### Program (Major, Minor, Core): Sociology
Department: Anthropology & Sociology
College/School: College of Arts & Sciences
Person(s) Responsible for Implementing the Plan: Scott Harris
**Date Submitted: DRAFT September 22, 2015**

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
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<tbody>
<tr>
<td><strong>What do you expect all students who complete the program to know, or be able to do?</strong></td>
<td><strong>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</strong></td>
<td><strong>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</strong></td>
<td><strong>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</strong></td>
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<td>Goal #1: Sociology majors will demonstrate an understanding of issues related to diversity, inequality, and social justice.</td>
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<td>Learning Outcomes:</td>
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<td>a) identify examples of cross-cultural diversity in beliefs and customs</td>
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<td>b) identify examples of stratification by race/ethnicity, gender, and social class, and explain how inequality affects life chances, especially for marginalized others</td>
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<td>c) articulate policies and practices that can help promote social justice in local, national, or global contexts</td>
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| SOC 4840: Sociology Capstone |
| Direct Measures: An assessment committee evaluates Capstone papers from a sample of students, using a rubric on a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. |

| Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes. |

<p>| An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher. |</p>
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<tr>
<th>Goal #2: Sociology majors will understand the role of theory in social analysis.</th>
<th>SOC 3100: Sociological Theory</th>
<th>Direct Measures: An assessment committee evaluates samples of student work (papers, essay questions from exams) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes. An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher.</th>
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| Learning Outcomes:  
  a) describe the role of theory in building sociological knowledge  
  b) compare and contrast basic theoretical orientations; or, identify assumptions in analyses and arguments  
  c) apply theories to examples or situations |  |  |

| Goal #3: Sociology majors will understand the role of qualitative and quantitative research methods in sociology. | SOC 2000: Research Methods | Direct Measures: An assessment committee evaluates samples of student work (papers, essay questions from exams) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes. An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher. |
| Learning Outcomes:  
  a) compare and contrast methodological approaches for gathering data  
  b) design a small study  
  c) critically assess a published research report |  |  |
Goal #4: Sociology majors will have the skills necessary to communicate effectively in written and oral forms.

Learning Outcomes:
   a) write a clear and convincing sociological analysis of an event, issue, or problem
   b) make an oral presentation that is succinct, clear, convincing, and professional
   c) use computerized and online resources to find information (e.g., databases, reputable internet websites, government statistics, etc.)
   d) evaluate the strengths and weaknesses of information sources, and assess which references are appropriate for academic research

SOC 4840: Sociology Capstone

Direct Measures: An assessment committee evaluates Capstone papers and presentations from a sample of students, using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes.

Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.

An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator, currently Kathleen Thatcher.
1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

   We will assess one learning goal (with the associated learning outcomes) per year, on a rotating basis.
   - 2016 — Goal 1 (with associated learning outcomes)
   - 2017 — Goal 2 (with associated learning outcomes)
   - 2018 — Goal 3 (with associated learning outcomes)
   - 2019 — Goal 4 (with associated learning outcomes)
   - 2020 — Repeat cycle

   The sociology division director, in consultation with the department chair, will create and supervise an assessment committee, charged with (a) collecting and analyzing assessment data, (b) reporting findings, (c) tracking revisions to the curriculum, (d) updating and improving assessment plan, and (e) reporting activities to the University Assessment Coordinator.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

   There is no major in sociology at the Madrid campus. However, the Assessment Committee will share our plan and annual assessment report with faculty in Madrid, and solicit their feedback. Faculty in Madrid may adjust how they teach electives and SOC 1100, or we may adjust our plan, due to this dialogue.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

      This plan (at least in part) will be discussed and reviewed every May (by the assessment committee) and every August (by the department as a whole, when the committee reports its findings at the annual retreat).

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

      To date, students have not been included in the creation of our assessment plan. However, we conduct exit interviews (via
focus group) with all graduating majors, every May. In future interviews, we can gather information about their experiences and evaluations of (a) the major and its learning outcomes as well as (b) our assessment plan.

c. What external sources were consulted in the development of this assessment plan?

We consulted guidelines and examples provided by the American Sociological Association, California State University–Sacramento, Southern Illinois University–Edwardsville, and Suffolk University.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

This plan creates additional work for the department faculty as a whole (at least 1 hour per year, at department retreat) and for the assessment committee in particular (20-40 hours per year).