

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Sociology & Anthropology/ Sociology
Academic Year of Report: 2017/19 (covering Summer 2017 through Spring 2019)
Date Submitted: Nov 15, 2019
Report author: Marjukka Ollilainen, Chair of Sociology & Anthropology, Sociology Program Coordinator

Contact Information:
Phone: 801-626-6238
Email: mollilainen@weber.edu

A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed.

Information is current; no changes required.

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the mission statement is current, please place an 'X' below. If the information is not current, please provide an update:

Information is current; no changes required.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

Information is current; no changes required.

Update if not current:

D-1. Curriculum

"A collection of courses is not a program. A curriculum has coherence, depth, and synthesis." (Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the Curriculum Grid for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>.

Indicate in the curriculum grid where **graduating student** performance is assessed for each program outcome. In the ‘additional information’ section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

The Current Sociology Program Curriculum Grid can be found here:

https://www.weber.edu/portfolio/socio_cg.html

Curriculum Map Format

Courses in Program	Department/Program Learning Outcomes					
<p>All graduating seniors take a final, Senior Capstone Course (SOC 4900). It is the only course where graduating students are assessed. The course requires students to conduct an independent research project, a <u>senior thesis</u>, from the beginning to the end. Students develop a research question, write a literature review, design the study, defend their research proposal, collect primary data, analyze data, write a senior thesis paper, defend it in class and present it in the Annual Sociology & Anthropology Student Research Conference to an audience of lower level students and faculty.</p>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	<p>SOC 4900 Senior Capstone Course</p>	<p>Mastered Senior thesis</p>	<p>Mastered Presentatio n of senior thesis in class and in a research conference</p>	<p>Emphasized Literature review for senior thesis</p>	<p>Emphasized Collection and analysis of primary data for senior thesis</p>	<p>Variable Included in literature review, varies by student</p>

Additional Information (details about **graduating student assessment**):

1. WSU Graduate Exit Survey

2017-2018 - Students were asked to respond to a Campus Labs exit survey specific to Sociology Majors and Minors. We do not have data from this survey.

2019 spring - The program added carefully chosen questions from the Campus Labs program survey to the WSU graduate exit survey to get a better response rate. However, only three students responded to the Sociology program questions. We are assessing the utility of this assessment and look forward to a better response rate from future graduating cohorts. Please section F (2) below for the exit survey results.

2. Collegiate Learning Assessment (CLA)

The CLA was required assessment in the SOC 4900: Senior Capstone Course in the spring 2019. We have been integrating the CLA in the spring Capstone courses in the past few years. The CLA entails two tasks:

- (1) A performance task (PT) where students write a response to a scenario for which they are given sources and data (60 min)
- (2) A set of selected response (SR) questions with three foci: (a) scientific and quantitative reasoning, (b) critical reading and evaluation, and (c) 'critique an argument' (30 min)

Results from spring 2019 Sociology seniors CLA below in section F (3).

D-2. High Impact Educational Experiences in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

The below table reflects HIEEs engaged in by different faculty members, as faculty vary in their use of HIEEs. However, all faculty aim at interacting with students about substantive matters (2) and providing timely and constructive feedback (4) in all courses, even if they do not utilize every HIEE outcome. Some of our courses have built in HIEEs; e.g., SOC 4900: Senior Capstone Course is an experience that engages students in potentially all seven HIEEs.

Program Use of High Impact Educational Experiences by Course Key: 1. Significant investment of time and effort by students over an extended period of time(Personal Investment) 2. Interactions with faculty and peers about substantive matters(Meaningful Relationships) 3. Inclusive experiences with people and circumstances that differ from those with which students are familiar 4. Frequent, timely, and constructive feedback(Quality Feedback) 5. Periodic, structured opportunities to reflect and integrate learning(Personal Reflection) 6. Opportunities to discover the relevance of learning through real-world applications(Practical Application) 7. Public dissemination of learning experience							
General Education Courses:	#1	#2	#3	#4	#5	#6	#7
SV 1010 Introduction to Sociology			x	x	x	x	
SV 1020 Social Problems			x	x	x	x	
Core Major/Minor* Requirements:							
Soc 3030 Classical Sociological Theory*		x		x		x	
Soc 3600 Social Statistics							
Soc 3660 Social Research Methods*				x	x		
Soc 4030 Contemporary Sociological Theory		x		x		x	
Soc 4900 Senior Capstone	x	x		x	x	x	x
Elective Major/Minor/University Requirements:							
Soc 3000 Self & Society							
Soc 3010 Social Inequality							
Soc 3110 Sociology of Family							
Soc 3130 Sociology of Gender							
Soc 3250 Deviance & Social Control		x	x	x	x	x	
Soc 3260 Juvenile Delinquency		x	x	x	x	x	
Soc 3270 Criminology		x	x	x	x	x	
Soc 3300 Environment & Society	x	x		x	x	x	x

Soc 3400 Social Change		X	X	X		X	
Soc 3410 Sociology of Religion							
Soc 3420 Sociology of Education	X	X	X	X	X	X	
Soc 3430 Medicine & Healthcare in Society		X	X	X		X	
Soc 3550 Organizations in Society	X	X	X	X	X	X	
Soc 3840 Sociology of Cities & Urban Life		X		X		X	X
Soc 3850 Race & Ethnicity		X	X	X		X	
Soc 4220 Life in a Consumer Society		X		X		X	
Soc 4270 Sociology of Law		X	X	X	X	X	
Soc 4410 Sociology of Globalization							
Soc 4550 Sociology of Work		X	X	X	X	X	
Soc 4830 Readings and/or Projects	X	X	X	X	X	X	X
Soc 4890 Internship	X	X			X	X	X
Soc 4990 Seminar in Sociology	X	X	X	X	X	X	X
(4990 - Thirsty Society)		X	X	X	X	X	X
(4990 -- Soc of Chinese Society)	X	X	X	X	X	X	

The Sociology program HIEEs include the Senior Capstone courses, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, undergraduate research, pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information) n/a

E. Assessment Plan

Updated from 2017 Assessment Report

Sociology Assessment plan for 2016-2021:
Sociology program's most recent five-year self-study and program review took place in Spring 17. As recommended by the Program Review Team, we have moved to assess courses by two outcomes per year. By the end of the five year period before next program review, we plan to have assessed all core (required) courses for all six outcomes and elective courses by the outcomes designated for the year/semester taught (electives are on a two-year rotation).
(Year 1) AY 2016-17 (reported 11/15/2017)
<i>All GE courses</i> SV 1010: Introduction to Sociology* SV 1020: Social Problems* * General education courses assessed by <i>Social Science Area, Diversity</i> learning outcomes.
(Yrs 2-3) 2017-18 (outcomes 1-2); 2018-19 (outcomes 3-4) (Nov 15, 2019 report)
<i>2017-18 (Assess outcomes 1-2)</i> Core: 1010, 3030, 3600, 3660, 4030, 4900 Electives: 1020, 3130, 3250, 3270 <i>2018-19 - Assess outcomes 3-4</i> Core: 1010, 3030, 3600, 3660, 4030, 4900 Electives: 1020, 3000, 3010, 3110, 3260
(Yrs 4-5) 2019-20 (outcomes 5-6 + GE)
<i>2019-20 - Assess outcomes 5-6 + GE</i> Core: 1010, 3030, 3600, 3660, 4030, 4900 Electives: 1020, 3300, 3400, 3430, 3850, 4220, 4410 * General education courses assessed for <i>Social Science Area and Diversity</i> learning outcomes. <i>2020-21 - Assess outcomes 5-6</i> Electives: 3420, 3550, 3840, 4270, 4550

F. Report of assessment results for the two most previous academic years (2017-18 and 2018-19):

1. Evidence of Learning Tables. This assessment report learning outcomes #1 and #2 (for 2017-18) and outcomes #3 and #4 (for 2018-19) for selected courses and, for some courses, all outcomes (1-6).
2. Sociology program specific questions on WSU graduating senior exit survey (Spring 2019).
3. Collegiate Learning Assessment (CLA) report of graduating seniors (Spring 2019).

