

Student Learning Outcomes

Forms A, B, C, D

I. Student Learning Outcomes (Please complete each of the attached forms (A-D) for each program being reviewed.)

- A. List student learning outcomes for the program scheduled for review. Each program should identify the competencies e.g., knowledge, skills or behaviors expected of graduates of the program, which is determined by an awareness of who the students are and what you expect them be able to do when they graduate **(Form A)**.
- B. List any other program goals not included in the strategic plan. Program goals could include job placement, enrollment in graduate school, success on licensure examinations, employment skills, etc. **(Form A)**.
- C. List evaluation methods (qualitative and quantitative assessment measures). List them as locally developed measures (faculty made tests, presentations, portfolios, etc.) **Form B**, or commercially developed measures (tests, surveys, etc.) **Form C**.
- D. Findings from assessment measures for student learning outcomes and program goals. Describe the findings or results of assessment measurements **(Form D)**.
- E. Describe changes made to improve the program as a result of assessing student learning outcomes and program goals, e.g., curriculum, etc. Describe the process for making changes, e.g., who was involved in the decision making process and how decisions were made **(Form D)**.

**North Carolina A&T State University
Form A**

College/School/Department: College of Arts & Sciences/Department of Sociology and Social Work
Program/Degree Level: Bachelor of Arts in Sociology
Academic Year Assessment Period: 2005-2007
Date Submitted: May 15, 2007

Student Learning Outcomes

Please use this form to list the student learning outcomes for all degree programs in your department/school. Use a separate form for each degree program. The space allotted can be expanded.

A. Demonstrate effective critical thinking, written and oral communication skills when engaging in a sociological analysis of a social event, topic, issue, or problem.
B. Recognize and discuss the impact of inequality and race and/or gender on social structures and on different individuals.
C. Be able to explain and critically evaluate major sociological theoretical orientations.
D. Be able to use both quantitative and qualitative methods to design and carry out a social research project.
E. Be able to use standard software packages, such as SPSS to analyze data, Excel to create spread sheets, and Word to write papers.

**North Carolina A&T University
Form A**

Student Learning Outcomes (cont.)

Overall Program Outcomes such as *job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc.* Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

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| 1. At least 80% of sociology majors will indicate that the sociology department prepared them for positions requiring problem solving and human relations skills with the ability to effectively communicate, both orally and in writing. |
| 2. At least 80% of students will report being prepared to apply the sociological perspective and skills in their internship placements. |
| 3. Approximately ¼ of each graduating class will apply to graduate school. |
| 4. At least 80% of each graduating class will indicate that the sociology program prepared them well for both life and work responsibilities. |
| 5. At least 80% of students will pass the sociology exit exam. |

North Carolina A&T State University

Form B

College/School/Department: College of Arts & Sciences/Department of Sociology and Social Work
Program/Degree Level: Bachelor of Arts in Sociology
Academic Year Assessment Period: 2005-2007
Date Submitted: May 15, 2007

II. Evaluation Methods

In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).

Commercially Available Tests/Surveys	

North Carolina A&T State University

Form C

College/School/Department: College of Arts & Sciences/Department of Sociology and Social Work
 Program/Degree Level: Bachelor of Arts in Sociology
 Academic Year Assessment Period: 2005-2007
 Date Submitted: May 15,2007

II. Evaluation Methods

List Qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).

Locally Developed Methods	
<p>Alumni surveys were mailed to all graduates of the department. The survey included 23 items assessing alumni current educational and employment status, experiences as a student in the department (including internship experience), and preparedness for their current career. Approximately 81 Sociology graduates have returned completed surveys (Outcomes A, J, K and Outcomes 1 – 4).</p>	<p>Senior exit exam – all students preparing to graduate must take an exit exam that encompasses material from major courses completed in the department. Students must demonstrate core competencies and skills in the area of research methods, statistics, family, race relations, deviance and social stratification (Outcomes 5, A – C).</p>
<p>An assessment tool was developed to gauge the sociology graduating class' intent and/or rate of acceptance into graduate school. Self-reports from the alumni surveys were used to document students' actual graduate school acceptance, enrollment and completion. To address mentoring and retention in the department, a short questionnaire was develop to assess students' satisfaction with departmental academic advisement. Retention and graduation rates were also obtained from the Office of Institutional Planning, Assessment, and Research. (Outcomes 3 & 4)</p>	<p>Course-embedded Assignments/Exams - SPSS competencies are assessed through assignments and/or exams in Sociology 203, 303 and 575). In addition, Microsoft Excel competency is assessed through course assignments in Sociology 101. (Outcomes 2 & 4, D & E).</p>

