CSU PUEBLO

2022 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/sociology-assessment-plan-2019.pdf
Sociology		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/sociology-ba-bs-assessment-report-2020.pdf

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Date Report Completed:	6/8/2022
Faculty members involved in this Assessment:	Aaron Johnson, Sarah Messer, Heidi Reynolds-Stenson, Colleen Hackett, Chris Messer

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:	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 ife 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.	Adopted new Sociology SLOS in 2019. This is the first time SLO 2 from the revised assessment plan is being assessed.	After reading an assigned published sociology research article students responded to a series of 8 open-ended questions about the methods and data analysis employed in the reported research. [Scoring rubric is posted in this folder]	Sociology majors in their senior year were asked to complete the assessment. Six students completed the assessement.	75% of students will demonstrate proficiency with an average score of 3 or higher.	5 (83%) of the 6 students received an average score of 3 or higher, demonstrating proficiency on SLO 2.	Student performance met department expectations.	In addition to examining how these topics are introduced in the required methods course, dept. faculty will review program curricula to determine how all areas addressed in SLO 2 are reinforced and what course assessments are designed to support student in mastering SLO 2.
3. Use sociological theories and methods to analyze substantive social issues and problems such as deviance, race, gender, sexuality, and class.							
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?**					
SLO 4 An ability to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.	Spring 2020	1. We will review the assignments used for assessment to improve consistenciy across courses. 2. We will consider collecting artifacts druing both fall and spring semester in order to increase the percentage of majors assessed. 3. We will revisit the rubric selected for this year's review since it is the first time it was used. 4. We will examine course content and the assignments across program curriculum to evaluate how effectively we provide opportunities for students to develop, reinforce, and master critical thinking skills as they progress through program. This includes attention to the students' ability to demonstrate these skills in written work.	The sociology program review is scheduled for AY 2022-2023 during which time the recommendations in item C will be part of our curriculum and assessment review procedures.	SLO 4 was not assessed this year.					
Comments on part II:									

Sociology and Criminology SLO 2 Assessment 2021-2022

SOCIOLOGY Program SLO 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.

CRIMINOLOGY Program SLO 2:

An ability to understand, interpret, and apply various research methodologies in the field of criminology.

	0	**1**	**2**	**3**	**4**
After reading *Work, Welfare and Single Mother's Economic Survival Strategies* by Edin & Lein, respond to the questions below. Your primary objective is to demonstrate your achievement of Sociology SLO 2 by accurately using relevant sociological terms, phrases, concepts, theories, and facts to respond to the questions below. Additionally, your responses should be well-organized in a logical and "intuitively" easy-to-follow manner, and adhere to the conventions of Standard Written English.					
1. What is the article's research question? Please respond in 150 words or less.					
2. What method of data collection did the authors use? Please respond in 150 words or less.					
3. What are some advantages or disadvantages to using this method? Please respond in 150 words or more.					
4. Why is this an appropriate method for investigating this question? Please respond in 150 words or more.					
5. Discuss another data collection method that could be used to improve this research. Explain your reasoning in 150 words or more.					
6. Who/what is included in the sample? That is, what is the unit(s) of analysis? Please respond in 150 words or less.					
7. How do the author(s) measure the key concepts? Please respond in 150 words or more.					
8. What are the findings? Please respond in 150 words or more.					

4 points = The student has expressed an extensive understanding of the concept. The student answered the question correctly and fulfilled all the requirements. The response is clear, concise, detailed, and indicative of a well-developed understanding of the topic.

3 points = The student provided an answer that is accurate and fulfills all the requirements, but the response was not detailed or well-developed.

2 points = Response shows a partial understanding of the concept. The student response is general and incomplete, and important components of the correct response are missing.

1 point = The student response is limited and/or incomplete. May be incorrect or the student only answered fragments of the question posed.

0 points = No response is given, or the response is inaccurate.