

Spring 2013 General Education Assessment Report

Assessment Coordinator: Leslie Baker-Kimmons

Department: GSHAA

Outcomes

Soc. 1010: Students will demonstrate knowledge of theories, perspectives, methods, concepts and principles of the field of sociology.

Soc. 1250: Students will be able to articulate the interrelatedness of culture, race, class, and gender and demonstrate knowledge of diverse cultures.

Soc. 2050: Students will be able to demonstrate their knowledge of popular culture and how it relates to structure in society

Method of Assessment

Soc. 1010: Involves an essay assignment designed to test students' knowledge and ability to apply knowledge to real-life scenarios. The pass rate for this course assessment is 70%

Soc. 1250: Students are required to complete three different site visits representing a culture other than their own and submit a report on their findings. The pass rate for this course assessment is 75%

Soc. 2050: Students are required to submit two media reaction papers and critically analyze the content as it relates to race, class, and gender stereotyping. The pass rate for this course assessment is 70%

Assessment Finding/Interpretations/Conclusion

Findings

The assessment findings for the Spring 2013 semester reveal successful pass rates for all assessed general education courses.

Soc. 1010 had a pass rate of 97%.

Soc. 1250 had a pass rate of 82%.

Soc. 2050 had a pass rate of 92%

Interpretations

The data for this year's assessment suggests that changes in certain assessment tools have had a positive impact on student learning. All assessed courses met the established pass rates and the trend data illustrates an overall improvement in this semester's results.

The learning outcomes that these instruments measure have been met and the improvements in the assessment tools as well as participation are evident in the outcomes. It seems as though students responded positively to the changes in the 1010 assessment. The combination of faculty and student participating in assessment, along with adjusting the assessment tool to closer reflect what students learn in this course, has resulted in improved overall pass rates. Instructors for 1010 have adjusted the

assessment tool to not only be task oriented, but to incorporate students understanding of core sociological concepts as it relates to real life. Rewriting the questions for 1250 has improved students understanding of key concepts which were reflected in their writing.

Regular meetings with faculty who teach the assessed courses have helped with participation. Such collaboration has helped identify weaknesses in the assessment tools, as well as, help in the creation of stronger tools for measuring student learning. There have been mixed reviews of the new textbook created for 1250, and there will be further discussions concerning this issue.

The course papers for 2050 have shown to be useful in measuring student learning. It is a task oriented assessment in that the students are hands on and can develop and demonstrate understanding of course concepts.

Conclusion

The learning outcomes continue to be met. The current assessment tools seem to be producing effective outcomes on learning. Although improved, an area of weakness continues to be faculty

Fall 2013 General Education Assessment Report

Assessment Coordinator: Leslie Baker-Kimmons

Department: GSAHA

Outcomes

Soc. 1010: Students will demonstrate knowledge of theories, perspectives, methods, concepts and principles of the field of sociology.

Soc. 1200: Students will be able to demonstrate their knowledge of racial and ethnic groups as well as understand intergroup social relations.

Soc. 1250: Students will be able to articulate the interrelatedness of culture, race, class, and gender and demonstrate knowledge of diverse cultures.

Method of Assessment

Soc. 1010: Involves an essay assignment designed to test students' knowledge and ability to apply knowledge to real-life scenarios. The pass rate for this course assessment is 70%

Soc. 1200: Students are required to submit two media reaction papers and critically analyze the content as it relates to race, ethnicity, and stereotyping. The pass rate for this course assessment is 70%

Soc. 1250: Students are required to complete three different site visits representing a culture other than their own and submit a report on their findings. The pass rate for this course assessment is 75%

Assessment Finding/Interpretations/Conclusion

Findings

The assessment findings for the Fall 2013 semester reveal successful pass rates for all assessed general education courses.

Soc. 1010 had a pass rate of 88%.

Soc. 1200 had a pass rate of 92%

Soc. 1250 had a pass rate of 98%.

Interpretations

All assessed courses met the established pass rates and the trend data illustrates an overall improvement in this semester's results.

The learning outcomes have been met. It seems as though students responded positively to the changes in the 1010 assessment. The combination of faculty and student participating in assessment,

along with adjusting the assessment tool to closer reflect what students learn in this course, has resulted in sustained pass rates.

