

<p style="text-align: center;">Sociology SAC Assessment End of Year Report <i>2010-2011</i></p>
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In keeping with institutional-wide efforts to:

- encourage assessment and reporting in a manner that works for the individual SACs,
- hasten progress in demonstrating in a regular and systematic fashion how the assessment of student learning leads to the improvement of teaching and learning, and
- demonstrate how the assessment process is clearly defined, conducted on a regular basis, and integrated into the college's overall planning activities;

the Sociology SAC has engaged in ongoing conversations around assessment, has participated in assessment-related activities on campus, and has executed portions of the assessment plan for the 2010-2011 academic year.

Background

During the SAC in-service meeting held on October 27, 2010, our SAC developed an assessment plan for the academic year (10-11). It is important to note that our 5 year program review was also due during this academic year. Therefore, much of our assessment efforts centered around developing and presenting our Program Review. The following is an account of our assessment-related activities based on the report we developed during fall 2010:

2010-2011 End of Year Report

Background, Activity, Core Outcome(s), Due Dates	Point Person (s), Progress, Resources Needed, Other
<p>Background: 2009-2010 efforts to assess the <i>critical thinking and problem solving</i> outcome yielded noteworthy conversation around defining critical thinking as it relates to our discipline and a more collegial approach to sharing course assignments, rubrics, and syllabi. Despite these notable efforts, the SAC failed to examine direct or indirect assessment efforts in any systematic way.</p> <p>Activity: Pre/Post Test Develop a pre/post test tool for students enrolled in sociology courses using an online survey that instructors administer at the beginning and end of the term in selected sociology courses.</p> <p>Core Outcome (s): Will be targeted for specific assessment of <i>critical thinking and problem solving, communication, and cultural awareness</i></p> <p>Due: Pre-test second week of Winter 2011 term, post-test final week of Winter 2011 term, and analysis and distribution of findings Spring 2011 term</p>	<p>Point Persons: Ricci Franks, Heather Guevara, Nikki Toussaint, and Maria Wilson-Figueroa will develop the survey.</p> <p>Resources Needed: Payment at faculty special projects rate for approximately ten hours of data analysis work (<i>point person TBD</i>).</p> <p>Continued support from IE for creating the online survey</p>

****Progress and What We Learned****

Additional instructor Ben Cushing, Khalil Zonoozy, as well as Cat Zimmerman and Erica Srinivasan from Gerontology have joined the sub-committee; draft survey has been created with input of sub-committee and support of I.E.; additional outcome of Community and Environmental Responsibility has been added to the survey; project not completed in order to expand the survey to more outcomes and create a better tool that will provide us with quality data to analyze--*survey will not be conducted until Fall 2011* (Summer 2011 will be dedicated to finalizing the tool)

Background, Activity, Core Outcome(s), Due Dates	Point Person (s), Progress, Resources Needed, Other
<p>Background: During 2009-2010, some instructors shared specific assignments they utilize in their classes (including the race sorting activity at www.pbs.org/race). All were encouraged to post assignments and syllabi to the Sociology Group Page in MyPCC and some instructors have done this.</p> <p>Activity: Better utilize the Sociology Group Page in MyPCC. Continue to share materials including assignments, rubrics, and syllabi on the Sociology Group Page in MyPCC.</p> <p>Core Outcome (s): applies to all core outcomes, but will emphasize Critical Thinking and Problem Solving, Communication, and Cultural Awareness</p> <p>Due: ongoing activity</p>	<p>Point Persons: Nikki Toussaint and Andrew Butz-- who have volunteered to post some of their rubrics</p> <p>Progress: Some assignments and syllabi have been posted. No rubrics have been posted.</p> <p>Resources Needed: Access for part-time to the Groups page for individual posting of materials</p>

****Progress and What We Learned****

We have continued to utilize the groups page to share information and encouraging full and part-time instructors to utilize this page. However, we *have learned that sharing assignments and rubrics in itself is not assessment*. . . these are the building blocks for assessment. In the future, we should discuss rubrics related to one or two core outcomes and then apply rubrics to a variety of assignments across courses to improve teaching and learning.

