



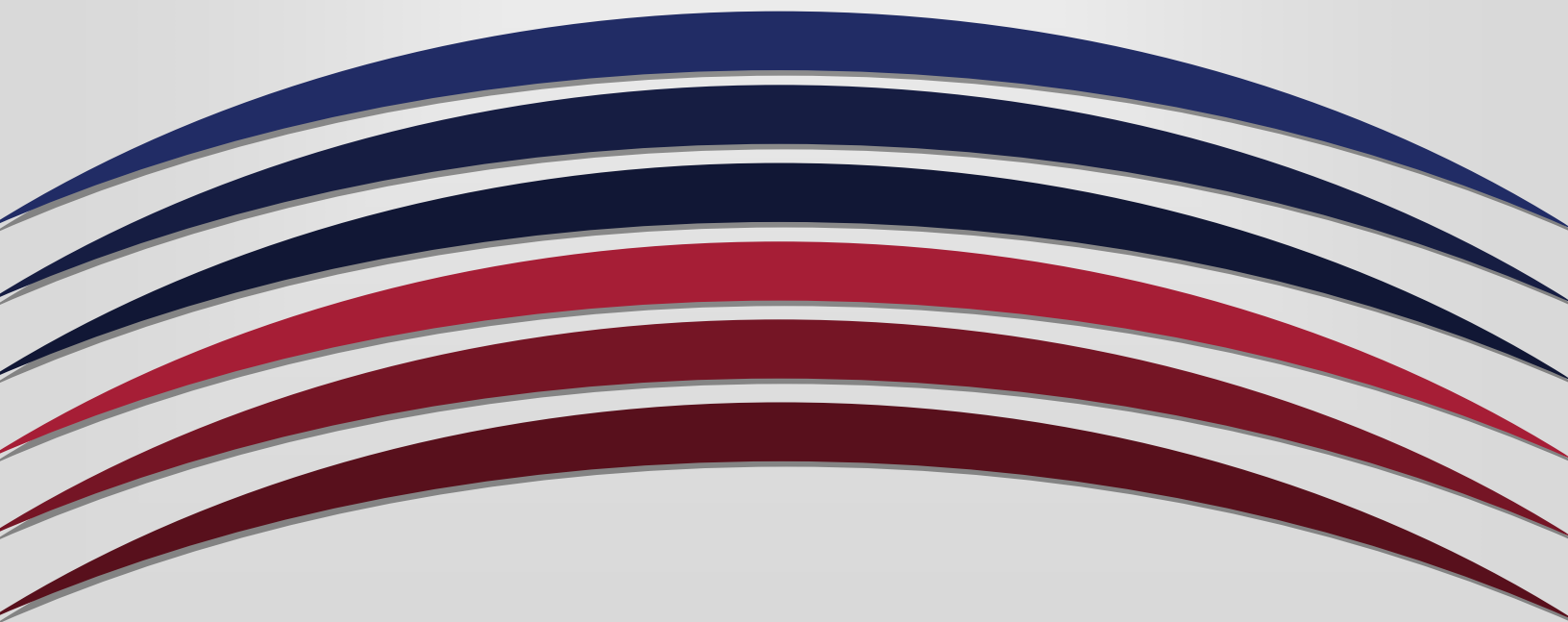
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: SOCI 2300

Academic Year: 2021-2022

**Due to Chair/Program Director and Faculty Assessment Chair by
September 1**



1. Name of course: SOCI 2300 Introduction to Sociology
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3. Date of submission: 09/12/2022
4. Academic year: 2021-2022

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 the academic year?

All four CLOs were assessed during the 2021-2022 academic year. This assessment was accomplished through 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 2021-2022 academic year. An additional formal process and instrument for assessing CLO 2, beta tested during Spring 2021, was implemented by all full-time instructors during Fall 2021 and Spring 2022.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

During the 2022-2023 academic year, CLO 2 will again be assessed using the same formal shared process and instrument used during the 2020-2021 academic year. Also, during the 2022-2023 academic year, the direct assessment of CLO 4 will be dropped and a new shared process and instrument will be implemented to assess CLO 1.