Rewriting the questions for 1250 has continued to improve students' understanding of key concepts which are reflected in their writing.

Regular reminders to faculty who teach the assessed courses have helped with participation. There continues to be mixed reviews of the new textbook created for 1250, this issue has not been resolved.

Conclusion

The learning outcomes continue to be met. The current assessment tools seem to be producing effective outcomes on learning.

Decision-making Using Finding

There will be continued discussion of textbook selection for 1250. The challenge continues to be finding a basic textbook that is user friendly considering that the majority of students enrolled in this course are not sociology majors.

Demonstrating Improved Learning

This assessment cycle has demonstrated that student learning has been maintained, and the overall improvement suggests the changes in assessment instruments have been positively effective.

Publicizing Student Learning

The public will be informed of student learning on our Department's website, a departmental brochure, and within the sociology major's student handbook. The trend data cycle results will be included as well as direct quotes from students.

Accomplishments and Challenges

The assessment of sociology general education courses has been greatly successful due to organizing the instructors and changing the assessment tool. There remains a struggle for instructors to administer and/or report their assessment findings. Through regular communication with instructors regarding their assessment duties there will be continued success with the recording and reporting of student learning. What will continue to be addressed is the process by which to publicize these accomplishments.

Decision-making Using Finding

The challenge continues to be finding a basic textbook for soc 1250 that is not only user friendly considering that the majority of students enrolled in this course are not sociology majors, but also discipline specific in order to teach sociological vocabulary and terminology.

Demonstrating Improved Learning

This assessment cycle has demonstrated that student learning has been maintained, and the overall improvement suggests the changes in assessment instruments have been positively effective.

Publicizing Student Learning

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Accomplishments and Challenges

The assessment of sociology general education courses has been greatly successful due to organizing the instructors and changing the assessment tool. There remains a struggle for instructors to administer and/or report their assessment findings. These assessment findings were higher than normal due to not all faculty reporting their data. Through regular communication with instructors regarding their assessment duties there will be improvements with the recording and reporting of student learning.

Spring 2014 General Education Assessment Report

Assessment Coordinator: Leslie Baker-Kimmons

Department: GSHAA

Outcomes

Soc. 1010: Students will demonstrate knowledge of theories, perspectives, methods, concepts and principles of the field of sociology.

Soc. 1200: Students will be able to demonstrate their knowledge of racial groups and ethnic groups and how they function within society.

Soc. 1250: Students will be able to articulate the interrelatedness of culture, race, class, and gender and demonstrate knowledge of diverse cultures.

Soc. 2050: Students will be able to demonstrate their knowledge of popular culture and how it relates to structure in society

Method of Assessment

Soc. 1010: Involves an essay assignment designed to test students' knowledge and ability to apply knowledge to real-life scenarios. The pass rate for this course assessment is 70%

Soc. 1200: Students are required to visit a social institution or neighborhood that represents a specific racial or ethnic group and present to the class their findings. The pass rate for this course assessment is 70%.

Soc. 1250: Students are required to complete three different site visits representing a culture other than their own and submit a report on their findings. The pass rate for this course assessment is 75%

Soc. 2050: Students are required to complete group project and submit a reaction paper and critically analyze selected media content as it relates to race, class, and gender stereotyping. The pass rate for this course assessment is 70%

Assessment Finding/Interpretations/Conclusion

Findings

The assessment findings for the Spring 2014 semester reveal successful pass rates for all assessed general education courses.

Soc. 1010 had a pass rate of 92%.

Soc. 1200 had a pass rate of 98%

Soc. 1250 had a pass rate of 87%.

Soc. 2050 had a pass rate of 98%

Interpretations

The data for this year's assessment suggests that changes in certain assessment tools have had a positive impact on student learning. All assessed courses met the established pass rates and the trend data illustrates an overall improvement in this semester's results.

The learning outcomes that these instruments measure have been met and the improvements in the assessment tools as well as participation are evident in the outcomes. It seems as though students responded positively to the changes in the 1010 assessment. The combination of faculty and student participating in assessment, along with adjusting the assessment tool to closer reflect what students learn in this course, has resulted in improved overall pass rates. Instructors for 1010 have adjusted the assessment tool to not only be task oriented, but to incorporate students understanding of core sociological concepts as it relates to real life. Rewriting the questions for 1250 has improved students understanding of key concepts which were reflected in their writing.