1. Evidence of Learning Tables (table of contents)

Core/required courses

Table 1 – SOC 1010 – Outcomes 1-6 – Hill – p. 9
Table 2 – SOC 3030 – Outcomes 1-6 – Hill – p. 12
Table 3 – SOC 3600 – Outcomes 1-6 – Reynolds – p. 14
Table 4 – SOC 3660 – Outcomes 1-6 – Reynolds – p. 17
Table 5 – SOC 4030 – Outcomes 1-4 – Ollilainen – p.19
Table 6 – SOC 4900 – Outcomes 1-4 – Ollilainen – p. 21

Electives

Table 7 – SOC 1020 – Outcomes 1-4 – Glass – p. 24
Table 8 – SOC 3000 – Outcomes 3-4 – Glass – p. 27
Table 9 – SOC 3010 – Outcomes 1-6 – Reynolds – p. 28
Table 10 – SOC 3110 – Outcomes 3-4 – Morris – p. 31
Table 11 – SOC 3130 – Outcomes 1-2 – Ollilainen – p. 32
Table 12 – SOC 3250 – Outcomes 1-2 – Morris – p. 33
Table 13 – SOC 3260 – Outcomes 3-4 – Morris – p. 35
Table 14 – SOC 3270 – Outcomes 1-2 – Morris – p. 37

**Table 1. Evidence of Learning: Core Courses within the Major
SOC 1010: Introduction to Sociology/Dr. Huiying Hill (outcomes 1-6)**

Course: SOC 1010: Introduction to Sociology Semester taught: 2018 Fall Sections included: 1

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data	Measure 1: Since this is an introductory class. No research is involved.	Measure 1: N/A	Measure 1: N/A	Measure 1: N/A	N/A	N/A
Learning Outcome 2: Communicate skillfully	Measure 1: Oral presentation based on assigned reading articles.	Measure 1: Accuracy of the summary of the reading assigned and interpretation.	Measure 1: PowerPoint presentation in classes. The average score for this activity is 90%.	Measure 1: Students are required to follow a guideline; their grade reflects the guidelines accurately.	Students did pretty well in this category, no change in this category.	N/A
	Measure 2: Essay writings: students were assigned to write six essays about the “big question”.	Measure 2: The assignment clearly instructed how to write each essay.	Measure 2: Online submission and each essay was graded according to the rubrics. Most students scored an average of 90%.	Measure 2: The grade each student get does reflect their understanding of the issue and grasping the concepts related to the topic.	Some of the essay assignment was not as clear, future clarification or examples will be provided.	Use the classroom time to summarize the essay expectation and results.
Learning Outcome 3:	Measure 1: Tests	Measure 1: There are four tests in each semester, and	Measure 1: The median score for each	Measure 1:	Continue to make the test questions more	Need to find ways to help the students who don’t score over 60%.

Identify and explain the terms, concepts, and theories of the discipline of sociology.		most of the questions are about concepts and theories.	test is above 75%.	The grade each student gets in the tests reflect their real understanding.	clear and understandable.	
	Measure 2: Essays	Measure 2: Essays are all about apply the concepts in real life.	Measure 2: The average score of each essay is about 85-90%.	Measure 2: The grade each student get does reflect their understanding of the issue and grasping the concepts related to the topic	This method is a good one, no plan to change this action.	
Learning Outcome 4: Practice critical thinking	Measure 1: Test questions.	Measure 1: Some test questions are about critical thinking.	Measure 1: The median score for each test is above 75%.	Measure 1: The test score reflects the critical thinking skills.	Continue to make the test questions more clear and understandable.	Need to find ways to help the students who don't score over 60%.
	Measure 2: Essays and article presentation and class discussions.	Measure 2: Each student is required to raise a few questions after their oral presentation. Class discussions.	Measure 2: The average score of each essay is about 85-90%. The presentation's average score is between 80-100%.	Measure 2: Some class discussions are better than others. But each student was given a chance to express their opinions and understanding.	Will guide students how to look at issues are critically and explain what is critical thinking.	Measure 2: Ask students to give more feedback and clarification.
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	Measure 1: Test questions and Essays.	Measure 1: Some test questions and some essay topics deal with interactions of groups.	Measure 1: The median score for each test is above 75%. The average essay score is between 80-100 percent.	Measure 1: These scores reflect this learning outcome.	No future change in this category.	Find better ways to help the students who didn't do well in the tests. Offer office visits and more communications.
	Measure 2: Class lectures and discussions.	Measure 2:	Measure 2: No actual measure.	Measure 2: N/A	N/A	Emphasize this part more in class lectures.

		No specific measure in this category.				
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: Class lectures	Measure 1: At the end of the semester, give a ppt presentation about careers in sociology.	Measure 1: No measurement.	Measure 1: N/A	N/A	N/A
	Measure 2: Essays	Measure 2: By the end of the semester, students will write a signature paper about one big question.	Measure 2: Paper assignment. The average score is about 80%.	Measure 2: Most students can link the dots and produce a coherent paper.	No plan to change this.	N/A

*Direct and indirect: at least one measure per objective must be a direct measure.

**Table 2. Evidence of Learning: Core Courses within the Major
SOC 3030: Classical Sociological Theory/Dr. Huiying Hill (Outcomes 1-6)**

Course: SOC 3030 Classical Theory

Semester taught: 2017 Fall

Sections included: 1

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data	Measure 1: This is a theory class, no research is required.	Measure 1: N/A	Measure 1: N/A	Measure 1: N/A	N/A	N/A
Learning Outcome 2: Communicate skillfully	Measure 1: Outcome 2. Oral presentation.	Measure 1: Each student is required to do an oral presentation on the original writings of a sociologist.	Measure 1: Students are graded by 10 point scale, the average of oral presentation score is 9.	Measure 1: The presentation average score is 9 out of 10. This shows that students can understand the material and articulate the main idea orally.	No Changes needed.	Try to help students who have any problems with the reading, so that they can be better prepared for the presentation.
	Measure 2: Writing essays.	Measure 2: Take home Essays. First Take-home exam has three essays.	Measure 2: The average final grade for this class is 84 and the median is 89.	Measure 2: This shows that students can understand the material and articulate the main idea in writing.	No Changes needed.	Make writing assignment even clearer.
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the	Measure 1: Students have eight take-home essays to write about the theories of each sociologist.	Measure 1: Take home Essays. First Take-home exam has three essays.	Measure 1: The average final grade for this class is 84, with a median of 89.	Measure 1: In order to pass this course, students have to have a C at least. The B average for the whole class is way above the passing grade, which is a C.	No change is planned.	Could help students to understand the material better in lectures.

discipline of sociology		The second one also has three essays. The third one has two essays.				
Learning Outcome 4: Practice critical thinking	Measure 1: In some of the take-home essays, they are specifically targeted on critical thinking ability.	Measure 1: Take-home Exams, essay format.	Measure 1: The average grade for this class is a B.	Measure 1: Almost all the essay questions in this class is about logic, critical thinking and application skills. The B average grade of the whole class shows that most students grasped these skills.	No changes needed.	Could help students to understand the material better in lectures.
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	Measure 1: Students are asked to give examples in their essay to illustrate sociological perspectives from each sociologist.	Measure 1: Essays, especially the essay on Durkheim's theory of suicide.	Measure 1: The final average grade for this class is 84 and median was 89.	Measure 1: This grade shows that most students can apply cultural and global perspectives in social interactions.	No changes needed.	N/A
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: Last lecture: How can theory help me in my understanding of the world after I graduate.	Measure 1: After the lecture with power point, students were encouraged to questions and discuss about what they have learned in this class.	Measure 1: Most students give feedback on what they really learned and how they can link theories with reality so easily after taking the class.	Measure 1: The most surprising things students find out is that classical sociological theories really are relevant in their daily life. They all say that they look at the world very differently after learning these sociological theories.	No changes planned.	I could add more personal experience in the class lectures.

**Table 3. Evidence of Learning: Core Courses within the Major
SOC 3600/Dr. Rob Reynolds (Outcomes 1-6)**

Course: SOC 3660 Sociological Research Semester taught: 2017 Spring

Sections included: 2

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data	Measure 1: Students will create an online survey instrument and administer it.	Measure 1: Online questionnaire assignment based on research question assignment and bibliographic search assignment.	Measure 1: Students scored between 70% and 100 % on the assignment with a mean of 83.24%. 100% scored above 70% and 86.67% scored over 80%.	Measure 1: Most students correctly demonstrated how to create and administer an online survey. These results are better than the last time the course was assessed.	Measure 1: Provide more examples of online surveys to students.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 2: Communicate skillfully	Measure 1: Students will be able to write up analysis a peer-reviewed research article.	Measure 1: 10 question analysis of a peer-reviewed research article. (1 st article review assignment.)	Measure 1: Students scored between 0% and 100% on the assignment with a mean of 86.35%.	Measure 1: Most students correctly analyzed the peer-reviewed research article. Three students never completed/submitted the assignment	Measure 1: Do more group analysis of peer-reviewed articles in class and more follow up with students who don't submit assignments.	Discuss with other SOC program faculty these results and plans.
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1: Students will identify and accurately use research terminology.	Measure 1: 10 question analysis of a peer-reviewed research article. (2 nd article review assignment.).	Measure 1: Students scored between 85% and 100% on the assignment with a mean of 94.25%. All students were above 80%.	Measure 1: Most students successfully demonstrated knowledge of terms of sociological research in the article review, except for students who had dropped the course and didn't complete the assignment.	Measure 1: Develop an assignment that more directly measures this learning outcome.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 4:	Measure 1: Students will be able to select a	Measure 1: Research question	Measure 1: 100% of students	Measure 1: All students demonstrated the ability	Measure 1: Will continue to use the current assignment.	Results will be discussed with SOC program faculty.

Practice critical thinking	viable research question to conceptualize and operationalize.	assignment where students choose a topic or problem they are interested in and then narrow it down to a research question. Students can revise their questions until they have a usable research question.	developed a usable research question, and scored above 80% on this assignment.	to develop usable research questions.		
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	This is not a goal of SOC 3660					
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: Students will know and utilize scientific method to design and conduct social research using ethnomethodology, field observation, and surveying.	Measure 1: Three observation assignments, one each on ethnomethodology, field observation, and surveying.	Measure 1: 87% of students successfully completed all three assignments with a score of 80% or above. 95% of all assignments were above 80%. Four students had	Measure 1: 87% of students demonstrated their ability to conduct ethnomethodology, field observation, and surveying.	Measure 1: Add more time to demonstrating, lecturing and hands-on practice to the surveying assignment.	Results will be discussed with program faculty.

			one of their three assignments below 80%.			
--	--	--	--	--	--	--

**Table 4. Evidence of Learning: Core Courses within the Major
SOC 3660: Sociological Research/Dr. Rob Reynolds (Outcomes 1-6)**

Course: SOC 3660 Sociological Research Semester taught: 2017 Spring Sections included: 2

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data	Measure 1: Students will create an online survey instrument and administer it.	Measure 1: Online questionnaire assignment based on research question assignment and bibliographic search assignment.	Measure 1: Students scored between 70% and 100 % on the assignment with a mean of 83.24%. 100% scored above 70% and 86.67% scored over 80%.	Measure 1: Most students correctly demonstrated how to create and administer an online survey. These results are better than the last time the course was assessed.	Measure 1: Provide more examples of online surveys to students.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 2: Communicate skillfully	Measure 1: Students will be able to write up analysis a peer-reviewed research article.	Measure 1: 10 question analysis of a peer-reviewed research article. (1 st article review assignment.)	Measure 1: Students scored between 0% and 100% on the assignment with a mean of 86.35%.	Measure 1: Most students correctly analyzed the peer-reviewed research article. Three students never completed/submitted the assignment	Measure 1: Do more group analysis of peer-reviewed articles in class and more follow up with students who don't submit assignments.	Discuss with other SOC program faculty these results and plans.
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1: Students will identify and accurately use research terminology.	Measure 1: 10 question analysis of a peer-reviewed research article. (2 st article review assignment.).	Measure 1: Students scored between 85% and 100% on the assignment with a mean of 94.25%. All students were above 80%.	Measure 1: Most students successfully demonstrated knowledge of terms of sociological research in the article review, except for students who had dropped the course and didn't complete the assignment.	Measure 1: Develop an assignment that more directly measures this learning outcome.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 4:	Measure 1: Students will be able to select a viable research	Measure 1: Research question assignment where	Measure 1: 100% of students developed a	Measure 1: All students demonstrated the ability	Measure 1: Will continue to use the current assignment.	

