**Program/Discipline Assessment Report**

**Assessment Overview**

Discipline/Program Name: Sociology

**Assessment Year:** 2011-2012

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the ability to more clearly see social and cultural processes in the world and in the student's own life.</td>
<td>Discipline</td>
<td>Pre-Post Test</td>
<td>45</td>
<td>5 years</td>
<td>Statistically Significant Improvement</td>
<td>Non-Significant Improvement ( p &gt; .05 )</td>
<td>Weak</td>
</tr>
<tr>
<td>2 Demonstrate the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.</td>
<td>Discipline</td>
<td>Pre-Post Test</td>
<td>45</td>
<td>5 years</td>
<td>Statistically Significant Improvement</td>
<td>Non-Significant Improvement ( p &gt; .05 )</td>
<td>Weak</td>
</tr>
<tr>
<td>3. Increase respect for diversity and global awareness.</td>
<td>Learning</td>
<td>Pre-Post Test</td>
<td>45</td>
<td>5 years</td>
<td>Statistically Significant Improvement</td>
<td>Significant Improvement ( p &gt; .05 )</td>
<td>Strong</td>
</tr>
<tr>
<td>4. Demonstrate critical thinking</td>
<td>Learning</td>
<td>Pre-Post Test</td>
<td>45</td>
<td>5 years</td>
<td>Statistically Significant Improvement</td>
<td>Non-Significant Improvement ( p &gt; .05 )</td>
<td>Weak</td>
</tr>
</tbody>
</table>

Describe the Learning Outcome That You Have Measured

| SLO, Discipline or Other | Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay | Number of Students Assessed | # of Years This Outcome Has Been Assessed | Measurement Standard | Report the Results of Your Data Analysis | Strong: Exceeds Benchmark Neutral: Meets Benchmark Weak: Misses Benchmark |

**Recommendation:** Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Sociology
Responsibility: John Ratliff, PhD

Program/Discipline's Mission Statement:
In a continuously assessed learning-centered environment, it is our Department’s mission is to offer transfer level courses, including professional preparation course work that enable students to achieve their academic and personal goals.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?
The Assessment Project in sociology has increased awareness of the SOC curriculum in general and has emphasized the instruction of seeing social and cultural processes in the world and in the student’s own life, understanding the nature of modern American society and culture, as well as diverse societies and cultures, increasing respect for diversity and global awareness and demonstrating critical thinking in particular. The feedback from previous years’ assessment data has affected discipline-wide teaching strategies in both online and face-to-face classes. Past assessment analyses have contributed to curriculum decisions, textbook adoptions, adjunct hiring, and the selection of classroom materials and media.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?
In general the use of a course pretest has been valuable in identifying student knowledge deficiencies at the beginning of the course. As a result, significant growth in learning is identified on almost every learning outcome.

What unintended consequences, if any, have occurred because of the assessment process?
Not applicable.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)
The annual assessment report is submitted to the Assessment Committee and is available for departmental colleagues and Chair to review. The assessment will be available to all adjuncts, as well as to Cheyne Bamford, Department Chair.
# Part 1: Previous Academic Year Assessment Summary

**Previous Academic Year: 2010-2011**

<table>
<thead>
<tr>
<th>Outcome #:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Title:</strong></td>
<td>“Demonstrate the ability to more clearly see social and cultural processes in the world and in the student’s own life.”</td>
</tr>
<tr>
<td><strong>Outcome Type (choose by bolding):</strong></td>
<td>Program</td>
</tr>
<tr>
<td><strong>Outcome Description:</strong></td>
<td>In terms of the basic goals of Sociology, this outcome is, by definition, at the heart of what is called the “Sociological Imagination,” i.e., being able to perceive the social component of human behavior.</td>
</tr>
</tbody>
</table>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement ($p < .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology).
2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.
3. For the last five years, this learning outcome has been measured yearly. However, the first of those years the three outcomes were not divided out from each other. Four years ago was the first year that this outcome has been explicitly measured. However, individual outcomes were not measured longitudinally until two years ago. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall.
4. 45 students from SOC 101 completed both the pre- and post-test.

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the Social and Cultural Processes data, the mean score of the post-test ($M = 1.76$) did not significantly differ from the mean score of the pre-test ($M = 1.62$), $F(1,44) = .946$, $p > .05$. See the “Social and Cultural Processes Learning Outcome” graph below.
### What did the department learn?

1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?

<table>
<thead>
<tr>
<th>Score</th>
<th>1.55</th>
<th>1.6</th>
<th>1.65</th>
<th>1.7</th>
<th>1.75</th>
<th>1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
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<tr>
<td>posttest</td>
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</tbody>
</table>

1) While improvement was not statistically significant, an improvement in the ability to more clearly see social and cultural processes in the world and in the student’s own life was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.  
2) While results were not as impressive as last year, results were in the same general vicinity on a percentage basis.  
3) The objective measure did not support the conclusion that there was significant improvement.

### Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) Objective measurements did not indicate strong student performance in demonstrating the ability to more clearly see social and cultural processes in the world and in the student’s own life.  
2) While these results are not as heartening as last year, it’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
<table>
<thead>
<tr>
<th>Outcome #: 2</th>
<th>Outcome Title: Demonstrate the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type: Program</strong></td>
<td><strong>Outcome Description:</strong> Again, demonstration of this ability was chosen as central to the basic goal of cultivating the sociological perspective. This outcome includes examining the student’s understanding of the difference between society and culture, the particular characteristics of contemporary American society and culture, and the general issue of cultural diversity.</td>
</tr>
</tbody>
</table>
| **Benchmark for success** | 1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  
For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement (p < .05) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts. |
| **Description of assessment process:** | 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  
1. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology).  
2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.  
3. For the last four years, this learning outcome has been measured yearly. However, the first two of those years the three outcomes were not divided out from each other. Three years ago was the first year that this outcome has been explicitly measured. However, individual outcomes were not measured longitudinally until two years ago. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall.  
4. 45 students from SOC 101 completed both the pre- and post-test. |
| **Results** | **Results**  
What were the results of the assessment process? (List results for each method, if more than one were used.)  
SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the Society and Culture data, the mean score of the post-test (M = 4.69) did not significantly differ from the mean score of the pre-test (M = 4.49), F(1,44) = .739, p > .05. See the “Society and Culture Learning Outcome” graph below.
**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

<table>
<thead>
<tr>
<th>Score</th>
<th>pretest</th>
<th>posttest</th>
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<tbody>
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<tr>
<td>4.75</td>
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</tbody>
</table>

2) While improvement was not statistically significant, an improvement in the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.

3) While results were not as impressive as last year, results were in the same general vicinity on a percentage basis.

4) The objective measures did not support the conclusion that there was significant improvement.

3) Objective measurements did not indicate strong student performance in demonstrating the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.

1) While these results are not as heartening as last year, it’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: Increase respect for diversity and global awareness.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type:</strong> General Ed If General Education Outcome: Diversity and Global Awareness</td>
<td><strong>Outcome Description:</strong> This General Education outcome is a perfect fit for one of the basic goals of Introductory Sociology, which is to move students from an ethnocentric orientation to one of greater cultural relativism and respect and understanding for cultures, races and ethnicities different from their own.</td>
</tr>
<tr>
<td><strong>Benchmark for success</strong> 1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark. 2) What is the rationale for choosing this measure?</td>
<td>For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement ($p &lt; .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong> 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)? 2) How do these methods show students are learning? 3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why? 4) How many students made up the sample size?</td>
<td>1. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology). 2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts. 3. For the last four years, this learning outcome has been measured yearly. However, the first two of those years the three outcomes were not divided out from each other. Three years ago was the first year that this outcome has been explicitly measured. However, individual outcomes were not measured longitudinally until two years ago. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall. 4. 45 students from SOC 101 completed both the pre- and post-test.</td>
</tr>
<tr>
<td><strong>Results</strong> What were the results of the assessment process? (List results for each method, if more than one were used.)</td>
<td>SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the Diversity and Global Awareness data, the mean score of the post-test ($M = 2.82$) was significantly greater than the mean score of the pre-test ($M = 2.40$), $F(1,44) = 8.213$, $p &lt; .01$. See the “Diversity and Global Awareness Learning Outcome” graph below.</td>
</tr>
</tbody>
</table>
What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

5) Improvement was statistically significant, an improvement in respect for diversity and global awareness was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.
6) This was a significant improvement over last year.
7) The objective measures supported the conclusion that there was significant improvement.

Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

4) Objective measurements indicated strong student performance in demonstrating the increased respect for diversity and global awareness.
1) It’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
**Outcome # 4**

<table>
<thead>
<tr>
<th>Outcome Type: General Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>If General Education Outcome: Diversity and Global Awareness</td>
</tr>
</tbody>
</table>

**Outcome Title:** Demonstrate critical thinking.

**Outcome Description:**
This General Education outcome was added last year for the first time and certainly is a reasonable goal for introductory sociology.

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement (p < .05) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1. The Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology).
2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.
3. This was the second year this outcome was measured.
4. 45 students from SOC 101 completed both the pre- and post-test.

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

SPSS for Windows was used to compare pre- and posttest means in a repeated-measures design. Data from both the methodology pre-test and the methodology post-test were collected and entered into SPSS, with data included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 45 students. For the Critical Thinking data, the mean score of the post-test (M = 2.60) did not significantly differ from the mean score of the pre-test (M = 2.29), F(1,44) = 3.325, p > .05. See the “Critical Thinking Learning Outcome” graph below.
### What did the department learn?

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

8) While improvement was not statistically significant, an improvement in the ability to demonstrate critical thinking was observed this year on the objective assessment, with improvement in demonstrated ability in this area across the semester.
9) While results were not as impressive as last year, results were in the same general vicinity on a percentage basis.
10) The objective measures did not support the conclusion that there was significant improvement.

### Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

5) Objective measurements did not indicate strong student performance in demonstrating critical thinking.
2) While these results are not as heartening as last year, it’s important to make sure all instructors are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
Part 2: Current Academic Year Assessment Plan

- **Current Academic Year: 2012-2013**

  Intended Learning Outcomes (only include if they differ from those noted in Part 1)

  1) The same 4 Learning Outcomes will be measured this year.

Assessment Method(s) (only include if they differ from those noted in Part 1)

As an objective test of student performance, SPSS for Windows will be used to compare pre- and post-test means for each intended learning outcome. The study will employ a repeated-measures design, and a statistically significant improvement \((p < .05)\) in student performance across the pre and post-tests for each learning outcome is predicted. This result would confirm that the students’ comprehension of Political Science concepts and the General Education goals improved after receiving instruction in those concepts.

As noted above, the problematic results on 3 outcomes motivates a basic reexamination of the assessment instruments to try to get a more reliable result.

Benchmarks (only include if they differ from those noted in Part 1)

1. For each of the outcomes, statistically significant improvement across the pre-post tests will be the benchmark.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)

  Yes  No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.