

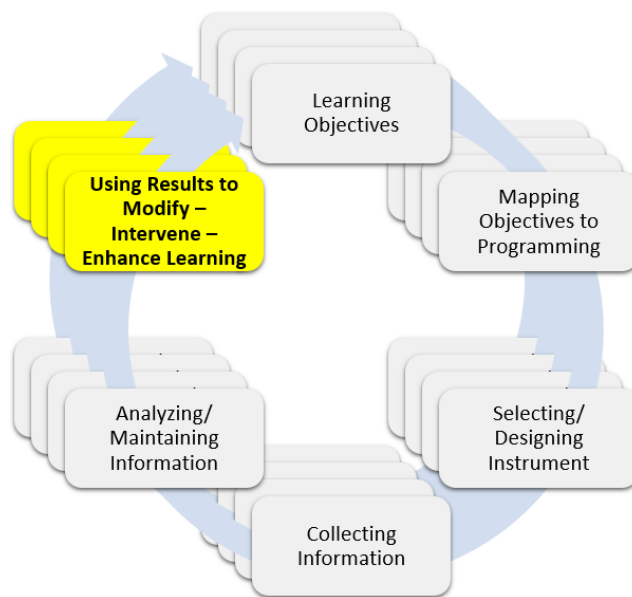
Non-Accredited Programs

Assessment of Student Learning

All academic programs are required to create assessment plans that focus on continuous improvement, academic excellence, and articulate measurable student learning outcomes.¹ The plans should be periodically reviewed and revised, as needed, by program faculty to reflect curriculum revisions, new interventions (such as course revisions), and enhanced measurements of student learning. Assessment is a sustained, ongoing, and reflective annual process that is student focused, documents change, and demonstrates that the program faculty engage in regular evidence-based discussions that contribute to continuous program improvement.

The assessment cycle at EIU requires the development of an assessment plan, annual data collection, and regular faculty engagement in the analysis of data on student outcomes. As such, assessment is an annual process of continuous improvement and refinement of academic programs, as well as learning outcomes. From a compliance perspective, all academic programs, including the general education program, will engage in a biennial review process. This biennial review process will require reports in Years 2 and 4 that include administrative review and feedback. Year 4 reporting and feedback will be more detailed and extensive. The assessment reports will be due to the Dean no later than October 15 or the first business day thereafter. Ordinarily, Dean feedback will be provided by November 15 and VPAA-designee feedback by December 15 (in Year 4-only). The materials will be archived online by the Academic Success Center.

Figure 1. Assessment as Continuous Improvement²



¹ Student Learning Outcomes (SLOs) are program specific learning outcomes or competencies that are assessed by the program. SLOs are expected to be linked to current discipline or professional standards. Please note, SLOs may map to one or more University Learning Goals.

² Based on Walvoord, B. 2010. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, & General Education*, 2nd Edition. San Francisco: Jossey-Bass-Wiley.

Year 2³

Non-Accredited programs are required to submit the **Year 2 Assessment Template**. Additionally, the submission must include a **Summary of the Assessment Data by SLO** as an appendix. Programs may also include an optional cover memo (not to exceed 1 page). The cover letter might include any information or highlights the department believes would be important to demonstrate academic excellence and program quality.

The submitted materials will be reviewed by the Dean or their designee and feedback shared with the department. The program report and dean feedback will be archived by the Academic Success Center.

Year 4

Non-Accredited programs are required to submit a completed **Year 4 Assessment Template** and a **Summary of the Assessment Data by SLO** for the past 4 Years. The optional cover memo (not to exceed 1 page) may include any information or highlights the department believes would be important to demonstrate academic excellence and program quality.

The submitted materials will be reviewed by the Dean or their designee and feedback shared with the department. In addition, the report will be reviewed by a designee of the VP for Academic Affairs and archived by the Academic Success Center.

³ With permission of the VP for Academic Affairs or designee, programs may substitute the IBHE program review (not the short form) in place of the Year 2 or 4 report, if it falls within the same calendar year, and if these documents substantively discuss assessment, outcomes, and data.

Year 2

Non-Accredited Programs Only

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will demonstrate an understanding of key sociological concepts and definitions
2. Students will demonstrate an understanding of what is meant by the “sociological imagination”
3. Students will demonstrate an understanding of theoretical concepts and perspectives
4. Students will demonstrate an understanding of social and cultural diversity
5. Students will demonstrate an understanding of methods of social inquiry
6. Students will demonstrate an understanding of quantitative methods and statistical literacy

