

*Subject Area Committee Name:* Sociology

*Contact Person*

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Document your plan for each of the two Core Outcome assessment projects your SAC will be doing this year in separate Annual Plan forms. If your SAC is using an assessment design that captures two Core Outcomes in a single project, use a separate planning form for each outcome. Complete each section of each form. In some cases, all of the information needed to complete the section may not be available at the time the report is being written. In those cases, include the missing information when submitting your Year-End Report.

- Use separate report forms for each outcome your SAC is assessing.
- Refer to the help document for guidance in filling-out this report. If this document does not address your question/concern, contact your SAC Assessment Coach for additional help.

This report documents your current plan. Your plan may change. If so, include changes to this plan in the Year-End Report.

**1. Core Outcome**

<p><i>A. PCC Core Outcome:</i> Critical Thinking &amp; Problem Solving</p>
<p><i>B. This Core Outcome might be expressed in your discipline in many ways. What aspects are you specifically investigating this year?</i></p> <p>As listed on our rubric: Student ability to: 1) clearly articulate a thesis or analytical focus appropriate to the assignment, 2) use evidence to support his/her thesis in a way that's appropriate to the assignment, 3) use the sociological imagination to connect micro and macro-level social phenomena, and 4) employ a sociological critique.</p>
<p><i>C. Briefly share how your SAC expects this assessment to lead to improved student learning:</i></p> <p>We expect this assessment to indicate to us how well the sociology program engages students in critical thinking and problem solving. If this year's assessment indicates that most sociology students do not achieve this PCC Core Outcome at strong or emerging levels, the SAC plans to evaluate whether the problem rests with our SOC 204 curriculum, with our measurement tool/s (assignments and rubric) and/or if some other factor/s emerge as opportunities for intervention before we reassess this outcome in 2014-15.</p>

**2. Project Description**

<p><i>A. Assessment Context</i></p> <p><b>Check all the applicable items:</b></p> <p><input checked="" type="checkbox"/> <b>Course based assessment.</b>          Course number(s): SOC 204          Type of assessment (e.g., essay, exam, speech, project, etc.): may include any/all types          Are there course outcomes that align with this aspect of the core outcome being investigated? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No          If yes, include the course outcome(s) from the relevant CCOG(s): 1) Apply sociological perspectives and the sociological imagination to their everyday lives, to reflect on structural and cultural contexts and current events. 2) Identify social inequality and stratification systems to evaluate the impact on society. 3) Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.</p> <p><input checked="" type="checkbox"/> <b>Common/embedded assignment in all relevant course sections.</b> An embedded assignment is one that is already included as</p>
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an element in the course as usually taught. Please attach the activity in an appendix (provided that publicly revealing this activity will not compromise future assessments or uses of the assignment). If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.): **Nine faculty members are using nine different assignments that will be embedded in their sections of SOC 204. Final versions of the assignments are not yet available. All assignments will be attached to the final report.**

**Common – but not embedded - assignment used in all relevant course sections.** Please attach the activity in an appendix (provided that publicly revealing this activity will not compromise future assessments or uses of the assignment). If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

**Practicum/Clinical work.** Please attach the activity/checklist/etc. in an appendix (provided that publicly revealing this activity will not compromise future assessments). If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

**External certification exam.** Please attach sample questions for the relevant portions of the exam in an appendix (provided that publicly revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

**SAC-created, non-course assessment.** Please attach the assessment in an appendix (provided that publicly revealing this assessment will not compromise the validity of future assessments). If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

**Portfolio.** Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix (provided that publicly revealing this information will not compromise the validity of future assessments). Also, briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

**Other.** Please attach the activity/assessment in an appendix (provided that publicly revealing this information will not compromise the validity of future assessments). If the activity cannot be shared, please briefly describe:

*B. How will you score/measure/quantify student performance?*

**Rubric** (used when student performance is on a continuum - if available, attach as an appendix – if in development - attach to the Year-End Report)

