General Information

1. Name / Number of Course / Sequence:
   SOCY 1000/1007

2. SLO(s) being assessed:
   Student will understand and appreciate the diversity of and within societies of the United States and the World.

3. Department:
   Sociology, Anthropology, & Social Work

4. Department Representative:
   Allen Furr

5. AGSC Content Alignment:
   AREA IV: History, Social, and Behavioral Sciences

Assessment Information

6. Assessment Method: [Explain how assessment for the measures associated with this SLO – not grading for the course as a whole was conducted.]

   At the end of the Fall 2010 and Spring 2011 semesters, students in all sections of SOCY 1000/1007 were asked to complete an assessment exam to identify the degree to which course content is consistent with SLOs for the course. Questions were designed to reflect these content areas:

   (1) The Study of Society
       · Sociology Defined
       · Major Sociological Paradigms (Functionalist, Conflict, Symbolic Interaction)
Sociological Research Process and Methods

(2) Social Structure, Culture, and Everyday Life
- Social Structure
- Culture and Everyday Life
- Socialization
- Groups and Organizations
- Conformity and Deviance

(3) Social Institutions
- Family
- Economy
- Government
- Education
- Religion

(4) Stratification and Inequality
- Class/Economic
- Race/Ethnicity
- Gender
- Sexuality

(5) Social Stability and Change
- Demography
- Environment
- Technology
- Collective Behavior

7. Findings: [What assessment data did each assessment method produce?]

Fall 2010: Students completing this exam (n=309), on average, correctly answered 13.5 of 15 questions, for a mean score of 90 percent. Student scores range from 4 to 15.

Spring 2011: Students completing this exam (n=373), on average, correctly answered 12.9 of 15 questions, for a mean score of 86 percent. Student scores range from 0 to 15.

8. How did you or will you use the findings for improvement: [What questions / issues/ concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the
findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?

Results Summary. In review of the aggregate data for both semesters, students achieved overall high scores on this assessment exam. (However, it should be noted that participation was voluntary and dependent upon class attendance the class day the exam was administered). Of the fifteen questions included in the examination, students tended to have more problems with items that require understanding of key theoretical concepts, which are often the most difficult for students. Although the mean for these items was over 80% correctly answered, we will take steps to improve the theoretical training in this course. Students scored very high on questions dealing with human variation and diversity and appreciation of cultural differences. We will continue to emphasize those topics.

All assessment results and findings will be shared with program faculty for the purpose of identifying ways to improve the course. In doing so, program faculty (including the program director and department chair) will:

9. **Additional comments:** [What else would you like the Committee to know about your assessment of this course or plans for the future?]

10. **Core Curriculum General Education Committee Comments:**

    Feedback from the progress report was not used. Need more detail of assessments. Each method of assessment is NOT clearly described. It only said that at the end of Fall and Spring 2011 students in all sections were asked to complete an assessment exam. They state that questions were designed to reflect content areas consisting of major categories and sub-categories. No questions or other specifics were provided. Findings are not clearly tied to assessment methods, but the report does suggest that the faculty will discuss the results and something will be done to improve future