

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT-Part I
Assessment Data Results: Department of Sociology

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

spring 2013
 (Assessment Period Covered)

27 June 2013
 (Date Report Submitted)

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 (Contact Person/email/phone)

Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions) AA/AS AAS	or	Program Certificate AA/AS AAS	<u>criminology & sociology</u> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Or Discipline Area (see definitions) _____ _____			
Outcome(s) assessed: Construct examples of the research designs used by sociologists			
Classes/Cohort Assessed: SOCIOLOGY 2280 Only two students in the class had not declared sociology or criminology as their major; one did not turn in the research proposal. Given that the 2 nd student reported an interest in changing programs to declare an AA in sociology, data for the 2 nd student are included here. Because the rubric used for the assessment was a pilot effort and merits revision, results are reported jointly for criminology and sociology majors.			

Measurement tool(s):
 Research proposal

Type of tool (for each tool listed above, indicate type of tool):
 Students collaborate to identify an umbrella topic for the semester. Self-selected teams design a research project based on the random assignment of the data collection method—survey, experiment, field, existing (or secondary) sources. Teams work in collaboration to write the introduction and results and reflection sections of the proposal. Students individually write the literature review and methods/research design sections. Assessment of the outcome is based only on the literature review and research design sections; the scoring sheet is shown in Attachment A.

Achievement Target (if more than one measurement tool, list target for each tool separately):

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Results shown in percentages.

	did it great	did it	kind of did it	didn't do it
LITERATURE REVIEW (n=22)				
Synthesizes findings into coherent summary— <i>not</i> just listing articles	5	59	32	5
Makes clear-cut what we know about the topic and what we don't	5	64	23	9
Situates your question/hypothesis in the literature	0	68	32	0
Spelling, grammar, and English usage	5	64	27	5
Clarity	14	86	0	0

Organization	32	59	9	0
Notes from scoring student work show that 27% of the literature reviews failed to include all citations and 50% had incomplete or missing references in the Works Cited.				
METHODS/RESEARCH DESIGN (n=21)				
Uses appropriate research methods terminology	19	52	29	0
Demonstrates knowledge of research methods	5	67	29	0
Demonstrates knowledge of consequences of design decisions	19	33	43	5
Identifies rationale for design decisions	14	29	48	10
Organization	5	33	48	14
Notes from scoring the proposals show that the following are problematic for 50-55% of students—conceptualization and operationalization of variables, steps taken to insure reliability and validity, sampling strategy, and contribution of the proposed study to the field of sociology or criminology. Almost 40% of the proposals (n=8) did not fully address the difficulties and challenges in completing the proposed study and one-fifth didn't identify the unit of analysis and/or unit of observation or ethical considerations in the proposal.				

ATTACHMENT A

Scoring Sheet used for Sociology 2280 Research Proposal, spring 2013¹

LITERATURE REVIEW	
SCORING CRITERIA	POINTS: 1-4 ²
1. Describes the findings of at least 4 sources	
2. Synthesizes findings into coherent summary— <i>not</i> just listing articles	
3. Makes clear-cut what we know about the topic and what we don't	
4. Situates your question/hypothesis in the literature	
5. Spelling, grammar, and English usage	
6. Clarity	
7. Organization	

¹ Only the sections on the scoring sheet applicable to the assessment are shown.

² Scoring:

didn't do it	kind of did it	did it	did it great
1	2	3	4

ATTACHMENT A, continued

METHODS/RESEARCH DESIGN	
<p>What strategies were followed in your study? What was the rationale for your decisions?</p> <ul style="list-style-type: none"> a. Type of research—exploration, description, explanation, evaluation? b. Specific hypotheses, if applicable? c. Cross-sectional or longitudinal? d. Unit of analysis & unit of observation? e. Conceptualization & operationalization of variables? f. Steps taken to insure reliability & validity? g. Selection of population? Sampling strategy? h. Coding of data? i. Ethical considerations? j. Advantages & disadvantages of research design? <ul style="list-style-type: none"> → When your study is completed, what will it bring to the field of sociology? → What difficulties or challenges might you experience in completing the research? <p>Description of pilot sample, i.e., number in sample, age, gender.</p>	
SCORING CRITERIA	POINTS: 1-4
1. Uses appropriate research methods terminology	
2. Demonstrates knowledge of research methods	
3. Demonstrates knowledge of consequences of design decisions	
4. Identifies rationale for design decisions	
5. Spelling, grammar, and English usage	
6. Clarity	
7. Organization	