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

SOCI 2300 CLO 2: *Students will demonstrate their ability to apply social theories and perspectives to current cultural events, social trends, statistics, social inequality, and globalization* and the associated formal method for assessing CLO 2 map to the following Institutional Outcomes:

ILO 1 Information Literacy
ILO 3 Communication
ILO 4 Critical Thinking
ILO 6 Cultural Awareness

SOCI 2300 CLO 2 and the associated formal method for assessing CLO 2 map to the following General Education Program Outcomes:

PLO 1 Communicate Effectively
PLO 4 Synthesize Concepts

SOCI 2300 CLO 4: *Students will describe the relationship between social institutions, socialization, social inequality, and global disparities in health, wealth, and human development* and the associated formal method for assessing CLO 4 map to the following Institutional Outcomes:

ILO 1 Information Literacy
ILO 3 Communication
ILO 4 Critical Thinking
ILO 6 Cultural Awareness

SOCI 2300 CLO 4 and the associated formal method for assessing CLO 4 map to the following General Education Program Outcomes:

PLO 1 Communicate Effectively
PLO 4 Synthesize Concepts

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>The tool used during the 2021-2022 academic year to assess CLO 2, a class project entitled <i>A Letter to a Seventh Grader</i>, is a direct assessment method. The project is implemented by SOCI 2300 sections following completion of Chapters 1 through 4 in the standard text. These chapters cover a history of sociology, culture, socialization and social structure. They also cover the four major theoretical perspectives of sociology: Functionalism, Conflict Theory, Symbolic Interactionism, and Post-Modernism.</p> <p>The project is a 650-word essay in the form of a letter the student writes to a middle school-aged student. Writing to a middle school student requires the sociology student to avoid jargon and to use “everyday” language to describe sociological theoretical perspectives. Specifically in the letter, the students must:</p> <ol style="list-style-type: none"> 1. First, explain what sociology is in general. 2. Then, BRIEFLY explain ALL theoretical perspectives. 3. After explaining the focus of each perspective, briefly explain what sociologists use the perspectives for. 4. Then tell the 7th grader which one of the three perspectives they like the best, and <u>why</u> it is their preference. 5. Finally, demonstrate for the 7th grader how a sociologist would apply their favorite theoretical perspective to one of the storylines from a list of movies and books. <p>A standard rubric is used to grade all students’ letters. The students are allowed to complete the project outside of class time and the assessment project is worth 8% of the total points possible for the course.</p>
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	<p>The tool used during the 2021-2022 academic year to assess CLO 4, a class project entitled <i>Social Stratification in the Global Perspective</i>, 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.</p> <p>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 8% of the total points possible for the course.</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No No indirect methods were used to assess CLO2 or CLO 4.</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p>For CLO 2, a student scoring 74% or above on the <i>Letter to a Seventh Grader</i> project is defined as successful.</p> <p>For CLO 4, a student scoring 70% or above on the <i>Social Stratification in the Global Perspective</i> project is defined as successful.</p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p>The benchmark for CLO 2 is 75% or more of the students scoring at the successful level on the <i>Letter to a Seventh Grader</i> project.</p> <p>The benchmark for CLO 4 is 75% or more of the</p>	

	students scoring at the successful level on the <i>Social Stratification in the Global Perspective</i> project.	
How many students completed the assessment, and how many were successful?	<p>Fall</p> <p>CLO 2 171 students assessed 150 successful (88% success rate)</p> <p>CLO 4 175 students assessed 141 successful (81% success rate)</p>	<p>Spring</p> <p>CLO 2 205 students assessed 183 successful (89% success rate)</p> <p>CLO 4 202 students assessed 157 successful (78% success rate)</p>
Academic Year Total (add the numbers from Fall and Spring)	<p>CLO 2 376 students assessed 333 successful (89% success rate)</p> <p>CLO 4 377 students assessed 298 successful (79% success rate)</p>	
Was the benchmark/goal for this academic year met?	Yes, the benchmark for CLO 2 and the benchmark for CLO 4 were met.	No
Were standardized rubrics, tests, or checklists used?	Yes, standard rubrics were used to score the projects measuring CLO2 and CLO 4.	No