Comment [I1]: There are no goals J, K.

Comment [I2]: Will the alumni survey provide data on how well students did in internships? Won't the internships occur prior to graduation? If so, how will you assess the internships shortly after they occur?

Comment [I3]: Will course-embedded assignments assess internship placements and preparation for both life and work responsibilities?

North Carolina A&T State University

Form D

College/School/Department: College of Arts and Sciences/Sociology and Social Work
Program/Degree Level: Bachelor of Arts
Academic Year Assessment Period: 2005-2007
Date Submitted: May 15, 2007

III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. List the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).

Comment [14]: Thorough and comprehensive analysis, explaining specifically how the assessment data will be used to improve the program.

Surveys assessing graduation trends and level of satisfaction of students in the Department of Sociology and Social Work were sent to graduates of the department. More than 100 were sent, and to date, 81 Sociology alumni have returned completed surveys. Findings from the questionnaire suggest that sociology graduates are "very satisfied" with their academic and professional preparation in the Sociology program. Particularly, approximately 88% of sociology alumni reported that their "overall preparation as a sociology major for performance in job and/or graduate student" was "very good" and "good", while at the same time, 9% reported their overall preparation as being "fair". Within this same group, approximately 17% were currently enrolled in graduate school, 57% "had gone to graduate school", and approximately 27% were neither currently in, nor have attended graduate school. (Outcomes 1, 3, 4, A)

Yet, after examining other findings from the survey, as well as our majors' performance on the exit exam (over the past several years), the Sociology departmental chairperson and faculty in conjunction with the academic affairs committee, have decided to make the following changes within the Sociology program:

In our majors' performance on exit exams, 80% were not passing on the first try. In addition, comments on course evaluations indicated students were dissatisfied with the exit exam. Thus, we have decided to change from using a multiple choice type Exit Exam to a Learning Portfolio tool. We believe that the learning portfolio will allow both students and faculty to track what students are learning. Also, this tool may provide a way for the students to see how the sociology program builds on itself toward the objectives. Currently, students often only see individual courses, but not the overall goals of the department. (Outcomes A, B, C, D & 5)

The Sociology internship program, coordinated by Dr. Fasihuddin Ahmed, has proven to be an effective academic and practical experience for some sociology students participating in it. For example, according to the responses on the Sociology Alumni survey, 83% of graduates were satisfied with their sociology internship experience, while 17% were dissatisfied and 65% graduates stated that they have gone to graduate school at some point after graduating from the department. Because the Sociology internship has not been a requirement for all Sociology students, and it has been indicated by most, if not all, Sociology students on feedback forms that they desire to have an internship experience like Social Work majors, we no longer require a Program Evaluation

course of all Sociology majors and instead have instituted an internship program. Thus, all Sociology majors will have experience working in the “real world” engaging in some form of data analyses while at the same time familiarizing themselves with the work world. This change was made and seems to be successful in giving students ‘real world’ experiences where they can use their knowledge and skills acquired from coursework. (Outcomes A, D, E, 1, 2, 4)

Results from course-embedded assignments and exams in SOCI 575 revealed that students were having difficulty utilizing standard software packages to analyze data. In response to these findings, the Sociology faculty along with the Academic Affairs committee has restructured Sociology 101 to ensure that all entry-level students will be able to use Microsoft Excel to create spreadsheets and word documents as well as write papers. We further adjusted the curriculum in Sociology 203 and 303 to ensure that upper-level students will be proficient in using SPSS to analyze data. (Outcome E)