



SLO Assessment Cycle for SOC 1

Introduction to Sociology SLO Modified: [04/08/2011]

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.

General Notes for Outcome 1

Also assessed during Fall 2010: SOC1.002, SOC1.004, SOC1.005

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/08/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Jennifer Myhre, Mark Pasion, Kamau Birago, Rika Fabian

Assessment Tools: *No tools assigned.*

Sections being assessed: FY1, FY2, FY3, FY4

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

Number of people involved in Phase III: 4

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 SOC1.FY1/FY4 saw a decrease in their individualistic questions from pre- to post-test of 6% and an increase in their sociological questions of 26%.

Students in SOC1.FY2/FY3 saw a decrease in their individualistic questions from pre- to post-test of 12% and an increase in their sociological questions of 25%.

Students in SOC1.002 saw a decrease in their individualistic questions from pre- to post-test of 9% and an increase in their sociological questions of 13%.

Students in SOC1.004 saw a decrease in their individualistic questions from pre- to post-test of 6% and an increase in their sociological questions of 41%.

Students in SOC1.005 saw an increase in their individualistic questions from pre- to post-test of 5% but also an increase in their sociological questions by 5%.

Overall, in the five sections assessed, students did demonstrate increased application of a sociological imagination from pre- to post-test. Overall, students did meet our expectations for success. Individual faculty members are examining their own benchmarks and whether they have met their own personal goals for student learning.

Enhancement (Part I):

The Sociology Department is considering a department wide assignment that focuses specifically on the sociological imagination and will discuss this possibility during Fall 2011.

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.

General Notes for Outcome 2

Also assessed during Fall 2010: SOC1.002, SOC1.004, SOC1.005

Outcome 2: Assessment Planning Modified: [04/08/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Jennifer Myhre, Mark Pasion, Kamau Birago, Rika Fabian

Assessment Tools: *No tools assigned.*

Sections being assessed: FY1, FY2, FY3, FY4

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

Number of people involved in Phase III: 4

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.

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 SOC1.FY1/FY4 saw a decrease in their individualistic questions from pre- to post-test of 11% and an increase in their sociological questions of 33%.

Students in SOC1.FY2/FY3 saw a decrease in their individualistic questions from pre- to post-test of 48% and an increase in their sociological questions of 56%.

Students in SOC1.004 saw a decrease in their individualistic questions from pre- to post-test of 12% and their percent of sociological questions remained static.

Students in SOC1.002 saw a decrease in their individualistic questions from pre- to post-test of 10% and an increase in their sociological questions of 11%.

Students in SOC1.005 remained stable in in their individualistic questions from pre- to post-test but saw an increase in their sociological questions of 14%.

Finally, in general, students did decrease the frequency of blaming questions from pre- to post-test, usually to close to zero at post-test. Unfortunately, there was no increase in empathetic questions at post-test. In both cases, the questions became more neutral from pre- to post-test.

Overall, students met faculty expectations for ability to identify and volunteer a sociological perspective. Students did not meet faculty expectations for increased demonstration of empathy.

Enhancement (Part I):

This measure was useful for getting at students' ability to recognize a sociological perspective. This measure was not the most sensitive for measuring whether a student had increased empathy as a result of taking sociology. While this is a goal, we need more discussion on how to operationalize this goal as well as how to measure empathy.

Enhancement (Part II):

None.

[Number of Outcomes for SOC 1: 2]