Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Sociology & Anthropology / Sociology
Academic Year of Report: 2019/21 (covering Summer 2019 through Spring 2021)
Date Submitted: Nov. 15, 2021
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level results page. Select the appropriate college and then your program from the subsequent page.

A. **Mission Statement**

   _X__ Information is current; no changes required.

   Update if not current:

B. **Student Learning Outcomes**
   (please note the addition of certificate and associate credential learning outcomes)
   _X__ Information is current; no changes required.

   Update if not current:

C. **Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

   _X__ Information is current; no changes required.

   Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

   (Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

Sociology Program Learning Outcomes Grid

Courses in Program	Department/Program Learning Outcomes					
All **graduating seniors** take a final, Senior Capstone Course (SOC 4900). It is the only course where graduating students are assessed. The course requires students to conduct an independent research project, a senior thesis, from the beginning to the end. Students develop a research question, write a literature review, design the study, defend their research proposal, collect primary data, analyze data, write a senior thesis paper, defend it in class and present it in the Annual Sociology & Anthropology Student Research Conference to an audience of lower level students and faculty.	1 Conduct research and analyze data.	2 Communicate skillfully	3 Identify and explain the terms, concepts, and theories of the discipline of sociology.	4 Practice critical thinking	5 Apply historical, cultural, and global perspectives to the interaction of groups and societies	6 Prepare a foundation for careers, graduate studies, and informed participation in a complex society
SOC 4900 Senior Capstone Course	**Mastered** Senior thesis	**Mastered** Presentation of senior thesis in class and in a research conference	**Emphasized** Literature review for senior thesis	**Emphasized** Collection and analysis of primary data for senior thesis	**Variable** Included in literature review, varies by student	**Emphasized** Students prepare CV or resume; write a job application letter

D. Program and Contact Information

_X__ Information is current; no changes required.
Update if not current:

E. Assessment Plan
We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

_X__ Information is current; no changes required.

Update if not current:

New plan:
(Yr 2) AY 2017-18 (report by 11/15/2018)
Program learning outcomes #1 and #2: (Required courses) **SOC 1010, SOC 1020, SOC 3030, SOC 3600, SOC 3660, SOC 4030, SOC 4900** (Electives, Fall 2017) **SOC 3130, SOC 3270**
(Electives, Spring 2018) **SOC 3250**, SOC 3300
(Yr 3) AY 2018-19 (report by Nov 15, 2019)
Program learning outcomes #3 and #4: (Required courses) **SOC 1010, SOC 1020, SOC 3030, SOC 3600, SOC 3660, SOC 4030, SOC 4900**
(Electives, Fall 2018) **SOC 3260**, SOC 3420
(Electives, Spring 2019) **SOC 3000, SOC 3010, SOC 3110**
(Yr 4) AY 2019-20 (report by Nov 15, 2020)
Program learning outcomes #5 and #6: (Required courses) SOC 1010, SOC 1020, SOC 3030, SOC 3600, SOC 3660, SOC 4030, SOC 4900
(Electives, Fall 2019 SOC 3400, SOC 4410
(Electives, Spring 2020) SOC 3410, SOC 3850
(Yr 5) AY 2020-21 Self-study, no assessment report
(Electives, Fall 2020) SOC 3840, SOC 4550
(Electives, Spring 2021) SOC 3550, SOC 4270

Will be assessed for the Nov 15, 2021 assessment report

F. **Student Achievement**
   Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric
   (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, 'Time to Grad from 90CH – please reach out
   to oie@weber.edu if you need help with this metric). What department initiatives are in place to address this?

   From 2018-2020 period, Sociology program averages a 67% completion within 2 years of 90 CH. This is a significant increase from the two-year
   period of 2016-2018, which the completion rate was 63%. Furthermore, giving the almost 2-year COVID pandemic interruption, this increase
   means even more. This has been the greater effort made by each of the faculties in the program to do whatever needed to move students forward.
   And the result shows. See the dashboard data next page.
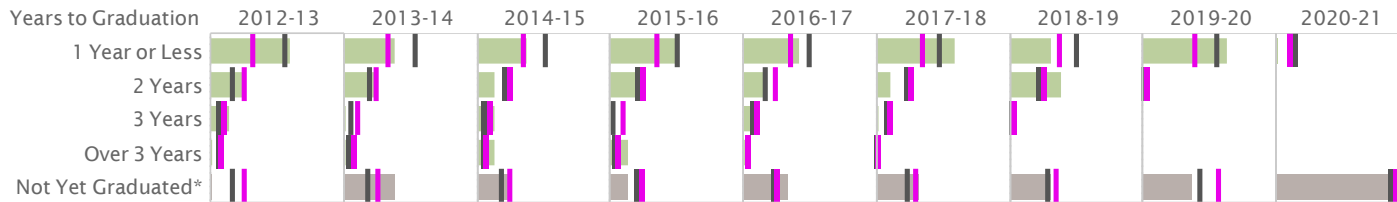
Undergraduate Program Review
Time to Baccalaureate Degree From 90 Credit Hours

Data as of: 10/29/21 1 55 AM

Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?
Yes

Light gray & green bars are department percentages. **Dark Gray** benchmark bars indicate college percentage. **Fuchsia** benchmark bars indicate university percentage. If the l**ight gray or green** bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.
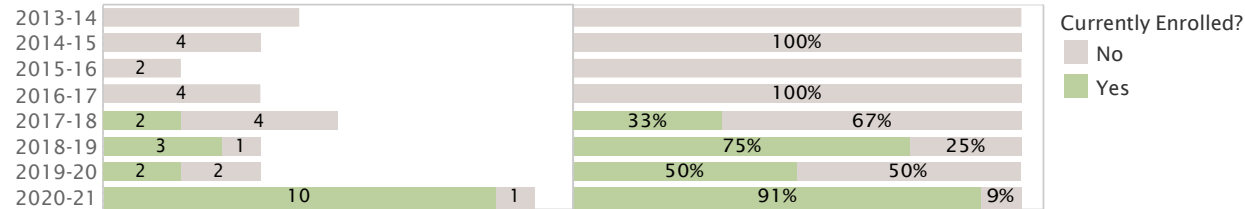
Years to Graduation	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 Year or Less									
2 Years									
3 Years									
Over 3 Years									
Not Yet Graduated*									

Additive Program Unit Percentages
Data for the most recent three years reflect in-progress students and may change over time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In 1 Year or Less	60%	38%	38%	50%	42%	58%	31%	64%	0%
In 2 Years or Less	87%	62%	50%	71%	58%	68%	69%	64%	0%
In 3 Years or Less	100%	62%	63%	71%	67%	68%	69%	64%	0%
At Any Point	100%	62%	75%	86%	67%	68%	69%	64%	0%
Has Not Graduated	0%	38%	25%	14%	33%	32%	31%	36%	100%

Has Not Graduated by Currently Enrolled

2013-14				
2014-15	4		100%	
2015-16	2			
2016-17	4		100%	
2017-18	2 4		33%	67%
2018-19	3 1		75%	25%
2019-20	2 2		50%	50%
2020-21	10 1		91%	9%

Currently Enrolled?
- No
- Yes

Overall Numbers and Percentages

		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 Year or Less	University	959 (31%)	986 (33%)	1045 (35%)	993 (35%)	1051 (36%)	1024 (34%)	1141 (37%)	1171 (39%)	303 (10%)
	College	220 (56%)	190 (53%)	182 (51%)	177 (51%)	152 (49%)	166 (47%)	186 (50%)	176 (56%)	50 (14%)
	Program	9 (60%)	5 (38%)	6 (38%)	7 (50%)	5 (42%)	11 (58%)	4 (31%)	7 (64%)	0 (0%)
2 Years	University	760 (25%)	714 (24%)	740 (25%)	703 (25%)	705 (24%)	770 (26%)	790 (26%)	115 (4%)	
	College	63 (16%)	70 (20%)	72 (20%)	74 (21%)	50 (16%)	80 (23%)	81 (22%)	4 (1%)	
	Program	4 (27%)	3 (23%)	2 (13%)	3 (21%)	2 (17%)	2 (11%)	5 (38%)	0 (0%)	
3 Years	University	297 (10%)	300 (10%)	273 (9%)	280 (10%)	302 (10%)	301 (10%)	62 (2%)		
	College	24 (6%)	19 (5%)	19 (5%)	11 (3%)	25 (8%)	25 (7%)	3 (1%)		

Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) **Course-based assessment**:

   According to Sociology Program Assessment Plan, the AY of 2019-2021, we measure our learning outcomes #5 and #6. The following is list of course-based assessment table and a table of HIEE in our curriculum.

Program learning outcomes #5 and #6:

1. **Required courses for majors from 2019 fall to 2021 spring:**
Table 1A & 1B -- SOC 1010 – outcomes 1-3 by Ollilainen and Morris, *page 8-28*
Table 2 -- SOC 3030 – outcomes 5-6 by Trentelman, *page 28- 32*
Table 3 -- SOC 3600 – outcomes 5-6 by Reynolds, *page 32-34*
Table 4 -- SOC 3660 – outcomes 5-6 by Morris, *page 34-36*
Table 5 -- SOC 4030 – outcomes 5-6 by Hill, *page 36-39*
Table 6 -- SOC 4900 – outcomes 5-6 by Hill, *page 39-41*

2. **Elective courses from 2019 fall to 2021 spring:**
Table 7A & 7B – SOC 1020 – outcomes 1-3 by Glass and Trentelman, *page 41-47*
Table 8 -- SOC 3400 – outcomes 5-6 by Glass, *page 48-49*
Table 9 -- SOC 4410 – outcomes 5-6 by Reynolds, *page 50-54*
Table 10 -- SOC 3410 – outcomes 5-6 by Reynolds, *page 55-56*
Table 11 -- SOC 3850 – outcomes 5-6 by Glass, *page 56-57*
Table 12 -- SOC 3840 – outcomes 5-6 by Glass, *page 58-59*
Table 13 -- SOC 4550 – outcomes 5-6 by Ollilainen, *page 59-64*
Table 14 -- SOC 3550 – outcomes 5-6 by Reynolds, *page 64-67*
Table 15 -- SOC 4270 – outcomes 5-6 by Morris, *page 67-68*

3. **General Education Courses from 2019 fall to 2021 spring:**
Table 16A &16B – SOC 1010 – outcomes 1-3 by Morris and Ollilainen, *page 69-90*
Table 17A & 17B – SOC 1020 –outcomes 1-3 by Glass and Trentelman, *page 90-98*

4. **High Impact Educational Experiences in the Curriculum**, *page 98-99.*

1. **Evidence of Learning: Courses within the Major**

Table 1A:

Evidence of Learning: Courses within the Major

Assessment report - SOC 1010 (2 sections), Fall 2019, Dr. Ollilainen

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen Ed SS Outcome **1. Interactions between individuals and society** *Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.*	**Learning outcome 1.** By correctly answering multiple choice or True/False exam questions.	**Measure 1:** Direct measure: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #1, "Interactions between individuals and society."	**Measure 1:** Threshold not met. In multiple choice/T-F exams, only 47% of students cleared the threshold at 60% AND 70% or higher for outcome #1.	**Measure 1:** This finding indicates that reaching competency level for the first--and perhaps the most important SS outcome-- continues to be challenging for students.	**Measure 1:** This result, based on tagged questions across three exams, is alarming but, at the same time, reflects the bifurcation of results in most exams I have given in a general education course. They typically feature a range of 50 points and reflect two groups of students— those who come to class, read, and study and those who don't.	**Reflection:** This is a challenge that pertains specifically to GE courses and which I have tried to remedy in various ways, without much success. Aside from working on question wording and level of easiness and providing test reviews, I tailored the Signature Assignment to gauge this very outcome. Clearly there is more work to do on

						this. While students in these sections were given the opportunity to work with a learning software associated with the text, I have made it more clearly an exam prep in my current SOC 1010 course.
	Learning outcome 2. By creating a lecture for high school students to introduce the concept of "sociological imagination" and illustrate the micro-macro connection; i.e., how broader social processes shape individual experiences.	**Measure 2:** Direct measure: A signature assignment created specifically to help students understand the interaction between the individual and society—how society shapes us (macro) and how we construct society (micro). Student created PowerPoint presentations that were completed individually, in pairs or groups of three. 65 students	**Measure 2:** Threshold met. 100% of students who completed the SA showed competency at 60% AND 70%. Furthermore, 94% (61/65) of students met the 80% competency threshold.	**Measure 2:** When students applied the concepts on a topic/question of their own choosing, it seemed to yield a better result. The lowest score on the SA for two sections was 70%.	**Measure 2:** This finding may reflect the difference of taking a test for which one must prepare and a self-selected and written assignment.	**The Reflection:** The main goal in the SA was to get students to grasp the micro-macro connection and, while the grading was not as objective as in an exam with correct/incorrect answers, I am encouraged by the result all students demonstrated competency for this outcome. I continue to use this same SA for my current 1010 sections.

