2. **SLO(s) being assessed**: Student will..

   SLO 9: Students will understand and appreciate diversity of an within societies of the U.S. and the world.

3. **AGSC Content Area of Alignment:**

   Area IV: History, Social and Behavior Sciences

4. **Assessment Method(s):**

   [Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You my cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

   LEARNING OUTCOMES: SOCY 1000/1007 is configured to be consistent with Student Learning Outcome 9: Students will understand and appreciate the diversity of and within societies of the United States and the world. In doing so, three specific learning objectives were identified. After completing SOCY 1000, students will be able to demonstrate: 1. an understanding of the relationship between the individual and culture/society (SLO 9-1); 2. an understanding of human variation and diversity (SLO 9-2); and, 3. an appreciation of cultural differences (SLO 9-3). CONTENT AREAS: The following specific topic areas are representative of content areas covered in all sections of SOCY 1000/1007. The topic areas and categories within each area (bullet points) also reflect the material in standard introductory sociology texts. (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 These content areas align with the Learning Outcomes in the following manner: LO Content Area 11, 2, 523, 432 Discussion of content areas will be organized around respective L0s. ASSESSMENT METHOD: Assessment Exit Exam At the end of the Spring 2013 semester, 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. Minor changes were made to the instrument used previously, specifically the following modifications: 1. Question and response categories for Item 15 were re-worded for clarity; 2. Students were requested to indicate the class day/hour slot for their respective section. This assessment was administered electronically via Qualtrics. Students were not required to complete this examination and the results that follow should not be considered representative of all students enrolled in the course. For respective sections, the number of students completing the assessment is as follows: Class Day/Time Number (n=75) MWF 0800-0850 06 MWF 0900-0950 09 MWF 1000-1050 07 MWF 1100-1150 04 MWF 1200-1300 04 MWF 1400-1450 03 MWF 1450-1500 TH 0930-1045 24 *TH 1100-1215 07 TH 1400-1515 06 Not Indicated/Unknown 03 TOTAL 75 Note: *Two sections offered during this day/time. The exam is attached. Each test item corresponds with an identified learning objective.

RUBRIC: The learning objectives and test questions are aligned as follows: L.O. Description Exam Questions 1 Relationship between individual and
culture/society2, 3, 5, 8, 152Human variation and diversity 4, 7, 9, 10, 113Appreciation of cultural differences 1, 6, 12, 13, 14Scoring The competency level threshold for evaluating overall performance and also for question groups and individual items is based on the following rubric: Competency Level Range (Percentage) None/Little < 60% Basic 60-74% Intermediate 75-89% Advanced 90+% Exit Exam SOCY 1000/1007 Assessment Exam (Spring 2013) Note: Correct response indicated by an asterisk (*). 1. Making use of the sociological perspective encourages: a) challenging common beliefs * b) accepting conventional wisdom (c) the belief that society is mysterious d) people to be happier with their lives as they are2. The theoretical approach in sociology that emphasizes social inequality, power, actors pursuing their own interests and oppression, is the:a) structural functionalist perspective b) social conflict perspective * c) symbolic interaction perspective3. The theoretical approach in sociology that assumes society is a complex system whose parts work together to promote order, solidarity, social integration, and stability is the:a) [structural functionalist perspective] b) [social conflict perspective] c) symbolic interactionist perspective d) feminist perspective4. “Ethnocentrism” refers to: a) respecting other cultures b) judging another culture using the standards of your own culture * c) seeing another culture as better than your own d) judging another culture by its own standards5. Regarding deviant behavior, the [social] conflict approach asserts: a) powerless people are at the highest risk of being defined as deviant* b) deviance has both functions and dysfunctions c) Deviance exists only in the eye of the beholder d) Society should ignore victimless crime6. What concept refers to the lifelong social experience by which human beings develop their potential and learn the norms and values of their culture? a) personality b) socialization * c) human nature d) behaviorism7. “Social Stratification” refers to: a) job specialization b) ranking categories of people in a hierarchy which affects the social rewards they receive c) the fact that some people work harder than others d) inequality of personal talent and individual effort8. The historical replacement of caste systems with class systems: a) brings an end to most social inequality b) replaces one kind of inequality with another * c) means that individuals experience less social mobility d) means that categories become more clearly unequal9. In terms of health, people living in high-income families: a) live in safer and less stressful environments b) are more likely to describe their own health as “excellent” c) live longer lved s All of the above are correct *10. Gender is not just a matter of differences between males and females, but also a matter of differences in: a) power b) wealth c) status d) All of the above are correct *11. Race refers to ________ given meaning and considered important by a society whereas ethnicity refers to ________. a) biological traits; cultural traits * b) cultural traits; biological traits c) differences; what we have in common d) what we have in common; differences12. Prejudice is a matter of ________, and discrimination is a matter of ________. a) biology; culture b) behavior; choice c) social structured; what rich people think; what rich people do13. The reason sociologists study religion is to learn: a) the meaning of life b) whether a particular religion is true or not c) how patterns of religious activity affect society and how society affects patterns of religious activity d) All of the above are correct14. The person who would most likely participate in a culture would be a) a high school student b) a college student c) a college professor d) everyone participates in culture *15. A sociologist applying the sociological imagination to unemployment would be most interested in: a) characteristics of the economy that affect levels of employment * b) characteristics of a worker that caused the worker to lose a job c) why a particular person can’t seem to hold a job d) how most effectively to retrain someone who has lost a job

