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| **College of Social Sciences****Sociology** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| **Mission Statement** **: The mission of the Department of Sociology is to provide students with an understanding of the major theoretical perspectives in sociology, knowledge about the ability to use sociological concepts in the analysis of social phenomena, opportunities to develop critical thinking as well as written and oral communication skills utilizing a sociological perspective, an understanding of socio-cultural diversity within and among societies, and qualitative and quantitative research skills, including the appropriate use of computer technology. This mission aligns with that of the College of Social Sciences as well as that of California State University, Fresno.** |

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| Goals and Student Learning Outcomes |

**A. The department will provide students with information about key sociological concepts and issues so they will be able to comprehend and apply major classical and contemporary theoretical perspectives. As a result, students will be able to:**

1. identify, explain and make use of basic sociological concepts

2. apply the sociological imagination

3. demonstrate knowledge of the assumptions and applications of major theorists

**B. The department will improve students’ research skills so they can analyze data, examine social phenomena, and create well-organized written and oral reports. As a result, students will be able to:**

4. utilize quantitative and qualitative techniques for the purpose of interpreting

 and communicating research results

5. demonstrate information literacy in evaluating social phenomena in socioculturally diverse

 communities and perceiving patterns and relationships within them

6. compile coherent, well-organized written and oral reports applying sociological analysis

**C. The department will directly engage students in the community through applied, project-based service-learning and/or internship opportunities. As a result, students will be able to:**

7. identify a community problem or need and assess solutions

8. utilize sociological theories and methods to explain and assess community

 issues and potential strategies

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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
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| Courses | Outcome  1 | Outcome 2  | Outcome 3 | Outcome  4 | Outcome  5 | Outcome 6  | Outcome 7 | Outcome 8 |
| Lower Division |  |  |  |  |  |  |  |  |
| 1 |  I |  I |  I |  I |  I |  I |  |  |
| 1S |  I |  I |  I  |  I |  I |  I |  I |  I |
| 3 |  I |  I |  I |   |  E |  I |   |  |
| 3s |  I |  I |   |  I |  E |  I |  I |  I |
| 125 |  R |  R |   |  I |  R |  I |  |  |
| 130W |  R |  R  |   |   |  E |  R |  |  |
| 130WS |  R |  R |   |   |  E |  I/R/E |  I/R |  I/R |
| Upper-Division |  |  |  |  |  |  |  |  |
| 151 |  R |  R |  E |  |  R |  R |  E/M  |  E/M  |
| 152 |  M |  M |  E/M |  |  M |  M |  |  R/M |
| 153 |  M |  M |  E/M |  |  M |  M |  |  R/M |
| 175 |  M |  M |  R |  E/M |  M |  M |  |  R |
| 176 |  M |  M |  R |  E/M |  M |  M |   |  R  |
| Electives |  |  |  |  |  |  |  |  |
| 111 |  I/R |  I/R |  I/R |  |  I/R |  I/R |  I/R  |  I  |
| 122 |  R |  R |  R |  I |  R |  R |  E/M |  E/M |
| 131 |  I/R |  I/R |  I/R |   |  I/R |  I/R |  I/R |  I |
| 132 |  I/R |  I/R |  I/R |   |  I/R |  I/R |  I/R |  I |
| 142 |  I/R |  I/R |  I/R |   |  I/R |  I/R |  I |  |
| 143 |  I/R |  I/R |  I/R |   |  I/R |  I/R |  I/R |  I/R |
| 144 |  R |  R  |   |   |  R |  R |  E/M |  R |
| 147 |  I/R |  I/R |  I |   |  I/R |  I/R |  I/R |  I |
| 148 |  I/R |  I/R |  I/R |   |  I/R |  I/R |  I/R |  I/R |
| 157 |  R |  R |  R |  I |  R |  R |  E/M |  E/M |
| 161 |  R |  R |  R |  E/M |  E/M  |  E |  R |  |
| 162 |  E |  R |  R |  |  R |  R |  |  |
| 163 |  I/R |  I/R |  I/R |   |  I/R |  I/R |  I/R |  I/R |
| 165 |  I/R |  E |  I/R |  I |  I/R |  I/R |  I/R |  I |
| 168 |  I/R |  I/R |   |   |  I/R |  |  I/R |   |
| 169 |  R |  |  R |   |  I/R |  I/R |  I |  |
| 174 |  R |  R |  |  E |  R |  E |  E/M |  |
| 183S |  I/R |  I/R |  |   |  R |  |  I/R |   |
| 184S |  I/R |  I/R |  |   |  R |  R |  I/R |   |
| 185 |  R/M |  R/M |  R |   |  R |  |  R/E |  R/E |
| 186S |  I/R |  I/R |  |  |  R |  R/E |  E/M |  R |
| 187S |  I/R |  I/R |  |  |  R |  R/E |  E/M |  R |

| **I = Introduced** | **R = Reinforced** | **E=Emphasized** | **M=Mastered** |
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\*Cells may have more than one measure indicated because both majors and nonmajors are enrolled in course. |

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| Assessment Methods |

* 1. **Direct Measures**
		1. **Embedded exam questions**: Students will write an essay in response to a specific content question on a final exam; using the attached rubric the essays will be scored on a 1-5 scale by at least two faculty members. The outcome is met if the student scores 3/5.Desired results will in include students’ ability to utilize key sociological terminology correctly, and identify and apply relevant theoretical perspectives as well as craft a clear, coherent report.
		2. **Research paper/project:** Student papers and/or projects involving questions that require the use of statistical analysis will be evaluated by at least two faculty members. Using the attached rubric, the paper/project will be evaluated on a 1-5 scale by at least two faculty. The outcome is met if the student scores 3/5. Desired results will include the extent to which students have identified and correctly used the appropriate methodology and also the extent to which they have analyzed the data and used it to draw conclusions or make arguments.
		3. **Pretest/Posttest**: These tests include both multiple choice and short answer questions and are used to assess content knowledge and critical thinking, as well as the extent to which student prospectives on issues (such as gender roles) change between the beginning and end of the course.
	2. **Indirect Measures**

 4. **Alumni Survey** : We will conduct an alumni survey of our majors in order to assess the extent to

 which they were provided with course content that assisted them in gaining or improving skills

 requisite to employment or advanced degrees. These skills can include critical thinking, oral and

 written communication, knowledge about basic sociological concepts and perspectives and the

 ability to interpret and apply basic research techniques.

