ASSESSMENT PLAN: B.A. Sociology

Date Updated: Spring 2021

PROGR	AM LEARNING OUTCOMES (PLOs)
Students	graduating with a B.A. in sociology will be able to:
PLO 1	demonstrate an ability to evaluate "knowledge claims" of sociological analyses by critically assessing their analytical framework, data collection techniques, sampling techniques, and data analyses used in empirical research projects
PLO 2	demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms
PLO 3	possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged
PLO 4	work collaboratively in diverse groups, learn to value civic engagement, and, when appropriate to their educational path, successfully engage in community service
PLO 5	demonstrate knowledge of local, national, and global policies and practices that contribute to environmental degradation; the unequal distribution of the consequences of environmental degradation; and strategies for developing sustainable alternatives
PLO 6	demonstrate an ability to critically read, interpret and synthesize abstract sociological arguments and theories, and use sociological theories and models to develop research questions

Year 1: 2021-2022	
1. Which PLO(s) to assess	PLO 1: demonstrate an ability to evaluate "knowledge claims" of sociological analyses by critically assessing their analytical framework, data collection techniques, sampling techniques, and data analyses used in empirical research projects; PLO 6: demonstrate an ability to critically read, interpret and synthesize abstract sociological arguments and theories, and use sociological theories and models to develop research questions
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	critical thinking
4. Course name and number	SOC 390, Research Methods, and SOC 492 Capstone
5. SLO from course	Recognize and critically assess "knowledge claims"

6. Assessment activity	
o. Assessment activity	
	Some number of Methods/Capstone faculty will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses.
7. Assessment Instrument	survey of sociology student learning, student responses to assignments, course materials, faculty reports
8. How data will be reported	Qualitative and Quantitative
9. Responsible person(s)	Chair and faculty teaching SOC 390 and SOC 492
10. Time (which semester(s))	Spring
11. Ways of closing the loop	Faculty reports shared collectively and summarized by assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level.
Vac: 0: 2022 2022	
Year 2: 2022-2023 1. Which PLO(s) to assess	DI O O demonstrate and and written abilities to effectively
1. Which PLO(s) to assess	PLO 2: demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms; PLO 6:demonstrate an ability to critically read, interpret and synthesize abstract sociological arguments and theories, and use sociological theories and models to develop research questions
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	oral and written communication, critical thinking
4. Course name and number	SOC 100, Introduction to Sociology, and SOC 300, Sociological Theory
5. SLO from course	SLO 2: In writing, students will be able to effectively communicate and engage in educated, open-minded discussions about diverse research findings and sociocultural perspectives, norms, and practices. [Communication]. SLO 6: Students will able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods. [Integration & Synthesis of Knowledge].
6. Assessment activity	[
	Some number of SOC 100 and SOC 300 faculty will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New

	materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses.
7. Assessment Instrument	survey of sociology student learning, student responses to assignments, course materials, faculty reports
8. How data will be reported	Qualitative and Quantitative
9. Responsible person(s)	Chair and faculty teaching SOC 100 and SOC 300
10. Time (which semester(s))	Spring
11. Ways of closing the loop	Faculty reports shared collectively and summarized by assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level.
Year 3: 2023-2024	
1. Which PLO(s) to assess	PLO 3: possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged; PLO 4: work collaboratively in diverse groups, learn to value civic engagement, and, when appropriate to their educational path, successfully engage in community service; PLO 5: demonstrate knowledge of local, national, and global policies and practices that contribute to environmental degradation; the unequal distribution of the consequences of environmental degradation; and strategies for developing sustainable alternatives
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	diversity, social justice
4. Course name and number	Several social justice and diversity classes offered during the 2023-2024 assessment cycle
5. SLO from course	Example from SOC 320: 1. Read and interpret various quantitative measures of inequality and poverty. 2. Engage in open minded discussions of diverse cultural beliefs and perspectives. 3. Critically analyze institutional sources of inequalities and cultural representations of oppressed groups while working toward social justice. 4. Read, integrate, and synthesize abstract sociological analyzes and theories presented in peer reviewed course materials.
6. Assessment activity	analyzes and alleghes presented in positioned course materials.
7. Assessment Instrument	Some number of Methods/Capstone faculty will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. Survey of sociology student learning, student responses to
	assignments, course materials, faculty reports
8. How data will be reported	Qualitative and Quantitative

