Expected Outcomes: Knowledge of sociological theory

Students will demonstrate knowledge of the three major theoretical paradigms in sociology (structural-functionalism, conflict, and symbolic interactionism)

Related typical general education outcomes:

- 2 Analytical and Critical Reading
- 3 Ability to Critique Arguments
- 4 Ability to Construct Arguments

Assessment methods

Method: Exit exam.

For 2012, assessment of the undergraduate program in sociology consists of two separate measures, an exit exam completed by senior majors. The exit exam consists of thirty-five (35) multiple choice questions that correspond with material covered in sociology courses, including theory, research methods and statistics, and key substantive areas. Sociology majors of senior standing were requested to complete this assessment, which was administered electronically via Qualtrics. Students were notified via e-mail and course instructors also requested that eligible students complete the assessment. Student participation was voluntary. A total of eleven (11) students completed this exam at the end of the Spring 2012 semester.

Findings:

Average Percent Correct = 74.2

11 senior Sociology majors completed the exit exam. The mean (average) score was 26 out of 35, or 74 percent. Nine of 11 students achieved a passing score (24.5 or 70 percent). Overall, the results indicate that students are more proficient with sociological concepts than with theory and methods, respectively. This finding is not surprising. Because of course demand and due the nature of material, students typically take theory and methods courses near or at the end of their program of study.

How did you use findings for improvement?

Results of 2011 assessment efforts were discussed extensively during the Spring 2012 program meeting. At that time, a number of options were discussed in terms of improving student results, including: ● Requiring STAT 2010 or SOCY 3700 as a pre-requisite for all senior-level courses. ● Requiring that theory be completed prior to enrollment in SOCY 4800. However, these changes are not practical, due to scheduling issues and resource constraints (faculty). The results of the current assessments will be distributed to all program members for evaluation and discussion. Specifically, the following measures will be considered: 1. The exit examination and its items will be carefully reviewed by faculty in consultation with the program director and department chair. As last year, a substantial portion of Spring 2013 program meeting will focus on these issues. 2. Program faculty will evaluate the advantages of electronic administration of the exit exam.

Additional comments:
Method: Research proposal assessment

Secondly, program faculty members also evaluated research proposals that are required in SOCY 3700 (Research Methods) and SOCY 4800 (Senior Seminar). Due to an unintentional difference in assignment criteria, research proposals are assessed from SOCY 3700 only. Assessment category ratings consist of non-proficient, proficient, and highly proficient for each of the following items: 1. Basic concepts and principles 2. Develop literature review 3. Theoretical understanding 4. Critical thinking/analysis 5. Conceptual integration 6. Develop research question 7. Research design 8. Mastery of substantive area. Each area evaluated in the research proposals is tied to the three assessment outcomes.

Findings:

Evaluation of Research Proposals. A sample (n=14) of research proposals completed by students enrolled in SOCY 3700 were evaluated by the program director and reviewed by the department chair. As noted on the table below, the overwhelming majority of students rated proficient or highly proficient for each criteria. Develop Literature Review: Non-Proficient 7%; Proficient 57%; Highly Proficient 36%; Theoretical Understanding: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%; Critical Thinking/Analysis: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%; Conceptual Integration: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%; Mastery of Substantive Area: Non-Proficient 7%; Proficient 43%; Highly Proficient 50%.

How did you use findings for improvement?

Results of 2011 assessment efforts were discussed extensively during the Spring 2012 program meeting. A number of options were discussed in terms of improving student results, including: Requiring STAT 2010 or SOCY 3700 as a pre-requisite for all senior-level courses. Requiring that the theory course be completed prior to enrollment in SOCY 4800. However, these changes are not practical, due to scheduling issues and resource constraints (faculty). The results of the current assessments will be distributed to all program members for evaluation and discussion. Specifically, the following measures will be considered: 1. The results of the exit examination and its items will be reviewed by faculty in consultation with the program director and department chair. As last year, a substantial portion of Spring 2013 program meeting will be devoted to these issues. 2. Evaluate electronic administration of the exit exam. 3. Evaluate exit exam questions and modify as needed.

Additional comments:

None

Expected Outcomes: Knowledge of research methods

Students will demonstrate knowledge of social science research methods.

Related typical general education outcomes:

6 Ability to Solve Open-Ended Problems
7 Written Communication
11 Scientific Literacy

Assessment methods
Method: Exit exam.

For 2012, assessment of the undergraduate program in sociology consists of two separate measures, an exit exam completed by senior majors. The exit exam consists of thirty-five (35) multiple choice questions that correspond with material covered in sociology courses, including theory, research methods and statistics, and key substantive areas. Sociology majors of senior standing were requested to complete this assessment, which was administered electronically via Qualtrics. Students were notified via e-mail and course instructors also requested that eligible students complete the assessment. Student participation was voluntary. A total of eleven (11) students completed this exam at the end of the Spring 2012 semester.

Findings:

Average Percent Correct = 73.6. Overall, the results indicate that students are more proficient with sociological concepts than with theory and methods, respectively. This finding is not surprising. Because of course demand and due the nature of material, students typically take theory and methods courses near or at the end of their program of study.

How did you use findings for improvement?

Results of 2011 assessment efforts were discussed extensively during the Spring 2012 program meeting. A number of options were discussed in terms of improving student results, including: Requiring STAT 2010 or SOCY 3700 as pre-requisite for all senior courses. Requiring that the theory course be completed prior to enrollment in SOCY 4800. However, these changes are not practical, due to scheduling issues. The results of the current assessments will be distributed to all program members for evaluation and discussion. Specifically, the following measures will be considered: 1. The results of the exit examination and its items will be carefully reviewed by program faculty in consultation with the program director and department chair. As last year, a substantial portion of Spring 2013 program meeting will be devoted to these issues. 2. Faculty will evaluate advantages of electronic administration.

