



2024 Academic
Program Assessment
Report

Sociology

Program current
assessment plan
here:

Program prior
assessment report
here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/sociology-assessment-plan-2019.pdf

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/sociology-assessment-report-2022.pdf

Report Completed By:	Susan Calhoun-Stuber
Date Report Completed:	June 11, 2024
Faculty members involved in this Assessment:	

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program
Mission and Goals:

Brief statement of Program mission and goals: The analytic frameworks sociologists employ encourage students to think about complex situations in a new way by showing how the social environment influences people's life options, advantages and disadvantages. Sociologists are interested not only in understanding social issues and social organization, but also in resolving social problems and improving social conditions for human populations. With sociological knowledge we become more aware of ourselves, of other people, and of the world we all live in. To study sociology, a student needs to acquire information (what we know), methodology (how we know), and theory (how we explain). A major in sociology will require students to develop background and strength in each of these domains. The insights gained from a sociological perspective include the ability to perceive the structures and patterns upon which everyday life rests, to understand the interaction between individual agency and social forces, to interpret events from diverse perspectives, and to examine existing social arrangements critically. The major is organized to provide a firm foundation in theory and research methods while allowing students to tailor their major to their specific subject interests.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Understand the major theoretical perspectives in sociology through comparing, contrasting, and thinking critically about the roles of these theories in the study of society							
2. Apply a variety of quantitative and qualitative research methods in the gathering and analysis of sociological data and recognize common methodologies used in sociological literature.							
3. Use sociological theories and methods to analyze substantive social issues and problems such as deviance, race, gender, sexuality, and class.	AY 2022-2023	Student papers were assessed.	Sociology majors in their senior year and sociology majors competing their final classes in the major during the assessment period. Number of students whose work was assessed = 9.	80% of students will demonstrate proficiency with a score of 3 or higher.	89% of the collected artifacts received a score of 3 or higher.	Student performance met the department's expectations.	No changes to the program are planned based on the outcome of this year's assessment, however department faculty continually evaluate how to improve the program to enhance student learning.
4. Demonstrate critical thinking by evaluating arguments and evidence related to social issues and by connecting sociological insights to current events and personal experiences of the social world.							
Comments on part I:							

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
2. Apply a variety of quantitative and qualitative research methods in the gathering and analysis of sociological data and recognize common methodologies. used in sociological literature.	Spring 2022	In addition to examining how topics are introduced in the required methods course, department faculty will review program curricula to determine how all areas addressed by SLO 2 are reinforced and what course assessments are designed to support students in mastering SLO 2.	1. Advanced methods class offered in spring 2023. 2. Employed undergraduate TAs in methods classes. 3. Developed advanced methods course, a new requirement for sociology majors entering the BS degree program beginning in AY 2024-2025.	1. Continue to determine how the areas addressed by SLO 2 are reinforced in program curricula and to identify which class assessments are designed to support students in mastering SLO 2. 2. Consider embedding undergraduate TAs in introduction and advanced methods classes. 3. Develop additional research course in field research or ethnography possibly as SOC/ANTH cross listed offering. 4. Formally assess SLO 2 in AY 2025-2026.

Comments on part II:	
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Assessment Rubric:

SLO 3

- SLO 3 – Use sociological theories and methods to analyze substantive issues and problems such as deviance, race, gender, sexuality and class.

Criteria for Evaluation	4 (Exemplary)	3 (Proficient)	2 (Developing)	1 (No evidence/unable to judge)
Student's work demonstrates an ability to clearly, consistently, and effectively use sociological theories, concepts, or methods to explain and analyze substantive social issues and problems.				

- 1 Artifact fails to meet minimum expectations for senior level performance.
- 2 Artifact minimally and/or inconsistently meets expectations for senior level performance.
- 3 Artifact clearly & consistently meets expectations for senior level performance.
- 4 Artifact exceeds expectations for senior level performance.