5. What is your analysis of the findings?

Considering CLO 2, the 2021-2022 academic year was the first full year implementation of the shared tool and process for assessing this CLO. Pandemic disruptions continued during the year and face-to-face class numbers were small. Despite these challenges, data demonstrate that assessment goals for CLO2 were met. For the full academic year, 89% of students completing the assessment scored at or above the level designated as successful. This percentage surpasses the stated assessment goal of 75%. Stability of this success rate across semesters also existed. During the fall semester, 88% of the students completing the assessment were successful, and during the spring semester, 89% were successful.

During the 2021-2022 academic year, a 22-percentage point difference existed between the results for the instructor with the lowest percentage of successful completers and the instructor with the highest percentage. This difference was mostly due to one instructor's results in online sections during both the fall and spring semesters. For the academic year and for each semester, all instructors met the 75% goal for successful completers.

Finally, the completion rate of the assessment project was 87.9%. Because this is the first full year of implementation for this assessment tool, no direct comparison data exists. The completion rate for the CLO 2 assessment tool is similar to the 2020-2021 academic year completion rate of 86.2% for the CLO 4 assessment tool.

For CLO 4, across all sections for the academic year 2020-2021, 79% of students completing the assessment scored at or above the level designated as successful. The 79% success rate was a decrease of 2.0% compared to the 2020-2021 success rate of 81%. As for CLO 2, stability of this success rate existed across semesters. During the fall semester, 81% of the students completing the assessment were successful, and during the spring semester, 78% were successful.

Considering both fall and spring sections across instructors, a 29 percentage point difference existed between the results for the instructor with the lowest percentage of successful completers and the instructor with the highest percentage. This difference was mostly due to one instructor's results in very small face-to-face sections during both the fall and spring semesters. This instructor met the assessment goal for CLO 4 during the spring semester but not during the fall or for the full academic year. For the academic year and for each semester, all other instructors met the 75% goal for successful completers.

Finally, the completion rate of the assessment project was almost identical to the previous academic year. The completion rate for 2021-2022 was 86.1%. For 2020-2021, the completion rate was 86.2%. Both completion rates are above the completion rate of 81.2% for the fall of 2019 and the 78.1% completion rate for the spring of 2020.

6. What is the action plan for the upcoming academic year? Explain.

The following actions were completed during the 2020-2021 academic year:

1. Continued implementation of *Social Stratification in the Global Perspective* project across all SOCI 2300 sections as formal assessment tool for CLO 4.
2. Implemented a new assessment process and instrument, *A letter to a Seventh Grader*, for CLO 2 in all full-time faculty sections during the fall and spring semesters.
3. Continued sharing of teaching methodologies across instructors to improve assessment success comparability.
4. Continued work to improve completion percentage for assessments of CLO 4.
5. Analyzed completion percentage for assessment of CLO 2.
6. Piloted additional assessment tool for CLO 1.

The action plan for academic year 2022-2023 includes the following steps:

1. Begin a new assessment cycle by ending formal, cross-section assessment of CLO 4 and CLO 2 and starting cross-section assessment of CLO 1 and CLO 2.
2. End implementation of *Social Stratification in the Global Perspective* project across all SOCI 2300 sections as the formal, shared assessment tool for CLO 4.
3. Continue implementation of *A letter to a Seventh Grader* for CLO 2 in all full-time faculty sections during the fall and spring semesters and in all adjunct sections during the spring semester.
4. Implement new assessment process and instrument for CLO 1, *Using Your Sociological Imagination*, in all full-time faculty sections during the fall and spring semesters.
5. Continue sharing of teaching methodologies across instructors to improve assessment success comparability.
6. Continue work to improve completion percentage for assessments of CLO 2.
7. Analyze completion percentage for assessment of CLO 1.
8. Pilot additional assessment tool for CLO 3.