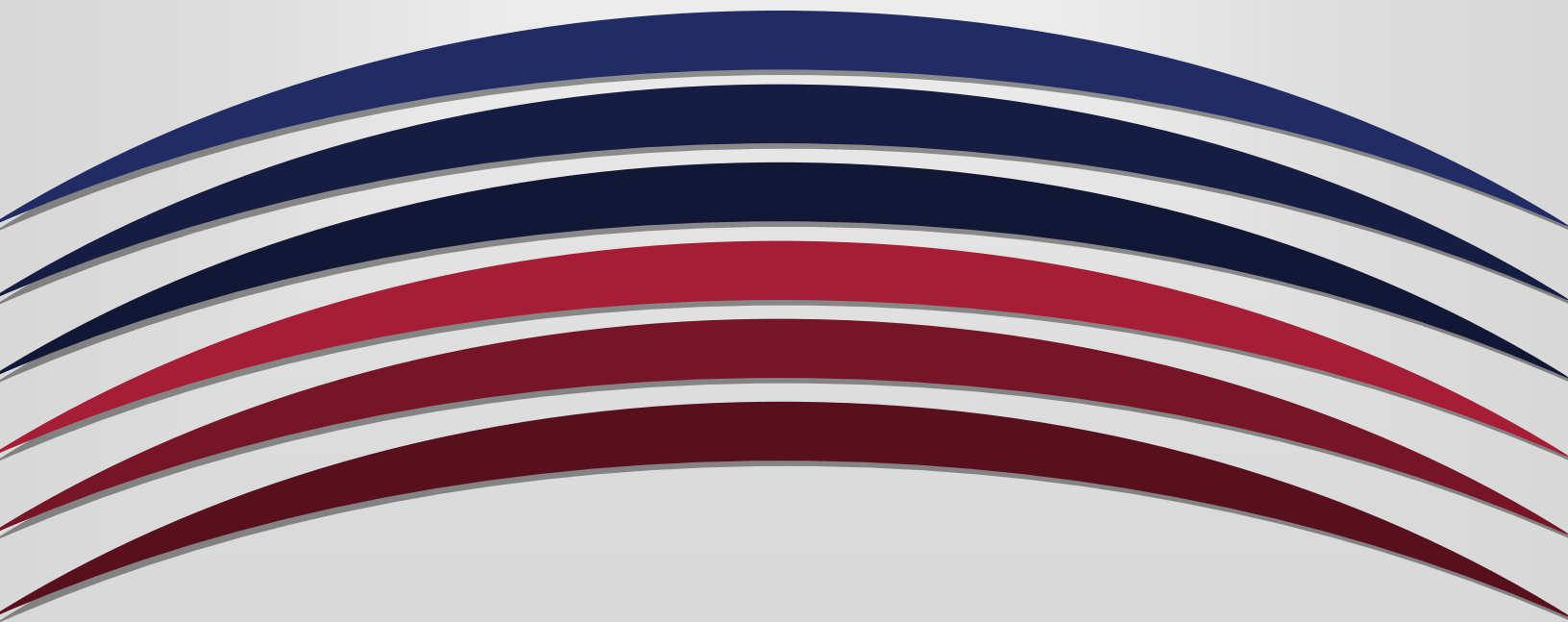


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2019-2020**  
**SOCI 2300: Introduction to**  
**Sociology**



## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

SOCI 2300 Introduction to Sociology is an introduction to the theories, concepts, and basic principles used in the study of group life, social institutions, and social processes.

Course-Level Outcomes (CLOs) for SOCI 2300 Introduction to Sociology are:

1. Students will demonstrate their ability to develop and apply their sociological imagination to current events.
2. Students will demonstrate their ability to apply social theories and perspectives to current cultural events, social trends, statistics, social inequality, and globalization
3. Students will describe the connections between social institutions, groups and organizations, and interpersonal interaction patterns in daily life.
4. Students will describe the relationship between social institutions, socialization, social inequality, and global disparities in health, wealth, and human development.

### 2. Which CLOs were addressed for this academic year? (2019-2020)

All four CLOs were assessed during the 2019-2020 academic year. This assessment was accomplished by a shared set of assignments and an agreement to cover the same material across sections of Introduction to Sociology. A formal shared process and associated instrument were developed during the spring semester of the 2018-2019 academic year to specifically assess CLO 4 across SOCI 2300 sections. This process and assessment instrument were continued during the 2019-2020 academic year.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

During the fall of the 2020-2021 academic year, CLO 4 will again be assessed using the same formal shared process and instrument used during the 2019-2020 academic year.

### 4. Explain the assessment cycle.

Academic year 2019-2020 was the first full year of the present assessment cycle. During the 2019-2020 academic year, adjustments to the process and instrument for assessing CLO 4 were implemented, and assessment data was collected during both the fall and spring semesters. In addition to the adjusted assessment processes and tool for CLO 4, two other

formal assessment tools were piloted during the fall semester of the 2019-2020 academic year. These pilots were designed to provide direct assessment of CLO 1 and CLO 1, CLO 2, CLO 3 and CLO 4. The original goal for assessment was to pilot the two additional assessment instruments during the spring semester of the 2019-2020 academic year and decide to use one or both of the instruments during the 2020-2021 academic year along with the already-adopted instrument to assess CLO 4. The 2020-2021 academic year would, then, mark the beginning of a new two-year assessment cycle for SOCI 2300. Because the spring semester was disrupted, only the adopted instrument for CLO 4 was implemented during that semester, and the 2020-2021 academic year will extend the present assessment cycle. The goal now is to begin a new assessment cycle with additional assessment instruments adopted by all faculty during the 2021-2022 academic year.