Overview of Measures/Instruments

<i>SLO(s)</i>	<i>ULG*</i>	<i>Measures/Instruments</i> <i>Please include a clear description of the instrument including when and where it is administered</i>	<i>How is the information Used?</i> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
<p><i>Note: Measures might be used for more than 1 SLO</i></p>			
<p>SLO 1. Understand key concepts and definitions</p>	<p>C, R</p>	<p>Objective 1 was assessed using Questions 1 -10 (key concepts & definitions) of the assessment instrument. These questions assess content covered in the required introductory core classes: SOC 1838G & ANT 2200G.</p> <p>Students were assessed in SOC 2721 (the first non-Gen Ed core requirement) and SOC 4900 (the capstone) in the last week of the fall and spring semesters.</p>	<p>We expect students in SOC 4900 to score 70% or higher in this category since they would have taken all other required courses prior to taking SOC 4900. We have no specific score expectation for SOC 2721 since students may not have taken the required introductory classes in our department.</p> <p>The overall mean scores for key concepts & definitions are SOC 2721 (79.4%) and SOC 4900 (76.5). As expected, SOC 4900 exceeded the 70% benchmark in this section. SOC 2721 also exceeded the benchmark for SOC 4900. In fact SOC 2721 scored slightly higher on questions 1-10, which is indicative of more recent exposure to the information covered. See Appendix Table 1.</p>
<p>SLO 2. Understanding of what is meant by the “sociological imagination”</p>	<p>C,R</p>	<p>Objective 2 is assessed using Questions 11-15 (sociological imagination) of the assessment instrument. The questions assess content covered in major prerequisite SOC 1838G.</p> <p>Students were assessed in SOC 2721 and SOC 4900 in the last week of the fall and spring semesters.</p>	<p>We expect students in SOC 4900 to score 70% or higher in this category, but we have no specific score expectations for SOC 2721 since student may not have taken SOC 1838G in our department.</p> <p>Students in SOC 4900 exceeded the 70% benchmark in this section. The overall mean scores for the sociological imagination are SOC 2721 (58.1%), and SOC 4900 (70.5%).</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>SLO 3.</p> <p>Understanding of theoretical concepts and perspectives</p>	<p>C, W</p>	<p>Objective 3 was assessed using questions 16-21 of the assessment instrument.</p> <p>Questions were drawn from content covered in SOC 3050 - Sociological Theory.</p> <p>Students were assessed in SOC 2721 & SOC 4900, but students in SOC 2721 are not expected to have taken SOC 3050 by the time they complete the assessment questionnaire.</p>	<p>We expect students in SOC 4900 to score 70% or higher in this category, but we have no expectations for students in SOC 2721.</p> <p>As expected students in SOC 4900 exceeded their benchmark. The overall mean score for SOC 4900 is 76.3%. For SOC 2721, the mean score for this section is 55.7%. The scores suggest that students in SOC 4900 retained knowledge of sociological theories and concepts.</p>
<p>SLO 4.</p> <p>Understanding of social and cultural diversity</p>	<p>C, R</p>	<p>Objective 4 was assessed using questions 22-26 and questions 1-10 of the assessment instrument.</p> <p>Questions were drawn from content covered in SOC 2721, SOC 1838G and ANT 2200G – Introduction to Anthropology.</p> <p>Students were assessed in SOC 2721 & SOC 4900.</p>	<p>We expect students in SOC 4900 to score 70% or higher, and for SOC 2721 to score at least 60% on questions 22-26 since would have covered some of these content in the class in which they are being assessed.</p> <p>For questions 1-10, the overall mean scores for key concepts & definitions are SOC 2721 (79.4%) and SOC 4900 (76.5). For questions 22-26, mean score for SOC 4900 is 78.3% and 77.9 for SOC 2721.</p> <p>Both groups exceeded the higher benchmark set for SOC 4900.</p>
<p>SLO 5.</p> <p>Understanding of methods of social inquiry</p>	<p>C,W, R</p>	<p>Objective 5 was assessed using questions 27-31 of the assessment instrument.</p> <p>Questions were drawn from content covered in SOC 3620 – Research Methods.</p> <p>Students were assessed in SOC 2721 & SOC 4900, but students in SOC 2721 are not expected to have taken SOC 3620 by the time they complete the assessment questionnaire.</p>	<p>We expect students in SOC 4900 to score 70% or higher in this category, but we have no expectations for students in SOC 2721.</p> <p>As expected students in SOC 4900 exceeded their benchmark. The overall mean score for SOC 4900 is 75.2%. For SOC 2721, the mean score for this section is 74.2%, which also exceeded the SOC 4900 benchmark. These scores suggest that students in SOC 2721 are acquiring and retaining some knowledge of social inquiry from other introductory courses.</p>
<p>SLO 6.</p> <p>Understanding of statistical quantitative methods and statistical literacy</p>	<p>C, R</p>	<p>Objective 6 was assessed using questions 32-36 of the assessment instrument.</p> <p>Questions were drawn from content covered in SOC 3630 – Social Statistics.</p> <p>Students were assessed in SOC 2721 & SOC 4900, but students in SOC</p>	<p>We expect students in SOC 4900 to score 70% or higher in this category, but we have no expectations for students in SOC 2721.</p> <p>Students in SOC 4900 exceeded the expected benchmark. The overall mean score for SOC 4900 is 76%. For SOC 2721, the mean score for this section is 59.7%.</p>

