

3. Evaluate the impact of Culture and Socialization in shaping human behavior.
4. Examine diversity in society and the impact of social stratification hierarchies (the inequalities): class, race/ethnicity, gender and age.
5. Understand the scientific research method and the types of research methods used to study society.
6. Develop social responsibility and an ethic of service: attitudes and understandings needed to live in society as responsible citizens and to contribute to building a caring and just society.
7. Demonstrate professional effectiveness and teamwork by exhibiting leadership, cooperation, and making productive contributions to group written and oral assignments. Students must also demonstrate a respect for diverse view points within the group.

Sociology 112 Course Outcomes

1. Demonstrate critical thinking thru the used of the sociological perspective of the major social institutions, and social change mechanisms.
2. Analyze and interpret the universal elements of social change including urbanization, collective behavior, social movements, population, technology and the environment.
3. Interpret statistical tables, graphs, charts as they apply to an understanding of the major institutions and social change.
4. Calculate and interpret the measures of central tendency as a means of processing data sets.
5. Develop social responsibility and an ethic of service; attitudes and understandings needed to live in society as responsible citizens and to contribute to building a caring and just society.
6. Demonstrate professional effectiveness and teamwork by exhibiting leadership, cooperation, and making productive contributions to collaborative written and oral assignments.
7. Students must also demonstrate a respect for diverse view points within the group.

Sociology 120 Course Outcomes

1. Develop an understanding of the sociology perspective, theoretical foundations (functionalism, conflict and symbolic interactionist), and the contributions of major theorist to the development of these perspectives.
2. Develop an understanding of how sociologists gather, interpret, and evaluate data, Including both quantitative and qualitative methodologies.
3. Demonstrate the ability to interpret statistical tables, graphs, charts as they apply to an analysis of social data. Calculate and interpret the measure of central tendency as a means of processing data sets.
4. Analyze the elements of social structure and the organization of society.
5. Analyze the major theories of crime, deviance, and systems of social control.
6. Develop an understanding of the systems of stratification, including global inequality, racial stratification, social class and gender stratification.
7. Analysis of the major social institutions, such as marriage and the family, religion, politics, the economy, health care, and education.
8. Analyze and interpret the universal elements of social change including urbanization, collective behavior, social movements, population, technology and the environment.
9. Demonstrate professional effectiveness and teamwork by exhibiting leadership, cooperation and making productive contributions to collaborative written and oral assignments. Students must also demonstrate a respect for diverse view points.
10. Evaluate the impact of the components of culture and socialization on shaping human behavior and world view.

III. Assessment Method(s): A measure 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).

In 2005-2006 the Department Assessment committee led the department in choosing which outcomes they would implement first and how they would assess them. The following outcomes were chosen:

- a. Critical thinking and analysis of society through the lens of the Sociological Perspective.
- b. An understanding of diverse viewpoints as expressed in the major sociological theories.
- c. Integration of Data Analysis (Interpret statistical tables, graphs, charts and the measures of central tendency).

The first instrument developed was a pre and post quantitative assessment test. This test is made up of 20 multiple choice questions covering sociological perspective, diverse paradigms, and integrating data analysis. The pre test is administered the first week of class and the post test the last week of class. The second instrument that was developed was a rubric that would assess a pre and post writing assignment administered to students the first two weeks of class, and then reassigned the last two weeks of class. The writing assignments cover the sociological perspective and also target writing components such as technical requirements, documentation, and thesis statement. Both of these instruments are to be administered in all SOC 111, SOC 112 and SOC 120 sections. At the end of the quarter, all pre and post quantitative assessments (where there was a pre and post for each student) are scanned and analyzed and 20% of the writing assignments are graded (as a department) and analyzed to determine if there is a decrease in learning in all of the above mentioned areas. The quantitative assessment tool and the writing rubric were piloted in the winter 2006. The tools and the process were refined in spring 2006.

- 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 has developed a pre and post quantitative assessment test. This test is made up of 20 multiple choice questions covering sociological perspective, diverse paradigms, and integrating data analysis. The pre test is administered the first week of class and the post test the last week of class. The instrument is administered in all SOC 111, SOC 112 and SOC 120 sections. At the end of the quarter, all pre and post quantitative assessments (where there was a pre and post for each student) are scanned and analyzed.

* 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.)

The results of the spring 2006 assessment show 2-3 % gains in the understanding of the sociological perspective, integrating data analysis and understanding of the diverse views of the major sociological theories. The department assessment committee will analyze the full year, 2006-2007 of results from the quantitative test over the summer. Upon review of the results the assessment committee will make recommendations regarding improvements of the test that will be implemented in 2007-2008.

The department as a whole will review the results in fall 2007 and discuss what implications the results offer for continuous improvements of our teaching learning strategies in soc 111, 112, and soc 120.

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.

In 2005-2006 the Department Assessment committee led the department in choosing which outcomes they would implement first and how they would assess them. The following general education outcomes were chosen:

Written and oral communication

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

In Soc 111, 112 & 120, writing assignments cover the sociological perspective and also target writing components such as technical requirements, documentation, and thesis statement. The tool used to assess the student work is a writing rubric which addresses each of these critical areas. At the end of the quarter we collect 20% of the writing assignments from all Soc 111, Soc 112 & Soc 120 sections offered and assess them as a department.

Departmental analysis of the writing rubric samples proved an average gain of 12 % points from pre to post writing assignments in both comprehension of the sociological perspective and writing mechanics.

In Fall of 2007 we will begin to assess oral communication.

All soc 111, 112, and 120 courses will have an oral assignment, which will be assessed using the departmental oral communication rubric. Additionally Soc 112 and 120 students will be given the Collegewide Survey on Oral & Written Communication in class to complete at the end of the quarter which will triangulate with college wide assessment on oral communication.

- 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 assessed through the students application of the sociological perspective, in soc 111, 112, & 120.

- 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.

Members of the department utilize service learning in their courses. Some of the faculty has participated in a college wide assessment of service learning, through a tool developed by the campus coordinator of service learning, Marilyn Rodney.