



# Assessment Report

## PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
2019-2020	Pat Seitz	seitz@cnm.edu
<b>Academic Year</b>	<b>Contact Person</b>	<b>Email</b>

Name of Program:	Courses:						
Sociology AA Degree	SOCI 1110	SOCI 2120	SOCI 2130	SOCI 2140	SOCI 2210	SOCI 2220	SOCI 2240
	SOCI 2250	SOCI 2310	SOCI 2330	SOCI 2340	SOCI 2996	SOCI 2999	

## PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
The department implemented, as an initial attempt, an assessment tool in the capstone course (SOCI 2999). The course is a requirement for AA sociology majors and is typically taken in the last semester prior to graduation.

**Part 3: DATA REVIEW**

<b>Program Data</b> <b>(Each Review Year is defined as Summer, Fall, and Spring terms)</b>	<b>Review Year</b> <b>19-20</b>	<b>Review Year</b> <b>18-19</b>	<b>Review Year</b> <b>17-18</b>
Annual number of graduate awards is greater than 10	108	82	92
Number of declared majors	218	233	217
Average class size	27	27	27
Annual Average class retention rate is 70% or above (SAGE 65%)	87%	89%	88%
Annual C-Pass rate for coursework is 60% or above	70%	72%	69%
Average class fill rate at 60% or above capacity within a term or over a year	85%	85%	86%
Transfer numbers/percent	NA	36 (44%)	43 (47%)
Full-time to part-time faculty ratio	86: 44	93: 43	108: 46

**Summarize how your program met or did not meet the target measures based on the data above.**

The sociology AA enjoyed an increase in graduates between 2018-19 and 2019-20. The additional indicators show that the program is hitting the prescribed targets.

**Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.**

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
CRITICAL ANALYSIS	SOC1 2999	Homework assignments.	<p>The critical analysis outcome includes 3 dimensions. Given the sample size it is not surprising that the correlations between these dimensions are quite robust. The effective communication outcome addresses 3 dimensions— organization, communication appropriate to the audience and written communication mechanics (e.g., grammar, punctuation). Correlations for the dimensions are .70 or higher.</p> <p>Students are especially strong in expressing the main theme in the analysis—75% met the “did it” or “did it great” criteria. Close to 70% of the majors achieved proficiency (defined as a score of 3 or 4) for the dimensions of supporting evidence and demonstrating mastery in the analysis.</p>

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
EFFECTIVE COMMUNICATION	SOCJ 2999	Homework assignments.	Students also were competent with the communication dimensions with an estimated 80% meeting the proficient criteria.

Interpretation of Assessment findings
<p data-bbox="107 748 510 776">Assessment Instrument &amp; Scoring</p> <p data-bbox="107 850 1986 914">The assessment was conducted in four SOCJ 2999 sections in spring and summer semesters 2020. The course, a capstone requirement for criminology majors, is typically taken in the last semester at CNM.</p> <p data-bbox="107 990 1969 1125">The assignment was a journal article analysis. Articles had to meet the criteria of peer review and include empirical analyses. Students were assigned a specific article in one section, selected their own article in one section and shared three options in two sections where the instructor reviewed the selections and offered advice about the article choice. Although instructions for the assignment varied somewhat, it was determined that the assignment was comparable across sections and a suitable artifact for program assessment. The journal article analysis counted in the calculation of the course grade.</p> <p data-bbox="107 1200 1980 1263">The students' work was scored with multiple rubric dimensions. In one section the reports were scored by the department assessment coordinator; faculty in three sections scored students' reports.</p> <p data-bbox="107 1338 1896 1401">The faculty were pleased with the journal article assignment as a vehicle to evaluate student progress with the program outcomes (critical analysis and effective communication) as well as our internal/informal outcome of application of sociological concepts and theories.</p>

The assessment scores were merged with data from Banner to determine if proficiency is related to demographic characteristics and academic history. The results for gender and the students' grade in the Introduction to Sociology course are shown in Table 3. Notably, the sample is small, and generalizations are limited. The rubric dimensions were totaled. Men show stronger scores for both critical analysis and effective communication.

The results for the 1110 grade are curious. Students with a B in the first sociology course demonstrated higher scores in the capstone course for both outcomes. The cross-tabulation for gender and the 1110 course grade showed that the percentage of women and men with an A in the course was comparable (54% and 57%), but 18% of the women, and 0% of men, earned a D or F in the course.

Like the results for critical analysis and effective communication men exhibited somewhat greater proficiency in the use of sociology in the assignment. Students with a B in the sociology 1110, and transfer students for whom we do not have the 1110 grade, had the highest scores for the application of sociological concepts.