		submitted the SA, and each presentation received a grade.				
	Learning Outcome 3. By participating in group work to discuss various assigned articles and answer questions about the content as well as apply concepts introduced in the readings.	**Measure 3.** Indirect measure: These "article quizzes" were competed as group work and were given a letter grade.	**Measure 3.** Threshold met. 83% of students showed competency at 60% or better and 73% of students were competent at 80% or higher.	**Measure 3.** I provide non-exam assignments to allow students to work with the material in various ways, including discussion and group work.	**Measure 3.** This finding is not surprising. I have used group quizzes to help students use the concepts in discussion so they learn to use the terms and apply them to various situations. This assignment relies on someone in the group having done the reading (ideally everyone should have done it) so they often get the benefit from "teaching" others. Not the intended outcome but it happens. Everyone in the group receives the same grade.	**Reflection:** While these group quizzes work, I have discontinued them for the time being, as many students did not read the assigned articles. I continue to assign article and have students discuss them in groups but only for class participation credit. Will need to re-evaluate whether this assignment should be brought back.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen Ed SS Outcome **2. Application of concepts, theories, and methods:** *Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.*	**Measure 1.** By correctly answering multiple choice or True/False exam questions.	**Measure 1.** Direct measure: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #2, "applications of concepts, theories and methods."	**Measure 1.** Threshold met. 80% of students performed at 60% or higher. However, only 58% of students showed competency at 70% or higher.	**Measure 1.** The threshold was met at 60% or higher but not at 70%. The course emphasizes concepts and theories and much time is dedicated to exam preparation for this outcome.	**Measure 1.** Sociological theories—and theory in general—is challenging for Intro students many of whom often encounter theoretical frameworks for the first time.	**Reflection:** I will keep emphasizing theories in exam reviews and continue to provide opportunities for students to discuss them and apply theory to social situations and circumstances.
Gen ED SS Outcome **3**. **Diverse Perspectives:** *Students will identify an argument about a social phenomenon and understand alternative explanations.*	**Measurable Learning Outcome** Students will demonstrate their mastery of the skill:	**Method of Measurement**	**Threshold** 70% of students should perform at 60% or better	**Findings Linked to Learning Outcomes**	**Interpretation of Findings** (compiled from multiple sections and data points)	**Action Plan/Use of Results**

	Measure 1.	**Measure 1.**	**Measure 1.**	**Measure 1.**	**Measure 1.**	**Reflection:**
	By correctly answering multiple choice or True/False exam questions.	Direct measure: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #3, "diverse perspectives." Questions dealing with race, ethnicity, gender, and class inequality were specifically tagged for this outcome.	Threshold was met. 94% of students performed at 60% or higher. Further, 79% at 70% or better, and 61% were at 80% or higher.	Students performed better on questions about diverse perspectives compared to SS Outcomes 1 and 2.	Many of the questions tagged as Outcome 3 pertain to course content that introduces class, race-ethnicity, and gender as organizing principles for social inequality. They may be interesting for (especially minoritized) students. There is also considerable overlap of the SS outcomes across much of the course content. Most of the time, diverse perspectives (#3), theories (#2), and the micro-macro interactions (#1) are manifested in the same course content, which makes it difficult to assess student learning.	I am happy that the majority of students performed at 80% or higher on this outcome that gauges critical thinking—the skill of considering alternative explanations and understating diverse circumstances. Sociology as a discipline is at its best in helping students get this right. There is always room for improvement, though. The action plan is to keep focusing on theoretical frameworks for understanding alternative explanations, which overlaps efforts to strengthen competence on outcome #2.

Summary Reflection: This assessment is based on students' work in two sections (one day time and one evening) of Introduction to Sociology in the Fall of 2019. The course is evaluated mostly (75%) on the basis of exam scores but other assignments were created to diversify the base for final grades. Exams are the most objective measure of student competence, the rest of the assignments (the SA, article quizzes, and class participation) are discussion based and/or completed in groups. The objective measures of student learning produce weaker results for all three SS learning outcomes, which is understandable. Students' preparation for and efforts in exams vary greatly in Gen Ed courses. Students like working together on assignments (especially quizzes), but individual competence is difficult to gauge through group work. I have tried to balance the assignments to provide broad-based course evaluation scheme. Much work still to do for improving competence on outcome 1.

Table 1B:

Evidence of Learning: -- Soc 1010

by Morris

Courses within the Major Assessment report based on 2021 spring

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results

Gen ED SS Outcome 1:	Learning outcome 1.	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Reflection:
"Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.						

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Evaluating Evaluating possible solutions to the many social problems we cover as you reflect on your exploriments and also respond to *The Myth of Individualism* chapter readings. **Creating** a positive relationship with the community partner that is benefiting from your service learning hours as you develop your own awareness (see p. 7 of the syllabus for more)	Through participation with: The Myth– your Callero readings. Service– and Experiential-Learning Sensitizing Students' Sense of Social Justice Awareness.	Calculation Method: 65/35 Decaying Average Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only	2.57 /3 2.64 /3	This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the	I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of

of the social issue(s) that the community partner serves.		one result, the single score will be returned.
		1- Item scores: Example item scores:
		    1, 4, 2, 3, 5, 3, 6
		2- Final score: Example final score
		    4.95
				Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:
				
				1) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community
					2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

					service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings. 2) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology 3) As noted, even though this was an overall easier course, my evaluations were lower. I am left wondering:	

					1) Did the format, online/virtual learning, contribute to these changes? 2) Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning? 3) Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face	

					instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	**Measure 1 – direct**	**Measure 1 – direct**		**Measure 1 – direct**	**Measure 1**	**Reflection:**

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
	Applying your knowledge of sociology readings in *Seeing Ourselves* and online sources successfully on	Through participation with: • Quizzes– x13.	Calculation Method: 65/35 Decaying Average Example:	2.41 /3	This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the	I implemented several changes across several course preps because of my work in the

quizzes + with meaningful comments during presentations and weekly discussions.	• Weekly Discussions – x13.
	• Group Presentations– x8
		Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.
		1- Item scores: Example item scores:
		    1, 4, 2, 3, 5, 3, 6
		2- Final score: Example final score
		    4.95
				Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:
				
				4) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across
					eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

					academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings. 5) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I	

					have taught Intro to Sociology 6) As noted, even though this was an overall easier course, my evaluations were lower. I am left wondering: 4) Did the format, online/virtual learning, contribute to these changes? 5) Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning? 6) Is a near 15% reduction in positive impressions of	

					the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.		**Measure 1 - direct**		**Measure 1 – direct**	**Measure 1**	**Reflection:** .

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results

	Remembering and **understanding** why it is significant to gain a sociological imagination.
	
	Analyzing issues from various sociological perspectives (i.e., Conflict, Functionalism, and Symbolic Interactionism).
		Through participation with:
		
		• Exploriment s– x5.
		• Weekly Discussions – x13.
		• The *Myth*– x8
			Calculation Method:
			   65/35 Decaying Average
			Example:
			   Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.
			1- Item scores: Example item scores:
			   1, 4, 2, 3, 5, 3, 6
			2- Final score: Example final score
			   4.95
				2.89 /3
				3 /3
					This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this	I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester.

| | | | | | shift, I am left with a few addendums to ponder:

7) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings. | According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020. |

					8) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology 9) As noted, even though this was an overall easier course, my evaluations were lower. I am left wondering: 7) Did the format, online/virtual learning, contribute to these changes? 8) Did the external environment of stressors impact students' overall perceptions of their college	

					experience, i.e., stress about life and Covid19 et cetera impacting learning? 9) Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	

<u>Summary Reflection</u>

This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:

10) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings.
11) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology
12) As noted, even though this was an overall easier course, my evaluations were lower.

I am left wondering:

10) Did the format, online/virtual learning, contribute to these changes?
11) Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning?
12) Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.

Over the summer of 2020, I looked at the unprecedented pandemic semesters that were now in front of me and decided to pursue the eLearning Certificate offered by WSU online.

Over the summer, I completed the 15-hour Intro to eLearning and 10-hour Growing with Canvas prerequisite courses. During Fall 2020, I completed the three-credit hour eLearning Certificate.

I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

Despite the changes and based on what I have seen so far this Spring semester, I am doubtful much will change. This Spring, I increased my course caps to 65 and a couple of days before the semester each course was full. After the first couple of weeks one class was down to 43 students and the other 32. Additionally, I am finding students continue to complain and even with the Canvas optimization provided by the eLearning Certificate and

BRP, many students continue to get lost in the course. If scores do not increase to offset the 14.53% reduction, I will make a couple of additional academic rigor adjusts I have been pondering, but beyond that I am not willing to adjust workload expectations. If I remain in the 4.0 (+/- .10-20% points) range at the end of this semester, I am going to adjust my expectations for an online or virtual course to expect that 4.0 is where this course *should* be. It seems likely that returning to the near 5.0 scores I have had in the past requires that I be present in the classroom. I do not see that as a failure of curriculum, but rather, one that suggests that an instructor's physical presence matters to the learning process, especially when the rigor of the course has been so thoroughly vetted.

I continue to enjoy good rapport and enrollments in my upper division courses. Though, I do think I am gaining a reputation for being a professor with high expectations. I am okay with this!

Table 2:

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: soc 3030 classical theory   Semester taught: Spring 2020 by Trentelman   Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: (Direct) In an essay exam, students are asked to consider sociological theories developed in the 19th & 20th centuries to address French, German, English and American societies by six classical theorists. They are asked to address issues of concern to them in	Measure 1: The target is that at least 70% of the students perform at 70% or better of the 30 points possible for this essay exam question.	Measure 1: 89% of students earned 70% or more for this question. Range: 63%-100% of points, the mean score was 88% of the total points.	Measure 1: Nearly all students were able to satisfactorily use these theories developed to explain historical European societies, to address contemporary societal issues of interest to them in their	Continue to nurture students' abilities to apply these theories, so they can see the relevance of these explanations not only in current society, but within their chosen career fields.	

	the work/career they are preparing for, using one of those theories, and also to discuss what aspects of that theory might be problematic for this application. This exam question gives students the opportunity to discover the relevance of learning these theories through real-world application.			career field of interest.		
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: (Direct) Each student participates in two group presentations, each on a different theorist. Groups are required to meet together to plan the preparation for the presentation, to work together to develop the presentation material, to	Measure 1: The target is that at least 70% of the students perform at 70% or better of the total of 70 points possible for the group presentations (35 points for each presentation).	Measure 1: 100% of students earned 70% or more of the total points possible for the group presentations. Range: 71% to 100% of points, the mean score was 91% of the total points. This was particularly impressive since, due to COVID restrictions that forced the class	Measure 1: Each student demonstrated at least competency, with many demonstrating excellence, with these skills.	Continue to give students the opportunity to develop these skills, including giving them timely, constructive feedback to help them progress.	Both careers and graduate school require oral communication skills, as well as soft skills such as being able to work collaboratively with others. This measure is a useful way to achieve the learning outcome of preparing a foundation and skills for careers and graduate studies.

	practice the presentation together, and then to do the presentation for the class, including a question & answer session, and then facilitate a discussion at the end of the presentation. Each student is expected to develop a portion of the group presentation – including power point slides – that goes beyond required readings on that theorist, to present a portion of the presentation, and participate in both the Q&A and the facilitation of the discussion. A portion of the presentation grade is for the full group, with each member receiving the same score; but each student is also graded individually for their portion of the		to a virtual setting for the last part of the semester, half of these presentations had to be done on Zoom.		

	presentation, with a portion of that grade supplied by their group colleagues, and a portion coming from the professor. This assignment gives students the opportunity to develop oral communication skills as well as experience working in a group. Both the group work and the presentations are inclusive experiences with people and circumstances that differ from those with which students are familiar.					
	Measure 2: Students took two lengthy essay exams, which demanded a high degree of rigor, critical thinking about the various theories they were studying, and the	Measure 2: At least 70% of the students perform at 70% or better of the 200 points possible for the combination of these two essay exams.	Measure 2: 78% of students scored 70% of points or higher (67% scored 80% of points or higher). Range: 31% to 94%, mean of 76.5% of total points.	Measure 2: Nearly all students demonstrated the rigor necessary to pass these exams at the threshold level, and a majority	Continue to give students the opportunity to demonstrate the rigor they are developing by requiring them to take these essay exams. Also work to encourage	Both careers and graduate school require written communication skills, as well as the ability to be rigorous in one's work. These exams serve as useful preparation

ability to apply abstract theory to real-world issues. They also serve as a measure of competency for written communication skills.		Of note: 2 students did not complete the final exam.	did substantially better than that. However, two students (22%) did not demonstrate that level of competence by not completing one of the exams.	those who may be lagging behind to give it their best, as even a failing score on the final exam would have helped, for both their final grade and their practice with meeting expectations for rigor, and written communication skills.	not only for possible graduate studies, but also for successful careers.

