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| **California State University, Fresno**  **College of Social Sciences**  **Sociology B.A.**  **Department of Sociology: Christopher Sullivan, SOAP Coordinator** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 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. |

## Institutional Learning Outcomes, Department Learning Outcomes/Goals, and SLO’s

**Institutional Learning Outcomes**: Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

**Department Goals and related SLO’s:**

## 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, which reflects knowledge of how individual experiences are shaped by historical context and inequitable social structures (and vice versa)

## 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 activities, including but not limited to service-learning and/or internship opportunities. As a result, students will be able to:

## 7. identify a community problem/need, and assess solutions

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

## issues and potential strategies

## Curriculum Map: Courses in which SLO’s are addressed and evaluated

| **Core Courses** | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | SLO 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lower Division** |  |  |  |  |  |  |  |  |
| SOC 1 | I | I | I | I | I | I |  |  |
| SOC 1S | I | I | I | I | I | I | I | I |
| SOC 3 | I | I | I |  | D | I |  |  |
| SOC 3S | I | I |  | I | D | I | I | I |
| SOC 125 | D | D |  | D | D | I |  |  |
| SOC 130W | D | D |  |  | D | D |  |  |
| SOC 130WS | D | D |  |  | D | D | I | I |
| **Upper Division** |  |  |  |  |  |  |  |  |
| SOC 151 | D | D | M |  | D | D |  | M |
| SOC 152 | M | M | M |  | M | M |  | M |
| SOC 153 | M | M | M |  | M | M |  | M |
| SOC 175 | M | M | D | M | M | M |  | D |
| SOC 176 | M | M | D | M | M | M |  | D |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M = Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods

| Assessment Measure | Evaluation  Method | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | SLO 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Direct |  |  |  |  |  |  |  |  |  |
| Assessment Exam | Score | X | X | X | X |  |  |  |  |
| Embedded  Exam Questions | Rubric | X | X | X | X |  |  |  |  |
| Research Paper or Project | Rubric | X | X | X | X | X | X | X |  |
| Pretest/ Posttest | Score | X | X | X |  |  |  |  |  |
| Reflection Paper | Rubric |  | X | X |  | X | X | X | X |
| Indirect |  |  |  |  |  |  |  |  |  |
| Alumni Survey | Criteria |  | X |  |  | X |  | X | X |
| Pipeline Analysis | Criteria |  | X |  |  |  |  |  | X |
| Focus Groups | Criteria |  |  |  | X |  | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

* 1. Direct Measures

1. Assessment Exams

2. Embedded Exam Questions

3. Final Research Paper or Project

4. Pretest/Posttest

5. Reflection Paper

* 1. Indirect Measures

1. Alumni Survey

2. Pipeline Analysis

3. Focus Groups

## Assessment Schedule/Timeline

| Academic  Year | Measure | SLO | SLO | SLO | SLO | SLO | Potential Courses |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-2023 | Research Paper | 3 | 6 |  |  |  | SOC 153 |  |  |  |
| 2023-2024 | Embedded  Questions | 1 | 2 |  |  |  | SOC 1 |  |  |  |
| 2024-2025 | Reflection  Paper | 1 | 7 |  |  |  | SOC 3S |  |  |  |
| 2025-2026 | Research  Project | 4 | 5 | 6 |  |  | SOC 176 |  |  |  |
| 2026-2027 | Focus Groups | 2 | 8 |  |  |  | SOC 151 |  |  |  |
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| Closing the Loop |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| **Department Closing the Loop process:** The Assessment Committee (including department coordinator and full-time faculty members) is responsible for designing and carrying out assessment activities with input from the entire department. As we have done in the past, results for each year’s SOAP project will be presented and discussed in faculty meetings following the completion of the report. At these department meetings, 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.  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. |