. The Fall 2010 semester indicates 80 active majors with a retention rate of 95% (Source: Retention in Majors Report, CampusConnect). In addition, the Sociology program has historically and consistently produced one of the highest SCH (student credit hour) ratios on the SOSU campus. Anecdotally, the majority of graduates report back of finding employment in the field.

The greatest weakness of the program is the critical and chronic shortage of qualified faculty. Two full time faculty were lost several years ago and the program was unable to replace them. Consequently, the remaining three faculty members are stretched very thin trying to accommodate the needs of majors, minors, and our general education commitment. Hiring of additional faculty was the top recommendation of the consultant who evaluated the program in the spring of 2010. To date that has not occurred. Even though most assessment scores remain below the national mean, the faculty is doing all they can with such limited resources.

RELEVANT CONSTITUENTS AND STAKEHOLDERS OF THIS REPORT

Relevant constituents and stakeholders of the sociology program outcome assessment report include: a.) prospective and current students in the sociology program, b.) sociology/social gerontology faculty members, c.) other Behavioral Sciences Department faculty members, d.) internship sites for social work students, e.) graduates of the sociology program, f.) potential employers of graduates of the sociology program, g.) the public at large as recipients of the

graduates' professional skills and knowledge, and h.) the scientific community via scholarly analysis of our assessment process.

METHODS OF SHARING THIS REPORT WITH CONSTITUENTS AND STAKEHOLDERS

This report can be made publicly available to all the aforementioned via the departmental website. Current students are privately provided with their individual scores on the ETS exam upon request. In addition, one faculty member is exploring the possibility of pursuing scholarly research on the topic of assessment to be presented at a professional meeting in the near future.

ON-GOING COMMITMENT TO CONTINUE THE ASSESSMENT PROCESS

The sociology faculty recognizes the importance of the assessment process. Not only does it provide a longitudinal perspective of trends in the program but also gives a succinct delineation of where improvements to the program need to be made to better meet the needs of the students. Hopefully we can continue to refine the process in the order to make it even more informative and less cumbersome.

APPENDIX A
Departmental Demographic Summary
of students taking the ETS
Major Field Tests

Date: November 2010 N = 14

| | No. of Students | Percent |
|------------------------------|-----------------|---------|
| GENDER | | |
| Male | 3 | 21 |
| Female | 11 | 79 |
| No Response | 0 | 0 |
| ETHNICITY | | |
| American Indian | 0 | 0 |
| Asian/Pacific American | 0 | 0 |
| Black/African American | 1 | 7 |
| Mexican American | 1 | 7 |
| Puerto Rican | 0 | 0 |
| Other Hispanic | 0 | 0 |
| White | 11 | 79 |
| Other | 0 | 0 |
| No Response | 1 | 7 |
| EDUCATIONAL LEVEL | | |
| Freshman | 0 | 0 |
| Sophomore | 0 | 0 |
| Junior | 0 | 0 |
| Senior | 13 | 93 |
| Other | 0 | 0 |
| No Response | 1 | 7 |
| TRANSFER STUDENT | | |
| Yes | 10 | 71 |
| No | 4 | 29 |
| No Response | 0 | 0 |
| ENROLLMENT STATUS | | |
| Full Time | 11 | 79 |
| Part Time | 3 | 21 |
| No Response | 0 | 0 |
| ENGLISH BEST LANGUAGE | | |
| Yes | 12 | 86 |
| No | 1 | 7 |
| Equally Good | 1 | 7 |
| No Response | 0 | 0 |

| | No. of Students | Per-cent |
|------------------------------------|-----------------|----------|
| UNDERGRADUATE GPA (self-reported) | | |
| Less than 1.00 | 0 | 0 |
| 1.00 – 1.99 | 0 | 0 |
| 2.00 – 2.49 | 1 | 7 |
| 2.50 – 2.99 | 5 | 36 |
| 3.00 – 3.49 | 5 | 36 |
| 3.50 – 4.00 | 3 | 21 |
| No Response | 0 | 0 |
| EDUCATION PLANNED | | |
| Bachelors Degree | 4 | 29 |
| Masters Degree | 5 | 36 |
| Doctoral Degree | 1 | 7 |
| Other | 0 | 0 |
| Undecided | 4 | 629 |
| No Response | 0 | 0 |
| MAJOR FIELD GPA (self-reported) | | |
| Less than 1.00 | 0 | 0 |
| 1.00 – 1.99 | 0 | 0 |
| 2.00 – 2.49 | 0 | 0 |
| 2.50 – 2.99 | 2 | 29 |
| 3.00 – 3.49 | 8 | 57 |
| 3.50 – 4.00 | 4 | 29 |
| No Response | 0 | 0 |
| DISTANCE LEARNING COURSES IN MAJOR | | |
| None | 1 | 7 |
| Less than 40% | 8 | 57 |
| 40% to 90% | 4 | 29 |
| More than 90% | 0 | 0 |
| No Response | 1 | 7 |
| | | |