Practice critical thinking	question to conceptualize and operationalize.	students choose a topic or problem they are interested in and then narrow it down to a research question. Students can revise their questions until they have a usable research question.	usable research question, and scored above 80% on this assignment.	to develop usable research questions.		Results will be discussed with SOC program faculty.
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	This is not a goal of SOC 3660					
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: Students will know and utilize scientific method to design and conduct social research using ethnomethodology, field observation, and surveying.	Measure 1: Three observation assignments, one each on ethnomethodology, field observation, and surveying.	Measure 1: 87% of students successfully completed all three assignments with a score of 80% or above. 95% of all assignments were above 80%. Four students had one of their three assignments below 80%.	Measure 1: 87% of students demonstrated their ability to conduct ethnomethodology, field observation, and surveying.	Measure 1: Add more time to demonstrating, lecturing and hands-on practice to the surveying assignment.	Results will be discussed with program faculty.

**Table 5. Evidence of Learning: Core Courses within the Major
SOC 4030: Contemporary Sociological Theory/Dr. Marjukka Ollilainen (1-4)**

Course: SOC 4030

Semester taught: Fall 2017

Sections included: 1

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
1. Conduct research and analyze data	Research not part of theory course, other than occasional discussion of appropriate methods for each theory. Not assessed.	Measure 1. n/a	Measure 1: n/a	Measure 1: n/a	Strengthen theory→research method discussion.	I need to think about assessing this.
2. Communicate skillfully	Measure 1: Discussion questions: Student submit discussion question before class and discuss them in class	Measure 1: All 70/70 (target is to have 70% of students performing at 70% or above)	Measure 1: Target met. 100% of students performed at 74% or higher.	Measure 1: While students varied in their performance on this measure, the six question averages over the semester resulted in all the students hitting the target performance and the majority (67%) performed at 80% or higher.	Measure 1. Good to know, this assignment is low stakes but produces valuable insights to application of social theory.	Will keep doing this.
	Measure 2. Class presentation. Students present a social problem or issue using the ideas of a contemporary theorist.		Measure 2. Target met. 100% of students performed at 70% or above and 78% at 80% or above.	Measure 2. Students performed well in presentation.	Measure 2. This measure has worked well, will keep using this assignment. It asks students to present orally their application of a theory.	Measure 2. No changes planned.

3. Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1. Take-home exams.	Measure 1. 70/70	Measure 1. Target met. All students performed at 85% or better.	Measure 1. The take-home form helps students draft an essay and demonstrate in writing their understanding of the terms, concepts, and theories.	Measure 1. The exams make up 60% of the final grade, therefore students above the target performance is critical. Very happy about this.	Measure 1. Since not everyone needs to get an A and that the overall performance (class average 85%) was good, no changes are planned.
	Measure 2. Class presentation. Students present a social problem or issue using the ideas of a contemporary theorist.	Measure 2. 70/70	Measure 2. Target exceeded. 100% of students performed at 70% or above and 78% at 80% or above.	Measure 2. Identifying and explaining concepts and theories is part of this assignment, and it seems students performed well.	Measure 2. This worked.	Measure 2. No changes.
	Measure 3. Reading guides. Students turn in responses to questions about assigned primary source reading.	Measure 3. 70/70	Measure 3. Target met and exceeded. 100% of students performed at 78% or better and 78% at 88% or better.	Measure 3. This assignment does require comprehension of theories, but is designed to help students parcel out the important segments and arguments in each theorist's original work.	Measure 3. A writing-intensive assignment, which clearly helps students understand the material. Encourages active reading and critical thinking.	Measure 3. Will keep this going.
4. Practice critical thinking	Overall class performance (final grade). Practicing critical thinking is built into all assignments (including ones assessed in this table) and in-class activity in a theory course.	70/70	Measure 1. Target met and exceeded. All students performed at 85% or better.	Measure 1. This was a great group of students who performed above expectations. This is not always the case.	Measure 1. The course works well if students complete their assignments, which was the case in this particular section.	Measure 1. Keep using these assignments, they seem to work. Think about how to integrate learning outcome 1 (conduct research and analyze data) into theory discussions more, and maybe assess it somehow.

**Table 6. Evidence of Learning: Core Courses within the Major
SOC 4900: Senior Capstone Course/Dr. Marjukka Ollilainen (Outcomes 1-4)**

Course: SOC 4900: Senior Capstone Course Semester taught: Spring 2019 Sections included: 1						
Measurable Learning Outcome	Method of Measurement*	Target Performance 70/80 (70% students should perform at 80% or above)	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data	Measure 1: (Direct) Senior thesis. Producing a full-fledged research paper.	Measure 1: 70/80	Measure 1: 100% of students performed at 89% or better.	Measure 1: Senior thesis is challenging, it involves all steps from research question to full thesis paper. The students in this group were exceptional.	Measure 1: These results are unusual, typically more students struggle. I don't think it's anything I did, the students were well prepared and engaged in their projects.	Measure 1: No changes planned.
Learning Outcome 2: Communicate skillfully	Measure 1: Research proposal. A written paper where students introduce their research question, justify the importance of the question, provide a review of literature and outline methods they will use.	Measure 1: 70/80	Measure 1: 100% of students met the target. The majority of students (57%) performed at 90% or higher.	Measure 1: Fantastic performance from students. This is atypical for this measure, based on previous years.	Measure 1: There is nothing that can be changed. The proposal is an integral part of the curriculum in the Capstone Course.	Measure 1: No changes planned.
	Measure 2: Research presentation. Students present	Measure 2: 70/80	Measure 2: Target met. All students	Measure 2: More variation in this measure, presentation requires practice. And	Measure 2: Provide students more than one opportunity to practice their	Measure 2: Will provide more opportunities in the future.

	their findings in a departmental research conference.		performed at 80% or better.	while we did a practice round, not everyone attended the opportunity.	presentation and receive feedback.	
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology.	Measure 1: Senior thesis paper. This outcome is embedded in the senior thesis, as it entails concepts and terms as well as the use of theories.	Measure 1: 70/80	Measure 1: 100% of students performed at 89% or better.	Measure 1: The overall thesis entails all aspects of outcome 3.	Measure 1: These results are unusual, typically more students struggle. I don't think it's anything I did, the students were well prepared and engaged in their projects.	Measure 1: No changes planned.
Learning outcome 4. Practice critical thinking.	Measure 1: Literature review. A writing assignment for gathering evidence of what is already known about the student's research question.	Measure 1: 70/80	Measure 1: Target met. 100% of students performed at 85% or above.	Measure 1: This is one of the most challenging parts of the senior thesis.	Measure 1: This section performed well, but in the past students have struggled.	Measure 1: We have made program-wide changes that are currently in use: All 4000- level courses require a 5- article literature review assignment.
	Measure 2. Senior thesis. (Please see the assessment above)	Measure 1: 70/80	Measure 1: Target met.	See above	See above	See above
Learning outcome 5. Apply historical, cultural, and global perspectives to the interaction of groups and societies.	Measure 1: This outcome is dependent on each student's research topic and question. Not assessable in the context of the Capstone Course.		n/a	n/a	n/a	n/a

Learning Outcome 6. Prepare a foundation for careers, graduate studies, and informed participation in a complex society.	Measure 1. Indirect measure: Graduate school assignment. Students search for three graduate programs of their interest and share their findings in class.	Measure 1: All students should complete.	Measure 1: Target met. All students completed the assignment.	Measure 1: This is required even when students may not be interested in graduate school, they can still gain some idea about how to find information by completing this assignment.	Measure 1: Keep this assignment; provide students with opportunities to learn more about graduate school through various talks by other departments in the college in addition to our own grad panels and guest speakers from USHE institutions.	Measure 1: Program currently discussing a “doing sociology” course that would entail some career information earlier on in the curriculum.
	Measure 2: Students prepare a CV/resume and get feedback on it.	Measure 2: 70/80	Measure 2: Target met. All students performed at the 95% level or above.	Measure 2: Students learn how to present their skills to potential employers (resume) or how to present their academic achievements in graduate school applications (CV).	Measure 2: No changes.	Measure 2: No changes planned.

