**Major Assessment Report for Sociology 2016-20177**

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.   SLO: A1-Students will be able to identify, explain and make use of basic sociological concepts.  SLO: B6 – Students will be able to compile coherent, well organized written and oral reports, applying a sociological analysis |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   As indicated in our timeline of assessment activities, we conducted an alumni survey (attached), an indirect measure. As noted in our Assessment Plan: *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.* For the indicated Learning Outcomes, we expect at least 75% of respondents to describe themselves as “moderately satisfied” or “extremely satisfied” with the amount of knowledge they obtained about basic sociological concepts. We also expect at least 75% of respondents to report either “a great deal,” “a lot,” or “a moderate amount” of skills enhancement in writing, critical thinking, information literacy and research skills. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   The Alumni Survey data included 108 respondents. The average age of our respondents was 42; 65% of our sample was female and 35% was male. About 51% of the respondents were white, 32% were Hispanic, 12% were Asian and 5% were African American. 62% of our respondents were not first generation college students.  ADD # of semesters. Of those who transferred to Fresno State, 80% transferred as Juniors.  Two-thirds of our respondents (66%) are employed full time; 4% are enrolled in higher education programs. 80% of those employed reported that they consider their current job as a career-type position.  To assess Learning Outcome A1, we utilized data from the question that asked “How much did you learn from the courses you took in Sociology about basic sociological concepts such as socialization, stratification, sociological imagination, deviance, etc.” Respondents were prompted to select one of five choices: “a great deal;” “a lot;” “a moderate amount;” “a little;” and “none at all.” 91% selected either  “a great deal” or “a lot;” 9% selected “a moderate amount” for a total in those three responses of 100%. We exceeded the benchmark in this area.  Responses to a series of questions asking “To what extent do you think the Sociology program at Fresno State helped you to increase your skills in \_\_\_\_\_\_\_,” provided the data to assess Learning Outcome B6. On this section of the survey, respondents were prompted to select one of five choices ranging from “a great deal” to “none at all.” In **Writing Skills**, 96% of respondents reported either a great deal, a lot, or a moderate amount of skill increase; in **Research Skills**, 99% reported one of those choices; in **Critical Thinking**, 98% of students did so; in **Information Literacy**, 98% of students reported these categories; and in **Collaboration Skills**, 96% of students reported one of these categories. We exceeded the benchmark in this area.  Although we exceeded our benchmark in the two SLO’s identified for this activity,  We also identified two areas of concern in the responses to the questions describe above asking about skill increases in various areas. In the areas described above, between 45% and 64% of respondents noted that their skills had increased “a great deal.” But in Reading Skills, only 34% reported “a great deal” of skill increase. And the cumulative scores noted above for categories ranging from “a great deal” to “a moderate amount” ranged from 96% to 99%; for Reading, that score was 89%.  This may be reflective of the reading skills with which our students come to us; many of our upper division courses require challenging, primary source readings that students who lack advanced reading skills may find intimidating and discouraging. Not all students choose to complete readings which also affects comprehension, grades and subsequent confidence in reading skills.  We also noted that more respondents indicated they felt that they had learned “a great deal” about “cultures different than your own” (65%) than they had about “U.S. Society” (55%). It could be that students already assume that they know more about their own society than other cultures.  74% of respondents reported that they would still choose Sociology as a major if they had it to do over. 66% reported being “extremely satisfied” with the education they received in the Sociology Department and another 30% reported moderate satisfaction. None reported dissatisfaction. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   We intend to continue to discuss this survey data in the next several faculty meetings, asking for suggestions to support and encourage students in completing reading assignments. Several faculty are now utilizing reading check quizzes or exercises for each reading assignment. Faculty in research and critical thinking courses are reading articles together in class, prompted by the instructor as they read to identify specific conclusions and explain how the author reached those conclusions. Another faculty member has prepared a student handout detailing strategies for reading various sources (textbooks, articles, primary sources). These strategies can easily be utilized in many other courses and while they may not remediate all reading deficiencies, they can help our students read more efficiently and productively.  To address the students’ impression that they are learning more about cultures different from their own, it may also be of value in discussion of issues affecting other cultures how those specifically affect U.S. society. Faculty could compare, for example, dimensions of inequality here and in another cultural setting. While it is important to remind students of the global nature of our society today, it is also essential that they understand U.S. society in depth and detail, in both how it is similar and how it differs from strategies and attitudes elsewhere. |
| 1. **What assessment activities will you be conducting in the 2016-2017 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   As per the timeline on our SOAP, for 2017-2018, we will be assessing Learning Outcomes B4 ( )  and B6 ( ). To accomplish this assessment we will be using one of our direct measures, evaluating a paper or project. Two faculty will use our rubric to evaluate a sample of the final papers/projects for Soc 125.  We expect that 75% of students will achieve a score of 3/5. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”     The Department has made progress on our **Program Review Action Plan** in several areas.   1. **Work to improve tenure density**: We have started a hiring search for a faculty member to teach theory and another speciality area (education, food, urban) who will start in Fall 2018. This will help us move forward on the next action plan item: 2. **Require both classical (Soc 152) and contemporary (Soc 153) sociological theory and make them** **sequential:** Our level of tenure-density prevented us from doing this until we got at least one more hire. Now that the search is in process, we can re-examine this proposed curriculum revision. In the interim, we urged faculty teaching upper division courses to include materials on relevant theorists and have ensured that all faculty teaching Social Class and Inequality include a 6-week emphasis on classical and contemporary theories on stratification. 3. **Make Soc 175, Quantitative Research Methods, a capstone course:** We are in the process of accomplishing this by designating the course as such in our department literature and brochures. 4. **Require mandatory advising:** With the advent and expansion of the College Advising Center, our students have better access to advisors. Also, the hiring of another faculty member will help with the student faculty advisor ratio which is current too imbalanced to permit mandatory advising at present. 5. **Revamp Soc 3 (Critical Thinking) to reduce the emphasis on quantitative skills.**   This has been an ongoing process for several years as we have increased the number of sections offered and changed the faculty teaching the course.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |