University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD’s commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University’s Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)
BA Sociology

College/School Name (e.g. CAS, KSPS, SB, SMSOE)
College of Arts and Sciences

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g., number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The Department of Sociology has identified five learning goals: Sociological Theory, Social Science Research Methods, Concentrations, Public Sociology, Fundamental Competencies related to the major curriculum. These five learning outcomes are assessed on a predetermined rotation, developed in conjunction with the CAS A Team, using faculty determined assignments.

Results and Actions Taken
Assessment Cycle
2017-2018 ✔

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

For the most recent assessment cycle, the Sociology Department assessed the "Social Science Research Methods" learning goal via both the Spring 2018 Qualitative and Quantitative Methods courses. For Quantitative Methods we evaluated all final group projects (6 groups, 6 projects). Because the final project was a group assignment, the total number of final papers available for assessment was rather small, obviating the need to sample. This term paper served as a capstone to the course, requiring students to critically apply quantitative methodology to data sets chosen by the students. Final projects were submitted by adjunct instructor Chris O’Keefe. Prieto assessed the final papers utilizing the AAC&C Values Rubric for Quantitative Literacy. On rubric measures 1, 2, 4 & 5, we see quite a bit of variation across the various levels of attainment. While a number of students are exceeding the benchmark, we see the largest cluster of students concentrated in the benchmark category. This level of attainment is adequate, though it suggests room for improvement. This distribution may be the outcome of having a less experienced adjunct instructor in the classroom. The department has established an adjunct committee to observe adjunct teaching and offer constructive feedback. As I mention above, the department is also revising its quantitative curriculum in line with the passion driven statistics model that encourages student choice in the datasets they draw upon in their final projects and immediate immersion in the work of organizing and mining data from the first day of class. As Drs. Nunn and Prieto continue to revise their Quantitative Methods syllabi, one or both might be used as a standard template for incoming adjunct professors to short cut the learning curve and offer more ready support to new instructors teaching this historically “dreaded” course. Students received capstone and milestone scores in nearly every category, however, suggesting that the course effectively facilitates the learning of the most prepared students. They collected, organized, analyzed, and communicated their quantitative findings effectively and clearly. Students interpreted outcomes accurately and drew conclusions from the data without speculating beyond what the data would support. The work for our department would seem to be revising the course such that less prepared and engaged students can succeed above the benchmark level.