Date: April 2011 N = 11

| | No. of Students | Percent |
|------------------------------|-----------------|---------|
| GENDER | | |
| Male | 4 | 36 |
| Female | 7 | 64 |
| No Response | 0 | 0 |
| ETHNICITY | | |
| American Indian | 3 | 27 |
| Asian/Pacific American | 0 | 0 |
| Black/African American | 2 | 18 |
| Mexican American | 0 | 0 |
| Puerto Rican | 0 | 0 |
| Other Hispanic | 0 | 0 |
| White | 5 | 45 |
| Other | 1 | 9 |
| No Response | 0 | 0 |
| EDUCATIONAL LEVEL | | |
| Freshman | 0 | 0 |
| Sophomore | 0 | 0 |
| Junior | 1 | 9 |
| Senior | 10 | 91 |
| Other | 0 | 0 |
| No Response | 0 | 0 |
| TRANSFER STUDENT | | |
| Yes | 7 | 64 |
| No | 3 | 27 |
| No Response | 1 | 9 |
| ENROLLMENT STATUS | | |
| Full Time | 10 | 91 |
| Part Time | 1 | 9 |
| No Response | 0 | 0 |
| ENGLISH BEST LANGUAGE | | |
| Yes | 11 | 100 |
| No | 0 | 0 |
| Equally Good | 0 | 0 |
| No Response | 0 | 0 |

| | No. of Students | Per-cent |
|------------------------------------|-----------------|----------|
| UNDERGRADUATE GPA (self-reported) | | |
| Less than 1.00 | 0 | 0 |
| 1.00 – 1.99 | 0 | 0 |
| 2.00 – 2.49 | 2 | 18 |
| 2.50 – 2.99 | 4 | 36 |
| 3.00 – 3.49 | 3 | 27 |
| 3.50 – 4.00 | 2 | 18 |
| No Response | 0 | 0 |
| EDUCATION PLANNED | | |
| Bachelors Degree | 5 | 45 |
| Masters Degree | 6 | 55 |
| Doctoral Degree | 0 | 0 |
| Other | 0 | 0 |
| Undecided | 0 | 0 |
| No Response | 0 | 0 |
| MAJOR FIELD GPA (self-reported) | | |
| Less than 1.00 | 0 | 0 |
| 1.00 – 1.99 | 0 | 0 |
| 2.00 – 2.49 | 1 | 9 |
| 2.50 – 2.99 | 2 | 18 |
| 3.00 – 3.49 | 5 | 45 |
| 3.50 – 4.00 | 2 | 27 |
| No Response | 0 | 0 |
| DISTANCE LEARNING COURSES IN MAJOR | | |
| None | 5 | 45 |
| Less than 40% | 4 | 36 |
| 40% to 90% | 1 | 9 |
| More than 90% | 0 | 0 |
| No Response | 0 | 0 |
| | | |

APPENDIX B
GENERAL EDUCATION ASSESSMENT REPORT
SOCIOLOGY
FALL 2010/SPRING 2011

General Education Assessment Report

I. Department: Behavioral Sciences (Sociology)

II. Semesters: Fall, 2010 – Spring, 2011

III. Course: SOC 1113 – Principles of Sociology

IV. Date Filed: June 1, 2011

V. Goals and Learning Outcomes Assessed:

A. Social and Political Institutions Component of General Education

1. understand the origins and processes of political, social, and economic institutions in the context of a dynamic global community

*The Learning Outcome was assessed by using a pre-test/post-test format totaling 20 questions. Five of the questions in the instrument addressed this Learning Outcome. The questions were drawn from the test bank of the book used in the Principles of Sociology course (SOC 1113). A t-test for paired samples was used to compare the mean score of the pre-test with the mean score of the post-test.

Fall, 2010: At Time 1, 163 students completed the assessment instrument while 127 students completed the instrument at Time 2. While a statistically significant difference did not emerge, the difference between the mean score of 3.00 at Time 1 and the mean score of 3.23 at Time 2 did indicate that the instruction received in the course helped students to better understand the origins and processes of political, social, and economic institutions in the context of a dynamic global community.

Spring, 2011: At Time 1, 215 students completed the assessment instrument while 141 students completed the instrument at Time 2. While a statistically significant difference did not emerge, the difference between the mean score of 3.35 at Time 1 and the mean score of 3.49 at Time 2 did indicate that the instruction received in the course helped students to better understand the origins and processes of political, social, and economic institutions in the context of a dynamic global community.