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):
This assessment is based on one section of Classical Sociological Theory (SOC 3030), a required core class for sociology students. This section was taught MWF at 10:30am. This particular group of students consisted of, on the one hand, a core of strong students who had done well throughout their classes, on the other, one who struggled throughout the course and another who's work became more sporadic as the semester wore on, with only two others in between. This dynamic resulted in my working hard to help those not in the top tier to not feel left behind throughout the semester, and led to the curious final grade distribution of five grades in the A range, two in the B range, and two failing grades
The semester was also challenging as COVID-19 forced the class to go from meeting in person to becoming a virtual class with about 6 weeks left in the semester.

Table 3:

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

<div align="center">Course: Soc 3600 Statistics</div>   Semester taught: Fall 2019
Sections included: One section was taught this semester face-to-face by Dr. Rob Reynolds at WSU Ogden.

Evidence of Learning: Courses within the Major

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: This is not a learning outcome goal of Soc 3600.	Measure 1:	Measure 1:	Measure 1:		
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Students will be able to analyze and write up analysis of univariate descriptive statistics from SPSS and Excel printouts.	Measure 1: Assignment 3's Excel and SPSS analysis problems. 70% of students score at least 70%.	Measure 1: All students scored above 70%, ranging from 83% to 100% on the assignment with an assignment mean of 92.7%.	Measure 1: All the students mostly correctly analyzed the data using univariate descriptive statistics.	The use of secondary data continues to be valued in the statistical and predictive analytics fields, so skills on where to find and how to access those data sources needs to be increased.	Excel was incorporated into the course, along with continued use of SPSS, as was proposed in the last assessment of this course. The results of this assessment will be shared with sociology program faculty.
	Measure 2: Students will be able to analyze and write up analysis of bivariate descriptive and inferential	Measure 2: Five SPSS analysis problems on assignment 10. 70% of students score at least 70%.	Measure 2: 86.67% of students scored above 70% on the assignment, ranging from 33% to 100%. The assignment	Measure 2: Most of the students correctly analyzed the bivariate data using descriptive and inferential statistics.	The action plan for measure 1 of learning outcome 6 is also valid here.	Results of both measures for learning outcome 6 will be discussed with program faculty. A data visualization course was discussed in the college, so the department level course was not further discussed. However it was not implemented, so

statistics from SPSS printouts		mean was 89%.				it is a discussion we need to still have.

*Direct and indirect: at least one measure per objective must be a direct measure.

Table 4:

R.C. Morris Fall 2019 – SOC 3660, Evidence of Learning Worksheet: **Courses within the Major**

Course: Research Methods (3660) Semester taught: Fall 2019   Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Research Proposal	Measure 1: Students will earn at least 70% of points possible on their final research proposal.	Measure 1: The lowest grade on the final research proposal was a 91%. 100% of the class exceeded the outcome expectations.	Measure 1: Students were able to engage with course content and create A- or better work.	This was one of the highest achieving groups I have taught Research Methods to. It was a pleasure to be a part of this course.	One student did not complete the course, but this was due to unforeseen circumstances, otherwise this course seems to be in a strong place.
	Measure 2: Final Exam	Measure 2:	Measure 2:	Measure 2: The rigor on the Final		With the curving I do in

		70+% of points on the Final Exam.	Memo Final exam score (out of 100) ranged from 67 to 90).	The highest score in the class becomes the A, this adjustment means that the lowest average was 74.4%; 100% of students received 70% or better on the final exam.	Exam in Research Methods is high, therefore I set the highest score as the 100% mark. This adjusted percentage "curve" continues to be a good approach to meet students where they are while also maintaining the rigor necessary for Research Methods.	place, this average feels like a good balance.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation*	Measure 1: Pop-Quizzes	Measure 1: 70+% of participation every week with 70% of points earned.	Measure 1: 100% of quizzes had 70+% or better with an average score of 72.5%.	Measure 1: Based on points + rigor of these assignments' quizzes seems to challenge students the most in this class.	I may revisit the use of *clickers* to complete in class pop quizzes, unsure if this delivery methods are	When I teach this course again next year, I will revisit how I structure in-class pop-quizzes.

in a complex society					the best strategy.	
	Measure 2: Empirical Article Reviews & Scaffolding Project Assignments	Measure 2: 70+% of points earned on final project.	Measure 2: 100% of the class earned 70% or better, in fact the lowest score on this formative assessment was 90%.	Measure 2: This is one of the "easier" scaffolding assignments structured as a formative assessment to help students achieve success with their research proposal.	I think this assignment is in a very good place. It builds confidence while also teaching content necessary for the successful completion of a semester length final project.	At the present, I don't have any plans to change this assignment. I may look at how articles get assigned, but students already have a great deal of autonomy in choosing (I let students use any empirical article approved by me that they find), but maybe there's an opportunity here to use specific articles to teach specific scaffolding research methods concepts? I'll consider this next year again.

Overall, I find this course structure, outcomes, and students' engagement to be in a very positive place.

Table 5:

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: Soc 4030 Contemporary Sociological Theories   Semester taught: Fall 2019 by Huiying Hill
Sections included: one

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Eight take-home essays	Measure 1: See if students can apply what they learned to reality	Measure 1: Out of the seven students in the class, they all got 70/100 or above.	Measure 1: The eight essays are worth 200 points, a C grade means students have to get at least 140 points	This is a required course for sociology majors, if a student gets less than a C, they have to retake the class.	So far, after the revising of take-home essay questions, I think the essays are true reflection of the main purpose of the course.
	Measure 2: Presentations and in-class discussions.	Measure 2: Each student would read two pieces of original writings and do a presentation and discussion. The purpose is	Measure 2: Five out of eight students got full points for their presentations and discussions.	Measure 2: All the students in this class got a B or above grade, this means they performed	These two activities are worth 15% of the final grade. If they miss or fail these two	I could give more relevant articles for students to read and do their presentations. This is in my

		to see if they can apply what they read to reality.		well in these two activities.	activities, it will put a big dent in their final grade.	plan for the next semester.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Wring essays and oral presentations will prepare students to communicate well in their graduate studies as well as in work settings. Critical thinking is a key to both working settings and graduate studies or be a responsible member in the society.	Measure 1: Logical thinking and writing, critical thinking abilities and verbal communication skills are all measured in these activities.	Measure 1: In this class, out of the eight students, two got an A, two got a B, and three got a C or C+.	Measure 1: The final grade has to be a C in order to pass this class. So, they all passed the class.	For this required class, getting a C or above means they have passed class, and can go on to take the senior capstone class.	I think all the measures incorporated in this class measured all the aspects of the course requirements. I don't intend to change anything in the future.
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):
Contemporary Sociological Theories is one of the required courses for sociology majors. Students have to take Classical Theory course before they are allowed to take this course. Because of this, this class is the most demanding class and I really emphasize the functions of theories and how to apply them in the real world. This is the last but second course for students to have a solid foundation for the senior capstone class. Theoretical perspectives are the key for students to do their senior research projects. The whole class passed the course, this is a positive sign.

Table 6:

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: Senior Capstone   Semester taught: Spring 2020 by Huiying Hill   sections included: One

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Chapter presentation, recent journal article presentation.	Measure 1: See if students can apply sociological theories to the present societies.	Measure 1: Each student was required to give a real-life example and use the theory to apply. Journal article presentation directly deal with contemporary social issues.	Measure 1: Among the seven soc major students, 6 out of 7 got full points in these two activities. These two activities are worth 15% of the final grade.	These two activities show that students can link theories to real social problems and also learn how to do research by dissecting the journal articles.	These activities are very helpful to students in relating theories to reality. Nothing needs to be changed.
	Measure 2: Research project proposal.	Measure 2: Students need to do a preliminary	Measure 2: It is not easy to come up with a	Measure 2: Some students need to do several	Research project proposal is a blueprint of	This research proposal is very

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		probe and come up with a doable research topic.	manageable research topic that is to be completed in one semester.	attempts in order to find a meaningful and doable research topic. If their proposal is approved, they can start to write their literature review paper.	students' research projects. Only after they have this plan, they can proceed to do their research.	vital to the entire research project, so I don't intend to change this step.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Research project.	Measure 1: Final research paper, which is worth 65% of the final grade.	Measure 1: Four out of seven students got 60 out of 65 points in this paper. Three got over 50 points, one gets 45 out of 65 points.	Measure 1: Besides one student who was weak in the research paper, other students did a decent job. One paper was excellent.	This research project is the showcase of sociology major. It is the capstone for all they have learned in the program.	Nothing needs to be changed here.
	Measure 2: Resume Writing; Dept. research conference presentation.	Measure 2: Critical thinking, ability to conduct an entire research project; oral and written communication skills.	Measure 2: In this class, 5 out of 7 students got an A, 1 student got an A- and 1 got a C.	Measure 2: Students must get a C or above to pass this class and graduate. Majority of the students got A means they really demonstrate the ability of doing a whole piece of research.	All the activities are all concentrated to finish an entire piece of research, knowing how to write a resume, how to do job interviews and other abilities.	Nothing needs to be changed here

*Direct and indirect: at least one measure per objective must be a direct measure.

Summary: During the research period, COVID hit and all the classes suddenly transferred to online or virtual. The students' research plans were all interrupted and they could not do their face-to-face interviews and surveys. All the research activities went to virtual or on social media. This disruption impacted the quality of students' research projects. But, they all finished their research projects and did a virtual oral presentation for the class. Usually, our senior capstone students are required to present their research projects at our department annual research conference. This is one of the HIEE course, but I think the students still learned a lot through their research experiences and job-related activities.

2: Electives from 2019 fall to 2021 spring:

Table 7A:

Assessment report based on elective courses: **SV 1020: Social Problems, Fall 2020 by Trentelman**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1.** Students will develop an understanding of the interrelationships between various parts of social structure, including social institutions, social groups, social statuses and roles, as well as expected norms	**Measure 1:** (Direct) Students took an essay exam that covered the introduction of these elements of social structure and of culture, varying theories about these interactions, and other foundational sociological	**Measure 1:**	**Measure 1:** The mean score for this exam was 81.9% of the total possible. 89% of students passed the exam at 60% or higher (also, 89% of students passed at 70% or higher).	**Measure 1:** Students successfully demonstrated an understanding of how individuals and groups influence and are influenced by social structure and culture.	**Reflection:** No curricular or pedagogical changes needed at this time, will continue to work on obtaining these outcomes.

| | | | | Measure 2:
95% of students earned 60% or more of the total participation points possible (71% of students earned 70% or more). | Measure 2:
Students successfully participated in discussions where they described how individuals and groups influence and are influenced by social contexts, social institutions, physical environments, and even global processes. | |

and sanctions. This understanding will include how individuals can affect society and social structure, as well as the influence social structure has on individual lives and opportunities.

concepts.

Measure 2:
(Indirect) Students participated in class discussions about course materials, guest speakers, and class activities.