**Table 7. Evidence of Learning: Elective Courses within the Major
SOC 1020: Social Problems/Dr. Pepper Glass (1-4)**

FALL 2018					
Program Outcome	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		Direct and Indirect Measures*			
1. Conduct research and analyze data.	Learning Outcome 1: Students should be able to analyze and compare social science research.	Measure 1: Social science news analysis	Measure 1: 70% of students should be able to successfully compare two news stories about social science research to sociological perspectives 70% of the time.	Measure 1: 82% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
		Measure 2: Diversity Wheel assignment.	Measure 2: 70% of students should be able to successfully compare their involvement in various large-scale, demographic groups to sociological perspectives 70% of the time.	Measure 2: 71% of student attempts successfully completed the assignment at 70% or higher.	Measure 2: No change is needed at this time.
		Measure 3: Network friend map assignment.	Measure 3: 70% of students should be able to successfully generate a network map of your friends and family and then analyze it as an example of various	Measure 3: 63% of student attempts successfully completed this assignment at 70% or higher.	Measure 3: Focus more on concepts of network analysis.

			network concepts 70% of the time.		
2. Communicate skillfully.	Learning Outcome 2: Students will communicate in written and oral assignments.	Measure 1: “Network friend map” assignment	Measure 1: 70% of students should be able to successfully analyze a network map of their friends and family as an example of various network concepts 70% of the time.	Measure 1: 63% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: Focus more on concepts of network analysis.
		Measure 2: Research project assignment presentation.	Measure 2: 70% of students should be able to successfully present their research in front of the class 70% of the time.	Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 2: No change is needed at this time.
3. Identify and explain the terms, concepts, and theories of the discipline of sociology.	Learning Outcome 3: Students will apply an example to various perspectives.	Measure 1: Research project assignment blog post.	Measure 1: 70% of students should be able to successfully explain how a research topic connects with concepts, themes, or other issues of the course 70% of the time.	Measure 1: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
4. Practice critical thinking.	Learning outcome 4: Students will compare various explanations of a chosen example.	Measure 1: Community engagement assignment.	Measure 1: 70% of students should be able to successfully explain how their experience with community engagement fits three course perspectives 70% of the time.	Measure 1: 94% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.

		Measure 2: Research project assignment blog post.	Measure 2: 70% of students should be able to successfully explain how different researchers explain a topic 70% of the time.	Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 2: No change is needed at this time.
--	--	---	--	--	--

**Table 8. Evidence of Learning: Elective Courses within the Major
SOC 3000: Self & Society/Dr. Pepper Glass (Outcomes 3-4)**

SOC 3000, Self and Society, SPRING 2019					
Program Outcomes	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		Direct and Indirect Measures*			
3) Identify and explain the terms, concepts, and theories of the discipline of sociology.	Learning outcome 3: Demonstrate understanding of perspectives of social construction and Symbolic Interactionism	Measure 1: “Reaction paper 1” assignment, a five page analytic essays where students summarize, compare, and critique course perspectives.	Measure 1: 70% of students should complete this assignment with a score of 70% or better.	Measure 1: 100% of students completed this assignment with a score of 70% or better.	No changes at this time.
4) Practice critical thinking.	Learning Outcome 4: Identify how concepts and perspectives explain examples from outside of the course.	Measure 1: “Final assignment” where students analyze a “real world” example as fitting the perspectives of the course.	Measure 1: 70% of students should complete this assignment with a score of 70% or better.	Measure 1: 100% of students completed this assignment with a score of 70% or better.	No changes at this time.
		Measure 2: “Reaction paper 2” assignment, a five page analytic essay where students summarize and compare various research articles.	Measure 2: 70% of students should complete the assignment with a score of 70% or better.	Measure 2: 100% of students completed the assignment with a score of 70% or better.	No changes at this time.

**Table 9. Evidence of Learning: Elective Courses within the Major
SOC 3010: Social Inequality/Dr. Rob Reynolds (Outcomes 1-6)**

Course: SOC 3010 Social Inequality

Semester taught: 2019 Spring

Sections included: 1

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data	Measure 1: Students will conduct research using field observation and secondary sources to write a paper on how their selected social class members are living their lives on the Northern Wasatch Front.	Measure 1: Students will conduct group research, write a group paper based on their research, and orally present their findings to the class.	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to conduct research and analyze data.	Measure 1: While final papers and presentations met the 80% mark, data interpretation was a weakness	Provide students a refresher lecture on analyzing and visualizing data. Program faculty are in discussion on creating a 2000 level secondary data collection and presentation course. Discussing whether to have it become a prerequisite is needed.
Learning Outcome 2: Communicate skillfully	Measure 1: Students will conduct research using field observation and secondary sources to write a paper on how their selected social class members are living their living on the Northern Wasatch Front.	Measure 1: Students will conduct group research, write a group paper based on their research, and orally present their findings to the class.	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to present research and data. While all groups were at or above 80% grade wise, some groups’ presentations were weaker than hoped for.	Measure 1: Based on the 2015 assessment, more source materials were provided to students by the instructor in 2019. The quality of the papers was better, but the presentations could have been better. This will be continued.	Provide a model/example of a good to excellent final paper presentation to students the next time the course is taught.
Learning Outcome 3: Identify and explain the terms, concepts, and	Measure 1: Students will identify and explain the terms, concepts, and theories of social inequality.	Measure 1: Students will complete a midterm essay exam on the terms, concepts, and theories of	Measure 1: Students scored from 64% to 106 % (bonus points), with a mean of 89.58% on the midterm	Measure 1: All students successfully demonstrated knowledge of the terms, concepts, and theories of social inequality.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other program faculty these results. Will continue to update course materials as needed to keep them current.

theories of the discipline of sociology		social inequality.	exam. 83.3% scored over 80% on the midterm.			
Learning Outcome 4: Practice critical thinking	Measure 1: Students will be able to apply the concepts and theories of social inequality to their own lives.	Measure 1: Students will write a reflection paper in which they apply the concepts and theories of social inequality to their own lives.	Measure 1: 100% of students were able to apply the concepts and theories of social inequality to their own lives as demonstrated in their reflection papers. All students scored 80% or above.	Measure 1: All students demonstrated the ability to develop usable research questions.	Measure 1: No curricular or pedagogical changes needed at this time.	Results will be discussed with program faculty.
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	Measure 1: Students will be able to apply social inequality theories that emphasize historical, cultural, and global perspectives.	Measure 1: Students will conduct group research, write a group paper with a literature review section and analysis section that uses historical, cultural and global perspectives as applied to social inequality to analyze their data research, and orally present their findings to the class.	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to apply social inequality theories that emphasize historical, cultural, and global perspectives.	Measure 1: No curricular or pedagogical changes planned at this time beyond those discussed above.	Results will be discussed with program faculty.
Learning Outcome 6:	Measure 1: Students will know and utilize scientific method to	Measure 1: Students will conduct group	Measure 1: All groups and students scored	Measure 1:	Measure 1: Include in lectures and assignment feedback	Results will be discussed with program faculty.