2. think critically about how individuals are influenced by current and previous political, social, economic, and family institutions

*The Learning Outcome was assessed by using a pre-test/post-test format totaling 20 questions. Five of the questions in the instrument addressed this Learning Outcome. The questions were drawn from the test bank of the book used in the Principles of Sociology course (SOC 1113). A t-test for paired samples was used to compare the mean score of the pre-test with the mean score of the post-test.

Fall, 2010: At Time 1, 163 students completed the assessment instrument while 127 students completed the instrument at Time 2. While a statistically significant difference did not emerge, the difference between the mean score of 2.72 at Time 1 and the mean score of 2.89 at Time 2 did indicate that the instruction received in the course helped students to think more critically about how individuals are influenced by current and previous political, social, economic, and family institutions.

Spring, 2011: At Time 1, 215 students completed the assessment instrument while 141 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .01$) between the mean score of 2.73 at Time 1 and the mean score of 3.21 at Time 2. Thus, the instruction received in the course helped students to think critically about how individuals are influenced by current and previous political, social, economic, and family institutions at a statistically significant level.

B. Ethics and Values Component of General Education

1. tolerate and understand the diversity of human behavior, points of view, and values

*The Learning Outcome was assessed by using a pre-test/post-test format totaling 20 questions. Five of the questions in the instrument addressed this Learning Outcome. The questions were drawn from the test bank of the book used in the Principles of Sociology course (SOC 1113). A t-test for paired samples was used to compare the mean score of the pre-test with the mean score of the post-test.

Fall, 2010: At Time 1, 163 students completed the assessment instrument while 127 students completed the instrument at Time 2. While a statistically significant difference did not emerge, the difference between the mean score of 3.58 at Time 1 and the mean score of 3.65 at Time 2 did indicate that the instruction received in the course helped students to tolerate and understand the diversity of human behavior, points of view, and values in a more complete way.

Spring, 2011: At Time 1, 215 students completed the assessment instrument while 141 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .05$) between the mean score of 3.59 at Time 1 and the mean score of 3.99 at Time 2. Thus, the instruction received in the course helped students to tolerate and understand the diversity of human behavior, points of view, and values at a statistically significant level.

2. recognize how values are formed, transmitted, and modified

*The Learning Outcome was assessed by using a pre-test/post-test format totaling 20 questions. Five of the questions in the instrument addressed this Learning Outcome. The questions were drawn from the test bank of the book used in the Principles of Sociology course (SOC 1113). A t-test for paired samples was used to compare the mean score of the pre-test with the mean score of the post-test.

Fall, 2010: At Time 1, 163 students completed the assessment instrument while 127 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .01$) between the mean score of 2.97 at Time 1 and the mean score of 3.41 at Time 2. Thus, the instruction received in the course helped students to recognize how values are formed, transmitted, and modified at a statistically significant level.

Spring, 2011: At Time 1, 215 students completed the assessment instrument while 141 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .01$) between the mean score of 3.06 at Time 1 and the mean score of 3.90 at Time 2. Thus, the instruction received in the course helped students to recognize how values are formed, transmitted, and modified at a statistically significant level.

VI. Strengths and weaknesses in addressing learning outcomes indicated by the data:

Strengths – As a result of the instruction received in the Principles of Sociology course (SOC 1113), student scores increased on each of the Learning Outcomes.

- A. Statistically significant differences between the Time 1 and Time 2 scores occurred on the following outcomes:

A2 – Spring, 2011
B1 – Spring, 2011
B2 – Fall, 2010
B2 – Spring, 2011

- B. Weaknesses – Statistically significant differences between the Time 1 and Time 2 scores did not occur on the following outcomes:

A1 – Fall, 2010
A1 – Spring, 2011
A2 – Fall, 2010
B1 – Fall, 2010

VII. Modifications to be made as a direct result of assessment:

*Following a detailed analysis of the assessment results over the previous four years, program faculty modified the assessment instrument in order to more clearly match the content of the instrument with the outcome statements. AY 2010-2011 was the first time the new assessment instrument was used. In addition, program faculty determined that focusing on the results of an inferential statistical test (t-test for paired samples) rather than an arbitrary benchmark number yielded more reliable and valid results. Before further modifications are considered, additional

data will need to be gathered in order to provide a better indicator of the degree to which students are reaching the stated outcomes.

VIII. Effectiveness of previous modifications based on data:

*A major modification as described above took place beginning in AY 2010-2011. It is too early to know the effectiveness of the modification.

IX. Describe any additional protocols, instruments, and/or data used to assess general education courses offered by IETV and/or web-based instruction:

*Students in Dr. Knapp's web-based courses during the Spring semester of 2011 were included in the assessment process (Dr. Knapp forgot to collect data for the web-based section during the Fall, 2010 semester). The data is included in the results provided above. However, the following section will look exclusively at the web-based instruction.

