Department of Sociology & Social Services, CLASS

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# **ASSESSMENT PLAN: B.A. in Sociology**

### Updated Date: Winter, 2013, By Patricia Jennings

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  The mission of the B.A. program in Sociology and Social Services is to provide a stimulating and nurturing learning atmosphere for a highly diverse group of students. The program seeks to have students develop and express a love of learning and a respect for a wide range of intellectual perspectives, including a variety of theories and scientific methodologies. We are dedicated to providing students with tools and opportunities to critically examine social life, including the full range of social problems. Students learn specifically about the workings of social institutions, patterns of group life, social change, and the social causes and consequences of human behavior. Students who choose the option in social services will learn basic principles and practices in applying this perspective to support individuals, families and groups, or for going on to do graduate study in social work, public administration or counseling.  Students will increase their appreciation of the value of all human beings and a commitment to an inclusive and just society that addresses the needs of all groups of people. In acquiring a deep understanding of the structure of groups, organizations, and societies -- and human interaction within these contexts, our students develop their capacity for more personally rewarding and socially responsible participation and leadership in their families, their work, their communities, society as a whole. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a BA in Sociology will be able to: | |
| SLO 1 | Critically analyze academic materials and write on topics that focus on social diversity. |
| SLO 2 | Critically examine “knowledge claims” by mastering an understanding of research methods, which includes an understanding of appropriate: a.) data collection, b.) sampling methods and c.) appropriate tools for data analysis. |
| SLO 3 | Demonstrate an ability to work collaboratively with community partners through internship placements in local social service agencies that are overseen by social service professionals. |
| SLO 4 | Read, interpret, integrate and synthesize abstract sociological theories and research studies. |
| SLO 5 | Comprehend and communicate ideas and perspectives, transmitted through oral and written academic work< clearly and persuasively in oral and/or written communication. |
| SLO 6 |  |

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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | SLO 3 is our primary aim, but the rubric also captures SLO1 | |
| 1. Assessment indicators | | A direct assessment of student work in filed placements will be conduct by supervisors in local community-based agencies using a rubric developed by Holly Vuiga who supervises the field placements for the Social Service Option. | |
| 1. Sample (courses/# of students) | | Sixty student’s enrolled in Sociology 4718 (Social Service Field Placement) will be assessed by their field supervisor. | |
| 1. Time (which quarter(s)) | | The end of the spring 2013 quarter | |
| 1. Responsible person(s) | | Holly Vugia | |
| 1. Ways of reporting (how, to who) | | A written report that analyzes and summarizes the sixty completed rubrics will be generated by Holly Vugia for our 2013/14 annual review (we completed a Five-Year Review in 2012/13 so are not required to generate an 2012/13 annual review.) | |
| 1. Ways of closing the loop | | Review and revise filed placements | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | SLO1 | |
| 1. Assessment indicators | | A direct assessment will be conducted. An essay assignment and grading rubric will be developed for Social Inequality (Soc 3420). | |
| 1. Sample (courses/# of students) | | A randomly selected sample of 15 essays will be sampled from a total of 30 students | |
| 1. Time (which quarter(s)) | | Spring | |
| 1. Responsible person(s) | | Patricia Jennings & to be determined | |
| 1. Ways of reporting (how, to who) | | A written report will be generated for our annual review. | |
| 1. Ways of closing the loop | | Use findings to review course materials. Develop new course assignments if necessary. | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | SLO2 | |
| 1. Assessment indicators | | Develop a grading rubric for research portfolios (treat as an embedded assignment that serves as a direct assessment of SLO 2) that are currently required by Dr. Hester Van der Vinne in Research Methods II (Soc 4112). | |
| 1. Sample (courses/# of students) | | A randomly selected sample of 10 portfolios (portfolios are 30 pages long) will be drawn from a class of 30. | |
| 1. Time (which quarter(s)) | | Spring | |
| 1. Responsible person(s) | | Patricia Jennings & to be determined | |
| 1. Ways of reporting (how, to who) | | A written report will be generated for our annual review. | |
| 1. Ways of closing the loop | | Revise course materials/assignments. Develop a Capstone course as a way to reinforce rigorous courses such as methods and theory. | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | SLO4 | |
| 1. Assessment indicators | | A direct assessment will be conducted. An embedded essay or Blue Book final exam (the assignment will depend on the instructor) assignment and grading rubric will be developed. | |
| 1. Sample (courses/# of students) | | Sociological Theory (Soc 3310) | |
| 1. Time (which quarter(s)) | | Spring | |
| 1. Responsible person(s) | | Patricia Jennings & Carl Stempel (but this may change) | |
| 1. Ways of reporting (how, to who) | | A written report will be generated for our annual review. | |
| 1. Ways of closing the loop | | Revise course materials/assignments. Develop a capstone course as a way to reinforce rigorous courses such as methods and theory. | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | SLO 5 | |
| 1. Assessment indicators | | A direct assessment will be conducted. An assignment (to be determined by the instructor) and a grading rubric will be developed. | |
| 1. Sample (courses/# of students) | | Will depend on the length and difficulty of the assignment. | |
| 1. Time (which quarter(s)) | | Spring | |
| 1. Responsible person(s) | | To be determined | |
| 1. Ways of reporting (how, to who) | | A written report will be generated for our annual review. | |
| 1. Ways of closing the loop | |  | |