Additional analysis suggests that performance on the journal article assessment is not correlated with GPA. We looked at Pearson correlations for GPA with the individual rubric dimensions, the summary scores for critical analysis and effective communication, and the application of sociology outcome; these did not meet statistical significance.

**Table 1**  
**Capstone Assessment: Spring & Summer Semesters 2020**  
**Correlations for Rubric Dimensions**  
**Sociology Majors: N=36**

CA = critical analysis EC = effective communication	CA_main issue	CA_supporting evidence	CA_mastery	EC_organization	EC_audience	EC_mechanics
CA_main issue	1	.789**	.801**	.814**	.711**	.788**
CA_supporting evidence	.789**	1	.878**	.770**	.772**	.764**
CA_mastery	.801**	.878**	1	.790**	.749**	.814**
EC_organization	.814**	.770**	.790**	1	.886**	.743**
EC_audience	.711**	.772**	.749**	.886**	1	.732**
EC_mechanics	.788**	.764**	.814**	.743**	.732**	1

Application of sociological concepts & theories	.666**	.711**	.686**	.755**	.763**	.705**
**Correlation is significant at the 0.01 level (2-tailed).						
N	36	36	36	36	36	36

**Table 2**  
**Capstone Assessment: Spring & Summer Semesters 2020**  
**Frequency Distribution & Means for Rubric Dimensions**  
**Sociology Majors: N=36**  
**(in percentages)**

Rubric Scores	CRITICAL ANALYSIS			EFFECTIVE COMMUNICATION			APPLICATION OF SOCIOLOGICAL CONCEPTS & THEORIES
	Identify and critically consider the main issues, concepts, problems, and/or techniques	Include appropriate supporting evidence	Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing	Demonstrate organization and/or coherence of ideas, content, and/or formulas	Produce communication appropriate to audience, situation, venue, and/or context	Demonstrate written communication mechanics, e.g., grammar	
1: Absent or incorrect		8	6		3	3	17
2: Kinda did it	25	22	13	19	11	19	19

3: Did it	33	50	53	31	36	42	47
4: Did it great	42	19	14	50	50	36	17
TOTAL	100%	100%	100%	100%	100%	100%	100%
MEANS	3.2	2.8	2.8	3.3	3.3	3.1	2.6

**Table 3**  
**Capstone Assessment: Spring & Summer Semesters 2020**  
**Cross-Tabulation of Outcome Summary Scores by Gender and Introduction to Sociology Course Grade**  
**Sociology Majors**

	CRITICAL ANALYSIS: SUM OF SCORES 3-12		EFFECTIVE COMMUNICATION: SUM OF SCORES 3-12		APPLICATION OF SOCIOLOGY: SCORES 1-4		
	Mean	Proficiency = Total Score 10-12	Mean	Proficiency = Total Score 11-12	Mean	Proficiency = Score 3-4	N
<b>Gender</b>							
Women	8.5	18%	9.6	43%	2.5	61%	28

Men	9.4	29%	10.3	71%	3.0	71%	7
<b>Grade in sociology 1110*</b>							
A	8.6	21%	9.3	42%	2.5	53%	19
B	9.8	40%	10.6	60%	3.0	80%	5
C	9.2	17%	10.3	50%	2.7	67%	6
Transfer: no 1110 grade	8.3	0%	10.8	75%	3.0	100%	4

**Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)**

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	We encourage the use of the rubrics for our program outcomes—what is expected of CRIM and SOCI graduates. The more exposure to the rubrics throughout our courses is helpful. The rubrics were distributed to faculty for use in spring semester 2021.	Sociology students demonstrate satisfactory progress with the program outcomes in the capstone class. That said, the faculty agreed that more attention to the application of sociology is a good step.

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	We ask faculty, as an informal request, to commit to 1-2 assignments—written work or presentations—that requires students to use sociological concepts and theories in the Introduction course and the 2000-level courses. We seek to move students past the mention of a theory or concept and into more in-depth descriptions and analyses.	Sociology students demonstrate satisfactory progress with the program outcomes in the capstone class. That said, the faculty agreed that more attention to the application of sociology is a good step.
2020-2021		

**Please Select all the following that characterize the types of changes described in the above action plan:**

- Assessment criteria revision
- Assessment methodology revision
- Assignment revision
- Budgetary reallocation
- Change in teaching approach
- Course content revision
- Curricular Revision
- Faculty training/development
- Process revision

**Part 6: COMMENTS**

<p><b>Use this section to record any comments, notes, or questions from individuals who reviewed this report.</b></p>
<p><b>School Dean:</b></p>
<p><b>SAAC Representative:</b></p>