Annual Assessment Report 2023-2024

BS Sociology – Social Work

Department of Sociology

College of Letters, Arts, & Social Sciences

CONTACT
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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)
- o   We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- o   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.
- Published in alternative place. Please specify: One Drive's shared folders

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024.** 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 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: Graduate will have the knowledge and skills to conduct and identify sociological research to better their own lives and to the social environment of which they are a part.
- SLO #2: Graduate will be able to employ the "sociological imagination," to see how their biography relates to the time in history in which they live, as well as to the social structure in which they find themselves
- SLO #3: Graduate will be able to identify the effects of domestic and global forces affecting social institutions, public policy, and the lives of individuals and groups.

Student Learning Outcome (SLO): Graduate will have the knowledge and skills to conduct and identify sociological research to better their own lives and to the social environment of which they are a part.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Assignment/exam/paper completed as part of regular coursework (Direct)	• Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
41	Average score	Yes	Independently conduct a sociological research project, including generating their own research questions in ways that will better their own lives and to the social environment of which they are a part.

Student Learning Outcome (SLO): Graduate will be able to employ the "sociological imagination," to see how their biography relates to the time in history in which they live, as well as to the social structure in which they find themselves

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Assignment/exam/paper completed as part of regular coursework (Direct) • Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	• Scored exams/tests/quizzes

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
Approximately 100+	Average score	Yes	Students are able to employ the "sociological imagination," to see how their biography relates to the time in history in which they live, as well as to the social structure in which they find themselves in ways that enhance cultural diversity and relativity within and among societies.

Student Learning Outcome (SLO): Graduate will be able to identify the effects of domestic and global forces affecting social institutions, public policy, and the lives of individuals and groups.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Assignment/exam/paper completed as part of regular coursework (Direct) • Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.). (Direct)	• Scored exams/tests/quizzes

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
100+	Average score	Yes	Students develop the ability to analyze the social world - everything from the news of the day to how changes in the global economy can affect other major social institutions, including the government, the military, the family, and education. They also are able to analyze how these sociological events impact their own lives, their families, and communities, and how the ways that they live their lives also impacts the larger society.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2023-2024? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Personnel changes (e.g., faculty, laboratory staff, academic advisors etc.)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, etc.)
- Resource allocation changes (e.g., funding for professional development, workshops, etc.)
- Results indicated no action needed because students met expectations
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)
- Other, please explain:
- Other, please explain:

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.
- Program/department faculty as whole

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 2023-2024 so that others may learn from your experiences.

Given the enrollment issues affecting CSU course design, our department has begun offering many courses that are hybrid-asychronous and asynchronous modalities. How these can be assessed in the future represents new opportunities to think about student learning outcomes. As it stands program assessment is not disrupted, however.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, CPP's Graduating Senior Survey on Tableau, course evaluations, etc.

We discuss data from CPP's GI2025 markers, the CSU Dashboard, and course assessments during the collection timeline. At the time of this writing. During the period of completing this report, the Student Success Dashboard on Tableau and the CPP Graduating Senior Survey sites are not functioning so I am unable to comment further on these last two sites' usefulness.

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

- No

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