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results

Gen ED SS Outcome 2:	Learning outcome 2A.	Measure 1 – direct		Measure 1 – direct	Measure 1	Reflection:
"Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Having chosen a social problem to address with community service, students explain that problem and their observations about it (from their service work) sociologically, including its causes and conditions and the theory they think addresses the problem the best.	Each student wrote a 3-5 page report on the community service, for which the first section required a detailed explanation of the social problem, its causes and conditions, as well as a brief discussion of the sociological theory the student thought explained the problem the best (including how the theory explains the problem). Students were also required to assess how effective the agency appeared to be at creating social change for the problem.		100% of the students completing this assignment scored 60% or higher on this full paper (100% of these students also earned 70% or more). However, it should be noted that only 79% of the class turned in this assignment.	Students who completed this assignment were successful in applying social science explanations to a social problem they addressed with community service work, drawing from sociological concepts, research and theory to do so.	For students who completed this assignment, it worked well to achieve the desired learning outcomes. The proportion of students who did not complete this assignment is anomalous for this course (see the narrative).
	Learning outcome 2B. Students will apply the sociological concepts, theories and research they are learning about various social	Measure 1 – direct Students found newspaper articles related to five different social problems covered in the		Measure 1 Only 68% of the students in this class completed any of these assignments. Of those who did, 69% earned at least 60% of the total points for these assignments (they	Measure 1 Most students who completed these assignments successfully demonstrated that they can apply sociological concepts, etc., to current news stories, however many students did not follow through with	Reflection: While those students who completed these assignments demonstrated success with this learning outcome and goal, because

| | problems to current news stories related to those social problems. | course. For each news story, students wrote short papers interpreting the news stories according to course materials on that social problem. | | also earned at least 70% of the points). Of the students who completed at least 4 of the 5 assignments, 90% earned at least 60% of the points. | all of these assignments. The majority of students who did not follow through with these assignments were also not following through with other assignments. | nearly 1/3 of the class did not complete any of these assignments, it is difficult to make inferences about curriculum or pedagogy based on this measure. |

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	**Learning outcome 3.** Students will be able to appreciate the variety of perspectives on various social problems.	**Measure 1 - direct** Students completed an essay exam question asking them to choose one of five theories they thought provided the best explanation for crime, and provide an explanation of an example of crime using that theory. They then were asked to provide an example of a group who would disagree with that theoretical explanation, and the theory that		**Measure 1** 100% of students taking the exam earned 60% of the 20 points possible for this essay question (76% of students earned 70% or better).	**Measure 1** Students successfully demonstrated an appreciation for variation in perspectives on the social problem of crime, and the theory that might best explain it. **Measure 2** Students were able to practice identifying an argument that	**Reflection:** No curricular or pedagogical changes needed at this time, will continue to work on obtaining these outcomes.

		group might prefer. **Measure 2 - indirect** Students participated in group work, discussing their own preferences among differing theoretical explanations of various social phenomena.		**Measure 2** Students who participated in the group assignment received 100% for participation in the activity.	made sense to them, from a range of theories for which they were developing understanding, while also listening to the perspectives of others.	

Summary Reflection

This assessment is based on one section of Social Problems (SOC 1020), taught T/TH at 10:30 a.m. Providing a high impact educational experience, this class utilizes community engaged service in the form of service work, and the Signature Assignment is a course paper that asks students to synthesize what they learned from course materials with what they learned from their service work.

Due to COVID-19, this was a Zoom simulcast class, with students with compromised immune systems, and those living or working with people with compromised immune systems, joining virtually. When students needed to quarantine or were positive for COVID, they also attended by Zoom. The service component of the class was changed from the usual 15 hours of in-person service at a local community organization, to 10 hours of online or virtual service, which could be done for a local organization or one at a more regional or national level. Likely related to COVID and the response to it, it was an anomalous class in terms of outcomes. Only 2 students unofficially withdrew from the class. However, a full third of the class, 7 of 21 students, received a failing grade, with most of those students missing large portions of class sessions and/or assignments, yet still attended the last day of class and/or took the final exam. This made it appear they preferred to get the E rather than a UW. Of those who passed the class, 100% earned 70% or higher of the total points, and 75% earned 90% or more of the total points.

The goal for successful outcomes for this lower division course was that at least 70% of the class earn at least 60% of the total for each measure. It is clear these outcomes were affected by the dynamics just described.

  --Carla Koons Trentelman

Table 7B:

Evidence of Learning: Elective
Assessment report based on SOC 1020 – Fall 2019, CRN 21970 by Pepper Glass

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1:** Students should be able to analyze and compare various social science ideas.	**Measure 1:** Social science news analysis	**Measure 1:** 70% of students should be able to successfully compare two news stories about social science research to sociological perspectives 70% of the time.	**Measure 1:** 82% of student attempts successfully completed this assignment at 70% or higher.	**Measure 1:** Students are successfully comparing news stores to social science research.	**Reflection:** No change is needed at this time.
		Measure 2: Diversity Wheel assignment.	**Measure 2:** 70% of students should be able to successfully compare their involvement in various large-scale, demographic groups to sociological perspectives 70% of the time.	**Measure 2:** 53% of student attempts successfully completed the assignment at 70% or higher.	**Measure 2:** Students especially have difficulty with the concepts of the "Matrix of domination."	**Reflection:** Focus more on how large-scale, demographic groups relate to sociological perspectives.

		Measure 3: Network friend map assignment.	**Measure 3:** 70% of students should be able to successfully generate a network map of your friends and family and then analyze it as an example of various network concepts 70% of the time.	**Measure 3:** 60% of student attempts successfully completed this assignment at 70% or higher.	**Measure 3:** Students offered incomplete responses or misunderstood some of the concepts.	**Reflection:** Focus more on concepts of network analysis.
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	**Learning Outcome 2.A.:** Students will apply an example to various perspectives.	**Measure 1:** Research project assignment blog post.	**Measure 1:** 70% of students should be able to successfully explain how a research topic connects with concepts, themes, or other issues of the course 70% of the time.	**Measure 1:** 85% of student attempts successfully completed this assignment at 70% or higher.	**Measure 1:** Most groups did well, but several had incomplete answers.	**Reflection:** No change is needed at this time.

Table 8:

        Evidence of Learning Worksheet

        Course: Soc 3400: Social Change by Glass   **Semester taught: Fall 2019**

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement***	**Target Performance**	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1:** Reaction Paper 1	**Measure 1:** 70% of student attempts will demonstrate the historical underpinnings of social change 70% of the time.	**Measure 1:** 92% of student attempts demonstrated the historical underpinnings of social change 70% of the time.	**Measure 1:** Students were able to explain social change historically.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Final assignment	**Measure 2:** 70% of student attempts will use historical and cultural perspectives to analyze an interview with an activist 70% of the time.	**Measure 2:** 60% of student attempts successfully used historical and cultural perspectives to analyze an interview with an activist 70% of the time.	**Measure 2:** Students had difficulty connecting their example with broader perspectives.	**Reflection:** Need to reinforce the concepts more, using more examples.	No change is needed at this time.

Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	**Measure 1:** Final assignment	**Measure 1:** 70% of student attempts will perform a qualitative interview with an activist and transcribe it 70% of the time.	**Measure 1:** 100% of student attempts performed a qualitative interview with an activist and transcribed it 100% of the time.	**Measure 1:** Students learned or reinforced a basic research skill.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Discussion leaders assignment	**Measure 2:** 70% of student attempts will lead a class discussion 70% of the time.	**Measure 2:** 100% of student attempts successfully led a class discussion 100% of the time.	**Measure 2:** Students learned or reinforced valuable leadership, presentation, and group management skills.	**Reflection:** No change is needed at this time.	No change is needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

Table 9:

Evidence of Learning Worksheet:

Course: Soc 4410 sociology of globalization   Semester taught: Fall 2019
Sections included: One section by Dr. Rob Reynolds

Evidence of Learning: elective						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Students will answer 3 of the following questions on exam 1 1. What is globalization? How does the current "global age: compare to previous periods of globalization? 2. Is globalization simply another name for processes such as imperialism, colonialism, development, and Americanization? Examine the similarities and differences	Measure 1: Students will perform at a 70% level.	Measure 1: All students performed above 80% on the three questions they completed.	Measure 1: Since this entire course is on globalization, they are learning historical socio-cultural and "global" perspectives throughout. Their performance on exam 1 shows they are understanding and synthesizing the material.	This learning outcome gets at the heart of this course and presents good evidence for the continued need for this course in our curriculum.	The results of this assessment will be shared with sociology program faculty.

	among these processes. 3. Choose a commodity and discuss how it moves through production, consumption, and disposal in global value chains (a material flow). Relate the "race to the bottom" to your commodity flow. 4. Make the case either for or against the "death of the nation-state." You'll need to address the relationship of the nation-state to facilitating or blocking global flows. 5. How do you define a nation or nation-state in the era of the internet and imagined communities?					

Measure 2: Students will answer three of the following seven questions on exam 2.	Measure 2: Students will perform at a 70% level.	Measure 2: All students performed above 80% on the three questions they completed.	Measure 2: Since this entire course is on globalization, they are learning historical socio-cultural and "global" perspectives throughout. Their performance on exam 2 shows they are understanding and synthesizing the material.	This learning outcome gets at the heart of this course and presents good evidence for the continued need for this course in our curriculum.	The results of this assessment will be shared with sociology program faculty.
1. What is your ideal vision of the future of globalization? Provide evidence and examples in your discussion. 2. Make a case for whether the world is getting more similar or more different in terms of culture. Provide evidence and examples. 3. Is the heightened flow of people a unique feature of the current global era? Provide evidence and examples. 4. Given the TED talk by Jared Diamond and class discussion, do you think the world may someday "collapse"					

	because of environmental problems? Why or why not? Provide evidence and examples. 5. Describe current terrorism and warfare. How have they been affected by globalization. Provide evidence and examples. 6. Discuss economic inequality within nation states and between nation states and regions. Are the two kinds of inequality related to each other in a globalized world? Provide evidence and examples. 7. Discuss social inequality within nation states and between nation states and regions. Are the					

	two kinds of inequality related to each other in a globalized world? Provide evidence and examples.					
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Each student will find an academic article on globalization, write a five page review of the article, and present it in class.	Measure 1: Students will perform at a 70% or above.	Measure 1: All students performed above 80% on the article review assignment.	Measure 1: Students demonstrated their ability to conduct research, understand professional level writing and research, interpret results, and present their findings. These are all skills which prepare them for careers and graduate study.	Students should continue to have an article review assignment with a presentation component. These are good skills for graduates to bring to the next phase of their lives.	The results of this assessment will be shared with sociology program faculty.

*Direct and indirect: at least one measure per objective must be a direct measure.

Table 10:

Evidence of Learning Worksheet:

Course: Soc 3410 sociology of religion   Semester taught: Spring 2020

Sections included: A single section that was taught online by Dr. Rob Reynolds. Covid-19 closures and quarantining changed the field observation assignment's requirements.

Evidence of Learning: elective						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Students will conduct field research of three different faiths' main worship services and write a compare-contrast paper.	Measure 1: Students will perform at a level of 70% or better on the compare-contrast paper.	Measure 1: All students who completed the assignment scored above 80% on the compare-contrast paper.	Measure 1: Students were able to apply the socio-cultural perspective of religion to their observations as measured in their compare-contrast paper.	This assessment showed the validity of students learning diverse cultural perspective, including their historic origins and global reach, through the sociological lens on religion.	The results of this assessment will be shared with sociology program faculty.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Students will conduct field research of three different faiths' main worship services and write a compare-contrast paper.	Measure 1: Students will perform at a level of 70% or better on the compare-contrast paper.	Measure 1: All students who completed the assignment scored above 80% on the compare-contrast paper.	Measure 1: Students were able to integrate direct field observation with artifact collection and library/internet research to analyze different	This field observation and compare-contrast paper show how students are able pair the substantive know of religion they have gained in the class with the research skills they have developed in the program.	The results of this assessment will be shared with sociology program faculty.

			religions' (groups) social organization and collective behavior		

*Direct and indirect: at least one measure per objective must be a direct measure.

Table 11:

Evidence of Learning Worksheet

Course: SOC 3850 – Race and Ethnicity   **Semester taught: Spring 2020 by Glass**

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement***	**Target Performance**	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1:** Reaction Post #5	**Measure 1:** 70% of student attempts will critically compare and assess course concepts 70% of the time.	**Measure 1:** 85% of student attempts critically compared and assessed course concepts 70% of the time.	**Measure 1:** Students were successfully able to analyze course ideas.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Final assignment	**Measure 2:** 70% of student attempts will analyze a topic using	**Measure 2:** 100% of student attempts analyzed a topic using	**Measure 2:** Students were successfully able to apply	**Reflection:** No change is needed at this time.	No change is needed at this time.

		course concepts 70% of the time.	course concepts 70% of the time.	course ideas to a new topic.		
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	**Measure 1:** Final assignment	**Measure 1:** 70% of student attempts will research a topic 70% of the time.	**Measure 1:** 100% of student attempts analyzed a topic using course concepts 100% of the time.	**Measure 1:** Students were successfully able to research an outside topic.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Discussion leaders	**Measure 2:** 70% of student attempts will lead a class discussion 70% of the time.	**Measure 2:** 100% of student attempts led an online class discussion 70% of the time.	**Measure 2:** Students successfully learned or strengthened skills in organization and leadership.	**Reflection:** No change is needed at this time.	No change is needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

Table 12:

Evidence of Learning Worksheet

Course: Soc 3840: Cities and Urban Life   **Semester taught: Fall 2020 by Glass**

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement ***	**Target Performance**	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1:** Reaction paper 2	**Measure 1:** 70% of student attempts will analyze how city spaces shape interaction 70% of the time.	**Measure 1:** 92% of student attempts analyzed how city spaces shape interaction 70% of the time.	**Measure 1:** Students were able to connect the ideas.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Reaction paper 3	**Measure 2:** 70% of student attempts will analyze Ogden City using academic research 70% of the time.	**Measure 2:** 91% of student attempts analyzed Ogden City using academic research 70% of the time.	**Measure 2:** Students were able to connect research on urban areas with the example of Ogden City.	**Reflection:** No change is needed at this time.	No change is needed at this time.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and*	**Measure 1:** Discussion leaders assignment	**Measure 1:** 70% of student attempts will lead an online class	**Measure 1:** 100% of student attempts led an online class	**Measure 1:** Students learned or reinforced valuable leadership,	**Reflection:** No change is needed at this time.	No change is needed at this time.

