

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BA Sociology

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The following two PLOs are based off of the comparable Sac State BLG: 1. The sociology major at CSU Sacramento will be expected to think critically. 2. The sociology major at CSU Sacramento will be expected to analyze a social experience or solve a social problem through a sociological lens (applied learning).

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5.

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
 2. No
 3. Don't know

(Remember: **Save your progress**)

Section 2: Report One Learning Outcome in Detail**Question 2: Standard of Performance for the Selected PLO****Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you checked the **correct box** for this PLO in Q1.1):

Critical Thinking

If your PLO is **not listed**, please enter it here:

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

This year's assessment, similar to last year's, was a genuine effort to create a repeatable and sustainable approach to assessing student learning in our department. We, again similar to last year, don't think this version is the right one either, HOWEVER, we are in the process of completing our Self Study this summer (2018) and will be completing our Program Review next year, 2018-19. We intend to once again take a stab at coming up with a sustainable approach. We provide the details of our attempted effort this year.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")


1. Yes
 2. No
 3. Don't know
 4. N/A


Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The intended standard of performance was for "80% of students to improve their score on the assessment tool between the pre- and post-test assessments by at least 5 points." And the second standard was for 80% of students to earn a minimum score of 14 out of 20 points on the post test. The scores included here are for the one administration of the pre-test in summer 2017.

This rubric integrates multiple PLO's - however we only chose to asses 2 of them on the collected pre-tests in the interest of time. Hence, there were just two relevant elements on the rubric for this assessment, the first (critical thinking) and last (integrated learning). So the max score for the current assessment was 8. The 2nd standard, pro-rated for this scaled down assessment is for "80% of students to earn a minimum score of 6 points on the post-test." Again, we were assessing just the **pre-test** as a pilot effort, so we do not have a standard, but expected perhaps 25-30% of students to earn the goal of 6 out of 8.

 RUBRIC for 2017-18 assessment pretest_sociology.pdf
49.13 KB

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)

4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The pre-test was administered to ALL students attending the orientations for sociology majors during summer 2017. Students were given about 25 minutes to complete the assessment. We collected 100 total assessments.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
 2. No (skip to **Q3.7**)
 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
 2. Key assignments from required classes in the program
 3. Key assignments from elective classes
 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
 5. External performance assessments such as internships or other community-based projects
 6. E-Portfolios
 7. Other Portfolios
 8. Other, specify:

assessment tool with 2 short answer critical thinking/quantitative reasoning questions

Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

The two questions each tap into students' understanding of percentages and their ability to analyze an issue through a sociological lens (as stated in our PLO).



orientation_survey_assessment2017.pdf
116.25 KB

No file attached

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? **[Check all that apply]**

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for

the selected PLO?

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All incoming students who attended the summer orientation were given the assessment, and a random sample of 50 of these were selected for analysis.

Q3.6.1.

How did you **decide** how many samples of student work to review?

We originally intended to analyze all 100, but the assessment answers were quite lengthy and the process was time consuming (which was not our goal, and part of the reason we will pursue a different tactic through the process of our program review), so we decided to randomly select 50.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

1. Yes
 2. No
 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
2. No (skip to **Q3.8**)
3. Don't Know (skip to **Q3.8**)

Q3.7.1.


Which of the following indirect measures were used? [**Check all that apply**]

1. National student surveys (e.g. NSSE)
2. University conducted student surveys (e.g. OIR)
3. College/department/program student surveys or focus groups
4. Alumni surveys, focus groups, or interviews
5. Employer surveys, focus groups, or interviews
6. Advisory board surveys, focus groups, or interviews
7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

N/A

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, please enter the response rate:

Question 3C: Other Measures
(external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:


(Remember: **Save your progress**)


Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Approximately 24% of students scored 6 out of 8, or higher, on the pre-test. The attached table gives more detail.


 SOC_2017_18_table with rubric results.xlsx
11.23 KB


 No file attached

Q4.2.

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Since this was just a pre-test, it tells us where students are starting, but we did not have the opportunity to administer this assessment to a group of students who were completing the program. This was intended as a pilot study, and we determined after the initial administration of the pre-test, that we would like to pursue a different option as part of our program review.

 No file attached

 No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

We are in the midst of the self study for our program reveiw next year. We will be making many changes to the program, including ideally developing a 2-unit required course for students to take in their last semester. It would operate as a capstone experience where students would complete several culminating activities, including potentially compiling a short e-portfolio, and we could also use the course to administer assessment surveys to students. Our new goal is to utilize this course as part of the program assessment.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- 1. Yes, describe your plan:

We will certainlyl assess the impact of the changes we make, through either direct or indirect measures, and we can have a much higher response rate than in the past, by incorporating the assessment into a culminating capstone experience for students. We don't have a specific plan in place yet.

- 2. No
- 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

1.	2.	3.	4.	5.
Very Much	Quite a Bit	Some	Not at All	N/A

1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

This year we specifically ensured that ALL tenure-track and lecturer faculty included the relevant Sociology Department PLOs for their courses on their syllabus. We had about 90% compliance with this effort, which is a large increase from previous semesters.

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

We have faculty who are directly assessing the Research Methods (SOC 102) course, they don't have their results yet, but they are collecting data relevant to 2 sections of the course.

We also collected relatively extensive data from students in 10 sections total of SOC 101 and 102 regarding their experiences and perspectives about on-line courses. The results suggest that while many students recognize the convenience of online courses, fully one-third would definitely not choose an online course if an inperson version of the course was open. The most important factors for those students who would choose an online course were convenience related - avoiding the commute and completing work at a location of their choice. In qualitative interviews, there was little evidence that students who preferred online courses did so for reasons related to their preferred learning style, but primarily related to scheduling. Many students who had taken online courses and even would take them again, said that this would be better for GE courses but not for core courses or ones where it was important to learn the material.

We are in the process of developing an online course policy as part of our self-study/program review, and these data will be helpful in this effort.

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

We are doing our best to make sure students continue to receive quality instruction in a meaningful learning environment. There is a great deal of pressure toward online education for many reasons, but we find it important to note that even those students who are proponents of having online courses available do not propose that they are a better match for their learning styles. We feel this is important as we decide the best way to move forward, and certainly connect this to one point in our mission: "To promote students' understanding of human interaction, institutions, and trends so that the sociological perspective will help them comprehend and react to the complexities around them. Our students should be able to carry with them the sociological perspective, apply it to the organizations they work in, to their community and neighborhood, and to their role as citizens in a democratic society." Much of this involves inperson interactions with other students and faculty.

Q7.

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

a. Honestly we are not sure yet. Since this is our 2nd year in a row of a pilot effort that we were not ple...

b.

c.

Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

As mentioned above, we are now in the middle of a program review, so we are looking ahead to that one. Our previous review suggested that we "Investigate and develop a task force to look into best practices around capstone courses in the major." We still have not done this, but have included it as a goal in our current self-study. This assessment, although we put a great deal of time and planning into the effort, did not turn out as we hoped, but reenergized our realization that we need a capstone experience for students that will both help them, as well as help us gather meaningful assessment data.

Q9. Please attach any additional files here:

Q9.1.If you have attached **any** files to this form, please list **every** attached file here:**Section 4: Background Information about the Program****Program Information (Required)****Program:**
(If you typed in your program name at the beginning, please skip to **Q11**)**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

Q11.

Report Author(s):

Q11.1.

Department Chair/Program Director:

Q11.2.

Assessment Coordinator:

Q12.

Department/Division/Program of Academic Unit (select):

Q13.

College:

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

Program Type:

1. Undergraduate baccalaureate major
 2. Credential
 3. Master's Degree

4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

5. Other, specify:

Q16. Number of **undergraduate degree programs** the academic unit has?

Q16.1. List all the names:

BA in Sociology

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

Q17. Number of **master's degree programs** the academic unit has?

Q17.1. List all the names:

MA in Sociology

Q17.2. How many concentrations appear on the diploma for this master's program?

Q18. Number of **credential programs** the academic unit has?

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.

	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

 **Assessment Plan 2017 to 2022.pdf**
135.54 KB


Q21.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

 No file attached

Q22.

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

From Q2.3, Rubric for 2017-2018 Assessment Pre-Test (Sociology)

PLO	Element	1	2	3	4
Think Critically	Analysis beyond summary of visual	Both essay answers contain simple summary of graphs, no analysis	Both essay answers contain minimal analysis of graphs, primarily summary	At least one essay answer contains adequate analysis of graph, beyond summary	Both essay answers contain adequate analysis of graph, beyond summary
Quantitative Literacy	Quantitative literacy (percentages)	Incorrectly interprets values of percentages; Refers to values of n as important	In some cases correctly interprets values of percentages; in other cases does not	Integrates values of percentages correctly, but just summary	Integrates values of percentages correctly and effectively to make point
Quantitative Literacy	Quantitative literacy (scatter plot)	Relationship is incorrectly explained.	US is included in explanation, per instructions, but general IV-DV relationship is not adequately explained	IV-DV relationship is correctly explained, but US is not correctly included	Correctly interprets relationship conveyed between IV and DV on scatterplot (including US)
Writing skills to communicate effectively	Convey ideas clearly (in timed writing setting)	Uses bullet points or incomplete sentences that do not convey ideas clearly in both essays	Student's separate ideas can be understood, but are not well-organized in both essays	Student's ideas can be understood and are well organized in one essay, but not both.	Ideas are conveyed clearly and in complete sentences in both essays.
Applied learning (apply sociological imagination)	Analyzes social structure (e.g. patriarchy and/or capitalism)	Analysis relies entirely on individual explanations	Analysis relies primarily on individual explanations, and inadequately integrates social factors	Analysis relies primarily on social factors to analyze discrepancies in one, but not both graphs.	Analysis relies on social factors to analyze discrepancies in both graphs.

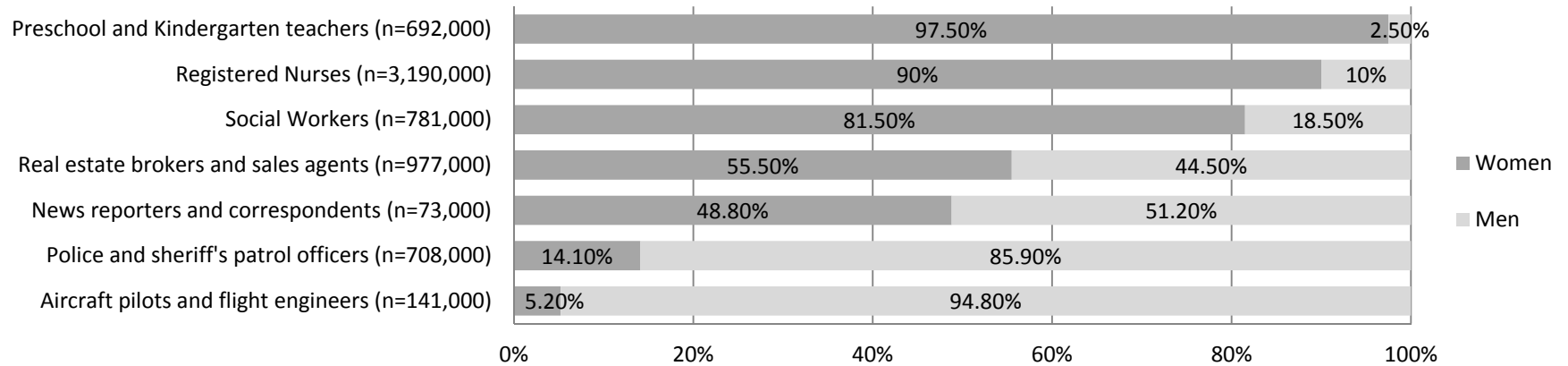
RUBRIC for Pre-test/Post-test Assessment – Department of Sociology, CSUS, 2017-18