A. Social and Political Institutions Component of General Education

1. understand the origins and processes of political, social, and economic institutions in the context of a dynamic global community

Spring, 2011: At Time 1, 64 students completed the assessment instrument while 44 students completed the instrument at Time 2. While a statistically significant difference did not emerge, the difference between the mean score of 3.77 at Time 1 and the mean score of 4.05 at Time 2 did indicate that the instruction received in the course helped students to better understand the origins and processes of political, social, and economic institutions in the context of a dynamic global community.

2. think critically about how individuals are influenced by current and previous political, social, economic, and family institutions

Spring, 2011: At Time 1, 64 students completed the assessment instrument while 44 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .01$) between the mean score of 2.98 at Time 1 and the mean score of 3.73 at Time 2. Thus, the instruction received in the course helped students to think critically about how individuals are influenced by current and previous political, social, economic, and family institutions at a statistically significant level.

B. Ethics and Values Component of General Education

1. tolerate and understand the diversity of human behavior, points of view, and values

Spring, 2011: At Time 1, 64 students completed the assessment instrument while 44 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .05$) between the mean score of 3.61 at Time 1 and the mean score of 4.18 at Time 2. Thus, the instruction received in the course helped students to tolerate and understand the diversity of human behavior, points of view, and values at a statistically significant level.

2. recognize how values are formed, transmitted, and modified

Spring, 2011: At Time 1, 64 students completed the assessment instrument while 44 students completed the instrument at Time 2. The results indicated a statistically significant difference ($p \leq .01$) between the mean score of 3.09 at Time 1 and the mean score of 4.20 at Time 2. Thus, the instruction received in the course helped students to recognize how values are formed, transmitted, and modified at a statistically significant level.

VI. Strengths and weaknesses in addressing learning outcomes indicated by the data:

Strengths – As a result of the instruction received in the Principles of Sociology course (SOC 1113), student scores increased on each of the Learning Outcomes.

A. Statistically significant differences between the Time 1 and Time 2 scores occurred on the following outcomes:

A2 – Spring, 2011

B1 – Spring, 2011

B2 – Spring, 2011

B. Weaknesses – A statistically significant difference between the Time 1 and Time 2 scores did not occur on the following outcome:

A1 – Spring, 2011

The results indicate that students who complete the on-line version of Principles of Sociology (SOC 1113) are scoring at a comparable level or higher to those who complete the course in a face-to-face section.

VII. Modifications to be made as a direct result of assessment:

*As noted above, program faculty have modified the assessment instrument in order to more clearly match the content of the instrument with the outcome statements.

X. Describe faculty input into assessment process:

*Each full-time faculty member in sociology contributed to the development of the modified instrument and administered the instrument at Time 1 and Time 2 in his/her classes. The results of each assessment cycle are shared and recommendations for modifying the content of the course are discussed.

APPENDIX C

**CHANGES TO THE
SOCIOLOGY CURRICULUM
(effective January 1, 2011)**

SOCIOLOGY CURRICULUM CHANGES

CORE REQUIREMENTS (15 hours)

- SOC 1113 Principles of Sociology
- SOC 2213 Social Problems
- SOC 3003 Introduction to Social Research
- SOC 3123 Methods of Social Research (cross-listed with PSY 3313)
- SOC 4113 Sociological Theory

DIVERSITY COMPONENT (6 hours)

Students must take 2 of the 3 courses in this section. The 3rd course may also be taken and will count as an elective course within the major.

- SGER 3443 Aging in Society (formerly Introduction to Social Gerontology)
- SOC 3623 Race, Gender, and Ethnic Relations
- SOC 3823 Native American Cultures

ELECTIVES (15 hours from the following)

- SOC 2353 Physical Anthropology
- SOC 2453 Cultural Anthropology
- SOC 3113 Analysis of Social Institutions
- SOC 3223 Social Psychology
- SOC 3323 Collective Behavior and Social Movements
- SOC 3343 Medical Sociology
- SOC 3423 Urban Society
- SOC 3523 Juvenile Delinquency
- SOC 3723 The Family
- SOC 3883 Introduction to Social Work
- SOC 3950 Field Experience in Social Work
- SOC 4153 Sociology of Death and Dying
- SOC 4333 Criminology
- SOC 4383 Stratification and Inequality
- SOC 4533 Population Dynamics
- SOC 4883 Comparative Cultures
- SOC 4960 Directed Readings
- SOC 4970 Special Studies
- SOC 4980 Seminar
- SOC 4990 Research
- SGER 4243 Psychology of Aging

The major has increased from 33 to 36 hours.

The minor in Sociology remained as it was previously configured.

Dr. Jane Elder
Sociology Program Coordinator
Primary Report Author

Date

Dr. Ed Mauzey
Chair, Department of Behavioral Sciences

Date

Dr. William Mawer
Dean, School of Education and Behavioral
Sciences

Date