Regular meetings with faculty who teach the assessed courses have helped with participation. Such collaboration has helped identify weaknesses in the assessment tools, as well as, help in the creation of stronger tools for measuring student learning. There have been mixed reviews of the new textbook created for 1250, and there will be further discussions concerning this issue.

The course presentations for 1200 and 2050 have shown to be useful in measuring student learning. It is a task oriented assessment in that the students are hands on and can develop and demonstrate understanding of course concepts.

Unfortunately, I believe the pass rates are as high as they are due to the assessment coordinator teaching these courses and reporting during this assessment period. There remains to be difficulty in getting faculty's full participation in submitting assessment data. Full faculty submission may result in lower pass rates.

Conclusion

The learning outcomes continue to be met. The current assessment tools seem to be producing effective outcomes on learning. Although improved, an area of weakness continues to be faculty including assessment as a "natural" part of a course curriculum.

Decision-making Using Finding

The challenge continues to be finding a basic textbook for soc 1250 that is not only user friendly considering that the majority of students enrolled in this course are not sociology majors, but also discipline specific in order to teach sociological vocabulary and terminology. There is a continuing need to find a way to get full faculty participation.

Demonstrating Improved Learning

This assessment cycle has demonstrated that student learning has been maintained, and the overall improvement suggests the changes in assessment instruments have been positively effective.

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Accomplishments and Challenges

The assessment of sociology general education courses has been greatly successful due to organizing the instructors and changing the assessment tool. There remains a struggle for instructors to administer and/or report their assessment findings. These assessment findings were higher than normal due to not all faculty reporting their data. Through regular communication with instructors regarding their assessment duties there will be improvements with the recording and reporting of student learning.

Fall 2014 General Education Assessment Report

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Department: GSHAAA

Outcomes

Soc. 1010: Students will demonstrate knowledge of theories, perspectives, methods, concepts and principles of the field of sociology.

Soc. 1250: Students will be able to articulate the interrelatedness of culture, race, class, and gender and demonstrate knowledge of diverse cultures.

Method of Assessment

Soc. 1010: Involves an essay assignment designed to test students' knowledge and ability to apply knowledge to real-life scenarios. The pass rate for this course assessment is 70%

Soc. 1250: Students are required to complete three different site visits representing a culture other than their own and submit a report on their findings. The pass rate for this course assessment is 75%

Assessment Finding/Interpretations/Conclusion

Findings

The assessment findings for the Fall 2014 semester reveal successful pass rates for all assessed general education courses.

Soc. 1010 had a pass rate of 82%.

Soc. 1250 had a pass rate of 87%.

Interpretations

The data for this year's assessment suggests that changes in certain assessment tools have had a positive impact on student learning. All assessed courses met the established pass rates and the trend data illustrates an overall improvement in this semester's results.

The learning outcomes that these instruments measure have been met and the improvements in the assessment tools as well as participation are evident in the outcomes. It seems as though students responded positively to the changes in the 1010 assessment. The combination of faculty and student participating in assessment, along with adjusting the assessment tool to closer reflect what students learn in this course, has resulted in improved overall pass rates. Instructors for 1010 have adjusted the assessment tool to not only be task oriented, but to incorporate students understanding of core sociological concepts as it relates to real life. However, the lack of faculty participation has resulted in a lower overall pass rate. Rewriting the questions for 1250 has improved students understanding of key concepts which were reflected in their writing.

Regular meetings with faculty who teach the assessed courses have helped with participation. Such collaboration has helped identify weaknesses in the assessment tools, as well as, help in the creation of stronger tools for measuring student learning. There have been mixed reviews of the new textbook created for 1250, and there will be further discussions concerning this issue.

Conclusion

The learning outcomes continue to be met. The current assessment tools seem to be producing effective outcomes on learning. Although improved, an area of weakness continues to be faculty including assessment as a “natural” part of a course curriculum.

Decision-making Using Finding

The challenge continues to be finding a basic textbook for soc 1250 that is not only user friendly considering that the majority of students enrolled in this course are not sociology majors, but also discipline specific in order to teach sociological vocabulary and terminology. Some faculty continue to challenge the need for all faculty to use the same book. This will be an issue that we will continue attempt to resolve.

