### Program Student Learning Outcomes

In January 2014, the Department of Sociology and Social Services updated and adopted the following Student Learning Outcomes (SLOs):

- **Sociology SLO1**: Students will be able to read and analyze sociological data and, thus, be able to critically examine “knowledge” veracity by mastering appropriate research methods, including: 1) data collection, 2) sampling, and 3) data analysis.

- **Sociology SLO2**: Orally and in writing, students will be able to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms.

- **Sociology SLO3**: Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.

- **Sociology SLO4**: Students will be able to work collaboratively in diverse groups, and when appropriate to their educational path, successfully complete service in community social service practicum.

- **Sociology SLO5**: Students will be able to promote sustainability by acquiring knowledge of local, national and global socioeconomic policies and practices that contribute to poverty, resource scarcity, violence, exploitation, and environmental degradation, as well as explore ethical, responsible alternatives to those policies.

- **Sociology SLO6**: Students will able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods.

The previous six SLOs are aligned with the following Institutional Learning Outcomes (ILOs):
ILO1. THINKING AND REASONING: Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

ILO2. COMMUNICATION: Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

ILO3. DIVERSITY: Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

ILO4. COLLABORATION: Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

ILO5. SUSTAINABILITY: Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.

ILO6. SPECIALIZED DISCIPLINE: Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

B. Program Student Learning Outcome(s) Assessed

Until recently, the Department of Sociology and Social Services has offered two options for students. Students who choose the option in sociology 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 chose the option in social services learned 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. Both options graduate students with a Bachelors of Arts in Sociology, but the social service diploma reads Bachelor of Arts in Sociology with a Social Service Option.

The options shared foundation courses (Introduction to Statistics, Introduction to Sociology, Sociology Research Methods I & II, Sociological Theory, and one chosen diversity course); however, in the senior year paths diverge. Sociology students focus on electives, and social service option (SSO) students begin a year focused on Social Work Theories and Methods, culminating in a two quarter, 240 hour field practicum experience and field seminar. There is not one course that students from both options predictably share near the completion of their major. This creates a challenge in designing an end-of-program assessment that would include both student groups.
In the 2013-2014 academic year, Dr. Holly Vugia assessed SLO3 for the Social Services Option. Sixty-nine of the 70 SSO students participated in the winter field practicum experience (SOC 4718 and SOC 4719). SLO3 reads:

Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.

This SLO is aligned with the CSUEB Institutional Learning Outcome (ILO) 3:

Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Relevant to assessing SLO3, diversity curriculum is managed differently in the two sociology options. Sociology option students are required to take three diversity courses for the major, but the SSO requires only one diversity course to make room for the practicum experience. In the SSO, diversity issues are specifically embedded in each course required for the option (Introduction to Social Services, Social Policy, Human Behavior in the Social Environment, Social Work Theory and Methods, Field Seminars, and the Field Practicum).

In her concluding remarks, Dr. Vugia recommended that it would be important to evaluate SLO3 in regards to sociology option students, especially since the diversity SLO is addressed differently in each option. Since that time, the department has decided to discontinue the social services option. Given these reasons, our department felt it was imperative to close the loop and evaluation SLO3 in the sociology option.

C. Summary of Assessment Process

Dr. Vugia was the only reader for the 2013-2014 SLO3 assessment, and she concluded that it could be seen as a limitation of the results. In 2014-2015, Dr. Austin sought a way to strengthen the results of the assessment. Since the Sociology SLO3 is so closely aligned with ILO3, Dr. Austin elected to assess Sociology SLO3 with the CLASS FACT team and ILO3 with Academic Programs and Graduate Studies.

In order to assess Sociology SLO3 and the university ILO3, Dr. Austin chose to align two of his assignments from his course SOC 3520: Race and Ethnic Relations. This course counts toward the three diversity courses that sociology option students are required to take. In Winter 2015, Dr. Austin aligned the Final Learning Journal to the diversity and social justice rubric. The final learning journal allows students to assess what they have learned throughout the quarter. In Spring 2015, Dr. Austin aligned the written midterm exam to the diversity and social justice
rubric. The midterm exam asks students to write 500-word essays describing and applying theories of race and ethnic relations.

A faculty learning community developed the rubric used for this assessment in 2013-14, and the diversity ILO assessment team revised the rubric in 2014-2015. The rubric is attached below.

The assessment work began in Fall 2014 and continued through the 2014-2015 academic year. In Fall 2014, Dr. Austin and the other APGS diversity and social justice ILO assessment team members:

- Received an overview of the project objectives, timeline, and expectations.
- Gained an enhanced perspective of assessment of student work at the course, program, and institutional levels.
- Received training on Blackboard Outcomes functionality, and committed to aligning an assignment in the Winter 2015 quarter.
- Reviewed and revised the diversity and social justice rubric developed by the CSUEB Faculty Learning Community on Diversity and Social justice in 2013-14.
- Participated in a norming exercise to identify expectations for the levels of students’ work.

In Winter 2015, Dr. Austin and the other Diversity ILO Assessment Team members:

- Participated in campus-wide university and program level discussion of Fall quarter results, drew conclusions, and finalized the revisions to the diversity and social justice ILO rubric.
- Aligned their assignments to the diversity and social justice ILO. Dr. Austin

In Spring 2015, Dr. Austin and the other Diversity ILO Assessment Team members:

- Participated in CSU Northern California Spring Symposium on Assessment of Core Competencies and reported on their experiences and outcomes.
- Provided feedback on how process and rubric can be improved for the following year when another Institutional Learning Outcome will be assessed.
- Aligned an additional assignment to the diversity and social justice ILO rubric.

D. Summary of Assessment Results

Dr. Austin is still waiting the results of the independent review of the two assignments he aligned to the diversity and social justice ILO rubric. This report will be amended once those results are available.
E. Suggestions and Recommendations for the CLASS FACT Project in the Future

Dr. Austin will be able to provide suggestions and recommendations once the results of the independent review are available.