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informed participation in a complex society		discussion 70% of the time.	discussion 70% of the time.	presentation, and group management skills.		

Table 13:

Evidence of Learning Worksheet

Course: **SOC 4550: Sociology of Work by OL**   Semester taught: **Fall 2020**   Sections included: 1 (Online)

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement ***	**Target Performance** 70% of students perform at 70% or higher	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1: Direct** Students write an essay exam on how industrialization transformed work.	**Measure 1:** Students identify the milestones of work transformation in early industrialization and how they affected the relationship between	**Measure 1:** Target met. 100% of students who wrote about early industrialization performed at 70% or better (in reality, all of them at 84% or better).	**Measure 1:** This question in the take-home essay exam was an elective question that five out of nine students responded to. While this does not reflect the performance	**Measure 1:** I have used this question before as a required question and will likely go back to requiring it.	**Measure 1:** See the action plan.

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		workers and supervisors		of the entire class, those who chose this question did well.		
	Measure 2: Direct Students write an essay exam on how globalization has changed the US labor market.	**Measure 2:** Students can explain the causes of the "new economy" and how globalization has impacted American workers (incl. immigrant workers).	**Measure 2:** Target met. 100% of students who wrote about early industrializat ion performed at 70% or better (in reality, all of them at 82% or better).	**Measure 2:** This question in the take-home essay exam was an elective question that four out of nine students responded to. While this does not reflect the performance of the entire class, those who chose this question did well.	**Measure 2:** I will keep the globalization question in the exam since understanding the impact of globalization on jobs is critical for students. The essay exams have only one required question (and two electives); this question might make a good requirement as well.	**Measure 2:** See the action plan.
	Measure 3: Direct Students write reflection papers on book chapters from *Flatlining: Race, Work, and Health*	**Measure 3:** Students demonstrate understandin g of the cultural and organization al barriers faced by	**Measure 3:** Target met. 100% of students who submitted reflections on the monograph performed at	**Measure 3:** The greatest issue here is that students skipped some of the four reflection assignments on this book,	**Measure 3:** I may use this book again. I believe that the general exhaustion with the pandemic and online teaching	**Measure 3:** I will keep using sociological research monographs as part of the course materials, the book may change, though.

	Care in the New Economy which focuses on Black health care workers.	Black health care professionals.	70% or better (all of them at 84% or better).	so getting a good sense of their understanding is challenging. Those who did turn in the reflections showed solid understanding of the barriers Black professionals face in health care.	factored into students' non-performance here. In the future, I may introduce a monograph earlier in the semester.	
	Measure 4: Indirect Student research *The New York Times* archives for news stories from the 1900th century about factory work, present their findings, and engage in a discussion.	**Measure 4:** Students connect the assigned reading and real-life conditions in the early factories in the U.S.	**Measure 4:** Target met. 100% of students who completed the assignment performed at 70% or better (100% at 80% or better)	**Measure 4:** Student received full points for presenting a new story and engaging in discussion with others online, which is reflected in their performance.	**Measure 4:** Although I regard this as an indirect measure, it is a fun assignment for students who were enthusiastic about discovering news stories from over century ago. Will keep for the future.	**Measure 4:** I will continue to use *The New York Times* archives for assignments like this. They bring the past to life.
	Measure 5: Indirect	**Measure 5:**	**Measure 5:**	**Measure 5:**	**Measure 5:**	**Measure 5:**

		Students demonstrate they have read and understood the textbook chapters on industrialization and its consequences, (Ch. 3), globalization (Ch. 6), and diversity in the workplace (Ch. 13).	(History of industrialization) Target met. 100% of students performed at 70% or better. (Globalization) Target met. 100% of students who took the quiz performed at 70% or higher (actually, at 79% or better). (Diversity) Target met. 87.5% of students who completed Ch. 13 quiz performed at 70% or better.	The quizzes were designed to test students' reading completion. Grades were high in general because the quizzes were open-book (and thus indirect measure of student learning).	I will continue to use these low stakes quizzes to keep students engaged with the material. Most students who completed the quizzes did well in recalling and understanding the material.	I haven't closed the loop on this in another Soc of Work course but will use quizzes in my other upper division classes.
Students respond to brief (open book) textbook chapter quizzes.						
Learning Outcome 6: *Students prepare a*	**Measure 1: Direct** (Foundation for careers)	**Measure 1:** Students demonstrate ability to	**Measure 1:** Target met. 100% of students	**Measure 1:** This assignment in the So of	**Measure 1:** This is an assignment that fits well into	**Measure 1:** I have yet to teach this course again (planned for

foundation for careers, graduate studies, and informed participation in a complex society	Students create and present an information sheet on an occupation or profession.	find occupational statistics on various features, including median wages and salaries, sex composition, largest employers, and safety.	performed at 70% or better (and also at 84% or better).	Work course is designed to help students explore occupations they themselves are interested in pursuing. Some students did just that and discovered new features and statistics about the occupation. They were enthusiastic about these discoveries (which were sometimes counter to their plans).	the Soc of Work course because it provides an opportunity for students to look closer into their own career interests. The assignment typically includes a class presentation, which was a recorded presentation in an online class. My plan is to keep using this assignment in the future.	Fall 2022). See the action plan.
	Measure 2: Indirect (Foundation for careers) Students engage in a discussion about soft skills.	**Measure 2: Indirect** Student show they understand what soft skills are and how they themselves	**Measure 2:** Target met. 100% of students who engaged in the discussion performed at 70% or netter (and	**Measure 2:** This was a vigorous discussion about the importance of soft skills, where students learned them, and how they	**Measure 2:** A discussion about soft skills is an important part of understanding the current service sector work requirements,	**Measure 2:** Have yet to teach this course but this reflection is very useful for planning my next class.

		use them at work.	also at 80% or higher).	use them at work. Grade were based on participation, and all students participated.	will keep it in the course material and perhaps change the assignment to a deeper exploration of how they are used at work— perhaps an observation assignment.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): *Assessment based on an online course taught by Dr. Ollilainen during the Covid-19 pandemic (Fall 2020), when students were dealing with many changes into their typical university experience, including course delivery. The number of students who dropped the course was unusually high, which was associated with the increased pressures of the coronavirus, including virtual courses, lack of child care, and overall uncertainty of where the world was going. The students who persevered did remarkably well (all students at 79% and better) given the circumstances.*

Table 14:
Evidence of Learning Worksheet:

Course: Soc 3550 Organizations   Semester taught: Spring 2021
Sections included: This is the only section taught. It was taught virtually by Dr. Rob Reynolds

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"

Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Students will use sociological theory, including those using historical, cultural, or global perspectives to analyze the structure and form of organizations.	Measure 1: Students will conduct a case study of an organization in which they must include a discussion of organization form and structure	Measure 1: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%. All students had included a discussion of organizational form and structure and how it had developed in the organization.	Measure 1: While students were exposed to historical, cultural, and global perspectives in the readings and lectures, I was not able to adequately directly measure their understanding with the used student assessment tools.	There is a need to more directly measure this learning outcome the next time this course is taught.	The need for a better direct measure will be discussed with the sociology program faculty.
	Measure 2: Students will use sociological theory, including those using historical, cultural, or global perspectives to analyze the culture of an organization.	Measure 2: Students will conduct a case study of an organization in which they must include a discussion of organizational culture.	Measure 2: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%. All students included an analysis of the organizational	Measure 2: While students were exposed to historical, cultural, and global perspectives in the readings and lectures, I was not able to adequately directly measure their understanding with the used	There is a need to more directly measure this learning outcome the next time this course is taught.	The need for a better direct measure will be discussed with the sociology program faculty.

			culture of their organization.	student assessment tools.		
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Students will conduct research on a social organization.	Measure 1: Students will research an organization for the case study paper measured through the written case study paper. 70% of students will score 70% or better on the case study paper.	Measure 1: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%.	Measure 1: The students showed they were capable of conducting research on organizations.	Organizational research and analysis is an excellent skill sought by many employers in the business, NGO, and governmental sectors. We need to showcase these skills to WSU's career office, when recruiting students, and WSU administrators.	Discuss the results and plan of action with sociology program faculty. Develop a plan for including these skills in major/minor recruiting and marketing materials, as well as reports on the program.
	Measure 2: Students will write a case study paper based on their research of an organization.	Measure 2: Write the case study paper. 70% of students will score 70% or better on the case study paper.	Measure 2: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%.	Measure 2: The students showed they could analyze organizational data and present the results in a paper.	Organizational research and analysis is an excellent skill sought by many employers in the business, NGO, and governmental sectors. We need to showcase these	Discuss the results and plan of action with sociology program faculty. Develop a plan for including these skills in major/minor recruiting and marketing materials, as well as reports on the program.

					skills to WSU's career office, when recruiting students, and WSU administrators.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Table 15:

R.C. Morris Spring 2021 – SOC 4270, Evidence of Learning Worksheet

Course: Sociology of Law (4270)   Semester taught: Spring 2021 Sections included: 1

Evidence of Learning: elective						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Reading Memos covering the weekly readings.	Measure 1: 70+% of participation every week with 70% of points earned.	Measure 1: 100% of reading memos had 70+% participation and on average 82% of points.	Measure 1: Students were able to engage with the weekly reading content and exceed the minimum point threshold.	I will continue to utilize this assignment structure.	Some students find the weekly readings challenging but given the course grades, I think the rigor is right for 4270.
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		

	Term papers reflecting on the OJ Simpson trial.	70+% of points earned on papers.	Memo 1: 78% 2: 85% 3: 89% 4: 72% 5: 83%	Overall average is 81.4%, meeting my expectations.	I will look at Memo #4; this does tend to be a more challenging week.	This average feels like a good balance.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Weekly Podcast Discussion Covering Season 3 of the Serial Podcast.	Measure 1: 70+% of participation every week with 70% of points earned.	Measure 1: 100% of discussions had 70+% participation and on average 91% of points.	Measure 1: Based on points + participation discussions were one of the most effective elements of the course.	I may revisit the use of *Serial* as it ages, but for now I find it a good assignment aimed at "informed participation in a complex society."	Awareness of the aging nature of the podcast, but otherwise students enjoy this part of the course.
	Measure 2: Final video project with a court experience in the community.	Measure 2: 70+% of points earned on final project.	Measure 2: 100% completed their final video project, the lowest score was 84% of points possible.	Measure 2: Students find the experiential nature of this assignment to be very satisfying.	At present, I have no intention to change the HIEE nature of this final project.	Covid made this very challenging, but this reflects the nature of the virus not the assignment structure.

Overall, I find this course structure, outcomes, and students' engagement to be in a very positive place. Covid-19 made some of the work, i.e., the final video project, more challenging. It is too soon to tell if Covid-19 related changes, felt more broadly in higher education, will necessitate systemic alterations to this and other courses I teach. To be less abstract, I'm finding students are increasingly showing up to their coursework already stretched very thin (read "burnt out"), wanting a quick process toward the completion of their assignments, and less tolerance / patience / stamina for curriculum that asks them to think outside of standardized assessment procedures (read HIEE like my video project assignment).