## 5. What are the assessment methods? Are they direct or indirect?

The tool used during the present cycle to assess CLO 4, a class project entitled *Social Stratification in the Global Perspective*, is a direct assessment method. The project is implemented by SOCI 2300 sections following completion of Chapters 7 and 8 in the standard text. These chapters cover stratification and economic inequality in the United States and globally. The project consists of two parts. The first part is a set of 20 scenarios describing differing life circumstances experienced by persons living in societies around the world. The task for the student is to decide what form of poverty or measure of resource inequality is described in the scenario. The second part of the project is a short essay in which students are asked to define and describe various forms of poverty that exist in societies throughout the world. The students are allowed to complete the project outside of class time and the assessment project is worth 9% of the total points possible for the course.

The first pilot assessment tool is a writing exercise through which students identify a social problem and describe it to another person in a letter. They use their sociological imagination to describe the problem identified. This instrument is designed to directly assess CLO 1. The second pilot assessment tool is a set of 20 multiple choice items. Each item covers CLO 1, CLO 2, CLO 3 or CLO 4. The items would be included as a part of the final exam for the course and provide direct assessment of the learning outcomes.

## 6. What are the assessment goal(s)?

The assessment goals for this cycle are:

1. To ensure that students can describe the relationship between social institutions, socialization, social inequality, and global disparities in health, wealth, and human development. Success for this goal is defined by 75% of students taking SOCI 2300 scoring proficient or advanced on the *Social Stratification in the Global Perspective* project.

2. To ensure that instruction regarding CLO 4 across SOCI 2300 sections is comparable. Success for this goal is defined by 75% of students taking SOCI 2300 scoring proficient or advanced for the combined sections of each instructor.

## 7. What were the findings for this academic year? (2019-2020)

Assessment results were reported by four full-time and two adjunct instructors for the 2019-2020 academic year. The total number of students across the sections taught by these instructors for the full academic year was 760. Of these 760 students, 605, or 79.6%, completed the assessment project. Of the 605 students who completed the project, 477, or 78.8%, scored advanced or proficient.

With the disruption to instruction produced by the coronavirus pandemic in the spring semester, separating the analysis of the assessment data into fall and spring results was completed. There were better results for assessment in the fall but the differences were not dramatic.

For the fall semester of the 2019-2020 academic year, the total number of students across the sections taught was 362. Of these 362 students, 294, or 81.2%, completed the assessment project. Of the 294 students who completed the project, 244, or 82.9%, scored advanced or proficient.

For the spring semester of the 2019-2020 academic year, the total number of students across the sections taught was 398. Of these 398 students, 311, or 78.1%, completed the assessment project. Of the 311 students who completed the project, 233, or 74.9%, scored advanced or proficient.

When individual instructors are considered for the fall semester, the percent of advanced and proficient scorers ranges from 76% to 86%. The range of advanced and proficient scores for individual instructors for the spring semester is 68% to 85%.

## 8. What is your analysis of the findings?

Even with the disruption cause by the pandemic, across all sections for the academic year 2019-2020, 78.8% of students completing the assessment scored advanced or proficient. This percentage surpasses the stated assessment goal of 75%. The 78.8% proficient and advanced also is an increase of 3.9% over the 74.9% proficient and advanced for all completers in the previous academic year. When the fall semester and spring semesters are considered separately, the proficient and advanced completers for the fall were 82.9% or an 8% increase over the previous year. In the spring, the 74.9% proficient and advanced for completers matches the previous year.

During the previous academic year, a 37.5% difference existed between the results for the instructor with the lowest percentage of advanced and proficient and the instructor with the highest percentage. Discussions among faculty regarding instruction, implementation and grading of the assessment tool produced improvements in the cross-instructor results. The difference in the fall semester between the instructor with the highest percentage of proficient and advanced and the instructor with the lowest percentage was 10%. In the spring semester, the difference was 17%. Also to be noted is the fact that all instructors met the 75% goal for proficient and advanced completers during the fall semester.

Finally, similar to the previous year, the completion rate of the assessment project remained approximately 80%—81.2% in the fall and 78.1% in the spring. Continued work to improve this completion should be completed.

## 9. What is the action plan for the next academic year? (2020-2021) Explain.

The following actions were completed during the 2019-2020 academic year:

1. The essay question for the assessment tool for CLO 4 was updated to clarify the question and better match the rubric.
2. The updated *Social Stratification in the Global Perspective* project was implemented across all SOCI 2300 sections conducted by full-time faculty and in five sections completed by adjunct faculty in the fall and spring semesters.
3. Teaching methodologies were shared across instructors to improve assessment success comparability.
4. Two additional assessment tools were piloted to assess additional SOCI 2300 CLOs.
5. *Social Stratification in the Global Perspective* project results for the fall semester were reviewed and an additional adjustment was made to the essay question.
6. A standardized syllabus and assessment tool for SOCI 2300 were produced.
7. An electronic “file cabinet” to store assessment materials and results was produced in Sharepoint.

The action plan for academic year 2020-2021 includes the following steps:

1. Continue implementation of *Social Stratification in the Global Perspective* project across all SOCI 2300 sections as formal assessment tool for CLO 4.
2. Continue sharing of teaching methodologies across instructors to improve assessment success comparability.
3. Develop plan to improve completion percentage for *Social Stratification in the Global Perspective* project.
4. Continue piloting of two additional assessment tools and finalize components and processes of new two-year assessment cycle to begin 2021-2022 academic year.