Assessment Findings Activity Report Due April 21, 2017 to the Office of Academic Planning

Assessment Findings template Please see resources about closing the loop and assessing program learning outcomes at the Academic Planning website http://air.sfsu.edu/assessment/resources

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
<td></td>
</tr>
</tbody>
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Department ____________Sociology and Sexuality Studies__________________________________________

College _____________College of Health and Social Sciences______________________________________

1. Please list your program learning goals.
(working draft)

Program Learning Objectives
Upon receiving their BA in sociology, students will be able to:
1. Describe social, political, economic, historical, and cultural forces that shape everyday life
2. Describe processes and possibilities of social change
3. Describe the intersections of race, class, gender, sexuality, disability, and other categories of difference, in local, national and global contexts, both historically and currently
4. Use innovative, interdisciplinary, and traditional sociological research techniques to collect and analyze data
5. Study sociological issues using a range of primary and secondary sources
6. Critically assess the quality of information presented in academic and non-academic sources
7. Effectively communicate sociological ideas through clear professional writing
8. Effectively communicate sociological ideas through oral expression
9. Contribute sociological knowledge and insights to activist and community organizations and efforts focused on social justice and social inequalities
10. Contribute sociological knowledge and insights to ongoing research projects.

2. Which program learning goal did you choose to assess this semester?

3. Describe the intersections of race, class, gender, sexuality, disability, and other categories of difference, in local, national and global contexts, both historically and currently
3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

We complete the assessment through written and oral dialogue during a Spring retreat.

4. What did you find? Is the program learning goal being met?

Faculty have different approaches to addressing Intersectionality but, it is widely discussed in our department; in courses ranging from Qualitative and Quantitative Methods to Global Sociology.

5. What assessment activities do you plan to undertake next academic year?
   - Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
     - We are working on revising the curriculum and have set up a curriculum committee to further examine (and report back to faculty) our required courses
   - Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
     - Not sure
   - In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
     - We know we have too many program learning goals and are trying to synthesize them in accordance with trends in the field.
   - Will you move on to assess a different program learning goal (assessment findings report)?
     - Unclear, this was part of a Teagle process. But, yes, I hope to examine another goal as we move further with curriculum revision