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		2721 are not expected to have taken SOC 3630 by the time they complete the assessment questionnaire.	These scores suggest that students in SOC 4900 are retaining knowledge from their statistics class, which is taken prior to SOC 4900. Students in SOC 2721 also demonstrated some knowledge of statistics on individual indicators within this section.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

After extensive discussion at our summer 2018 department retreat, we made significant changes to the content and delivery of our assessment instrument. We revamped the assessment questionnaire to better align with our core major requirements, and in doing so, we also reduced the number of test questions to 36. Faculty were also invited to rewrite questions that pertain to their respective courses and to remove multiple-choice options “all of the above” and “none of the above.” We made this decision after reviewing some research, which indicated that these options are less likely to indicate learning. The revised questionnaire consists of 6 sections: 1) basic definitions; 2) the sociological imagination; 3) sociological theory; 4) social & cultural diversity (stratification); 5) social inquiry; 6) quantitative methods and statistical literacy. Each of the six sections corresponds to the 6 student learning objectives identified above.

In addition to revising the assessment instrument, we also changed one of the classes in which the instrument was administered. Because our department no longer offers SOC 2000 -- *Sociology Professional Seminar* as a core major requirement, we selected SOC 2721 – *Social Stratification* for assessment since it is the first, non-general education core requirement taken by newly declared sociology majors. Subsequently, students were assessed in SOC 2721 and the capstone course SOC 4900 – *Current Issues in Sociology*. We decided to administer the assessment survey during class time in the last week of the semester to improve the response rate. The results reported here reflect students’ responses from Fall 2018, Spring 2019, and Fall 2020. The assessment survey was not administered in Spring 2020 due to the statewide Covid-19 shutdown.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Results of the assessment survey are reported in Appendix Table 1 below. Forty-five students from SOC 2721 and 28 students from SOC 4900 completed the assessment survey between Fall 2018 and Fall 2019. These totals reflect the combined number of students who were in class on the days that the assessment survey was administered. We modified our expectation for students in SOC 2721. Given that these students are newly declared majors and may have had only 1 sociology course in our department, including SOC 2721, we decided to set no benchmarks for this class for SLO 1, 2, 3, 5 and 6. We set a benchmark of 60% for SLO 4 (social and cultural diversity) since some questions were drawn from material covered in SOC 2721, the same class in which the assessment survey was administered. Students in SOC 4900, however, are expected to meet a 70% benchmark on all 6 objectives.

Based on Appendix Table 1, students in SOC 4900 met or exceeded the expected 70% benchmark at the aggregate-level for each section of the assessment questionnaire. Specifically, the mean percentage of correct responses for the key concepts and definitions section was 76.5%, 70.5% for the sociological imagination section, 76.3% for sociological theory, 78.3% for social stratification, 75.2% for social inquiry, and 76% for quantitative methods and statistical literacy. Despite SOC 4900 students achieving the section-level benchmarks, we observed some weakness on individual questions within sections. For example, only 28.1% of SOC 4900 students answered Question 35 correctly from the quantitative methods and statistical literacy section. Less than 50% of the students also answered Question 9 and 19, and students fell below the 70% benchmark on an additional 10 questions. Unsurprisingly, students in SOC 4900 outperformed students in SOC 2721 in three areas: the sociological imagination, sociological theory and quantitative methods and statistical literacy. However, SOC 2721 matched or outperformed SOC 4900 on key concepts and definitions, social stratification and social inquiry. Hence, not only did SOC 2721 exceed the expected 60% benchmark on SLO 4, they also exceeded the benchmark set for SOC 4900 on SLOs 1 & 5. It is not surprising that SOC 2721 students performed well in the area of social stratification since they completed the assessment survey at the end of the semester in that class. What is welcomed surprise is their strong performance in sections 1 and 5; it suggests that newly declared in the majors are retaining knowledge of key concepts from their introductory classes. It appears that our Introductory Sociology and Anthropology classes are doing a reasonable job of introducing students to important disciplinary content and for preparing them to take upper-level classes in the major. The faculty will review the new results and expected feedback at a later department meeting.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
August 2018	All Department faculty	Reviewed last assessment and recommended changes to the questionnaire and the mode of distribution
August 2018- May 2019	Angela Glaros, Vernon Woodley, Jennifer Stevens	Revised the questionnaire with input from the rest of the faculty; administered the questionnaire
August 2019- May 2020	Vernon Woodley, Angela Glaros, Don Holly	Administered the questionnaire; analyzed the results; prepared the report