3. Evidence of Learning: General Education Courses

Table 16A:

Evidence of Learning: **General Education**, Social Science Courses

Assessment report - SOC 1010 (2 sections), Fall 2019, Dr. Ollilainen

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen Ed SS Outcome **1. Interactions between individuals and society** *Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.*	**Learning outcome 1.** By correctly answering multiple choice or True/False exam questions.	**Measure 1:** <u>Direct measure</u>: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #1, "Interactions between individuals and society."	**Measure 1:** <u>Threshold not met</u>. In multiple choice/T-F exams, only 47% of students cleared the threshold at 60% AND 70% or higher for outcome #1.	**Measure 1:** This finding indicates that reaching competency level for the first--and perhaps the most important SS outcome-- continues to be challenging for students.	**Measure 1:** This result, based on tagged questions across three exams, is alarming but, at the same time, reflects the bifurcation of results in most exams I have given in a general education course. They typically feature a range of 50 points and reflect two groups of students— those who come to class, read, and study and those who	**Reflection:** This is a challenge that pertains specifically to GE courses and which I have tried to remedy in various ways, without much success. Aside from working on question wording and level of easiness and providing test reviews, I tailored the Signature Assignment to gauge this very outcome. Clearly there is more

					don't. While students in these sections were given the opportunity to work with a learning software associated with the text, I have made it more clearly an exam prep in my current SOC 1010 course.	work to do on this.
	Learning outcome 2. By creating a lecture for high school students to introduce the concept of "sociological imagination" and illustrate the micro-macro connection; i.e., how broader social processes shape individual experiences.	**Measure 2:** Direct measure: A signature assignment created specifically to help students understand the interaction between the individual and society—how society shapes us (macro) and how we construct society (micro). Student created PowerPoint presentations that were completed individually, in pairs or groups of three. 65 students	**Measure 2:** Threshold met. 100% of students who completed the SA showed competency at 60% AND 70%. Furthermore, 94% (61/65) of students met the 80% competency threshold.	**Measure 2:** When students applied the concepts on a topic/question of their own choosing, it seemed to yield a better result. The lowest score on the SA for two sections was 70%.	**Measure 2:** This finding may reflect the difference of taking a test for which one must prepare and a self-selected and written assignment.	**The Reflection:** The main goal in the SA was to get students to grasp the micro-macro connection and, while the grading was not as objective as in an exam with correct/incorrect answers, I am encouraged by the result all students demonstrated competency for this outcome. I continue to use this same SA for my current 1010 sections.

		submitted the SA, and each presentation received a grade.					
	Learning Outcome 3. By participating in group work to discuss various assigned articles and answer questions about the content as well as apply concepts introduced in the readings.	**Measure 3.** Indirect measure: These "article quizzes" were competed as group work and were given a letter grade.	**Measure 3.** Threshold met. 83% of students showed competency at 60% or better and 73% of students were competent at 80% or higher.	**Measure 3.** I provide non-exam assignments to allow students to work with the material in various ways, including discussion and group work.	**Measure 3.** This finding is not surprising. I have used group quizzes to help students use the concepts in discussion so they learn to use the terms and apply them to various situations. This assignment relies on someone in the group having done the reading (ideally everyone should have done it) so they often get the benefit from "teaching" others. Not the intended outcome but it happens. Everyone in the group receives the same grade.	**Reflection:** While these group quizzes work, I have discontinued them for the time being, as many students did not read the assigned articles. I continue to assign article and have students discuss them in groups but only for class participation credit. Will need to re-evaluate whether this assignment should be brought back.

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Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen Ed SS Outcome **2. Application of concepts, theories, and methods:** *Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.*	**Measure 1.** By correctly answering multiple choice or True/False exam questions.	**Measure 1.** <u>Direct measure:</u> 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #2, "applications of concepts, theories and methods."	**Measure 1.** <u>Threshold met</u>. 80% of students performed at 60% or higher. However, only 58% of students showed competency at 70% or higher.	**Measure 1.** The threshold was met at 60% or higher but not at 70%. The course emphasizes concepts and theories and much time is dedicated to exam preparation for this outcome.	**Measure 1.** Sociological theories—and theory in general—is challenging for Intro students many of whom often encounter theoretical frameworks for the first time.	**Reflection:** I will keep emphasizing theories in exam reviews and continue to provide opportunities for students to discuss them and apply theory to social situations and circumstances.
Gen ED SS Outcome **3**. **Diverse Perspectives:** *Students will identify an argument about a social phenomenon and understand alternative explanations.*	**Measurable Learning Outcome** Students will demonstrate their mastery of the skill:	**Method of Measurement**	**Threshold** 70% of students should perform at 60% or better	**Findings Linked to Learning Outcomes**	**Interpretation of Findings** (compiled from multiple sections and data points)	**Action Plan/Use of Results**

		Measure 1.	**Measure 1.**	**Measure 1.**	**Measure 1.**	**Measure 1.**	**Reflection:**
		By correctly answering multiple choice or True/False exam questions.	Direct measure: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #3, "diverse perspectives." Questions dealing with race, ethnicity, gender, and class inequality were specifically tagged for this outcome.	Threshold was met. 94% of students performed at 60% or higher. Further, 79% at 70% or better, and 61% were at 80% or higher.	Students performed better on questions about diverse perspectives compared to SS Outcomes 1 and 2.	Many of the questions tagged as Outcome 3 pertain to course content that introduces class, race-ethnicity, and gender as organizing principles for social inequality. They may be interesting for (especially minoritized) students. There is also considerable overlap of the SS outcomes across much of the course content. Most of the time, diverse perspectives (#3), theories (#2), and the micro-macro interactions (#1) are manifested in the same course content, which makes it difficult to assess student learning.	I am happy that the majority of students performed at 80% or higher on this outcome that gauges critical thinking—the skill of considering alternative explanations and understating diverse circumstances. Sociology as a discipline is at its best in helping students get this right. There is always room for improvement, though. The action plan is to keep focusing on theoretical frameworks for understanding alternative explanations, which overlaps efforts to strengthen competence on outcome #2.

Summary Reflection: This assessment is based on students' work in two sections (one day time and one evening) of Introduction to Sociology in the Fall of 2019. The course is evaluated mostly (75%) on the basis of exam scores but other assignments were created to diversify the base for final grades. Exams are the most objective measure of student competence, the rest of the assignments (the SA, article quizzes, and class participation) are discussion based and/or completed in groups. The objective measures of student learning produce weaker results for all three SS learning outcomes, which is understandable. Students' preparation for and efforts in exams vary greatly in Gen Ed courses. Students like working together on assignments (especially quizzes), but individual competence is difficult to gauge through group work. I have tried to balance the assignments to provide broad-based course evaluation scheme. Much work still to do for improving competence on outcome 1.

Table 16B:

Evidence of Learning: -- GE social sciences -- Soc 1010

by Morris

Assessment report based on 2021 spring

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results

Gen ED SS Outcome 1:	Learning outcome 1.	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Reflection:
"Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.						

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Evaluating Evaluating possible solutions to the many social problems we cover as you reflect on your exploriments and also respond to *The Myth of Individualism* chapter readings. **Creating** a positive relationship with the community partner that is benefiting from your service learning hours as you develop your own awareness (see p. 7 of the syllabus for more)	Through participation with: The Myth– your Callero readings. Service– and Experiential-Learning Sensitizing Students' Sense of Social Justice Awareness.	Calculation Method: 65/35 Decaying Average Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only	2.57 /3 2.64 /3	This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the	I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of

of the social issue(s) that the community partner serves.		one result, the single score will be returned. 1- Item scores: Example item scores: 1, 4, 2, 3, 5, 3, 6 2- Final score: Example final score 4.95		Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder: 13) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community	2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

					service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings. 14) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology 15) As noted, even though this was an overall easier course, my evaluations were lower. I am left wondering:	

					13) Did the format, online/virtual learning, contribute to these changes? 14) Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning? 15) Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face	

					instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	**Measure 1 – direct**	**Measure 1 – direct**		**Measure 1 – direct**	**Measure 1**	**Reflection:**

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
	Applying your knowledge of sociology readings in *Seeing Ourselves* and online sources successfully on	Through participation with: • Quizzes– x13.	Calculation Method: 65/35 Decaying Average Example:	2.41 /3	This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the	I implemented several changes across several course preps because of my work in the

quizzes + with meaningful comments during presentations and weekly discussions.	• Weekly Discussions – x13.
	• Group Presentations– x8
		Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.
		1- Item scores: Example item scores:
		   1, 4, 2, 3, 5, 3, 6
		2- Final score: Example final score
		   4.95
				Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:
				
				16) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across
					eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

					academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings. 17) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I	

					have taught Intro to Sociology 18) As noted, even though this was an overall easier course, my evaluations were lower. I am left wondering: 16) Did the format, online/virtual learning, contribute to these changes? 17) Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning? 18) Is a near 15% reduction in positive impressions of	

					the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.		**Measure 1 - direct**		**Measure 1 – direct**	**Measure 1**	**Reflection:** .

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results

	Remembering and **understanding** why it is significant to gain a sociological imagination.
	
	Analyzing issues from various sociological perspectives (i.e., Conflict, Functionalism, and Symbolic Interactionism).
		Through participation with:
		
		• Exploriments– x5.
		• Weekly Discussions – x13.
		• The *Myth*– x8
			Calculation Method:
			   65/35 Decaying Average
			Example:
			   Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.
			1- Item scores: Example item scores:
			   1, 4, 2, 3, 5, 3, 6
			2- Final score: Example final score
			   4.95
				2.89 /3
				3 /3
					This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this	I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester.

					shift, I am left with a few addendums to ponder:	According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.
					19) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings.	

					20) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology 21) As noted, even though this was an overall easier course, my evaluations were lower. I am left wondering: 19) Did the format, online/virtual learning, contribute to these changes? 20) Did the external environment of stressors impact students' overall perceptions of their college	

					experience, i.e., stress about life and Covid19 et cetera impacting learning? 21) Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	

Summary Reflection

This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:

22) In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings.
23) Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology
24) As noted, even though this was an overall easier course, my evaluations were lower.

I am left wondering:

22) Did the format, online/virtual learning, contribute to these changes?
23) Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning?
24) Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.

Over the summer of 2020, I looked at the unprecedented pandemic semesters that were now in front of me and decided to pursue the eLearning Certificate offered by WSU online.

Over the summer, I completed the 15-hour Intro to eLearning and 10-hour Growing with Canvas prerequisite courses. During Fall 2020, I completed the three-credit hour eLearning Certificate.

I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

Despite the changes and based on what I have seen so far this Spring semester, I am doubtful much will change. This Spring, I increased my course caps to 65 and a couple of days before the semester each course was full. After the first couple of weeks one class was down to 43 students and the other 32. Additionally, I am finding students continue to complain and even with the Canvas optimization provided by the eLearning Certificate and

BRP, many students continue to get lost in the course. If scores do not increase to offset the 14.53% reduction, I will make a couple of additional academic rigor adjusts I have been pondering, but beyond that I am not willing to adjust workload expectations. If I remain in the 4.0 (+/- .10-20% points) range at the end of this semester, I am going to adjust my expectations for an online or virtual course to expect that 4.0 is where this course *should* be. It seems likely that returning to the near 5.0 scores I have had in the past requires that I be present in the classroom. I do not see that as a failure of curriculum, but rather, one that suggests that an instructor's physical presence matters to the learning process, especially when the rigor of the course has been so thoroughly vetted.

I continue to enjoy good rapport and enrollments in my upper division courses. Though, I do think I am gaining a reputation for being a professor with high expectations. I am okay with this!

Table 17A:

Assessment report based on GE social science courses: **SV 1020: Social Problems, Fall 2020 by Trentelman**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1.** Students will develop an understanding of the interrelationships between various parts of social structure, including social institutions, social groups, social statuses and roles, as well as	**Measure 1:** (Direct) Students took an essay exam that covered the introduction of these elements of social structure and of culture, varying theories about these interactions, and other foundational	**Measure 1:**	**Measure 1:** The mean score for this exam was 81.9% of the total possible. 89% of students passed the exam at 60% or higher (also, 89% of students passed at 70% or higher).	**Measure 1:** Students successfully demonstrated an understanding of how individuals and groups influence and are influenced by social structure and culture.	**Reflection:** No curricular or pedagogical changes needed at this time, will continue to work on obtaining these outcomes.

expected norms and sanctions. This understanding will include how individuals can affect society and social structure, as well as the influence social structure has on individual lives and opportunities.	sociological concepts. **Measure 2:** (Indirect) Students participated in class discussions about course materials, guest speakers, and class activities.			**Measure 2:** 95% of students earned 60% or more of the total participation points possible (71% of students earned 70% or more).	**Measure 2:** Students successfully participated in discussions where they described how individuals and groups influence and are influenced by social contexts, social institutions, physical environments, and even global processes.	

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results

Gen ED SS Outcome 2:	Learning outcome 2A.	Measure 1 – direct		Measure 1 – direct	Measure 1	Reflection:
"Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Having chosen a social problem to address with community service, students explain that problem and their observations about it (from their service work) sociologically, including its causes and conditions and the theory they think addresses the problem the best.	Each student wrote a 3-5 page report on the community service, for which the first section required a detailed explanation of the social problem, its causes and conditions, as well as a brief discussion of the sociological theory the student thought explained the problem the best (including how the theory explains the problem). Students were also required to assess how effective the agency appeared to be at creating social change for the problem.		100% of the students completing this assignment scored 60% or higher on this full paper (100% of these students also earned 70% or more). However, it should be noted that only 79% of the class turned in this assignment.	Students who completed this assignment were successful in applying social science explanations to a social problem they addressed with community service work, drawing from sociological concepts, research and theory to do so.	For students who completed this assignment, it worked well to achieve the desired learning outcomes. The proportion of students who did not complete this assignment is anomalous for this course (see the narrative).
	Learning outcome 2B. Students will apply the sociological concepts, theories and research they are learning about various social	**Measure 1 – direct** Students found newspaper articles related to five different social problems covered in the		**Measure 1** Only 68% of the students in this class completed any of these assignments. Of those who did, 69% earned at least 60% of the total points for these assignments (they	**Measure 1** Most students who completed these assignments successfully demonstrated that they can apply sociological concepts, etc., to current news stories, however many students did not follow through with	**Reflection:** While those students who completed these assignments demonstrated success with this learning outcome and goal, because

	problems to current news stories related to those social problems.	course. For each news story, students wrote short papers interpreting the news stories according to course materials on that social problem.		also earned at least 70% of the points). Of the students who completed at least 4 of the 5 assignments, 90% earned at least 60% of the points.	all of these assignments. The majority of students who did not follow through with these assignments were also not following through with other assignments.	nearly 1/3 of the class did not complete any of these assignments, it is difficult to make inferences about curriculum or pedagogy based on this measure.

