

Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

Program Coordinator: Jason Nwankwo
 Department Chair: Christine Shane
 Department Assessment Committee Contact:

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During This Last Academic Year

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
Tools and Terminology: Knowledge of key concepts and sociological imagination	Annual
Communication Skills: Writing mechanics	Annual
Critical Thinking: Ability to reason sociologically	Annual
Application of social theory to solve social problems	Annual
Skills in both qualitative and quantitation sociological research	Annual

III. SLO Assessment

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
Tools and Terminology: Knowledge of key concepts and sociological imagination	Exams, Oral presentation	Each semester	Exams (all) Presentations (some classes)
Communication Skills: Writing mechanics	Papers, other writing assignments	Each semester	All
Critical Thinking: Ability to reason sociologically	Exams, papers, other projects	Each semester	All classes
Application of social theory to solve social problems	Exam, papers, other projects	Fall semester	All students in Social Theory course
Skills in both qualitative and quantitation sociological research	Assignments, research proposal	Fall semester	All students in Basic Skills of Social Research

--	--	--	--

IV. Summary of Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?
None: A capstone class as well as other assessment tools are currently in development		

V. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
No measure identified by the department of Behavioral Sciences			

VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
None from department For AY 17-18 Sociology aims to increase the number of majors	Expand and strengthen the program, create more visibility on campus	Recruiting event in fall 2017 Promote major in Introduction to Sociology courses	25/+3 (12% increase)

VII. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.

Developing a new assessment plan for sociology and a capstone course are on the agenda for the fall when the new sociology faculty member joins the department.