Additional comments:

None

Method: Research proposal assessment

Secondly, program faculty members also evaluated research proposals that are required in SOCY 3700 (Research Methods) and SOCY 4800 (Senior Seminar). Due to an unintentional difference in assignment criteria, research proposals are assessed from SOCY 3700 only. Assessment category ratings consist of non-proficient, proficient, and highly proficient for each of the following items: 1. Basic concepts and principles 2. Develop literature review 3. Theoretical understanding 4. Critical thinking/analysis 5. Conceptual integration 6. Develop research question 7. Research design 8. Mastery of substantive area. Each area evaluated in the research proposals is tied to the three assessment outcomes.

Findings:

Critical Thinking/Analysis: Non-Proficient 7%; Proficient 43%; Highly Proficient 50%
Conceptual Integration: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%
Develop Research Question: Non-Proficient 14%; Proficient 29%; Highly Proficient 57%
Research Design: Non-Proficient 14%; Proficient 36%; Highly Proficient 50%

How did you use findings for improvement?

Results of 2011 assessment efforts were discussed during the Spring 2012 program meeting.
Options were discussed in terms of improving student results, including: Requiring STAT 2010 or SOCY 3700 as a pre-requisite for all senior-level courses. Requiring that the theory course be completed prior to enrollment in SOCY 4800. However, these changes are not practical, due to scheduling issues and resource constraints (faculty). The results of the current assessments will be distributed to all program members for evaluation and discussion. Specifically, the following measures will be considered: 1. The results of the exit examination and its items will be carefully reviewed by program faculty in consultation with the program director and department chair. As last year, a substantial portion of Spring 2013 program meeting will be devoted to these issues. 2. Evaluate electronic administration of the exit exam. 3. Evaluate exit exam questions and modify as needed.

Additional comments:

None

Expected Outcomes: Utilization of concepts of the discipline.

Students will convey the ability to utilize the terms and concepts of sociology.

Related typical general education outcomes:

- 6 Ability to Solve Open-Ended Problems
- 9 Informed and Engaged Citizenship
- 11 Scientific Literacy

Assessment methods

Method: Exit exam.

For 2012, assessment of the undergraduate program in sociology consists of two separate measures, an exit exam completed by senior majors. The exit exam consists of thirty-five (35) multiple choice questions that correspond with material covered in sociology courses, including theory, research methods and statistics, and key substantive areas. Sociology majors of senior standing were requested to complete this assessment, which was administered electronically via Qualtrics. Students were notified via e-mail and course instructors also requested that eligible students complete the assessment. Student participation was voluntary. A total of eleven (11) students completed this exam at the end of the Spring 2012 semester.

Findings:

None

How did you use findings for improvement?

Results of 2011 assessment efforts were discussed during the Spring 2012 program meeting. Options were discussed in terms of improving student results, including: Requiring STAT 2010 or SOCY 3700 as a pre-requisite for all senior-level courses. Requiring that the theory course be completed prior to enrollment in SOCY 4800. However, these changes are not practical, due to scheduling issues and resource constraints (faculty). The results of the current assessments will be distributed to all program members for evaluation and discussion. Specifically, the following measures will be considered: 1. Results of the exit examination and its items will be carefully reviewed by program faculty in consultation with the program director and department chair. As last year, a substantial portion of Spring 2013 program meeting will be devoted to these issues. 2. Faculty will evaluate electronic administration of the exit exam. 3. Faculty will evaluate exit exam q
Method: Research proposal assessment

Secondly, program faculty members also evaluated research proposals that are required in SOCY 3700 (Research Methods) and SOCY 4800 (Senior Seminar). Due to an unintentional difference in assignment criteria, research proposals are assessed from SOCY 3700 only. Assessment category ratings consist of non-proficient, proficient, and highly proficient for each of the following items: 1. Basic concepts and principles  2. Develop literature review  3. Theoretical understanding  4. Critical thinking/analysis  5. Conceptual integration  6. Develop research question  7. Research design  8. Mastery of substantive area. Each area evaluated in the research proposals is tied to the three assessment outcomes.

Findings:

Concepts/Principles: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%
Develop Literature Review: Non-Proficient 7%; Proficient 57%; Highly Proficient 36%
Theoretical Understanding: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%
Critical Thinking/Analysis: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%
Conceptual Integration: Non-Proficient 7%; Proficient 50%; Highly Proficient 43%
Mastery of Substantive Area: Non-Proficient 7%; Proficient 43%; Highly Proficient 50%

How did you use findings for improvement?

Results of 2011 assessment efforts were discussed during the Spring 2012 program meeting. Options were discussed in terms of improving student results, including: Requiring STAT 2010 or SOCY 3700 as a pre-requisite for all senior-level courses, and requiring that the theory course be completed prior to enrollment in SOCY 4800. However, these changes are not practical, due to scheduling issues and resource constraints (faculty). Results of the current assessments will be distributed to all program members for evaluation and discussion. Specifically, the following measures will be considered: 1. Results of the exit examination and its items will be carefully reviewed by program faculty in consultation with the program director and department chair. As last year, a substantial portion of Spring 2013 program meeting will be devoted to these issues. 2. Faculty will evaluate electronic administration of the exit exam. 3. Review exam items as needed.

Additional comments:

None