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	**Learning outcome 3.** Students will be able to appreciate the variety of perspectives on various social problems.	**Measure 1 - direct** Students completed an essay exam question asking them to choose one of five theories they thought provided the best explanation for crime, and provide an explanation of an example of crime using that theory. They then were asked to provide an example of a group who would disagree with that theoretical explanation, and the theory that group might prefer. **Measure 2 - indirect** Students participated in group work, discussing their own preferences among differing theoretical explanations of various social phenomena.		**Measure 1** 100% of students taking the exam earned 60% of the 20 points possible for this essay question (76% of students earned 70% or better). **Measure 2** Students who participated in the group assignment received 100% for participation in the activity.	**Measure 1** Students successfully demonstrated an appreciation for variation in perspectives on the social problem of crime, and the theory that might best explain it. **Measure 2** Students were able to practice identifying an argument that made sense to them, from a range of theories for which they were developing understanding, while also listening to the perspectives of others.	**Reflection:** No curricular or pedagogical changes needed at this time, will continue to work on obtaining these outcomes.

Summary Reflection

This assessment is based on one section of Social Problems (SOC 1020), taught T/TH at 10:30 a.m. Providing a high impact educational experience, this class utilizes community engaged service in the form of service work, and the Signature Assignment is a course paper that asks students to synthesize what they learned from course materials with what they learned from their service work.

Due to COVID-19, this was a Zoom simulcast class, with students with compromised immune systems, and those living or working with people with compromised immune systems, joining virtually. When students needed to quarantine or were positive for COVID, they also attended by Zoom. The service component of the class was changed from the usual 15 hours of in-person service at a local community organization, to 10 hours of online or virtual service, which could be done for a local organization or one at a more regional or national level. Likely related to COVID and the response to it, it was an anomalous class in terms of outcomes. Only 2 students unofficially withdrew from the class. However, a full third of the class, 7 of 21 students, received a failing grade, with most of those students missing large portions of class sessions and/or assignments, yet still attended the last day of class and/or took the final exam. This made it appear they preferred to get the E rather than a UW. Of those who passed the class, 100% earned 70% or higher of the total points, and 75% earned 90% or more of the total points.

The goal for successful outcomes for this lower division course was that at least 70% of the class earn at least 60% of the total for each measure. It is clear these outcomes were affected by the dynamics just described.

--Carla Koons Trentelman

Table 17B:

<p align="center">Evidence of Learning: General Education, Social Science Courses</p>

<p align="center">Assessment report based on SOC 1020 – Fall 2019, CRN 21970 by Pepper Glass</p>

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1:** Students should be able to analyze and compare various social science ideas.	**Measure 1:** Social science news analysis	**Measure 1:** 70% of students should be able to successfully compare two news stories about social science research to sociological perspectives 70% of the time.	**Measure 1:** 82% of student attempts successfully completed this assignment at 70% or higher.	**Measure 1:** Students are successfully comparing news stores to social science research.	**Reflection:** No change is needed at this time.
		Measure 2: Diversity Wheel assignment.	**Measure 2:** 70% of students should be able to successfully compare their involvement in various large-scale, demographic groups to sociological perspectives 70% of the time.	**Measure 2:** 53% of student attempts successfully completed the assignment at 70% or higher.	**Measure 2:** Students especially have difficulty with the concepts of the "Matrix of domination."	**Reflection:** Focus more on how large-scale, demographic groups relate to sociological perspectives.

		Measure 3: Network friend map assignment.	**Measure 3:** 70% of students should be able to successfully generate a network map of your friends and family and then analyze it as an example of various network concepts 70% of the time.	**Measure 3:** 60% of student attempts successfully completed this assignment at 70% or higher.	**Measure 3:** Students offered incomplete responses or misunderstood some of the concepts.	**Reflection:** Focus more on concepts of network analysis.

Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	**Learning Outcome 2.A.:** Students will apply an example to various perspectives.	**Measure 1:** Research project assignment blog post.	**Measure 1:** 70% of students should be able to successfully explain how a research topic connects with concepts, themes, or other issues of the course 70% of the time.	**Measure 1:** 85% of student attempts successfully completed this assignment at 70% or higher.	**Measure 1:** Most groups did well, but several had incomplete answers.	**Reflection:** No change is needed at this time.

Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	Learning outcome 3.A: Students will compare various explanations of a chosen example.	Measure 1: Reaction paper #2.	Measure 1: 70% of students should be able to successfully explain a systems vs individual perspective 70% of the time.	Measure 1: 88% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: Students were overall able to understand these concepts.	Reflection: No change is needed at this time.
		Measure 2: Group research project assignment.	Measure 2: 70% of students should be able to successfully explain how different researchers explain a topic 70% of the time.	Measure 2: 71% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: Most groups did well, but several had incomplete answers.	Reflection: No change is needed at this time.

Summary Reflection

2). Exit Survey Outcomes:

Sociology Exit Survey Data Extracted form WSU Exit Survey from 2019 Spring to 2021 Spring (N=15)

1. **Engagement - Which of the following engaged learning experiences did you complete during your education at WSU? Check all that apply.**

#	Answer	%	Count
1	For credit internship	87.50%	7

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2	Not for credit internship	12.50%	1
3	I did not participate in an internship	0.00%	0
	Total	100%	8

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you participate in a community engaged internship? This is defined as applying your academic knowledge and skills to benefit a community organization (e.g. non-profit, museum, school, an elected official, city or government entity) while simultaneously providing the student with valuable work experience.	1.00	2.00	1.29	0.45	0.20	7

#	Answer	%	Count
1	Yes	**71.43%**	5
2	No	28.57%	2
	Total	100%	7

2. **Meaningful - Describe your most meaningful learning experience at WSU. Be descriptive!**

Describe your most meaningful learning experience at WSU. Be descriptive! Did it occur as part of a

Joining the Army as a result of pursuing my degree was the most meaningful to me. It allowed my to see the world in a completely different way than that of any normal student.

I learned in a class how I can do research that can make an impact on my community. I can help bring people together

Internship in the career services center gave me skills to use in the workplace. I used that internship to do a community based capstone, doing more research on career readiness and also my major.

My internship. It was related to my major and gave me a lot of insight into my career path. It helped me realize that my original career path was not for me and helped me find a new one.

Everything was good.

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Learning to new ideas, and teachers are so easy to connect with to get help on academic questions

My senior capstone. It was directly related to my major and applied everything that I learned in my major.

I had this specific teacher, Blake Spencer, he made everything click for me. I found I loved learning and understanding society.

Participating in student research projects. This was outside of class with the exception of capstone.

The social science professors were my most meaningful experience at WSU. They are knowledgeable, inspirational, open-minded, critical thinkers that helped me succeed. They pushed me in every class to think about everyday life and how to apply my education, which is a meaningful learning experience.

Two things - Name two things you learned as a WSU student that you will use in the future (e.g. in your job, graduate school, or in other pursuits). 1.	2.
Time management	Jury Nullification
Critical thinking	Writing skills
Oral and written communication skills	Presentations
Critical thinking	Criminal Justice
Leadership	Social Capital
Social Behavior	Political Involvement
critical thinking	report writing
Criminal Justice system	Social Norms
How to social network myself	critical thinking skills

Report due 11/15/2021

3. **Two challenges - Name your two biggest challenges or barriers encountered along the way to your degree. These could b**

1.	2.
Math	Balancing the Army and school
Personal Trauma	Health issues
Advisors not very helpful	Not very good with math
Parking (especially while I was pregnant)	Advising
My military service connected disabilities	Dealing with the Math department
Financial	Academic studies
Theory classes	Generals
The complicated Financial Aid process	Advising at the SLCC Miller Campus from the CJ department
Working full time and going to school full time	The lack of online courses, and classes only being taught certain semesters.
Commuting from Sandy to Weber	Motivation to go to classes

4. **Soc_analyze#1 - First, rate how upper division sociology courses helped you learn to conduct RESEARCH AND ANALYZE... - Before Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to identify and formulate possible research questions from class readings	1.00	4.00	2.55	0.99	0.98	11
2	Ability to craft surveys or interviews to answer your research question	1.00	4.00	2.45	0.89	0.79	11
3	Ability to use software (e.g., SPSS) to analyze data	1.00	5.00	1.82	1.27	1.60	11
4	Ability to write a report based on your results	1.00	3.00	2.55	0.66	0.43	11

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Soc_analyze#1 - First, rate how upper division sociology courses helped you learn to conduct RESEARCH AND ANALYZE... - <mark>After</mark> Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to identify and formulate possible research questions from class readings	4.00	5.00	4.55	0.50	0.25	11
2	Ability to craft surveys or interviews to answer your research question	4.00	5.00	4.82	0.39	0.15	11
3	Ability to use software (e.g., SPSS) to analyze data	2.00	5.00	3.45	0.99	0.98	11
4	Ability to write a report based on your results	4.00	5.00	4.45	0.50	0.25	11

5. **Soc_comm#1 - First, rate how upper division sociology courses helped you learn to COMMUNICATE skillfully. Plea... - <mark>Before</mark> Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to present orally to an audience a summary of information you have read	1.00	5.00	3.00	1.35	1.82	11
2	Ability to write a summary of main points of an article or a book	1.00	5.00	3.18	1.19	1.42	11
3	Ability to synthesize information from many sources to answer a question both orally and in writing	1.00	5.00	2.73	0.96	0.93	11
4	Ability to write a report/paper based on library sources	2.00	5.00	2.82	0.94	0.88	11

soc_comm#1 - First, rate how upper division sociology courses helped you learn to COMMUNICATE skillfully. Plea... - <mark>After</mark> Taking Upper Division Sociology Courses

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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to present orally to an audience a summary of information you have read	3.00	5.00	4.64	0.64	0.41	11
2	Ability to write a summary of main points of an article or a book	3.00	5.00	4.55	0.78	0.61	11
3	Ability to synthesize information from many sources to answer a question both orally and in writing	2.00	5.00	4.45	0.99	0.98	11
4	Ability to write a report/paper based on library sources	4.00	5.00	4.64	0.48	0.23	11

6. **soc_identify#1 - First, rate how upper division sociology courses helped you learn to IDENTIFY AND EXPLAIN THE TER... - Before Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to outline basic information about the U.S. society and institutions	1.00	5.00	2.91	1.31	1.72	11
2	Ability to use sociological theory or theories to discuss a current event or issue	1.00	5.00	2.18	1.47	2.15	11
3	Ability to use sociological theory or theories to discuss a current event or issue	1.00	5.00	2.09	1.38	1.90	11
4	Ability to use sociological theory or theories to discuss a current event or issue	1.00	4.00	1.82	1.03	1.06	11

Soc_identify#2 - First, rate how upper division sociology courses helped you learn to IDENTIFY AND EXPLAIN THE TER... - After Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to outline basic information about the U.S. society and institutions	4.00	5.00	4.64	0.48	0.23	11
2	Ability to use sociological theory or theories to discuss a current event or issue	4.00	5.00	4.82	0.39	0.15	11

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#		Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Ability to use sociological theory or theories to discuss a current event or issue	4.00	5.00	4.73	0.45	0.20	11
4	Ability to use sociological theory or theories to discuss a current event or issue	4.00	5.00	4.64	0.48	0.23	11

7. **Soc_critical#1 - First, rate how upper division sociology courses helped you learn to THINK CRITICALLY. Please rat... - Before Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to question commonly held assumptions about the social world	1.00	5.00	2.45	1.23	1.52	11
2	Ability to recognize competing explanations for any social phenomenon or problem	1.00	5.00	2.45	1.23	1.52	11
3	Ability to create and explore alternative explanations to social phenomena or problems	1.00	5.00	2.64	1.23	1.50	11
4	Ability to evaluate the credibility of competing explanations	1.00	5.00	2.36	1.23	1.50	11

soc_critical#2 - First, rate how upper division sociology courses helped you learn to THINK CRITICALLY. Please rat... - After Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to question commonly held assumptions about the social world	5.00	5.00	5.00	0.00	0.00	11
2	Ability to recognize competing explanations for any social phenomenon or problem	4.00	5.00	4.82	0.39	0.15	11
3	Ability to create and explore alternative explanations to social phenomena or problems	4.00	5.00	4.82	0.39	0.15	11
4	Ability to evaluate the credibility of competing explanations	3.00	5.00	4.55	0.66	0.43	11

