



SLO Assessment Cycle for SOC 28

Sociology of Women and Men SLO Modified: [04/21/2010]

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: [04/08/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Jennifer Myhre

Assessment Tools: *No tools assigned.*

Sections being assessed: 001

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

Number of people involved in Phase III: 1

Changes:

Methods:

In the fall, 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.

Summary:

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 SOC28.001 saw an increase in their individualistic questions from pre- to post-test of 8% and a decrease in their sociological questions by 5%. This is the opposite of the desired outcome. This is clearly an area for improvement. Much of the class asks students to reflect on their own lives; it is possible that this emphasis on the personal takes precedence over the sociological.

Enhancement (Part I):

Given the disappointing outcome, the instructor for this class plans to attempt to create a clearer through-line in the class, emphasizing sociology's focus on systemic thinking for each of the units.

Enhancement (Part II):

None.

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: [04/08/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Jennifer Myhre

Assessment Tools: *No tools assigned.*

Sections being assessed: 001

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

Number of people involved in Phase III: 1

Changes:

Methods:

In the fall, 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.

Summary:

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

We measured the difference in the frequency of sociological versus individualistic questions between the Question 1 responses (what the student would ask) and the Question 2 responses (what a sociologist would ask). In general, at both pre- and post-test, students thought sociologists would ask more sociological questions than the students themselves, suggesting that the students were able to recognize a sociological perspective even when they did not internalize that perspective.

Findings for Question 2: What Would Sociologists Ask

Students in SOC28.001 saw an increase in their individualistic questions from pre- to post-test of 23% but also demonstrated an increase in their sociological questions of 11%. On the plus side, 83% of students generated sociological questions. The small increase may be related to the very high % of students generating sociological questions at the pre-test.

Finally, students did decrease the frequency of blaming questions from pre- to post-test, down to zero at post-test. Unfortunately, there was also a decrease in empathetic questions at post-test. In both cases, the questions became more neutral from pre- to post-test.

Overall, these results are mixed. Students generated both more individualistic and more sociological questions at post-test.

Enhancement (Part I):

These results, like the ones for Outcome 1, suggest the need for more reinforcement throughout the quarter of the kind of systemic thinking that is at the foundation of the sociological perspective.

Enhancement (Part II):

None.

[Number of Outcomes for SOC 28: 2]