 5. **Pipeline Analysis**: Faculty will conduct a review of student degree progress reports to identify

 course failure patterns/course-retake patterns. This information can be used for curricula

 development and revision as well as counseling students on course sequencing; this should result

 in shorter times to graduation.

 6. **Focus Groups**: Faculty will conduct focus groups of the supervisors of our students’ service-

 learning projects or internships as well as employers of our alumni, gathering information on

 areas of strength and areas in which student preparation and skill sets need to be better-

 developed.

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| Student Learning Outcomes X Assessment Methods Matrix |
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|  SLO’s |  SLO1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 | SLO7 | SLO8 |
| Pre-postTest | x | X | X |  |  |  |  |  |
| Embedded question | X | X | x | X |  |  |  |  |
| Paper or Project | X | x | x | x | x | x | X |  |
| Alumni Survey |  | X |  |  | x |  | X | X |
| Pipe-line study |  | x |  |  |  |  |  | x |
| Focus Group |  |  |  | X |  | x | x | x |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
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| Year 2017 to 2018 Soc 125: Learning Outcomes 4 and 6 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2018 to 2019 Soc 176: Learning Outcomes 4 and 6 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2019 to 2020 Soc 161 or Soc 174 (depending on scheduling/filling): Learning Outcomes |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects (class size permitting) will be drawn and scored using our rubric by at least two faculty |
| Year 2010 to 2021 Soc 175: Learning Outcomes 5 and 6 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2021 to 2022 (Sociology Major) Degree Progress Reports (upper division majors x 3-5 years) |
| Method 1: Pipeline Analysis: Goals A and B/Learning Outcomes 3 and 6 (Reports will be analyzed to look for patterns of failure or course repeats across several years of upper division students and/or alumni. If such patterns (resulting in extending time to graduation) are identified, we will examine curricula and course sequencing to help students move through the required courses . |

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| Process for Closing the Loop |
| For this five-year plan, the Department of Sociology is evaluating our research methods courses. Each of the assessment methods except for the final year of this five-year plan will involve the *final paper or project* for the course involved. As we have done in the past, results for each year’s SOAP project will be presented and discussed in the faculty meeting following the completion of the report. Then, at the department retreat in August, we will analyze the results in depth, discussing any proposed changes in course content, program curricula and faculty-course scheduling that emerge from our analysis of the SOAP project. The projects/papers that we will use for the SOAP project each year of this timeline are assigned every year in these courses; instructors of these courses will therefore be able to compare papers from semester-to-semester to ascertain if changes made subsequent to the initial analysis have been effective.The *Pipeline Analysis* we will conduct to complete this timeline is a device to analyze problem area for our students (courses most likely to be failed and/or repeated). As noted above, these results are discussed by all faculty in faculty meetings and retreats. Over the course of this five-year plan, it is our intention to initiate practices that encourage a review of syllabi prepared by new faculty and part-timers in our department. For example, syllabi prepared by new faculty or part-timers will be reviewed by the Chair or the SOAP Coordinator. This will help to confirm that learning outcomes are measurable and aligned with assignments and that the learning outcomes on the syllabi are consistent with departmental goals and outcomes.The faculty have agreed that the benchmark for *upper division classes* is that 80% of the class will obtain a minimum score of 3/5; for *lower division classes*, we anticipate that 70% of the class will obtain a minimum score of 3/5. |

 **Student Outcomes Assessment Rubric – Department of Sociology**

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|  |  **1** **Unacceptable**  |  **2** **Developing** |  **3** **Competent** |  **4** **Proficient** |  **5** **Exemplary** |
| **Content and** **purpose** | Minimal attention to content and purpose; errors of fact; lacks thesis statement/research question | Some attention to content and purpose but reflects incomplete understanding | Main points presented with limited details; some critical thinking present | Main points developed with quality supporting details and evidence | Insightful, cogent analysis of or response to a prompt; compelling, persuasive arguments  |
| **Use of appropriate methodology and data analysis** | No discussion of methodology or data analysis | Minimal discussion of methods and analysis;  | Adequate application of research methods and data analysis  | Clearly competent application of research methods and data analysis | Correct, well-applied methods used; consistently clear explanation and justification for data analysis |
| **Source of evidence** | Fails to demonstrate competence; few or unsubstantiated sources used  | Some attempt to use sources; overuse of quotations or paraphrases | Meets minimum requirement for use of sources; some information may lack relevance | Consistent use of appropriate, relevant sources to develop and support ideas  | Skillful, thorough, ethical and correct use of high-quality, credible, relevant sources to develop and support ideas |
| **Mechanics, format, and syntax** | Pervasive pattern of errors in grammar, structure, word usage; lack of organization | Lacks coherent structure; repeated , serious errors in grammar and word usage | Most grammar, structure and syntax correct; some errors remain  | Few errors in grammar, structure, or syntax; may be somewhat less fluid or complex | Clear organizational structure; excellent grammar and word usage with few, minor, non-repeated errors |