***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2017**. Worksheets should be sent electronically to kjsanders@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

Sociology & Anthropology

**Degree and**

**Program Name:**

Vernon Woodley (chair)

Donald H. Holly Jr.

Jennifer Stevens

# Submitted By:

**Please use size 10 font or larger.**

**PART ONE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What are the learning objectives? | How, where, and when are they assessed?  | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1.demonstate an understanding of key concepts and definitions | Students are assessed in SOC 2000 and SOC 4900 | 70% or better score | SOC 2000 (55%)SOC 4900 (69%) | Administered by all instructors of SOC 2000 and SOC 4900 |
| 2.demonstate an understanding of theoretical concepts and perspectives  | *same as above* | *same as above* | SOC 2000 (60%)SOC 4900 (69%) | *same as above* |
| 3.demonstrate an understanding of methods of social inquiry  | *same as above* | *same as above* | SOC 2000 (61%)SOC 4900 (70%) | *same as above* |
| 4. demonstrate an understanding of statistical methods and analysis | *same as above* | *same as above* | SOC 2000 (42%)SOC 4900 (61%) | *same as above* |
| 5. demonstrate an understanding of what is meant by the “sociological imagination” | *same as above* | *same as above* | SOC 2000 (58%)SOC 4900 (73%) | *same as above* |
| 6. demonstrate an understanding of social and cultural diversity | *same as above* | *same as above* | SOC 2000 (74%)SOC 4900 (77%) | *same as above* |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

This year, we administered the assessment survey instrument developed in 2015-2016, for the second time. We made one minor modification to the questionnaire. This year we included a question that asked students to indicate in which class they were enrolled while taking the survey. This change allows us to distinguish between our more advanced and recent majors. The questionnaire, administered through Qualtrics, consists of 45 questions, 37 of which are designed to broadly assess students’ knowledge in sociology and anthropology (see appendix). The remaining seven questions focus on identifying information, such as GPA, gender, race/ethnicity, class standing, and transfer status. The assessment questions fall into six main categories: 1) basic definitions 2) theory 3) inquiry (methods) 4) statistics 5) the sociological imagination and 6) diversity. The number of questions in each category varies, from as little as six (in theory, methods, and imagination) to as many as fifteen in “basic definitions.” The questions that make up the survey were solicited from the faculty and then carefully selected by the assessment committee to create an instrument that would best measure our efforts at meeting department learning objectives.

The survey was administered in SOC 2000, *Sociology Professional Seminar*, and SOC 4900, *Current Issues in Sociology in the latter half of the* Fall 2016 and Spring 2017 semesters. The professional seminar is a one credit class that serves as an introduction to the field of sociology, our department, the course of study in the major at EIU, and career and graduate school opportunities for sociology and anthropology students. Most students take this course when they are freshmen or sophomores, and enrolled students must be majors in sociology. The only prerequisite for the course is *Introduction to Sociology*. *Current Issues* is a three credit senior “capstone” course. It is also only open to sociology majors. Additionally, to enroll, students must be seniors and have completed our eight core courses with a cumulative GPA of at least a 2.0 in the core cluster. *Current Issues* asks students to bring to bear on current social issues, critical thinking skillsets and accrued knowledge from their coursework in the major. Students taking these courses were provided an electronic link to the survey and were asked to complete it outside of class. Of the 71 students enrolled in two sections of SOC 2000, only 35 completed the survey (49%). In SOC 4900, 44 of the 60 students enrolled in the two sections of the course completed the survey (73%). Response rates for this year’s assessment survey are much better than last year (SOC 2000: 28% in AY 15-16 vs. 49% in AY 16-17, SOC 4900: 51% in AY 15-16 vs. 73% in AY 16-17).

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

We had two major concerns after the initial survey: the low response rate and the low scores, particularly in the areas of theory, research methods and statistics. In Spring 2017 we experimented with having students take the survey on their cellphones during class. The approached proved successful at getting students to complete the survey, and the students feedback was generally favorable. In terms of the low scores, we decided to hold off making any major changes to the questionnaire since we only had one year of results. We plan to discuss both issues further at our faculty summer retreat.

As expected, the results of the survey show a higher correct response rate for students enrolled in SOC 4900 compared to students enrolled in SOC 2000 across all six question categories. However, students failed to meet the 70% benchmark in several categories. Students in SOC 4900 exceeded the 70% benchmark on 3 of the 6 categories (social inquiry, the sociological imagination and diversity), while students in SOC 2000 exceeded the 70% benchmark in the diversity category only. While we expect students enrolled in SOC 2000 to perform less well on material often covered in-depth in 3000 and 4000-level classes (theory, research methods, statistics), we are surprised by the overall low scores in basic definitions (55%) and the sociological imagination (58%) as these include material covered in the introductory courses.

It is also important to note, however, that there was substantial variation within categories. In the basic definitions category, correct response scores ranged from 18% to 85% for students in SOC 2000 and 30% to 90% for students in SOC 4900. Similarly, in sociological theory scores ranged from 36% to 91% for SOC 2000 and 54% to 88% in SOC 4900. This pattern was consistent across the first five categories. While students in SOC 4900 generally scored higher, both SOC 2000 and SOC 4900 tended to score low on the same set of questions within each category. The category averages, then, are likely skewed lower due to poor responses on individual questions. This is a noteworthy pattern and cause for concern that we will discuss further at the faculty retreat. We could plausibly address this by revising individual questions or targeting specific concepts and themes that students are struggling with for improvement. We are also considering a strategy that would allow us to differentiate between those students meeting minimum expectations versus students that have exceeded expectations.

The assessment committee will share the results of the assessment survey and work with faculty to formulate strategies for meeting learning objectives at our next faculty retreat (late summer 2017). In fact, a review of our assessment efforts and strategies to use this information to improve student learning, instruction, and our curriculum is a regular agenda item at our annual faculty retreat each August.

**APPENDIX**