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Accomplishments and Challenges

The assessment of sociology general education courses has been greatly successful due to organizing the instructors and changing the assessment tool. There remains a struggle for instructors to administer and/or report their assessment findings. These assessment findings were lower than the previous semester possibly due to not all faculty reporting their data. Through regular communication with instructors regarding their assessment duties there will be improvements with the recording and reporting of student learning.

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Outcomes

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Assessment Finding/Interpretations/Conclusion

Findings

The assessment findings for the Spring 2014 semester reveal successful pass rates for all assessed general education courses.

Soc. 1010 had a pass rate of 82%.

Soc. 1200 had a pass rate of 88%

Soc. 1250 had a pass rate of 87%.

Interpretations

The data for this year's assessment suggests that changes in certain assessment tools have had a positive impact on student learning. All assessed courses met the established pass rates and the trend data illustrates an overall improvement in this semester's results.

The learning outcomes that these instruments measure have been met and the improvements in the assessment tools as well as participation are evident in the outcomes. The combination of faculty and

student participating in assessment, along with adjusting the assessment tool to closer reflect what students learn in this course, has resulted in improved overall pass rates. Instructors for 1010 have adjusted the assessment tool to not only be task oriented, but to incorporate students understanding of core sociological concepts as it relates to real life. Rewriting the questions for 1250 has improved students understanding of key concepts which were reflected in their writing.

Regular meetings with faculty who teach the assessed courses have helped with participation. Such collaboration has helped identify weaknesses in the assessment tools, as well as, help in the creation of stronger tools for measuring student learning.

The course presentations for 1200 have shown to be useful in measuring student learning. It is a task oriented assessment in that the students are hands on and can develop and demonstrate understanding of course concepts.

Unfortunately, I believe the pass rates are as high as they are due to the assessment coordinator teaching these courses and reporting during this assessment period. There remains to be difficulty in getting faculty's full participation in submitting assessment data. Full faculty submission may result in lower pass rates.

Conclusion

The learning outcomes continue to be met. The current assessment tools seem to be producing effective outcomes on learning. An area of weakness continues to be faculty including assessment as a "natural" part of a course curriculum.

Decision-making Using Finding

The challenge continues to find a way to get full faculty participation.

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This assessment cycle has demonstrated that student learning has been maintained,

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Assessment Finding/Interpretations/Conclusion

Findings

The assessment findings for the Fall 2015 semester reveal successful pass rates for all assessed general education courses.

Soc. 1010 had a pass rate of 100%.

Soc. 1250 had a pass rate of 96%.

Interpretations

The data for this year's assessment suggests all assessed courses met the established pass rates and the trend data illustrates an overall improvement in this semester's results.

The learning outcomes that these instruments measure have been met and the improvements in the assessment tools as well as participation are evident in the outcomes. The combination of faculty and student participating in assessment, along with adjusting the assessment tool to closer reflect what students learn in this course, has resulted in improved overall pass rates. Instructors for 1010 have adjusted the assessment tool to not only be task oriented, but to incorporate students understanding of core sociological concepts as it relates to real life. However, the lack of full faculty participation has most likely resulted in a higher overall pass rate. Rewriting the questions for 1250 has improved students understanding of key concepts which were reflected in their writing.

Regular meetings with faculty who teach the assessed courses have helped at least with their understanding of the importance of participating. Ultimately collaboration has helped identify weaknesses in the assessment tools, as well as, help in the creation of stronger tools for measuring

student learning. Collaboration also improves participation. There have been mixed reviews of the new textbook created for 1250, and there will be further discussions concerning this issue.

Conclusion

The learning outcomes continue to be met. The current assessment tools seem to be producing effective outcomes on learning. Although improved, an area of weakness continues to be faculty including assessment as a “natural” part of a course curriculum.

Decision-making Using Finding

The challenge continues to be finding a basic textbook for soc 1250 that is not only user friendly considering that the majority of students enrolled in this course are not sociology majors, but also discipline specific in order to teach sociological vocabulary and terminology. Some faculty continue to challenge the need for all faculty to use the same book. This will be an issue that we will continue attempt to resolve.

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