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8. **Soc_apply#1 - First, rate how upper division sociology courses helped you learn to APPLY HISTORICAL, CULTURAL,... - <mark>Before</mark> Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to explain the historical origins of a social arrangement to another person	1.00	4.00	1.70	1.10	1.21	10
2	Ability to describe how behavior and events locally have global causes and consequences	1.00	5.00	2.20	1.33	1.76	10
3	Ability to compare a social phenomenon across different cultures, race-ethnicities, and classes	1.00	5.00	2.50	1.50	2.25	10

soc_apply#2 - First, rate how upper division sociology courses helped you learn to APPLY HISTORICAL, CULTURAL,... - <mark>After</mark> Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to explain the historical origins of a social arrangement to another person	2.00	5.00	3.90	0.83	0.69	10
2	Ability to describe how behavior and events locally have global causes and consequences	4.00	5.00	4.70	0.46	0.21	10
3	Ability to compare a social phenomenon across different cultures, race-ethnicities, and classes	4.00	5.00	4.80	0.40	0.16	10

9. **Soc_found#1 - First, rate how upper division sociology courses helped you learn to PREPARE A FOUNDATION FOR CAR... - <mark>Before</mark> Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to prepare a resume or a CV with education and job experience	1.00	5.00	2.40	1.02	1.04	10
2	Ability to write an application letter	1.00	5.00	2.60	1.28	1.64	10

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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Ability to explain how sociological skills apply to the current job market	1.00	4.00	1.80	1.08	1.16	10

soc_found#2 - First, rate how upper division sociology courses helped you learn to PREPARE A FOUNDATION FOR CAR... - After Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to prepare a resume or a CV with education and job experience	1.00	5.00	4.20	1.25	1.56	10
2	Ability to write an application letter	3.00	5.00	4.10	0.83	0.69	10
3	Ability to explain how sociological skills apply to the current job market	1.00	5.00	4.20	1.17	1.36	10

4. **High Impact Educational Experiences in the Curriculum**

The below table reflects HIEEs engaged in by different faculty members, as faculty vary in their use of HIEEs. However, all faculty aim at interacting with students about substantive matters (2) and providing timely and constructive feedback (4) in all courses, even if they do not utilize every HIEE outcome. Some of our courses have built in HIEEs; e.g., SOC 4900: Senior Capstone Course is an experience that engages students in potentially all seven HIEEs.

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Program Use of High Impact Educational Experiences by Course Key: 1. Significant investment of time and effort by students over an extended period of time(Personal Investment) 2. Interactions with faculty and peers about substantive matters(Meaningful Relationships) 3. Inclusive experiences with people and circumstances that differ from those with which students are familiar 4. Frequent, timely, and constructive feedback(Quality Feedback) 5. Periodic, structured opportunities to reflect and integrate learning(Personal Reflection) 6. Opportunities to discover the relevance of learning through real-world applications(Practical Application) 7. Public dissemination of learning experience							
General Education Courses:	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**
SV 1010 Introduction to Sociology			x	x	x	x	
SV 1020 Social Problems			x	x	x	x	
Core Major/Minor* Requirements:							
Soc 3030 Classical Sociological Theory*		x		x		x	
Soc 3600 Social Statistics							
Soc 3660 Social Research Methods*				x	x		
Soc 4030 Contemporary Sociological Theory		x		x		x	
Soc 4900 Senior Capstone	x	x		x	x	x	x
Elective Major/Minor/University Requirements:							
Soc 3000 Self & Society							

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	1	2	3	4	5	6	7
Soc 3010 Social Inequality							
Soc 3110 Sociology of Family							
Soc 3130 Sociology of Gender							
Soc 3250 Deviance & Social Control		x	x	x	x	x	
Soc 3260 Juvenile Delinquency		x	x	x	x	x	
Soc 3270 Criminology		x	x	x	x	x	
Soc 3300 Environment & Society	x	x		x	x	x	x
Soc 3400 Social Change		x	x	x		x	
Soc 3410 Sociology of Religion							
Soc 3420 Sociology of Education	x	x	x	x	x	x	
Soc 3430 Medicine & Healthcare in Society		x	x	x		x	
Soc 3550 Organizations in Society	x	x	x	x	x	x	
Soc 3840 Sociology of Cities & Urban Life		x		x		x	x
Soc 3850 Race & Ethnicity		x	x	x		x	
Soc 4220 Life in a Consumer Society		x		x		x	
Soc 4270 Sociology of Law		x	x	x	x	x	
Soc 4410 Sociology of Globalization							
Soc 4550 Sociology of Work		x	x	x	x	x	
Soc 4830 Readings and/or Projects	x	x	x	x	x	x	x
Soc 4890 Internship	x	x			x	x	x
Soc 4990 Seminar in Sociology	x	x	x	x	x	x	x
(4990 - Thirsty Society)		x	x	x	x	x	x
(4990 -- Soc of Chinese Society)	x	x	x	x	x	x	

The Sociology program HIEEs include the Senior Capstone courses, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, undergraduate research, pre-professional/career development experiences.

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Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: March 3, 2017	Recommendation	Progress Description
Recommendation 1: Community engagement capstone	"This Program Review Team recommends the development of a "community engagement pathway" through the major working with existing CCEL courses, expanding into other classes, and most significantly culminating with a capstone internship."	*Nov 15, 2019 +1 progress* SOC 4930: Community Engaged Capstone course is now in the Course Catalog as an option for the Senior Capstone Course. The course requires a completion of SOC 4890: Internship in the preceding semester. One student took SOC 4930 in its inaugural semester, 2019 fall, but failed to finish.
		Spring 2020-spring 2021 +2 progress One student registered for SOC 4890 in the spring of 2020, and finished the whole course. This was the first student who successfully finished the Community Engaged Capstone course. Then in spring and fall of 2021, another 2 students finished this course.
Recommendation 2: Community Advisory Board	"If the department develops the option for a capstone internship, an advisory board could be helpful to facilitate conversations about community needs and the ways that interns might meet those needs."	*Nov 15, 2019 - 2021 +1 progress* After a long deliberation among program faculty and participating in the Provost's workshop on how to set up a Community Advisory Board, we decided that the Advisory Board model will not work for our program. More importantly, at this time, we lack the resources (money and

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		time) to accomplish this goal in a meaningful way that would make sense for the board members and the program. Instead of an advisory board, we will create closer connections to community organizations via CCEL to facilitate students who wish to embark on the Community Engaged Capstone sequence. .
Recommendation 3: Required, 1 credit hour professional development course (pro seminar)	"The team encourages the department to make the "professional development 1-unit seminar" a requirement for students holding between 60 and 90 credit hours. This seminar could be the introduction for students planning to intern in their final year in the program."	*Nov 15, 2019- 2021 +1 progress* After a trial course offered in fall of 2018 about sociology and anthropology major, very few or no sociology students registered for the course. Then we decided that we would compile an online Sociology Careers Sandbox. Sociology major and minor students can be enrolled to this online sandbox, so that they can freely navigate the materials they need from the sources posted there. We also keep the students who graduated already in case they still need it for future reference. We get positive feedback from students in this format.
Recommendation 4: (a) Rethink assessment; (b) scaffold writing skills through courses	(a) "The team is concerned that the amount and intensity of assessment in the department. While clearly meeting university expectations, this model leaves	*Nov 15, 2017 +1 progress* (a) We have revised the assessment schedule: Two learning outcome at the time in lower and upper level courses;

	little time for collective meaningful discussion and data driven decision-making . . . A more reasonable long-term assessment plan for sociology would include annual assessment of "one" learning outcome as part of completing an assessment cycle in "six" years. These more measured processes allow for more focused attention and change related to a single outcome, rather than making too many programmatic changes at once." (b) The program "might discuss scaffolding of learning outcomes related to research and academic writing across core required and sequenced classes, breaking down the building blocks. For example, introducing article annotation in an introductory class and teaching synthesis across readings in theory."	scaffolding of research and writing skills through required curriculum • (2016-17) Nov 15, 2017 report; follow old plan • Outcomes: • #1 & #2—2017-18 • #3 & #4 —2018-19 (Nov 2019 report) • #5 & #6—2019-20 (2017-2021 self-study) • All outcomes will be assessed for the spring 2022 program review. Spring 2018 to present, we are scaffolding writing skills through the curriculum. All 3000-level courses will include one article review, and all 4000-level courses will include a 5-article literature review assignment. Besides, all the upper division class students have to buy a copy of *A Guide to Writing Sociology Papers.*
		Nov 15, 2021 +3 progress *In progress.* Learning outcomes #5 & #6 assessed for AY 2019-21 in this report.
Recommendation #5: Required advising	"The team recommends a more intrusive advising protocol. The department could require that the department chair advise	Working with the college and university academic advisors, our program provided power point slides about sociology and jobs

	students before they can officially declare the major."	prospects to the advisors. The program coordinator also participated in all kinds of events to promote sociology program and increase office hours to advise students face-to-face or virtually.

Additional narrative:

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Sociology Program Faculty	2019-2020	2020-2021
Headcount	13 (incl. adjuncts)	13
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	11	11
Full-time Tenured	5	5
Full-time Non-Tenured (includes tenure-track)	1	1
Part-time and adjunct	7	7
With Master's Degrees	0	0
Full-time Tenured	0	0
Full-time Non-Tenured	0	0
Part-time and adjunct	2	2
With Bachelor's Degrees	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time and adjunct	0	0
Total Headcount Faculty	13	13
Full-time Tenured	5	5
Full-time Non-tenured	1	1
Part-time/adjuncts	7	7

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Please respond to the following questions.

1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

Answer: Compared with Weber State University students' ethnicity makeup, 74.4% are white, 11% Hispanic, 1.3 African Americans, and other combined ethnicities is 13% (WSU Report Gallery); sociology program during the fall 2019 to spring 2021, has ==63.48% white, 19.66% Hispanic, and 4.49% African American== students. Minority students' percentage in our programs is much higher than that of the university average, especially Hispanic and African American students. Sociology Program has almost 20% Hispanic students (almost double the university percentage) and 4.9% A.A. students whereas the university is only 1.3% (more than three times of the university percentage). This had something to do with our pro-active recruitment efforts:

1. We actively participated in all the department, college and university level recruitment events. Our faculty actively participate in the WSU Annual Diversity Conferences.
2. We continuously sent our faculty members to the lectures for the History Alliance Social Sciences Educational Center, with a purpose of increasing our visibility and reputation to the local K-12 school teachers.
3. Several of our faculty members' research projects are minority oriented, and they shared their research results to our GE classes, upper division classes, the communities and the WSU Trustee Board Meetings (such as Prof. Glass's new book – Misplacing Ogden).
4. During the Red-Carpet Events hosted by CSBS, we specifically targeted high school minority students, and let them know how sociology can help them to raise the minority issues and deliver social justice to minority groups.

Fall 2019 - Spring 2021(2020-2021)		
Students	numbers	percentage
Total Students	178	100.00%
Caucasian	113	63.48%
African American	8	4.49%
Asian	1	0.56%
Hispanic	35	19.66%
International	2	1.12%
Native American	1	0.56%
Pacific Islander	2	1.12%

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Two or more	7	3.93%
Unknown	8	4.49%

Ethnicities	Female	Male
Caucasian	85	28
All other ethnicities	43	22

2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

Answer:
1. We appreciate the efforts of all the supporting services to recruit students, but we hope that they should try to know sociology program better.
2. Sociology is a very versatile degree, and it is misunderstood by many people. We have sent power point slides, sociology related job tables and fliers to the advising centers both at college and university levels, and we are willing to have meetings with all of them to clarify what kind of employment opportunities sociology degree can generate.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

Answer:
1. Assessment is easy said than done. So far, course-based assessment method works effectively for us. More quantitative data from Report Gallery is always welcoming to us. We prefer more detailed data.
2. The university exit survey doesn't work for us. We have decided that sociology program will administrate our own exit survey starting from fall of 2021. Students feedback give us more information in terms of assessment.
3. Via social media, we constantly invite our graduates to give us feedback about what we did well and we need to improve. Sociology Program hosts AKD club (a universal sociology club for life) inductive dinners every semester, and we invite all the local AKD club members and faculty to join. A lot of information and feedback were exchanged during these events.

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4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

Answer: N/A

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.
- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:
- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

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Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see https://weber.edu/weberthrives/HIEE.html

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