

**DEPARTMENT REPORT  
OF  
PROGRAM LEARNING OUTCOMES ASSESSMENT**

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Department: Sociology

Program (Degree): End-of-Sequence Assessment for SOC 112 & 120

Type of Degree:      AAS   X   AA   X   AS      ATS      AIS

Chairperson: Dona C. Fletcher Date: 2/5/01

Person(s) Interviewed: Dona Fletcher

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- I. **Program Curriculum**: A description of the basis for the curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi\*.

During the fall of 1995 a modified DACUM was conducted. The modified DACUM panel was facilitated by a non-sociology faculty member and members of the DACUM panel were representatives from departments/programs served by the Sociology Department at SCC such as Criminal Justice, Early Childhood Education, Nursing, Business and Engineering. Additionally, faculty from WSU and UD were involved in this DACUM process. The modified DACUM process, which focused upon the means the Sociology Department could use to best serve the needs of students who transfer and those in career tracks, was very helpful. The Sociology Department learned about the needs of their internal and external customers.

The department continues to work with other departments in support of Sociology course needs in other degree programs at Sinclair. Those departments include Criminal Justice, Radiologic Technology and Occupational Therapy Assistant. The department is also working with the Allied Health Division in structuring integration of cultural diversity into the curriculum.

The American Sociological Association (ASA), which is the professional organization for sociologists and provides the guidelines for the development of curricula, continues to contribute to the development of learning outcomes.

- \* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

The department has published a handbook for students, faculty, and others to enhance everyone's understanding of how sociology can meet peoples' needs.

An external review took place in May of 1999. The review was conducted by the former Chairperson of the Sociology department at Wright State University (WSU). An external review is conducted every five years.

The Master Syllabi are scheduled for review Spring of 2001.

II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities\*.

a. Program Learning Outcomes:

The Sociology Department supports all of the Liberal Arts & Science program learning outcomes. The faculty have selected four of the program learning outcomes from the seven adopted by the Division of Liberal Arts and Sciences for the AA and AS Degrees to be assessed through end-of-sequence assessment in SOC 112 and SOC 120. The four outcomes are:

- Recognize and describe the interactions and institutions that characterize the individual and society.
- Appraise the values and character of both Western and Non-Western cultures.
- Demonstrate a problem-solving capability through analysis/synthesis.
- Recognize the ways in which a scientific approach can be used to formulate an understanding of the observable world.

b. End-of-sequence learning outcomes:

The learning outcomes which have been designed for SOC 112 and SOC 120 reflect a base for the entire sociology curriculum and are directed toward the end-of-sequence assessment. As a result, learning outcomes are mutual to SOC 112, General Sociology II and SOC 120, General Sociology. SOC 112 is the closure of the sequence for SOC 111 and 112. SOC 120 is a five-credit hour course that combines the subject matter of SOC 111 and SOC 112.

The learning outcomes for SOC 112 are:

- Apply the sociological perspective to the content of this course.
- Analyze the nature of our society's major social institutions.
- Analyze and interpret the mechanisms of social change: urbanization, collective behavior and social movements, population and ecology, and the various other aspects of change.

The learning outcomes for SOC 120 are:

- Demonstrate an understanding of sociology and the sociological perspective, and then differentiate among the major theories.
- Distinguish among sociological methods and explain the scientific method.
- Explain the meaning of culture and society.
- Differentiate among the various components of social structure.
- Describe the process of socialization, including the use of major theories, and explain the development of the self.
- Define the nature of groups and explain formal organizations and bureaucracy.
- Differentiate deviant and conforming behaviors by analyzing theories of deviancy.
- Evaluate a summary of the sociological material relating to the social inequalities: stratification, gender, aging, and minority relations.
- Apply the sociological perspective to the content of this course.
- Explain the nature of our society's major social institutions.
- Explain and interpret the mechanisms of social change: urbanization, collective behavior and social movements, population and ecology, and the various other aspects of change.

Through informal faculty discussions, the learning outcomes for SOC 112 and SOC 120 were mutually agreed upon.

The current learning outcomes for SOC 112 and SOC 120 continue to be compared with the feedback generated from the modified DACUM process. Additionally, a comparison has been made with course descriptions to determine if revisions/modifications of the learning outcomes need to take place. That has been accomplished and will be periodically reviewed.

