



The learning outcomes for Soc 112 and Soc 120 reflect a base of 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 a five-credit-hour course that combines the subject matter of Soc111 and Soc 112.

The sociology department is in its third and final year of the IDA grant project. The grant supports the efforts of departments to transform the sociology curriculum by integrating data analysis outcomes and modules in all course offerings. Sixteen modules have been developed.

Revisions have been completed for SOC 111 and 112, and the department is in the process of putting them in CMT. Discussion about SOC 120 is slated to take place in the Spring quarter of 2005 and Fall 2006.

The department has developed a five year plan to complete the transformation of the curriculum. Five new outcomes related to the goal of developing student scientific reasoning skills have been proposed. The proposed outcomes are: Students should be able to:

- I. Read and interpret tables and graphs
- II. Understand Measures of Central Tendency: Mean, Median, Mode
- III. Understand what a hypothesis is and how to write one
- IV. Understand the differences between independent and dependent variable
- V. Understand the connection between theory and hypothesis testing.

The new outcomes will be finalized over the 2004-2005 school year. Master syllabi are being corrected to reflect the changes.

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

As a result of participation in the IDA grant, the department has developed pre and post course assessments. The assessments are used consistently in the Soc 111-112, 145, 205 courses where the IDA modules have been used.

As reported in the year one report, the consensus was that IDA was making a positive impact on student learning. Students exposed to modules performed much better on the post test compared to students not exposed to modules. In addition, data collected from year one resulted in the assessment tool being changed. It was also decided to suspend giving the assessment tests to students not using the module (source: Final IDA Report)

Assessment plans for the future are developing. The department is planning to integrate the IDA assessment into the larger department assessment and computerized the assessment. Sociology 111 and 112 are the core and the

department's focus of what we are teaching. However, the department will continue to still use IDA in other courses. Sociology will revise each course description and objectives to include data analysis. Further assessment instruments will be developed.

Student and faculty satisfaction surveys were also developed to assess the experience of using the IDA data modules.

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

The department suspended the multiple choice exam until the end of the IDA grant. The department will be incorporating some of the pre and post tools developed during the grant.

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

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

IDA has provided data as a result of the post summative tests (as mentioned previously in this report).

For proof of additional learning, the department plans to change the remaining curriculum to add IDA modules where appropriate, for example, the core courses first and in particular the transfer courses. The department will also try to track its students as they move onto four year 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.

See section III

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

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

Although members of the department do use the written communication check list, Sociology does not at this time have a formal method of assessing the attainment of written communication.

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

Although members of the department do use the oral communication check list, Sociology does not at this time have a formal method of assessing oral communication.

Through revisions of the Learning Outcomes being entered into CMT, the department articulated the Gen Ed outcomes clearly on the master syllabi. Students now see them as an Outcomes and not just as part of any given assignment.

- c. Where within the major 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 is implemented and assessed through IDA.

- d. Where within the major 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.

Sociology does not at this time have a formal method of assessing values/citizenship/community.

Progress is clearly spelled out on the master syllabi and implemented into course work through Service Learning projects, but the department hasn't found a tool for collectively assessing these skills as of yet.

- \* 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 are being piloted by faculty during the 1998-99 academic year.