<p>Prepare a foundation for career, graduate studies, and informed participation in a complex society.</p>	<p>design and conduct social research using field observation, and secondary sources.</p>	<p>research, write a group paper based on their research, and orally present their findings to the class.</p>	<p>above 80% on both the paper and the presentation.</p>	<p>Students demonstrated their ability to conduct research and analyze data.</p>	<p>more on how student's skill can be applied in their future endeavors.</p>	
---	---	---	--	--	--	--

**Table 10. Evidence of Learning: Elective Courses within the Major
SOC 3110: Sociology of the Family/Dr. RC Morris (Outcomes 3-4)**

Course: SOC 3110 – Sociology of the Family Semester taught: Spring 2019 Sections included: 1

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1: Results of Podcast reflection papers focused on themes, theories, and ideas related to sociological theories of family.	Measure 1: Using a rubric to assess the quality of the reflection papers, 90% of students will achieve a score of 75% or above.	Measure 1: 83% of students scored 80% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to family theory, demonstrating an ability to synthesize the topics covered in readings, lecture, and on the podcast.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of the essay portion of a final exam.	Measure 2: 85% of students will score at or 75%.	Measure 2: 85% of students scored above 75%.	Measure 2: Students successfully demonstrated competence.	Measure 2: I will review the essay section to ensure the questions are as clear as possible.	Discuss with my chair thoughts about best testing practices.
Learning Outcome 4: Practice critical thinking	Measure 1: Student presentations given in debate format.	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 94% of students received full points for this assignment.	Measure 1: It may be necessary to provide a peer grading component. I have been reluctant to do this thus far, but I plan to ask for student feedback about how this might work/be helpful.	Measure 1: Provide for a peer grading/evaluation piece for this element of the course. I will seek student feedback, as mentioned.	Continue to revise test questions to be as clear as possible.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 83% of students scored above 75%.	Measure 2: Lowest average score was in the key-concepts sections.	Measure 2: I will review the section on key concepts to determine why this area was the lowest; reassessed during next review.	Discuss with my chair thoughts about best testing practices.

**Table 11. Evidence of Learning: Elective Courses within the Major
SOC 3130: Sociology of Gender/Dr. Marjukka Ollilainen (Outcomes 1-2)**

Course: SOC 3130: Sociology of Gender

Semester taught: Fall 2017

Sections included: 1

Measurable Learning Outcome	Method of Measurement*	Target Performance 70/70	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct research and analyze data.	Measure 1: Research is not a goal in SOC 3110.	Measure 1: N/A	N/A	Measure 1: N/A	N/A	N/A
Learning Outcome 2: Communicate skillfully.	Measure 1: Discussion leadership on assigned articles. Students lead a discussion in class and pose questions about the reading.	Measure 1: Indirect, although this is part of overall class participation.	Measure 1: Target met. 93% of students performed at 70% or above. Notably, 53% of students performed at 100% level.	Measure 1: Students who do not show up in class cannot perform well in this assignment as it is all class participation.	Measure 1: This assignment is important for students learning to present information informally, to lead a discussion on the main points of an article, to and formulate questions. I will keep doing it.	Measure 1: No changes planned.

*Direct and indirect: at least one measure per objective must be a direct measure.
Additional narrative (optional – use as much space as needed):

**Table 12. Evidence of Learning: Elective Courses within the Major
SOC 3250: Deviance & Social Control /Dr. RC Morris (Outcomes 1-2)**

Course: SOC 3250 – Deviance & Social Control - Semester taught: Spring 2018 Sections included: 1 Section

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct Research & Analyze Data	Measure 1: Results of a course paper requiring students to write a synthesized literature review and analysis of the existing literature.	Measure 1: Using a rubric to assess the quality of the final paper product, 90% of students will achieve a score of 75% or above.	Measure 1: 84% of students scored 80% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to Criminological theory, demonstrating an ability to synthesize research findings.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 87% of students scored above 75% or higher.	Measure 2: Students successfully demonstrated competence.	Measure 2: No curricular or pedagogical changes needed at this time	Continue to dialogue with my chair about best testing practices.
Learning Outcome 2: Communicate Skillfully	Measure 1: Student presentations	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 86% of students received full points for this assignment.	Measure 1: Despite the positive results, it may be necessary to provide a peer grading component.	Measure 1: provide better explanation of the expectations for this criterion and re-assess.	Continue to revisit ways encouraging active participation with the course.
	Measure 2: In class discuss cards. Students must give 10 thought out	Measure 2: 80% of students will turn in all	Measure 2: 94% of students turned in all	Measure 2: Students tested communicated well; however, in a few cases students turned in very few cards.	Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.	Continue to revisit ways encouraging active participation with the course.

	comments out loud in class.	comment cards.	their comment cards.			
--	--------------------------------	-------------------	-------------------------	--	--	--

**Table 13. Evidence of Learning: Elective Courses within the Major
SOC 3260: Juvenile delinquency/Dr. RC Morris (Outcomes 3-4)**

Course: SOC 3260 – Juvenile Delinquency Semester taught: Fall 2018

Sections included: 1 Section

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1: Results of Podcast reflection papers focused on themes, theories, and ideas related to sociological theories of delinquency.	Measure 1: Using a rubric to assess the quality of the reflection papers, 90% of students will achieve a score of 75% or above.	Measure 1: 91% of students scored 80% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to Criminological theory, demonstrating an ability to synthesize the topics covered in readings, lectures, and on the podcast.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of the essay portion of a final exam.	Measure 2: 85% of students will score at or 75%.	Measure 2: 87% of students scored above 75%.	Measure 2: Students successfully demonstrated competence. At various points students struggled to articulate their critique, but 87% of students were above average.	Measure 2: I will review the section explanation of the expectations for the critical analysis piece of the essay(s) on the final exam.	Discuss with my chair thoughts about best testing practices.
Learning Outcome 4: Practice critical thinking	Measure 1: Student presentations given in debate format.	Measure 1: Using a rubric to assess the presentation , 90% of students will achieve a score of 75% or above.	Measure 1: 87% of students received full points for this assignment.	Measure 1: It may be necessary to provide a peer grading component. I have been reluctant to do this thus far, but I plan to ask for student feedback about how this might work/be helpful.	Measure 1: Provide for a peer grading/evaluation piece for this element of the course. I will seek student feedback, as mentioned.	Continue to revise test questions to be as clear as possible.

