



SLO Assessment Cycle for SOC 35

Marriage, Family, and Intimate Relationships SLO Modified: [10/19/2010]

Jennifer Myhre's Team Members:

Outcomes:

Outcome 1: Statement Modified: [04/08/2011]

The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [10/03/2010]

Assessment Strategy Used:

Quarter: Spring 2009

Assessors: John Fox

Assessment Tools: Papers/Essays

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [04/08/2011]

Number of people involved in Phase III: 2

Changes:

We reassessed the revised SLOs for this class.

In Fall 2010, we used a qualitative pre- and post-test measure. We gave students the following scenario: Maria, 33 years old, has worked on the factory floor in a Silicon Valley tech company for the last 5 years. She has a child with asthma and has had to miss work occasionally for doctor's visits. She has recently been terminated from her job. We then asked students to develop a set of questions to try to understand the reasons for Maria's firing. They filled out a survey answering the following questions:

1. What questions would you want to ask in order to understand why Maria has lost her job?
2. What questions do you think sociologists would ask in order to understand why Maria has lost her job?

Their answers were coded into several categories that would indicate whether the questions were sociological or individualistic and whether they were empathetic or blaming. This survey was given to students at the start of the quarter and then again at the end of the quarter.

Findings:

NOTE: A complete analysis of the findings is attached as an appendix to the 2011 Annual Program Review Update for Sociology.

Findings for Question 1: What Questions Students Would Ask

Students in SOC35.001 saw a decrease in their individualistic questions from pre- to post-test of 18% and an increase in their sociological questions of 13%.

This met faculty expectations for student proficiency on this outcome.

Methods:

The instructor measured this outcome by evaluating whether students could successfully link their own family trajectory with larger social and historical forces, in the form of a quarter long family autobiography research paper.

Summary:

94.64% of the students were proficient in this learning outcome, earning a grade of C or better on their family autobiography paper. The two sociologists who discussed this outcome agree that they recommend no changes to either this outcome, the course material, nor the assessment tool.

Enhancement (Part I):

The family autobiography research paper is a successful assignment. However, this class will be assessed again using a pre- and post-test measure that codes students' responses to a short scenario and

assesses their change after taking the course.

Enhancement (Part II):

The coding of the pre- and post-test will require time and labor. The resource that would be most useful to the sociology department would be pay for the adjunct faculty who teach this course for their involvement in the SLO process.

Outcome 2: Statement Modified: [04/08/2011]

The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.

Outcome 2: Assessment Planning Modified: [10/03/2010]

Assessment Strategy Used:

Quarter: Spring 2009

Assessors: John Fox

Assessment Tools: Exams

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [04/08/2011]

Number of people involved in Phase III: 2

Changes:

We reassessed the revised SLOs for this class.

In Fall 2010, we used a qualitative pre- and post-test measure. We gave students the following scenario: Maria, 33 years old, has worked on the factory floor in a Silicon Valley tech company for the last 5 years. She has a child with asthma and has had to miss work occasionally for doctor's visits. She has recently been terminated from her job. We then asked students to develop a set of questions to try to understand the reasons for Maria's firing. They filled out a survey answering the following questions:

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Their answers were coded into several categories that would indicate whether the questions were sociological or individualistic and whether they were empathetic or blaming. This survey was given to students at the start of the quarter and then again at the end of the quarter.

Findings:

NOTE: A complete analysis of the findings is attached as an appendix to the 2011 Annual Program Review Update for Sociology.

Findings for Question 2: What Questions Sociologists Would Ask

Students in SOC35.001 saw a decrease in their individualistic questions from pre- to post-test of 5% and an increase in their sociological questions of 6%. The overall percentages for sociological questions for Question 2 are nearly twice that for Question 1.

Finally, students did decrease the frequency of blaming questions from pre- to post-test, down to zero at post-test. There was a slight increase in empathetic questions at post-test.

In general, students met faculty expectations for proficiency in being able to recognize a sociological perspective. The measure was not very sensitive in measuring ability to express empathy or take the role of the other. The goal for the next cycle is to develop a more sensitive measure.

Methods:

A multiple choice question was used to assess students' use of an empathetic standpoint.

Summary:

81.57% of the students succeeded in applying an empathetic standpoint in a multiple choice question about domestic violence. While this was a substantial number of students, the sociology department will continue to think through how to improve.

Enhancement (Part I):

The sociology department will assess this outcome again, using a pre- and post-test comparison of student responses to a scenario. We are hoping this will provide more fruitful information to help us improve learning outcomes for students.

Enhancement (Part II):

Because coding the pre- and post-tests takes time and labor, the major resource we require is supplemental pay for the adjunct faculty who teach this course.

[Number of Outcomes for SOC 35: 2]