**Checklist** (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development - attach to the Year-End Report)

**Trend Analysis**

<input type="checkbox"/> <b>Objective Scoring</b> <input type="checkbox"/> <b>Other</b> – briefly describe:
<p><i>C. Type of assessment (select all that apply)</i></p> <p> <input checked="" type="checkbox"/> <b>Quantitative Measures</b>             <input type="checkbox"/> <b>Qualitative Measures</b>             <input type="checkbox"/> <b>Direct Assessment</b>             <input type="checkbox"/> <b>Indirect Assessment</b> </p> <p>If you selected 'Indirect Assessment', please share your rationale:</p>
<p><i>D. Which quarter will student artifacts (examples of student work) be collected? If student artifacts will be collected more than once, check all that apply.</i></p> <p> <input type="checkbox"/> <b>Fall</b>             <input checked="" type="checkbox"/> <b>Winter</b>             <input type="checkbox"/> <b>Spring</b>             <input type="checkbox"/> <b>Other</b> (e.g., if work is collected between terms)         </p>
<p><i>E. When during the term will it be collected? If student artifacts will be collected more than once, check all that apply.</i></p> <p> <input checked="" type="checkbox"/> <b>Early</b>             <input checked="" type="checkbox"/> <b>Mid-term</b>             <input checked="" type="checkbox"/> <b>Late</b>             <input type="checkbox"/> <b>n/a</b> </p>
<p><i>F. What student group do you want to generalize the results of your assessment to?</i></p> <p>Students enrolled in Sociology 204 during the winter term of 2013-2014.</p>
<p><i>G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?</i></p> <p> <input checked="" type="checkbox"/> <b>To measure established outcomes and/or drive programmatic change (proceed to section H below)</b>  <input type="checkbox"/> <b>Preliminary/Exploratory investigation</b> </p> <p>If you selected 'Preliminary/Exploratory', briefly describe your rationale for selecting your sample of interest (skip section H below):</p>
<p><i>H. Which will you measure?</i></p> <p> <input type="checkbox"/> <b>the population</b> (all relevant students)  <input checked="" type="checkbox"/> <b>a sample</b> (a subset of students)         </p> <p>If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):</p> <p> <input checked="" type="checkbox"/> <b>Random Sample</b> </p>

<input type="checkbox"/> <b>Systematic Sample</b> <input type="checkbox"/> <b>Stratified Sample</b> <input type="checkbox"/> <b>Cluster Sample</b> <input checked="" type="checkbox"/> <b>Voluntary Response Sample</b> <input type="checkbox"/> <b>Opportunity/Convenience Sample</b>
<p>The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale: Project depends on voluntary faculty participation. Currently nine faculty members have volunteered which will involve 15 or 22 sections of 204 currently being offered in winter term. Six part-time faculty have not volunteered. Sample will be randomly selected from students enrolled in the 15 sections taught by participating faculty.</p>
<p><i>1. Estimate the size of the group you will be measuring (either your sample or population size). Often, this can be based on recent enrollment information (last year, this term, etc.):</i></p> <p>We expect approximately 700 students to be enrolled in SOC 204 during the winter term.</p>

**3. Project Mechanics**

<p>A. Does your project utilize a rubric for scoring?      <input checked="" type="checkbox"/> <b>Yes</b>    <input type="checkbox"/> <b>No</b></p> <p>If 'No', proceed to section B. If 'Yes', complete the following.</p> <p>How will inter-rater reliability be assured (see the Help Guide for more information)?</p> <input checked="" type="checkbox"/> <b>Agreement</b> – the percentage of raters giving each artifact the same/similar score in a norming session <input type="checkbox"/> <b>Consensus</b> - all raters score all artifacts and reach agreement on each score <input type="checkbox"/> <b>Consistency*</b> – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement <p>Consistency* is generally only recommended when measuring student improvement – not for showing outcome attainment. See the Help Guide for more information.</p>
<p>B. Have performance benchmarks been specified?</p> <p>A typical benchmark might identify the expected level of student attainment (e.g., “demonstrated” or “present” for a checklist; “mastery/competent/emerging” for a rubric, etc.). In other cases, a benchmark may establish the expectation for the percentage of correct/satisfactory answers/performances (e.g., 90%). Note that both yes and no responses can be reasonable and justifiable.</p>

**Yes** (determined by prior assessment results for this or a similar aspect of the outcome being investigated)  
 **Yes** (determined by prior pass/fail rates for the course)  
 **Yes** (determined by post-requisite course expectations within PCC)  
 **Yes** (determined by post-requisite course expectations for transfer institution)  
 **Yes** (other). Describe briefly: Strong/emerging. Because we will be using a newly developed rubric, we have no prior assessment results.  
 **No**

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):  
 Strong/emerging - please see the attached rubric for specific descriptions of each for the four aspects of critical thinking and problem solving we are assessing.

If no, what is the purpose of this assessment (for example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)?  
 This year we will be testing a newly developed rubric and assessment process. We expect we will revise the rubric and identify benchmarks for next year as part of this year's process.

**C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove identifying student information (and, when possible remove instructor identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. Please share your process for removing identifying information.**

I will provide participating faculty with a list of students from their classes included in the sample. Faculty will remove student names before submitting the assignments to me for assessment.

*D. Will you be coding your data/artifacts in order to compare student sub-groups?*  **Yes**  **No**

If yes, select one of the boxes below:

**student's total earned hours**   
  **previous coursework completed**   
  **ethnicity**   
  **other**

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for:

*E. Ideally, student work is evaluated by both full-time and adjunct faculty.*

Other groups may be appropriate depending on the assessment. Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline
- Non-PCC Faculty
- External Supervisors
- Other:

*If available, attach the following: assessment activity (section 2A); rubric/checklist (2B); benchmarks (if needed).*