ANNUAL PROGRAM REPORT

I.   **SELF-STUDY**   *(suggested length of 1-3 pages)*
Five-Year Review Planning Goals

D. **Program Learning Outcome(S) Assessed**

Data Collection: For their weekly journals, students answered reflection questions connecting the concepts in the book to their own service-learning experience. In total, each student completes 10 entries in their journalô one entry for each week of the course.

Data Analysis: Selected weekly journals were evaluated using the Civic Engagement Value Rubric discussed above. Scores were calculated for each of 6 values or for each of 10 weeks.

F. **Summary of Assessment Results**

Main Findings:
Student assignments demonstrated a fairly high average (3.2 out of 4) across all 6 rubric criteria, indicating a strong understanding of and incorporation in of community engagement. Seven of the 10 assignments had an average score above 3, indicating that the majority of the students were actively working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference.

None of the assignments indicated very low levels of community engagement. The lowest average assignment score was 2.3. Assignments tended to score the highest (3.4 out of 4) in *Criteria 4: Civic Communication*, indicating that students tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. Assignments tended to score the lowest (2.9 out of 4) in *Criteria 5: Civic Action and Reflection*.

Recommendations for Program Improvement:
Assignments tended to score the lowest (2.9 out of 4) in *Criteria 5: Civic Action and Reflection*. This means that the course instructor could work to develop student initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis cdqwvyj e cko u cpf ceeqo r rkuj o gpwu qh qpgøu cevkqpu0Cvyj e uco e vko g- kvku wpf gtuvcpf cdrg yj cv this criterion would score lower than the others since the aim of the class is to have students *participate* in *one* civic context and structure rather than *lead* in *multiple* contexts and structures.

Next Step(s) for Closing the Loop:
With the dissolution of the Social Services Option, SOC 3614 is the only course that has students actively work in a community-based organization. We currently only offer one section of this course each year and the assessment was only on this one course, limiting our ability to infer causality. Our next step should be to compare SOC 3614 with SOC majors who have not taken SOC 3614. If they differ significantly in the direction of SOC 3614 students displaying greater community engagement and interest, this would more strongly indicate that the community engagement course (3614) contributes to students becoming more civically engaged. We would then strongly encourage other faculty to develop and teach additional community engagement courses.

Assessment Plans for Next Year
Our current plan is to conduct an online survey, with structured and open-ended questions, allowing us to compare community, civic, and political engagement levels among SOC majors who have and have not completed SOC 3614. This will broaden our understanding of civic and political engagement among our students, possibly justify devoting more resources to community engagement courses, and test the durability of attitudes and practices fostered by SOC 3614. A great deal of anecdotal evidence suggests that the SOC 3614 course is transformative. Our 2017-18 assessment will provide an opportunity to test this and use this information to move ahead with plans to expand our community engagement component. We understand that this plan deviates ht qo qwt õcuuguu c f kh hgt gpvRNQ gcepvRNQ gcep tgp

II.

Must teach research methods and/or sociological theory. Must be able to teach courses in two of the following areas: media and culture, popular culture, sports and leisure, organizations, social psychology, intimate relationships, social inequality, political sociology,