	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 89% of students scored above 75%.	Measure 2: Students successfully demonstrated competence; lowest average score was in the essay portion described above.	Measure 2: I will review the section on theory contextualization to determine why this area was the lowest; reassessed during next review.	Discuss with my chair thoughts about best testing practices.
--	--	--	--	--	---	--

**Table 14. Evidence of Learning: Elective Courses within the Major
SOC 3270: Criminology/Dr. RC Morris (Outcomes 1-2)**

Course: SOC 3270 - Criminology Semester taught: Fall 2017

Sections included: 1 Section

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Conduct Research & Analyze Data	Measure 1: Results of a course paper requiring students to write a synthesized literature review and analysis of the existing literature.	Measure 1: Using a rubric to assess the quality of the final paper product, 90% of students will achieve a score of 75% or above.	Measure 1: 91% of students scored 78% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to Criminological theory, demonstrating an ability to synthesize research findings.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 81% of students scored above 75%.	Measure 2: Lowest average score was in theory contextualization.	Measure 2: I will review the section on theory conceptual understanding prior to writing my next exam to ensure that questions are as clear as possible.	Discuss with my chair thoughts about best testing practices.
Learning Outcome 2: Communicate Skillfully	Measure 1: Student presentations	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students received full points for this assignment.	Measure 1: It may be necessary to provide a peer grading component.	Measure 1: provide better explanation of the expectations for this criterion and re-assess.	Continue to revisit ways encouraging active participation with the course.
	Measure 2: In class discuss cards. Students must give 10 thought out comments out loud in class.	Measure 2: 80% of students will turn in all comment cards.	Measure 2: 88% of students turned in all their comment cards.	Measure 2: Students tested communicated well; however, in a few cases students turned in very few cards.	Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.	Continue to revisit ways encouraging active participation with the course.

2. Sociology graduates in the WSU Graduate Exit Survey, spring 2019

The few responses we received in spring 2019 indicated student improvement in program outcomes after taking upper division sociology courses (reported in the following tables). The self-assessment of these three graduates show they perceived they had improved their skills and performance after taking an upper division sociology course (along the six program outcomes), shown by the before and after means. We understand the limitations of such a small number of respondents and hope we will capture more respondents in the future.

(Outcome 1) Rate how upper division sociology courses helped you learn to conduct RESEARCH AND ANALYZE DATA.

#	Field	BEFORE Mean	AFTER Mean
1	Ability to identify and formulate possible research questions from class readings	2.33	4.67
2	Ability to craft surveys or interviews to answer your research question	2.33	5.00
3	Ability to use software (e.g., SPSS) to analyze data	1.00	3.00
4	Ability to write a report based on your results	2.67	4.67

(Outcome 2) Rate how upper division sociology courses helped you learn to COMMUNICATE skillfully.

#	Field	BEFORE Mean	AFTER Mean
1	Ability to present orally to an audience a summary of information you have read	3.00	4.33
2	Ability to write a summary of main points of an article or a book	3.67	5.00
3	Ability to synthesize information from many sources to answer a question both orally and in writing	3.00	4.00
4	Ability to write a report/paper based on library sources	2.67	4.67

(Outcome 3) Rate how upper division sociology courses helped you IDENTIFY AND EXPLAIN THE TERMS, CONCEPTS, AND THEORIES of the discipline of sociology.

#	Field	BEFORE Mean	AFTER Mean
1	Ability to outline basic information about the U.S. society and institutions	3.33	4.33
2	Ability to use sociological theory or theories to discuss a current event or issue	2.00	5.00
3	Ability to use sociological theory or theories to discuss a current event or issue	2.00	5.00
4	Ability to use sociological theory or theories to discuss a current event or issue	2.33	4.67

(Outcome 4) Rate how upper division sociology courses helped you THINK CRITICALLY.

#	Field	BEFORE Mean	AFTER Mean
1	Ability to question commonly held assumptions about the social world	3.33	5.00
2	Ability to recognize competing explanations for any social phenomenon or problem	3.33	5.00
3	Ability to create and explore alternative explanations to social phenomena or problems	3.67	5.00
4	Ability to evaluate the credibility of competing explanations	3.00	4.33

(Outcome 5) Rate how upper division sociology courses helped you APPLY HISTORICAL, CULTURAL, AND GLOBAL PERSPECTIVES to the interaction of groups and societies.

#	Field	BEFORE Mean	AFTER Mean
1	Ability to explain the historical origins of a social arrangement to another person	2.00	3.00
2	Ability to describe how behavior and events locally have global causes and consequences	3.00	5.00
3	Ability to compare a social phenomenon across different cultures, race-ethnicities, and classes	3.67	5.00

(Outcome 6) Rate how upper division sociology courses helped you PREPARE A FOUNDATION FOR CAREERS, GRADUATE STUDIES, AND INFORMED PARTICIPATION IN A COMPLEX SOCIETY.

#	Field	BEFORE Mean	AFTER Mean
1	Ability to prepare a resume or a CV with education and job experience	2.33	4.00
2	Ability to write an application letter	2.33	4.00
3	Ability to explain how sociological skills apply to the current job market	2.00	5.00

3. Collegiate Learning Assessment (CLA), spring 2019

The CLA was required assessment in the SOC 4900: Senior Capstone Course in the spring 2019. We have been integrating the CLA in the spring Capstone courses in the past few years. The CLA entails two tasks:

- A performance task (PT) where students write a response to a scenario for which they are given sources and data (60 min)
- A set of selected response (SR) questions with three foci: (a) scientific and quantitative reasoning, (b) critical reading and evaluation, and (c) ‘critique an argument’ (30 min)

The CLA results for the spring 2019 sociology graduating students (n=7) were mildly encouraging, as sociology seniors performed, on average, better than WSU seniors on the Performance Task (mean of 1063 vs. 1023, respectively), and well above the WSU seniors (1157 vs. 1074) on the Selected Response questions, involving critical reasoning. The sociology seniors' total mean score was also slightly higher than that of the WSU seniors who completed the CLA (1110 vs. 1060, respectively). The following table reports the sociology senior results in comparison to WSU seniors.

Spring 2019/Sociology [Department]	DEPT (Sociology seniors, spring 2019)	WSU
Total n	7	119
PT_n	7	107
PT_mean	1062.57	1022.68
PT_min	783	716
PT_max	1298	1389
Reported effort (1-5)	3.14	3.36
SR_n	7	118
SR_mean	1157.14	1074.11
SR_min	897	492
SR_max	1332	1453
Reported effort (1-5)	2.86	3
Total_score_n	7	106

Total_score_mean	1110	1059.92
Total_score_min	840	699
Total_score_max	1315	1376
Mastery_advanced	0	1
Mastery_accomplished	1	14
Mastery_Proficient	3	30
Mastery_Basic	2	34
Mastery_Below_Basic	1	27

