1. **AGSC Content Area of Alignment:** Area IV: History, Social and Behavior Sciences

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. **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 rubics 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.]

   At the end of the Spring and Summer 2012 semesters, students in all sections of SOCY 1000/1007 were asked to complete a 15-item 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. This assessment was administered electronically via Qualtrics. (Students were not required to complete this examination.)

   (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

   SLODescription Exam Questions9-1Relationship between individual and culture/society2, 3, 5, 8, 159-2Human variation and diversity4, 7, 9, 10, 119-3Appreciation of cultural differences1, 6, 12, 13,14

4. **Findings: What assessment data did each assessment method produce?**

   Spring 2012 Results. According to the results, students completing his exam (n=170), on average, 78.9 percent, or 11.84 of 15 questions. For individual questions, student response information is as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>108611761291138314891552</td>
</tr>
<tr>
<td>Summary</td>
<td>data for student responses</td>
</tr>
</tbody>
</table>

   according to SLO category are as follows:

<table>
<thead>
<tr>
<th>SLODescription</th>
<th>Percent</th>
<th>Correct</th>
</tr>
</thead>
</table>
   | Question Groups9-166.409-284.009-386.40 | Summer 2012 Results. According to the results, students completing this exam (n=22), on average, correctly answered 14.27 of 15 questions, for a mean score of 95.13 percent. For individual questions, student response information is as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
<th>Correct</th>
<th>Summary</th>
</tr>
</thead>
</table>
   | Question Groups9-191.809-298.009-395.40 | Results Summary. In review of the aggregate data for both semesters, excluding the section pertaining to SLO 9.1 in Spring 2012, students achieved overall high scores on this assessment exam. 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 SLO 9-1 (relationship between the...
5. **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?]

The Spring 2012 program meeting consisted largely of discussion of 2011 assessment results. The changes implemented for this year resulted from these discussions, primarily the decision to implement Qualtrics for the purpose of administering assessment. All 2012 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 SLO; • determine differences (if any) in student scores by course instructor; • upon evaluation of the assessment results, discuss and implement measures to address areas requiring additional attention and/or improvement. For example, assessment results suggest (similar to results for 2011) that in comparison to other outcomes, SLO 9-1 warrants examination. In doing so, program faculty will identify ways to facilitate including this information into course content for the purpose of giving additional emphasis to the theoretical bases of the relationship between the individual and culture/society.

6. **Additional Comments:**

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

While not requiring a common textbook for all sections, sociology program faculty developed a list of representative works used for an introductory course. Course text adoptions take into consideration the above list of objectives yet allow the instructor autonomy to select text(s) according to her/his individual preferences.

7. **Committee Comments**

Mean of rubric score = 3.26 (out of 4) Information was there and complete. What percentage of all students participated? It looks like 24% based on eight sections and 720 students in Spring 2012. How many of the eight sections were used? Is it part of the syllabus? Do students earn course points for completing the survey.

Mapping the questions to the specific student objection in the over all SLOs was appropriate. Last year we requested the questions. Cannot determine if appropriate. There is no data present as to what was done last year or the changes but it was mentioned that in the future it will be shared with program faculty for the purpose of identifying ways to improve the course. Plan to meet with course faculty. Plans are in place to do this. 2011 review comment: Some possible remediation measures for improving are mentioned, but the two I can see do not reflect changes in TEACHING, but changes in the textbook used and changing the exam!