Background, Activity, Core Outcome(s), Due Dates	Point Person (s), Progress, Resources Needed, Other
<p>Background: It has been noted that the sociology SAC has little knowledge of how students that are sociology majors fair in their transfer institutions. However, we are not a degree or certificate granting program, so we do not systematically track students that have taken our courses and later major in sociology. Our major transfer university is Portland State. It has been brought to our attention that students have little or no incentive for taking any sociology course beyond 204 at PCC because the rest only transfer as electives. This also has implications for enrollment in our sociology courses.</p> <p>Activity: Survey and/or focus groups to assess the experiences PCC alumni majoring in sociology at PSU. Review articulation agreements with PSU, OSU, and UO.</p> <p>Core Outcome (s): applies to all core outcomes, but will emphasize Critical Thinking and Problem Solving, Communication, and Cultural Awareness</p> <p>Due: Begin Fall 2010</p>	<p>Point Persons: Heather Guevara, Kim Smith, key faculty at PSU</p> <p>Progress: Heather has contacted PSU sociology faculty that have indicated they would be able to provide names of PCC transfer students. Kim will work with the PCC advising department.</p> <p>Resources Needed: Funding for incentives for participants, course release or payment at special projects rate (# of hours TBD)</p>

****Progress and What We Learned****

We did not complete this project in its entirety. As part of our Program Review, articulation agreements were reviewed. We discovered that the four-credit conversion on student enrollment and access, which has led to cuts in some sections and reduced the number of topic courses we offer, does not seem to have hurt our enrollment and has made PCC transfer courses more compatible with articulation efforts with other colleges.

However, we still need to conduct a survey or focus group/s with students at PSU. This will supplement the data we have collected and provide direct feedback on core outcomes and how our alumni fare once they transfer.

Additional assessment activities conducted, not included in original plan:

Program Review

We completed our 5 year program review during the 2010-2011 academic year. For methods, details, and final report, please contact SAC chair Heather Guevara at heather.guevara@pcc.edu. This is our best example of assessment at the program level.

Sociology Program Review Student Survey

Data has been collected and transcribed. However, data has not been analyzed to assess for core outcomes yet.

Review of SOC 205 course title and description

After much discussion of course outcomes, revised course title and description. Title and description changes reflected in Summer 2011 schedule and thereafter.

Part-time instructor completed PCC's assessment course- Ricci Franks

Conclusion

1. *Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.*

It seems that we had lofty endeavors at the beginning of the academic year (see SOC SAC Assessment Plan 2010-2011), that were derailed by competing demands (e.g. Program Review, distribution of workload in a small SAC). Therefore, in reflecting upon our assessment efforts from last year, it appears that only a few changes were implemented by instructors. For example, one instructor used a *Critical Thinking and Problem Solving* and *Communication* pre/post survey to redesign her Social Problems course resulting in more group work and a seminar-style format for the course redesign. Other instructors re-evaluated use of Study Guides in preparing students for exams.

2. *Identify the outcomes assessed this year, and describe the methods used.
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?*

 - a. **Describe the method(s) you used.**
 - b. **Results: What did you learn?**

Reflecting on the matrix provided in pages 2-4 of this document, it appears that we did not collectively assess any core outcomes this year. While individual instructors assessed Critical Thinking and Problem Solving, Communication, and Cultural Awareness in their courses, we did not systematically examine trends across our courses or within our program; instead, we focused most of our efforts toward Program Review. While Program Review is an essential part of program and institutional assessment, it currently does not require that we

demonstrate assessment of the core outcomes specifically. However, it should be noted that much instructor time to developing the Pre/Post Test tool (see page 2) that will go live in Fall 2011 in addition to Program Review efforts.

3. *Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.*

We hoped to have our Pre/Post Test ready for Spring 2011 term and have results analyzed early this summer. Because we did not have results from this survey to assess achievement of core outcomes in our SOC 204, SOC 205, and SOC 206 courses, we do not have any changes that will be implemented toward improving student attainment of outcomes that will be implemented in the upcoming year. However, after the data is collected and analyzed (early Winter 2012), we are confident we will have excellent basis for improving teaching and learning in areas of core outcomes. In addition, our project to survey or interview alumni studying sociology at PSU has the potential to become a pilot project that other SACs may easily emulate, in addition to providing a key element that is often overlooked in assessment—that is, the impact of core outcomes on student experiences *after* completing degrees at PCC.