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

The department is finalizing a multiple-choice concepts test to be used for end-of-sequence assessment in both SOC 112 and SOC 120. The new exam will have 50 questions and be administered using an open timeframe in the Center for Applied Social Issues (C.A.S.I.). The test will be given to students in a pre and post-test format with Winter 2001 being the target date for the pilot. The test outcomes will match those of the previously completed DACUM. The case study which had been previously piloted did not meet the assessment needs of the department. The test format was chosen based on a desire to create quantitative data for analysis as recommended by the ASA's guidelines and reports that other schools are using quantitative data for assessment.

In the Spring of 1997 the sociology department moved to the use of Service Learning as a means of assessing the affective domain. Service Learning is a

required component in SOC 120. The department is seeking to assess the development of such behaviors and attitudes as: self confidence, the ability to work independently and with others, and the ability to see connections between theory and practice. Data is gathered through student self assessment and agency feedback. Results are discussed with each individual student as part of the evaluation process.

The department tracks lab usage of student activity in C.A.S.I. Usage of the Center is either required or strongly recommended by faculty. The Center experiences are individualized with well over 110 Activities available. These Activities reflect the General Education outcomes and learning outcomes in the sociology curriculum which includes the outcomes for SOC 112 and SOC 120.

Additional assessment methods have evolved to accommodate collaborative learning and to incorporate process education within the department. Students are assessed as teams more frequently; many faculty use group projects. Other changes in assessment practices include use of interactive assessment of learning and multiple forms of evaluation.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

This section is not applicable to end-of-sequence assessment. Refer to the section on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

**IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.a.)

Students indicate on an informal basis that they are satisfied with the current learning outcomes that are being met through SOC 112 and SOC 120.

Informal feedback from faculty at WSU, University of Dayton and Antioch College indicates that SCC transfer students who have completed Sociology are well prepared and exceed the learning initiatives expectations. Transfer students also indicate they are well prepared and compete well with their counterparts at transfer institutions.

**V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The faculty in the Sociology Department are currently in the process of considering the following:

- Outcomes in all master syllabi continue to be reviewed for possible changes.
- A method for quantitative assessment is being developed and is planned for pilot during Winter 2001.

- Contact with internal and external customers is to be continued on a periodic basis.
- Learning outcomes for service learning will be reviewed.

The American Association for Higher Education says that students in two-year Sociology programs need research experience. The department has developed a research center and academic lab to meet these needs and has begun drafting a business plan for the center in conjunction with the psychology department.

**VI. General Education:** A description of where and how the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

- a. Where do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

The writing checklist developed by the General Education Committee has been adopted by the department and some faculty use it on a volunteer basis as a tool to assess student writing skills. Faculty find the tool to be very helpful and students also report the writing checklist to be very helpful. Writing assignments are required in every sociology course. Faculty include written communication learning outcomes on course syllabi.

- b. Where do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

The oral communication checklist developed by the General Education Committee has been adopted by the department and some faculty use it on a volunteer basis as a tool to assess oral skills. Faculty include oral communication learning outcomes on course syllabi where applicable.

\* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee were piloted by faculty during the 1998-99 academic year, and a student honor code will be piloted Spring 2001.

- c. Where do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are emphasized throughout all C.A.S.I. activities and are embedded throughout all sociology courses/curriculum. The emphasis is on using critical thinking to process information and theories from sociology. The courses in sociology incorporate Bloom's taxonomy and also formal logic. Faculty include thinking learning outcomes on course syllabi where applicable.

- d. Where do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

All sociology courses include values as a part of culture in a society.

- e. Other

The SOC department faculty have included general education learning outcomes on all of their master syllabi and have very much taken a leadership role in terms of fostering the Gen Ed competencies of values, citizenship, and community. Besides being instrumental in helping to develop the Student Honor Code and service learning course requirements, the faculty intend to apply for a Strategic Learning Grant to develop a virtual site for use in teaching values.

#### **VI. Recommendation(s)/Comment(s):**

The Sociology Department plans to recommend that a course in diversity (race, class, ethnicity, and gender) be required of every student across all programs/Divisions. The General Education Committee should adopt this recommendation as a focus in the very near future.