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: March 3, 2017	Recommendation	Progress Description
Recommendation 1: Community engagement capstone	“This Program Review Team recommends the development of a “community engagement pathway” through the major working with existing CCEL courses, expanding into other classes, and most significantly culminating with a capstone internship.”	<p><i>Nov 15, 2017 +1 progress</i> In its fall retreat (9/15/2017), faculty decided to develop a two-semester long, “applied senior capstone” experience, involving Semester 1 – SOC 4890: Internship Semester 2 – SOC 4900: Senior Capstone</p> <p>The senior project would be guided by the needs of the community organization and entail a program evaluation, workshop, presentation, action research, grant proposal, conference, etc.</p> <p>The first applied capstone experience will be available for students in Fall 2018/Spring 2019. Students are advised on this change throughout AY 2017-18.</p>
		<p><i>Nov 15, 2019 +3 progress</i> Accomplished.</p> <p>SOC 4930: Community Engaged Capstone course is now in the Course Catalog as an option for the Senior Capstone Course. The course requires a completion of SOC 4890: Internship in the preceding semester. One student is currently taking SOC 4930 in its inaugural semester.</p>
Recommendation 2: Community Advisory Board	“If the department develops the option for a capstone internship, an advisory board could be helpful to facilitate conversations about community needs and the ways that interns might meet those needs.”	<p><i>Nov 21, 2020 + 4 progress</i> <i>Nov 15, 2017 +1 progress</i> Although the review team’s recommendation was either to do this or work with CCEL, we are looking into this. We will consult with other programs in the college (e.g., Social Work) about</p>

		how their community advisory board functions, who is on it, and how often they meet and for what purpose.
		<p>Nov 15, 2019 +3 progress</p> <p>After a long deliberation among program faculty and participating in the Provost's workshop on how to set up a Community Advisory Board, we decided that the Advisory Board model will not work for our program. More importantly, at this time, we lack the resources (money and time) to accomplish this goal in a meaningful way that would make sense for the board members and the program. Instead of an advisory board, we will create closer connections to community organizations via CCEL to facilitate students who wish to embark on the Community Engaged Capstone sequence.</p>
		Nov 15, 2020 +4 progress
Recommendation 3: Required, 1 credit hour professional development course (pro seminar)	“The team encourages the department to make the “professional development 1-unit seminar” a requirement for students holding between 60 and 90 credit hours. This seminar could be the introduction for students planning to intern in their final year in the program.”	<p>Nov 15, 2017 +1 progress</p> <p>The program decided in the fall retreat to make this course a requirement. The course proposal will go through curriculum in the spring 2018 and will start once it is in the catalog, most likely in fall 2019. This will allow us to advise students in advance of this program requirement change.</p>
		<p>Nov 15, 2019 +3 progress</p> <p>In progress.</p> <p>We are currently working on a curriculum proposal for a <i>required, 3 credit hour</i> course, SOC 2050: Doing Sociology, which articulates with a similar course at the University of Utah and Salt Lake Community College. We envision this course will be taught first time as a required course in Fall 2021, as it requires increasing the major completion credits from 36 to 39 and, therefore, affects the whole program.</p>

		Nov 15, 2020 +4 progress
Recommendation 4: (a) Rethink assessment; (b) scaffold writing skills through courses	<p>(a) “The team is concerned that the amount and intensity of assessment in the department. While clearly meeting university expectations, this model leaves little time for collective meaningful discussion and data driven decision-making . . . A more reasonable long-term assessment plan for sociology would include annual assessment of “one” learning outcome as part of completing an assessment cycle in “six” years. These more measured processes allow for more focused attention and change related to a single outcome, rather than making too many programmatic changes at once.”</p> <p>(b) The program “might discuss scaffolding of learning outcomes related to research and academic writing across core required and sequenced classes, breaking down the building blocks. For example, introducing article annotation in an introductory class and teaching synthesis across readings in theory.”</p>	<p><i>Nov 15, 2017 +1 progress</i></p> <p>(a) We have revised the assessment schedule: Two learning outcome at the time in lower and upper level courses; scaffolding of research and writing skills through required curriculum</p> <ul style="list-style-type: none"> ● (2016-17) Nov 15, 2017 report; follow old plan ● Outcomes: ● #1 & #2—2017-18 ● #3 & #4 —2018-19 (Nov 2019 report) ● #5 & #6—2019-20 (2017-2020 self-study) ● All outcomes will be assessed for the spring 2021 program review. <p>Spring 2018: we are scaffolding writing skills through the curriculum. All 3000-level courses will include one article review, and all 4000-level courses will include a 5-article literature review assignment.</p>
		<p><i>Nov 15, 2019 +3 progress</i></p> <p><i>In progress.</i></p> <p>Learning outcomes #1 & #2 assessed for AY 2017-18 and #3 & #4 for 2018-19 in this report.</p> <p>We currently require an article review in all 300-level courses and a 5-article literature review assignment in all 4000-level courses.</p>
		Nov 15, 2020 +4 progress
Recommendation #5: Required advising	“The team recommends a more intrusive advising protocol. The department could require that the department chair advise students before they can officially declare the major.”	<p>Nov 15, 2017 +1 progress</p> <p>We are working on advising and see the establishment of the 1 cr. Hr. Proseminar as an integral part of this. In addition, once we get Starfish, maybe we will be able to track students better.</p>
		<i>Nov 15, 2019 +3 progress</i>

		See Recommendation 3 above. The “Doing Sociology” course will be offered as a 3 credit hour course (to help faculty meet their annual 12 credit hour teaching requirement). Starfish reporting is being used by all program faculty.
		Nov 15, 2020 +4 progress

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department/program during the last two academic years (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Sociology Program Faculty	2017-18	2018-19
Headcount	12 (incl. adjuncts)	12
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	10	10
Full-time Tenured	5	5
Full-time Non-Tenured (includes tenure-track)	1	1
Part-time and adjunct	6	6
With Master's Degrees	2	2
Full-time Tenured	0	0
Full-time Non-Tenured	0	0
Part-time and adjunct	2	2
With Bachelor's Degrees	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time and adjunct	0	0
Total Headcount Faculty	12	12
Full-time Tenured	5	5
Full-time Non-tenured	1	1
Part-time/adjuncts	5	5

Please respond to the following questions.

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

a. Any first-year students taking courses in your program (s).

Our General Education courses SOC 1010: Introduction to Sociology and SOC 1020: Social problems are the only courses where we typically have first-year students enrolled. Although we do not have "specific mechanisms in place to identify, meet with, and support first-year students," faculty members ask in class about their status and are sensitive to first-year student issues, especially when they see them struggling. Interventions include inviting students to meet with them face-to-face to discuss their situation and performance in class and directing them to the appropriate resources.

b. Students declared in your program(s), whether or not they are taking courses in your program(s)

Very few students declare as sociology majors (or minors) during their first year (we wish they did, and are trying to get the word out to high schools through high school social studies teachers). Students typically declare sociology major as juniors or seniors. This is because they do not know what sociology is until they take a Gen Ed sociology course, after which the light bulb goes off in their mind to declare a major/minor.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

The program is continuously monitoring how it is doing with respect to enrollment and student success. As a small program, this information comes to us more informally over the academic year than through formal assessment. As for the annual (and now biannual) assessment reports, each faculty assesses their courses and reflects on the need for changes or improvements. Together we discuss reflections and assessments during meetings and retreats. This is an integral part of curriculum development.