Dean Review & Feedback

Dean or designee

Date

Appendix Table 1: Sociology Major Assessment for 2018-2020 Showing the Percentage of Correct on Each Question		
	SOC 2721	SOC 4900
	2018-2020	2018-2020
Questions	%	%
<u>Key concepts and definitions:</u>		
1. ____ is the systematic study of human society.	91.7	94.4
2.The ways of thinking and acting, and the material objects that combine to form a people's way of life.	73.1	68.7
3. ____ is the study of humankind.	95.8	94.9
4.The recognized violation of social and cultural norms id referred to as ____.	85.4	89.3
5.The lifelong social experience by which people develop their human potential and learn culture	77.0	71.9
6.Relatively stable pattern of social behavior are known as ____.	79.8	67.5
7.Which of the following is not a characteristic of culture?	84.0	84.9
8.Anthropologists and sociologists adopt this perspective to understand cultural differences.	81.0	69.1
9.Which of the following statements is not true about race and human variation?	44.6	40.6
10.Which of the following studies would not be included within the field of anthropology?	82.2	84.2
<i>Mean percentage correct for the basic definitions section</i>	79.4	76.5
<u>Sociological imagination</u>		
11.Which of the following statements best represents the sociological imagination?	79.8	85.6
12.Which of the following theorist is associated with the sociological imagination?	47.5	66.8
13.Recognition that larger structural forces affect individuals' job opportunites is employing the ____.	44.8	75.6
14.Sociologist Peter Berger described the sociological perspective as ____.	62.9	62.8
15.Which of the following is most closely associated with the concept of free will?	55.7	61.7
<i>Mean percentage correct for the sociological imagination section</i>	58.1	70.5
<u>Sociological Theory:</u>		
16.Which of the following is not true about sociological theories?	64.7	65.2
17.According to Marx, the nature of individuals depends on ____.	53.8	88.6
18.The totality of beliefs and sentiments ... is what Durkheim called ____.	34.8	76.1
19.Justin enlisted in the military becuase it would pay for him to attend college, Justin's motivation ____.	52.7	46.9
20.According to Du Bois, feeling torn between a white corporate environment and black communities ____.	72.9	91.2
21.Mead departed from many scholars before him by declaring that the self ____.	55.2	90.0
<i>Mean percentage correct for the sociological theory section</i>	55.7	76.3
<u>Social Stratification:</u>		
22.Social stratification includes	78.2	92.3
23.Social capital refers to capital in the form of	61.2	65.0
24.Karl Marx argued that revolutionary movements that disrupt and replace stratification systems are ____	86.8	88.6
25.Weber observed that privileged groups preserve status by monopolizing access to valuable ____.	75.4	53.1
26.According to world systems theory, core countries ____.	88.1	92.3
<i>Mean percentage correct for the social stratification section</i>	77.9	78.3
<u>Social Inquiry:</u>		
27.What is the methodological approach used by Social-cultural anthropologists today?	71.7	81.2
28.Method used to study attitudes and values, among large numbers of people ____.	58.0	53.8
29.Informed consent is absolutely essential in social research when ____.	70.7	70.8
30.Methodology is defined as the science of ____.	83.5	78.2
31."Please describe how you feel about divorce in America," without a list of possible responses ____.	87.5	91.9
<i>Mean percentage correct for the social inquiry section</i>	74.3	75.2
<u>Quantitative Methods and Statistical literacy</u>		
32.The mean is the ____.	82.6	94.9
33.Probability is ____.	84.9	94.9
34.The null hypothesis is the statement of:	52.7	74.9
35. ____ estimate characteristics of a population based on a sample.	39.2	28.1
36.Estimate of a population parameter, statistical best practice is to report the point estimate as well ____.	39.0	87.5
<i>Mean percentage correct for statistical literacy</i>	59.7	76.0
Number of students responding	45	28

CLAS Deans' comments on SOC B.A. report

Reviewer: Michael Cornebise

Please note: This is a **STARTING POINT** for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspitant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are generally clear and measurable, though the department might consider expressing and/or reformulating them along the lines of Bloom's taxonomy. In other words, it is hoped that students will not only be able to understand the key concepts of the discipline, but also be able to apply, analyze, evaluate, describe, etc. theories and ideas.
2. The assessment plan is focused on an assessment instrument derived from content in multiple courses in the program. There is also a clear feedback loop that includes faculty participation and agency in the department's assessment program. The assessment targets are clearly identified in the plan and are evaluated by the department to improve the program.

At this point, the plan for the SOC B.A. seems comprehensive, but should be presented as an assessment plan moving forward, not a report of previously collected data. Please revise and include the measures/instruments to be utilized in the third column, and specify the desired targets in the fourth column. Since this is an initial report, there is no need to include information on "improvements and changes based on assessment" since this will be completed after data are generated.