



Annual Assessment Report 2021-2022

BA Sociology: General Sociology

College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Jack Fong

Name of Person Completing Report Jack Fong

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Course Syllabi
- Published in alternative place. Please specify: Expanded course outlines (ECOs)

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 11+

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: S1a: Identify the core sociological principles, debates, and major theoretical perspectives including, but not limited to social conflict, symbolic interactionism, and the functional, post-modern, and feminist perspectives.
- SLO #2: S1b: Explain how the above sociological perspectives relate to their own life experiences, as well as contemporary political, economic, and cultural issues.
- SLO #3: S2e: Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.
- SLO #4: S2f: Demonstrate importance of data, not only for public policy decisions, but also for life decisions that are impacted by various institutions in society.

Student Learning Outcome (SLO): S1a: Identify the core sociological principles, debates, and major theoretical perspectives including, but not limited to social conflict, symbolic interactionism, and the functional, post-modern, and feminist perspectives.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Oral performance (e.g., presentation, defense, conference presentation etc) 	<ul style="list-style-type: none"> Scored exams/ tests/quizzes Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
Approximately 80+	points based off term papers/essays (percentage at certain level)	Yes	Concern for workers, women's issues, and domestic violence in context of pandemic lockdown

Student Learning Outcome (SLO): S1b: Explain how the above sociological perspectives relate to their own life experiences, as well as contemporary political, economic, and cultural issues.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Oral performance (e.g., presentation, defense, conference presentation etc) 	<ul style="list-style-type: none"> Scored exams/ tests/quizzes Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
30+	points based off term papers/essays (percentage at certain level)	Yes	Students tied experiences to pandemic/lockdown and/or related experiences as immigrants.

Student Learning Outcome (SLO): S2e: Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Capstone product (e.g., project, senior thesis etc.) Oral performance (e.g., presentation, defense, conference presentation etc) 	<ul style="list-style-type: none"> Used a rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
27	Average score	Yes	Divers topics in learning artifacts derived from Lowell Overton Symposium--little mention of covid related struggles unlike class essays.

Student Learning Outcome (SLO): S2f: Demonstrate importance of data, not only for public policy decisions, but also for life decisions that are impacted by various institutions in society.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Oral performance (e.g., presentation, defense, conference presentation etc) 	<ul style="list-style-type: none"> Scored exams/ tests/quizzes Other, please explain: Wrote essays analyzing data

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
30	Average score	Yes	Many students did not know that the Spanish Flu did not start in Spain, but first detected during March, 1918, in Kansas.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- Students

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.

Essays, as learning artifacts, became ideal indicators of student learning outcomes for many courses. Students desired to "unpack" their experiences through their course materials. Additionally, our Lowell Overton Symposium allowed students to demonstrate their proficiencies in an oral format, with their power points serving as learning artifacts.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

We ensure our courses embrace a wide variety of topics to attend to inequalities that still persist in the social context. Assessment of such topic take place through course essays and Lowell Overton Symposium presentation themes. Both class and oral presentation requirements emphasize the need to address social issues that embrace diversity and inclusion.

Does the program offer a certificate or credential (e.g., teaching credential)?

- Yes: We are only in the discussion stages of trying to establish a certificate program for data analysis.

Please describe how the SLOs for the certificate/credential are assessed. Are they integrated into or separate from the degree program's assessment work, etc.?

At this time, we have established a committee to explore certification possibilities.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan

Yes

Curriculum Matrix

Yes