5. Findings: What assessment data did each assessment method produce?

Spring 2013 Results. According to the results, students completing this exam (n=75), on average, correctly
Core Curriculum Assessment Report 2012-2013

Department  Sociology, Anthropology, Social Work
Representative  Allen Furr
Academic Year  2012_13

Course Name / number  SOCY1000, SOCY1007

answered 79.9 percent, or 11.99 (Standard Deviation=3.03802) of 15 questions. Competency Level Distribution (n=75) None/LittleBasicIntermediateAdvanced Total Number 1011 26 28 75 Percent 13.33% 14.6% 34.67% 37.33% 100% Overall, results further show that approximately 7 of 10 students (72%) demonstrate intermediate or advanced competency based on the criteria outlined previously. For individual questions, student response information is as follows: Question Correct Standard Competency (Average) Deviation 0182.67.381 Intermediate 0277.33.421 Intermediate 0382.67.381 Intermediate 0485.33.356 Intermediate 0561.33.490 Basic 0688.00.32 7 Intermediate 0790.67.293 Advanced 0882.67.381 Intermediate 0988.00.327 Intermediate 1086.67.342 Intermediate 1173.33.445 Basic 12 86.67.342 Intermediate 1384.00.369 Intermediate 1489.33.311 Intermediate 1540.00.493 None/Little Summary data for student responses according to SLO category follows. Mean score associated with each SLO category is out of five (5). LO Mean Score Standard Deviation Competency 13.44 (68.8%) 1.19 Basic 24.24 (84.4%) 1.16 Intermediate 34.31 (86.2%) 1.17 Intermediate Results Summary. In review of the aggregate students demonstrate basic competency for LO 1 and intermediate competency for LO 2 and LO 3. Of the fifteen questions included in the examination, students tended to have more problems with two items (5 and 15). These questions require understanding of key theoretical concepts within the conflict tradition and both are related to LO 1 (relationship between the individual and culture/society).

Attachment name:

6. Based on the comprehensive rubric for the appropriate SLO(s), indicate the extent of competency of the average student who has completed this core course in each learning outcome assigned to it:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Level of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 9</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

7. 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?]

Changes and Modifications Following Assessment: A program meeting held during the Spring 2013 semester consisted largely of discussion of 2012 assessment results. The changes implemented for this year resulted from these discussions, primarily the decision to continue Qualtrics for the purpose of administering assessment. All Spring 2013 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: • discuss possible changes to the list of approved texts for the course, including the option of adopting a common textbook for all sections; • review assessment results in detail for the purpose of identifying modifications to the assessment exam, including the addition of more individual items corresponding with each LO; • review and re-assess competency thresholds; • re-iterate to all course instructors the importance of having students participate in the
assessment process; upon evaluation of the assessment results, discuss and implement measures to address areas requiring additional attention and/or improvement. Of key importance is emphasizing material related to LO 1 (human variation and diversity), ensuring that key concepts are covered in all sections.

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


Bacon. Note: The Ferris and Stein (2011) text was added to the list at the end of the Spring 2013 semester.

9. Committee Comments: