

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Sociology

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2016-17	SLO #1 - Demonstrate critical thinking through verbal and written communication.	The BSS scoring rubric for writing was used to assess student writing assignments in SOCI 441 Public Sociology. In addition to myself, two fellow professors assessed a "Letter to the Editor" assignment in 3 separate sections of this class, using the scoring rubric loaded into the STEPS system. All three of us had been normed on the writing rubric. Scoring on the rubric ranged from 1 (below expectations) to 4 (exceeds expectations) in the areas of content, organization, sources and evidence, and grammar and style. Seventy percent of students meeting or exceeding expectations on their writing assignments is our benchmark indicator for successful performance.	Over all three sections of this course (2 classes, three groups of students), for content, the scores on the rubric showed an average of 67.62 percent; an average 67.62% of the students across all three sections met or exceeded expectations. For one of the sections, 85.72% of the students met or exceeded expectations. For organization, the average result was 64.28. Also, one of the sections resulted in 85.72 % of the students meeting or exceeding expectations. For sources and evidence, the average result was 35.48%. For grammar and style, the average rubric assessments came in at 57.86% as meeting or exceeding expectations; once again, however, one of the sections came in at 71.43%	Will discuss these results and any areas for improvement with the Curriculum Committee.
2015-16	9. Display knowledge of the impact of social institutions on everyday lives	SOCI 441: Sociology of World Affairs n=80	43 of 61 students demonstrated well (53%); 27 out of 80 students demonstrated (33%); 10 out of 80 students did not demonstrate competency (13%). 75% benchmark was met and exceeded.	Will discuss these results and any areas for improvement with the Curriculum Committee.
		Exit Survey, n=21	95.2% of students self-reported an excellent understanding of the impact of social institutions on everyday lives, 100% of students self-reported an excellent understanding of the processes by which social control shapes our lives, and 4.8% a good understanding of the impact of social institutions on everyday lives.	Will discuss these results and any areas for improvement with the Curriculum Committee.
	10. Demonstrate proficiency in the use of technology	SOCI 315: Statistical Analysis for the Social Sciences, n=24	10 of 24 students demonstrated well (41.7%); 10 of 24 demonstrated the learning objective (41.7%); 4 of 24 students did not demonstrate competency (16.7%). 75% benchmark was met and exceeded.	Will discuss these results and any areas for improvement with the Curriculum Committee.
		Exit Survey, n=21	76.2% of students self-reported an excellent understanding of SLO and 23.8% a good understanding of SLO.	Will discuss these results and any areas for improvement with the Curriculum Committee.

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2014-15	7. Exhibit an understanding of the structural and interpersonal basis of social inequality.	Embedded essay assignment in SOCI 340: Wealth & Inequality (n=61)	15 of 61 students demonstrated well (25%); 42 of 61 students demonstrated (69%); 4 of 61 students did not demonstrate competency (6%). 75% benchmark was met and exceeded.	Continue the effort in developing students' ability to understand the structural and interpersonal basis of social inequality in the stratification elective courses (SOCI 330 Sociology of Gender, SOCI 340 Wealth & Inequality, SOCI 350 Ethnic & Race Relations.
		Exit Survey, n=30	71% of students self-reported an excellent understanding of structural bases of inequalities, 57% of students self-reported an excellent understanding of interpersonal bases of inequalities; 21% a good understanding of structural bases of inequalities, 32% a good understanding of interpersonal bases of inequalities; 7% a fair understanding of structural bases of inequalities, 11% a fair understanding of interpersonal bases of inequalities.	N/A
	8. Recognize the relationship between personal agency, social responsibility, and social change (sociological imagination).	SOCI 461: Sociology of the Life Course, Life History Analysis, n=30	11 of 30 students demonstrated well (36.7%); 14 of 30 students demonstrated competency (46.7%); 5 of 30 students did not demonstrate competency (16.7%). 75% benchmark was met and exceeded.	Continue the effort in developing students' recognition of the connections between personal agency, social responsibility and social change (sociological imagination).
		Exit Survey, n=30	61% of students self-reported an excellent understanding of SLO, 25% a good understanding of SLO, 14% a fair understanding of SLO.	N/A

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2013-14	5. Illustrate an understanding of the processes and implications of globalization	Evaluation of SOCI 441 Capstone Paper, random sample of 31 papers (n=6).	4 of 6 students demonstrated well (66.6%). 2 of 6 students demonstrated (33.3%). 75% benchmark was met and exceeded.	Continue the effort in developing students' understanding of the process and implications of globalization, which is a stated goal of the Sociology Program.
	5. Illustrate an understanding of the processes and implications of globalization	Self-reported data by Graduating Seniors' Exit survey, n=31 of 91 graduates in AY 2013/2014.	52% of students self-reported an excellent understanding of SLO, 38% a good understanding, 10% a fair understanding. 57% of graduating seniors reported that they wished they had learned more about globalization.	Continue the effort in developing students' understanding of the process and implications of globalization, which is a stated goal of the Sociology Program.
	6. Identify processes of social control and how they shape our social institutions and lives.	Evaluation of essay exam question in SOCI 301: Contemporary Theory (n=39).	34 of 39 students demonstrated competency (87%). 5 of 39 students did not demonstrate competency (13%). 75% benchmark was met and exceeded.	Continue to emphasize the importance of identifying the processes of social control and how they shape our lives, which is central to "the craft of disciplined sociological inquiry." (From mission statement.)
	6. Identify processes of social control and how they shape our social institutions and lives.	Self-reported data by Graduating Seniors' Exit survey, n=31 of 91 graduates in AY 2013/2014.	82% of students self-reported an excellent understanding of SLO, 19% a good understanding.	Continue to emphasize the importance of identifying the processes of social control and how they shape our lives, which is central to "the craft of disciplined sociological inquiry." (From mission statement.)

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2012-13	3. Apply, critically interpret and synthesize sociological theory.	Evaluation of an embedded assignment in SOCI 301: Contemporary Theory (n=60)	11 of 60 students demonstrated well (18%). 43 of 60 students demonstrated (72%). 6 of 60 students did not demonstrate (10%). 75% benchmark was met and exceeded.	Continue the effort in developing students' ability to apply, critically interpret and synthesize sociological theory, with emphasis on developing these skills in sequenced required theory courses and capstone course
		Evaluation of a random sample of 70 SOCI 441: World Affairs capstone papers (n=22)	9 of 22 students demonstrated well (41%). 11 of 22 students (50%) demonstrated. 2 of 22 students (9%) did not demonstrate student learning outcome. 75% benchmark was met and exceeded..	Continue to emphasize the everyday practicality of developing students' ability to apply, critically interpret and synthesize sociological theory.
	4. Display an understanding of and appreciation for cultural diversity.	Evaluation of a random sample of 70 SOCI 441: World Affairs capstone papers (n=22)	9 of 22 students demonstrated well (41%). 11 of 22 students (50%) demonstrated. 2 of 22 students (9%) did not demonstrate student learning outcome. 75% benchmark was met and exceeded.	Continue to emphasize the importance of understanding and appreciating cultural diversity, which is at the heart of our Mission Statement and a goal of CSU Chico.
	2. Demonstrate the ability to design, and evaluate quantitative and qualitative research.	Evaluation of a random sample of 70 SOCI 441: World Affairs capstone papers (n=22)	9 of 22 students demonstrated well (41%). 13 of 22 students (59%) demonstrated. 75% benchmark was met and exceeded.	Continue the emphasis on developing skills that translate into career opportunities.