Name: _____

Last 4 digits of Sac State ID #: _____

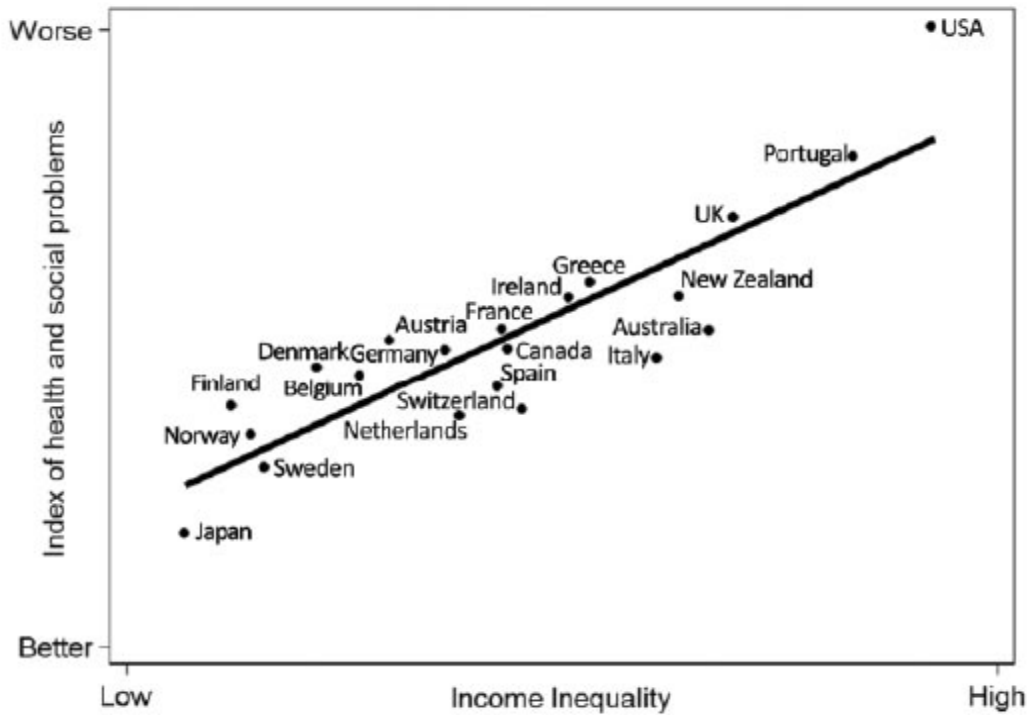
Please use paragraph form, with complete sentences, in your responses to the two questions (1 on each side of the page). Your name and ID are used only for recordkeeping purposes. The activity is used for assessment of the Sociology program, it does not have any effect on your own personal status or grades.

Figure 1: Sex composition of select professions. Data from U.S. Department of Labor, 2016, compiled by Boston Globe.



1. Write a paragraph describing what you believe are the key sociological implications of the data provided in Figure 1. Refer to at least 3 specific percentages from the Figure to support your answer.

Figure 2. Effect of income inequality on Index of health and social problems in rich countries, 2009.



“Income inequality” is measured by the ratio of incomes among the richest compared with the poorest 20 percent in each country.

The “index of health and social problems” combines data on: life expectancy, mental illness, obesity, infant mortality, teenage births, homicides, imprisonment, educational attainment, distrust, and social mobility. Raw scores for each variable were converted to z-scores, and each country was given its average z-score.

From: <https://www.ahrq.gov/professionals/education/curriculum-tools/population-health/pickett.html> Original Source: R. Wilkinson and K. Pickett (2009) *The spirit level*

2. Write a paragraph describing what you believe are the key sociological implications of the data in Figure 2. In your answer, be sure to specifically address the data for the United States.

From Q4.1, Sociology 2017-2018 Table with Rubric Results

	Element	1	2	3	4		
Think Critically	Analysis beyond summary of visual	Both essay answers contain simple summary of graphs, no analysis	Both essay answers contain minimal analysis of graphs, primarily summary	At least one essay answer contains adequate analysis of graph, beyond summary	Both essay answers contain adequate analysis of graph, beyond summary	Total	
		26%	42%	24%	8%	100%	
		13	21	12	4	n=50	
						32% earned 3 or higher	
	Element	1	2	3	4		
Applied learning (apply sociological imagination)	Analyzes social structure (e.g. patriarchy and/or capitalism)	Analysis relies entirely on individual explanations	Analysis relies primarily on individual explanations, and inadequately integrates social factors	Analysis relies primarily on social factors to analyze discrepancies in one, but not both graphs.	Analysis relies on social factors to analyze discrepancies in both graphs.	Total	
		17%	58%	8%	17%	100%	
		9	29	3	9	n=50	
						25% earned 3 or higher	
	Total scores (out of 8)	n	%				
	2	4	8				
	3	13	26				
	4	17	34				
	5	4	8				
	6	4	8				
	7	5	10				
	8	3	6				
	Total	50	100%				
			24% earned 6 or higher.				

Assessment Plan (AY17-18 through AY21-22) – SOCIOLOGY DEPARTMENT

In just the past 5 years since our previous Self Study Report, the make-up of our student body and faculty has changed a great deal. **In 2012-13, we had 545 majors, 15 full-time faculty and 10 lecturers. According to the Departmental Factbook, in 2016-17, we have 725 majors, 14 full-time faculty and 22 lecturers (61% of faculty).**

The work load on all faculty has increased and we are focused on developing feasible, sustainable approaches to department assessment.

The previous assessment (2011-12 to 2016) plan was very difficult to maintain as it proposed multiple assessments, and multiple sources of data. While it might be ideal to collect data from multiple sources (i.e. focus groups, exit surveys, entrance surveys, etc.), we hope to develop an assessment plan for the next 5 years that accomplishes two things that the previous plan did not:

- (1) Implement a data collection procedure that is *sustainable* in terms of amount of faculty and student time, and record keeping.
- (2) Successfully match student performance on select learning outcomes from the beginning of their time in the Sociology program to their final semester to allow us to infer, with greater confidence, that any evident changes are due to students' learning and experiences throughout the entirety of the program.
 - Once we have collected data with both pre- and post-tests for the first cohort of students, we will only analyze data for those students who complete both tests, and comparing within native freshmen and transfer students.

Fall, 2016 and Spring, 2017 – For the AY 2016-17 Program Assessment, we piloted a “post-test” approach to assess the extent of student learning for relevant Program Learning Objectives (PLOs). The test was given at the end of SOC 102, with data from an existing assessment tool developed by faculty involved in a systematic quasi-experimental evaluation of the SOC 102 course, Research Design and Analysis.

The pilot test of this approach was not particularly successful. On the surface, the assessment matched the PLO it was intended to measure, but we felt that we needed to be able to give more specific directions in terms of the style and content of the students' answers, so to do this we developed a specific assessment tool with more specific directions for our purpose.

2017-18:

We piloted the assessment tool in Summer 2017 with students at the required Summer orientations (n=95).

Summer Orientations – Students completed the assessment “pre-test” during orientation. They provided their names and, the last 4 digits of their Sac State IDs (if they had them). These identifiers were intended to be used to match their pre- and post-tests.

Students were recorded as transfer students or incoming-Freshman.

By the end of Spring 2019, we intended to administer the same assessment to students in their 102 courses and then match the aggregate pre-test results to post-test, as well as look at the mean change in scores. After the initial administration of the pre-test however, we found that the instrument we developed would most likely not work for the purpose it was intended. The collection process and length of time it took to complete the assessment was simply longer than originally anticipated.

2018-19: We are looking at two possible options for the upcoming year, and hope to find a sustainable option.

1. As part of the program review we are developing a 2 unit capstone experience for students. This will be required during their final semester and will most likely need to be online to meet student scheduling needs. We can use e-Portfolios from this experience or direct or indirect surveys/tests to assess a variety of learning outcomes and have high response rates by making the assessment relevant to the course and required.

Since it may take a while to develop the 2 unit course, we have a 2nd option in the interim:

We find ourselves circling back around to where we have been in the past. Our most successful assessments in previous years have used final papers from Sociology 102 (Research Design and Analysis) and measured the students’ successful mastery of various PLOs. The department has recently implemented a Research Symposium each semester, where students display their research projects. While students from most (not all) sections of SOC 102 participate in this effort, this will potentially be a source of sustainable and measurable data relevant to several of our PLOs, including the following:

1. The sociology major at CSU Sacramento will be expected to think critically.
2. The sociology major at CSUS will be expected to have the writing skills necessary to communicate effectively with persons whom they encounter in their work, civil obligation and personal life.
3. Students will be able to:

- i. Design a research study to analyze a social experience or problem, using evidence and quantitative and qualitative research methods from sociology.
- ii. Apply sociological theory to a social experience.
- iii. Apply a sociological imagination to a social experience to understand and/or explain it.