

Course Data

Introduction to Sociology/Anthropology Assessment

General Education:

- 1) – Full-time faculty in each program identify USLOs for each course, and choose three or four skills within each USLO to assess.
- 2) – Faculty create course assignments to assess each of the chosen skills.
- 3) – Faculty create, or adapt, grading rubrics for each of the chosen skills.

Examples:

Sociology:

- Faculty chose Global Citizenship, Diversity, and Ethics as the USLO for SO100 Intro to Sociology, emphasizing Diversity.
- Faculty chose (a) Knowledge of Social Context, (b) Conceptual Understanding, and (c) Sources of Understanding as the skills to assess.

Anthropology:

- Faculty chose Global Citizenship, Diversity, and Ethics as the USLO for AN112 Cultural Anthropology, emphasizing Global Citizenship.
- Faculty chose (a) Worldview, (b), Empathy, (c) Curiosity, and (d) Cultural Self-Awareness as the skills to assess.

Program:

Program Assessment is somewhat a work in progress right now because faculty in both programs recently re-wrote the PLOs. The process, however, remains:

- 1) – Full-time faculty in each program identify assignments in required courses that can be used to assess PLOs.
- 2) – Faculty create grading rubrics for each of the chosen assignments.

General Education:

At the beginning of each Fall* semester, Course Coordinators email to all instructors (who are teaching sections of the GenEd courses) an Assessment Packet, which contains six files:

- 1) – Instructions on (a) collecting data from all students, as well as identifying scores for program majors; (b) managing the data in a grade book; and (c) converting rubric scores into grades;
- 2) – A current list of program majors;
- 3) – A copy of the Master Syllabus;
- 4) – All appropriate assignments;
- 5) – All appropriate grading rubrics; and
- 6) – The form to be used to report data at the end of the semester.

We also use the Assessment Packet to convey information about any new procedures or data collection of which instructors need to be aware, such as the different F grades now required.

In addition, Course Coordinators usually have a get-together with all full-time faculty and adjuncts a couple of weeks before the beginning of the Fall semester in order to answer any questions and concerns, which is especially helpful with adjunct faculty.

Program:

All GenEd courses currently offered by each program are required for the respective majors. The GenED assessments, then, are part of our Program Assessment.

For non-GenEd required courses, each instructor is responsible for collecting data in her/his course for all students as well as program majors.

*If we hire a new adjunct in the Spring semester, the respective Course Coordinator communicates all this information individually to the new instructor.

Collecting Data

During the semester:

- 1) – Instructors across multiple sections of a course must use the same assignments.
- 2) – Instructors across multiple sections of a course have some flexibility in the timing of the assignments, as each instructor has discretion in the order of content in some courses.
- 3) – Instructors have flexibility on how they use some assignments (i.e., a paper vs. essay question on an exam).
- 4) – In addition to collecting student scores on each assignment, instructors also collect an example of student work for each rubric category for each assignment.

After each assignment, instructors assign each student an earned rubric score, as well as its respective grade. They then aggregate scores and begin to complete the form to be submitted at the end of the semester. Instructors fill out two forms, one for “All Students,” and the other for “Majors Only.”

SO360 Sociological Theories Example:

All Students (N=12)

Skill	Advanced 4	Target 3	Developing 2	Beginning 1	Not Observed 0
Applying Sociological Theories	50.0%	25.0%	16.7%		8.3%

Majors Only (N=9)

Skill	Advanced 4	Target 3	Developing 2	Beginning 1	Not Observed 0
Applying Sociological Theories	44.4%	22.2%	22.2%		11.1%

In addition to assignments, we also ask graduating seniors to complete a short Exit Questionnaire to assess our programs. Students are asked: “Consider your educational experience at WU and in your major program. How much did your education here contribute to your growth in EACH of the following areas”? Fourteen skills are listed, and students mark “little or none,” “some,” or “much” for each skill.

Organizing Data

Course Coordinators collect and organize all data from GenEd courses. At the end of each semester, instructors submit their completed forms with aggregated rubric scores for “All Students” and “Program Majors” for each assignment. The Course Coordinator then totals scores from all sections of each course on each of the skills assessed.

AN112 Cultural Anthropology Example:

All Students (N=381 representing 11 sections)

Skill	Advanced 4	Target 3	Developing 2	Beginning 1	Not Observed 0
Worldview	75 (20%)	141 (37%)	74 (19%)	31 (8%)	60 (16%)
Empathy	78 (20%)	141 (37%)	75 (20%)	51 (13%)	36 (9%)
Curiosity	111 (29%)	150 (39%)	54 (14%)	11 (3%)	35 (14%)
Cultural Self-Awareness	82 (22%)	159 (42%)	74 (20%)	15 (4%)	47 (12%)

Majors Only (N=4*)

Skill	Advanced 4	Target 3	Developing 2	Beginning 1	Not Observed 0
Worldview	1 (25%)	1 (25%)	1 (25%)		1 (25%)
Empathy	2 (50%)	1 (25%)		1 (25%)	
Curiosity	1 (25%)	2 (50%)	1 (25%)		1 (25%)
Cultural Self-Awareness		2 (50%)	1 (25%)		1 (25%)

Course Coordinators submit the aggregated data, as well as examples of student work to the department, and write the yearly GenEd review.

Likewise, instructors of non-GenEd required courses submit data from their courses to the chair. The department chair organizes data from all required courses and collates it into categories (roughly related to PSLOs), and calculates totals for those categories. At the end of each spring semester, the chair totals all data for the academic year, and forwards it to the respective Assessment Liaisons to write the yearly Program Assessment reports.

We also use the data to evaluate our major and GenEd programs each year. At the end of each spring semester, all full-time faculty (with input from adjuncts) meet to assess our successes and make decision on any necessary changes.

*The number of majors is so small because not many students come to university wanting to major in either Sociology or Anthropology. We recruit most of our majors from General Education courses.