Year: 2015-16

Program: Sociology   Dept. Chair: Dr. Daphne Henderson   Date: May 17, 2016

The Student Learning Outcomes used to assess the Sociology Program are based on the mission statement of the University of Tennessee at Martin. These SLOs will allow the Sociology Program to provide a quality undergraduate education, which will increase commitment to advancing the regional and global community through scholarly activities, research and public service.

Student Learning Outcome 1	Assessment	Benchmark	Process (Who, How, When, Where)
Diverse and global perspectives – (Civic and global learning). Explains diverse positions, including those representing different cultural interests on a contested public perception, and evaluates the perception in light of evidence drawn from scholarship. (This SLO supports the university's mission of "advancing the regional and global community.")	1. Racial stereotypes in the media course final paper 2. Deviance final paper 3. Cross-cultural in class group presentation	75% will score 70% or better on final assignments based on rubric.	1. Gathered every *December Even* by Anderson from Soc 304 2. Gathered every *December* by Martin from Soc 305 3. Gathered every *May* by Anderson from Soc 300

DATA RESULTS AND ANALYSIS

1. Data will be available in December 2018.
2. <u>Benchmark Met.</u> No actions are needed at this point.
3. <u>Benchmark Met.</u> No actions are needed at this point.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Based on the data accumulated this academic year, the sociology program has decided to continue its current program of instruction in these areas.

Due to the Assessment Coordinator May 31, 2016
Include FALL 2015 and SPRING 2016 information

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
Qualitative and quantitative critical thinking – (Intellectual skills). Constructs mathematical analyses for issues initially described in social; locates, evaluates, incorporates and properly cites multiple information resources. (This SLO supports the university's mission of "scholarly activities, research and public service.")	1. Qualitative methods project – Literature Review 2. Quantitative analysis and interpretation: Statistics Exam	75% will score 70% or better on final assignments based on rubric.	1. Gathered every *December* and *May* by Rowland from Soc 303/318 2. Gathered every *May* (beginning in 2017) by Martin from Soc 319

DATA RESULTS AND ANALYSIS

1. 67% (4/6) scored 70% or better on literature review in Fall 2015. 80% (8/10) scored 70% or better on literature review in Spring 2016. 75% of total students for the year scored 70% or better on literature review. Benchmark met.
2. Data will be gathered May 2017.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Due to the very low threshold with which we passed the benchmark on Assessment 2, beginning in Fall 2016, Rowland will include an annotated bibliography assignment and additional lecture and reading material on writing for the social sciences as steps to completing the literature review. Historically, the Sociology program has not had an effective curriculum for teaching quantitative methods of research and analysis and no effective way of measuring students' knowledge and abilities in successfully conducting such research and analysis. In order to address this, the sociology program split its Research Methods and Analysis course (Soc 303) into two parts beginning in Fall 2016. The second part of this required sequence is a course that focuses on quantitative methods of research and analysis.

Student Learning Outcome 3	Assessment	Benchmark	Process (Who, How, When, Where)
Theoretical critical thinking – (Intellectual skills). Differentiates and evaluates theories and approaches to selected social problems within sociology.	Theory application papers	75% will score 70% or better on theoretical papers based on rubric	Gathered every May by Anderson from Soc 402

DATA RESULTS AND ANALYSIS

Paper 1 – 11/17 64.7% with 70% or higher
Paper 2 – 12/17 70.6% with 70% or higher
Paper 3 – 16/17 94.1% with 70% or higher
Paper 4 – 11/15 73.3% with 70% or higher

Benchmark met with an average of 75.7% scoring a 70 or higher on the benchmark.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Due to the low threshold with which the benchmark was met, beginning in Spring 2017, students will be encouraged to meet with Dr. Anderson to consult on paper preparation prior to due dates. Those with failing grades on a paper will be required to meet with Dr. Anderson prior to turning in subsequent papers.

Student Learning Outcome 4	Assessment	Benchmark	Process (Who, How, When, Where)
Creative problem solving – (Broad and integrative knowledge) Proposes an innovative and creative solution to a complex social issue that draws on specific theories, tools, and methods from at least two fields of study.	Social problems term paper	75% will score 70% or better on social problems paper based on rubric	Gathered every May by Martin from Soc 202

DATA RESULTS AND ANALYSIS

165/198 (83%) scored 70% or better on the term paper. Benchmark met.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Based on the data accumulated this academic year, the sociology program has decided to continue its current program of instruction in this area.

Student Learning Outcome 5	Assessment	Benchmark	Process (Who, How, When, Where)
Holistic social perspective – (Specialized knowledge) Integrates knowledge from multiple subfields drawing on current research, scholarship, and techniques in the field of sociology. (This SLO supports the university's mission of providing a "quality undergraduate education.")	Major field test	50% are above the national mean on the Major Field Test.	Gathered every December by Rowland from Soc 497.

DATA RESULTS AND ANALYSIS

64% (11/17) scored above the mean. Benchmark Met.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Due to historically low scores on the MFT, Dr. Rowland incorporated an intensive refresher course on general sociology and required students enrolled in Soc 497 (the required Senior Seminar course) to sign-up for and take the MFT while in the course, after the review session. This resulted in a dramatic increase in average scores (from 44% above the national mean in 2014-2015, to 64% above the national mean in Fall 2016).

Student Learning Outcome 6	Assessment	Benchmark	Process (Who, How, When, Where)

DATA RESULTS AND ANALYSIS

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?