Annual Assessment Report 2022-2023

BA Sociology - General

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.
- Course Syllabi
- Published in alternative place. Please specify: Expanded Course Outline

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023.** 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 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: S2a: Think critically by differentiating fact from opinion and by referring to data.
- SLO #2: S2b: Analyze sociological problems from various points of view.
- SLO #3: S3a: Analyze a problem or situation from a sociological and cross-cultural perspective.
- SLO #4: S3b: Identify examples of the significance and interaction of race, class, sexuality, and gender in social life.

Student Learning Outcome (SLO): S2a: Think critically by differentiating fact from opinion and by referring to data.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework	

Student Learning Outcome (SLO): S2b: Analyze sociological problems from various points of view.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework	

Student Learning Outcome (SLO): S3a: Analyze a problem or situation from a sociological and cross-cultural perspective.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Oral performance (e.g., presentation, defense, conference presentation, etc.)	

Student Learning Outcome (SLO): S3b: Identify examples of the significance and interaction of race, class, sexuality, and gender in social life.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Assignment/exam/paper completed as part of regular coursework • Oral performance (e.g., presentation, defense, conference presentation, etc.)	

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
48	Average score based on exams and one term paper; two exams at 100 pts each; one large term paper at 50 pts	Yes	Students were able to see how attributes of identity "intersect" and interact with social life, thus ensuring that they see society as a complex system rather than that which is understood by mutually exclusive categories.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? 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)
- Other, please explain: Department meeting discussions about student learning outcomes

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
- College assessment committee

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 2022-2023 so that others may learn from your experiences.
At the university level, it has been difficult to find faculty willing to offer up their course/s for OAPR to acquire writing samples; at the department level, a variety of dynamics has eaten into the time needed to have full and meaningful discussions of assessment activities (e.g., two job searches ongoing, with one to take place in spring; nine(!) faculty members are coming up for RTP action).

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, course evaluations, etc.
Student success dashboard on tableau, course evaluations, and learning artifacts.

Does the program offer a certificate or credential (e.g., teaching credential)?
- Yes: Not yet; but this is a "hot" topic many junior faculty are passionate about.

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 do not yet have a certificate or credential program (in the previous entry, we noted how this is a topic our junior faculty are visiting with enthusiasm and thus the inputting of a "yes" response). We believe something is in the offing at this time and will have more to report by next academic year.

The most current assessment plan and curriculum matrix we have on file for your program may be found <ins>here</ins>. 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