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT – Part II
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

(Report Period) 2012-2013

(Date Report Submitted)

(Contact Person/email/phone) pat seitz/seitz@cnm.edu/ext. 50040

15 november 2013

Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

<p>Gen Ed Area (see definitions) _____</p> <p style="margin-left: 40px;">AA/AS <input type="checkbox"/></p> <p style="margin-left: 40px;">AAS <input type="checkbox"/></p>	or	<p>Program <u>sociology & criminology</u></p>
<p>Or Discipline Area (see definitions) _____</p>		<p>Certificate <input type="checkbox"/></p> <p>AA/AS <input checked="" type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): spring semester 2013</p>		
<p>Action Plan (close the loop): The assessment was conducted in the sociology 2280 class for program outcome #3—construct examples of the research designs used by sociologists—for both the AA in sociology and AA in criminology. The results show that student excel in some arenas of research design construction, but require additional training and experience with other elements. Additional attention to variables, validity and reliability, and sampling is required.</p>		

ASSESSMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

In spring 2013 the department submitted a catalog change proposal to add a capstone course to the AA requirements for sociology and criminology. Although the prospect for acceptance of the addition to the curriculum is thus far positive, the decision is pending. The capstone will serve as an important element in degree assessment.

In addition, following the CHSS Liberal Arts AA degree assessment retreat in summer 2013, the department elected to replace the following learning outcomes for both the AA in criminology and sociology.

AA in sociology, outcomes retired in summer 2013

- Describe and apply the sociological imagination.
- Interpret and apply sociological theories.
- Construct examples of the research designs used by sociologists.

AA in criminology, outcomes retired in summer 2013

- Interpret and apply sociological theories.
- Locate and interpret scholarly research and data on crime.
- Construct examples of the research designs used by sociologists.
- Identify and differentiate key correlates of crime.

The new outcomes (shown below) mimic those adopted for Liberal Arts degree assessment. The department will design instruments for measurement of the outcomes in fall 2013 and will administer the pilot assessment in 2000-level courses in spring 2014. The draft rubrics for the outcomes are shown in attachment A. The embedded assessment will be completed by all students in the section and the instructor will score student work. The department assessment coordinator will sort the results by type of degree sought—sociology or criminology—for analysis and reporting.

- 2 **Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):**

AA SOCIOLOGY	
1	Critical Analysis
2	Effective Communication—in written, verbal, graphic or numeric format

AA CRIMINOLOGY	
1	Critical Analysis
2	Effective Communication—in written, verbal, graphic or numeric format

3 Assessment Cycle timeline for the above student learning outcomes for the next five years.

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
1	spring 2014	Specific 2000-level courses for pilot to be determined	Students read text, complete in-class writing prompt
2	spring 2014	Specific 2000-level courses for pilot to be determined	Students read text, complete in-class writing prompt
3			
4			
5			
6			
7			
8			
9			
10			

ATTACHMENT A
DRAFT RUBRICS FOR NEW PROGRAM-LEVEL LEARNING OUTCOMES FOR AA IN SOCIOLOGY & CRIMINOLOGY

CHSS Critical Analysis Rubric				
Given new information, situation, and/or application, the student will:	Didn't do it	Kind of did it	Did it	Did it great
Identify main issues, concepts, problems, and/or techniques				
Incorporate more than one perspective, source, method, technique, and/or approach				
Include appropriate supporting evidence	Note: Not included in Liberal Arts rubric; added by Department of Sociology.			
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing				
CHSS Effective Communication Rubric				
Demonstrate organization and/or coherence of ideas, content, and/or formulas				
Grammar & mechanics	Note: Not included in Liberal Arts rubric; added by Department of Sociology.			
Produce communication appropriate to audience, situation, venue, and/or context				