OIE Review of Discipline Efforts to Assess Student Learning for CEPC
Program Review

SOCIOLOGY

Overview

- Does the discipline/program have a viable assessment plan?
  Yes. The plan, outcomes, and measures are all fundamentally sound. However, the discipline’s assessment efforts would benefit from a more concerted effort to collect, store, and analyze data.

- Does the plan include intended student learning outcomes?
  Yes.

- Does the plan include direct as well as indirect measures of student learning?
  Yes. The Program Review narrative, however, confounds SNC Current Student Survey and HERI Senior Survey data. The narrative actually does not analyze SNC Current Student Survey data.

- Are the sources of evidence for student learning appropriate?
  Yes. Averaging data results in a loss of information and can be deceiving. Although derived from the same raw numbers, calculating the number or percent of students who fail to meet the performance expectation is often more useful for assessment purposes.

  In the case of the supervisor evaluations, it is less useful to try to discern a trend (given shifting sample sizes and personnel changes) then to collapse the data for those two years and ask, in which areas are students considered strong and in which areas are students considered less strong and what implications might these findings have for better preparing students for their field work?

- Is data collection and analysis ongoing?
  The narrative indicates that considerable data were lost.

- Are all program faulty/staff appropriately engaged in assessment?
  Unknown. See #1 and #5 above.

- Has the program made or proposed changes/improvements (intended to enhance student learning) based on learning outcomes data?
  The discipline has made program changes. However, the extent to which any of these changes were based on analysis of learning outcomes data is unclear.