10. Time (which semester(s)) 11. Ways of closing the loop Faculty reports shared collectively and summarized by assessment lead(s), used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 4: 2024-2025 1. Which PLO(s) to assess PLO 2: demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussion of diverse sociocultural beliefs, perspectives, and norms; PLO 3: possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged 2. Is it aligned to an ILO? 3. If yes, list ILO. 4. Course name and number 5. SLO from course Will vary by elective Will vary by elective Some number of faculty teaching electives will exchange course syllabi, assignments, an arrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticisms, readings, and course organization; and receive constructive criticism and suggestions on current practices. Facility participant would then write a 1-2 page report describing: 1. New ideas they learned about 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 5. How date will be reported 9. Responsible person(s) 10. Time (which semester(s)) 11. Ways of closing the loop Faculty reports shared collectively and summarized by assessment lead(s), used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 N/A: Five-year review		
Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 4: 2024-2025 1. Which PLO(s) to assess PLO 2: demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussion of diverse sociocultural beliefs, perspectives, and norms; PLO 3: possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged Yes Ji fyes, list ILO. Coral and written communication Several elective courses offered during the 2024-2025 assessment cycle Will vary by elective Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization, and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument survey of sociology student learning, student responses to assignments, course materials, faculty reports Qualitative and Quantitative Paculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level.	9. Responsible person(s)	Chair and faculty teaching diversity and social justice classes
assessment lead(s):used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 4: 2024-2025 1. Which PLO(s) to assess PLO 2: demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussior of diverse sociocultural beliefs, perspectives, and norms; PLO 3:possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged Yes Is it aligned to an ILO? Yes Jif yes, list ILO. Oral and written communication Several elective courses offered during the 2024-2025 assessment cycle Will vary by elective Will vary by elective Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization, and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument survey of sociology student learning, student responses to assignments, course materials, faculty reports 4. How data will be reported 9. Responsible person(s) Chair and faculty teaching electives Spring Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level.	10. Time (which semester(s))	Spring
PLO 2: demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussion of diverse sociocultural beliefs, perspectives, and norms; PLO 3: possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged 2. Is it aligned to an ILO? 3. If yes, list ILO. 4. Course name and number Several elective courses offered during the 2024-2025 assessment cycle Will vary by elective 5. SLO from course Will vary by elective Will vary by elective Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment, and two examples of student work on the favorite assignment, and two examples of student work on the favorite assignment, and receive constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument Survey of sociology student learning, student responses to assignments, course materials, faculty reports Qualitative and Quantitative Chair and faculty teaching electives Spring Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess	11. Ways of closing the loop	assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed
PLO 2: demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussion of diverse sociocultural beliefs, perspectives, and norms; PLO 3: possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged 2. Is it aligned to an ILO? 3. If yes, list ILO. 4. Course name and number Several elective courses offered during the 2024-2025 assessment cycle Will vary by elective 5. SLO from course 6. Assessment activity Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment, and two examples of student work on the favorite assignment, and two examples of student work on the favorite assignment, and voe examples of student work on the favorite assignment, and two examples of student work on the favorite assignment, and receive constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument Survey of sociology student learning, student responses to assignments, course materials, faculty reports Qualitative and Quantitative Chair and faculty teaching electives Spring Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 N/A: Five-year review	Year 4: 2024-2025	
2. Is it aligned to an ILO? 3. If yes, list ILO. 4. Course name and number Several elective courses offered during the 2024-2025 assessment cycle Will vary by elective 6. Assessment activity Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument Several elective courses offered during the 2024-2025 assessment less will exchange course syllabi, assignment, assignment, assignment, suggestions of the suggestion of the suggest		communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms; PLO 3:possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of
Several elective courses offered during the 2024-2025 assessment cycle Will vary by elective Some number of faculty teaching electives will exchange course syllabi, assignment, an anarative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. Assessment Instrument survey of sociology student learning, student responses to assignments, course materials, faculty reports How data will be reported Qualitative and Quantitative Chair and faculty teaching electives Teach type of closing the loop Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 N/A: Five-year review	2. Is it aligned to an ILO?	
Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument survey of sociology student learning, student responses to assignments, course materials, faculty reports 8. How data will be reported Qualitative and Quantitative 9. Responsible person(s) Chair and faculty teaching electives 10. Time (which semester(s)) Spring 11. Ways of closing the loop Faculty reports shared collectively and summarized by assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess N/A: Five-year review	3. If yes, list ILO.	oral and written communication
Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument survey of sociology student learning, student responses to assignments, course materials, faculty reports 8. How data will be reported Qualitative and Quantitative 9. Responsible person(s) Chair and faculty teaching electives 10. Time (which semester(s)) Spring Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 11. Which PLO(s) to assess N/A: Five-year review	4. Course name and number	
Some number of faculty teaching electives will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses. 7. Assessment Instrument 8. How data will be reported 9. Responsible person(s) Chair and Quantitative 9. Responsible person(s) Chair and faculty teaching electives Spring 11. Ways of closing the loop Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess N/A: Five-year review	5. SLO from course	
assignments, course materials, faculty reports 8. How data will be reported 9. Responsible person(s) 10. Time (which semester(s)) 11. Ways of closing the loop Faculty reports shared collectively and summarized by assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess N/A: Five-year review		assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page report describing: 1. New ideas they learned for assignments or for changing their course; 2. New materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses.
 8. How data will be reported 9. Responsible person(s) 10. Time (which semester(s)) 11. Ways of closing the loop 12. Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess N/A: Five-year review 	7. Assessment Instrument	
10. Time (which semester(s)) Spring Faculty reports shared collectively and summarized by assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess N/A: Five-year review		
Faculty reports shared collectively and summarized by assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 N/A: Five-year review		Chair and faculty teaching electives
assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level. Year 5: 2025-2026 1. Which PLO(s) to assess N/A: Five-year review	10. Time (which semester(s))	Spring
1. Which PLO(s) to assess N/A: Five-year review	11. Ways of closing the loop	assessment lead(s);used to identify knowledge gaps, share results with other department faculty and make any needed
1. Which PLO(s) to assess N/A: Five-year review	Year 5: 2025-2026	
2. Is it aligned to an ILO?		N/A: Five-year review
	2. Is it aligned to an ILO?	

3. If yes, list ILO.	
4. Course name and number	
5. SLO from course	
6. Assessment activity	
7. Assessment Instrument	
8. How data will be reported	
9. Responsible person(s)	
10. Time (which semester(s))	
11. Ways of closing the loop	