

**ASSESSMENT PLAN: B.A. Sociology**

**Date Updated: Spring 2021**

**PROGRAM LEARNING OUTCOMES (PLOs)**

Students graduating with a B.A. in sociology will be able to:

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| <i>PLO 1</i> | 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                   |
| <i>PLO 2</i> | demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms   |
| <i>PLO 3</i> | 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   |
| <i>PLO 4</i> | work collaboratively in diverse groups, learn to value civic engagement, and, when appropriate to their educational path, successfully engage in community service  |
| <i>PLO 5</i> | 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 |
| <i>PLO 6</i> | 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**

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| 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”  |



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| 6. <i>Assessment activity</i>       | 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. <i>Assessment Instrument</i>     | survey of sociology student learning, student responses to assignments, course materials, faculty reports   |
| 8. <i>How data will be reported</i> | Qualitative and Quantitative  |
| 9. <i>Responsible person(s)</i>     | Chair and faculty teaching SOC 390 and SOC 492  |
| 10. <i>Time (which semester(s))</i> | Spring  |
| 11. <i>Ways of closing the loop</i> | 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 2: 2022-2023

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| 1. <i>Which PLO(s) to assess</i>   | 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. <i>Is it aligned to an ILO?</i> | Yes  |
| 3. <i>If yes, list ILO.</i>        | oral and written communication, critical thinking  |
| 4. <i>Course name and number</i>   | SOC 100, Introduction to Sociology, and SOC 300, Sociological Theory   |
| 5. <i>SLO from course</i>          | 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 be able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods. [Integration & Synthesis of Knowledge].   |
| 6. <i>Assessment activity</i>      | 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 |

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|                                     | materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses.   |
| 7. <i>Assessment Instrument</i>     | survey of sociology student learning, student responses to assignments, course materials, faculty reports   |
| 8. <i>How data will be reported</i> | Qualitative and Quantitative  |
| 9. <i>Responsible person(s)</i>     | Chair and faculty teaching SOC 100 and SOC 300  |
| 10. <i>Time (which semester(s))</i> | Spring  |
| 11. <i>Ways of closing the loop</i> | 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

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| 1. <i>Which PLO(s) to assess</i>    | 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. <i>Is it aligned to an ILO?</i>  | Yes   |
| 3. <i>If yes, list ILO.</i>         | diversity, social justice   |
| 4. <i>Course name and number</i>    | Several social justice and diversity classes offered during the 2023-2024 assessment cycle  |
| 5. <i>SLO from course</i>           | 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. <i>Assessment activity</i>       | 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. <i>Assessment Instrument</i>     | survey of sociology student learning, student responses to assignments, course materials, faculty reports   |
| 8. <i>How data will be reported</i> | Qualitative and Quantitative  |

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| 9. <i>Responsible person(s)</i>     | Chair and faculty teaching diversity and social justice classes  |
| 10. <i>Time (which semester(s))</i> | Spring   |
| 11. <i>Ways of closing the loop</i> | 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

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|-------------------------------------|---|
| 1. <i>Which PLO(s) to assess</i>    | 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   |
| 2. <i>Is it aligned to an ILO?</i>  | Yes   |
| 3. <i>If yes, list ILO.</i>         | oral and written communication  |
| 4. <i>Course name and number</i>    | Several elective courses offered during the 2024-2025 assessment cycle  |
| 5. <i>SLO from course</i>           | Will vary by elective   |
| 6. <i>Assessment activity</i>       | 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. <i>Assessment Instrument</i>     | survey of sociology student learning, student responses to assignments, course materials, faculty reports   |
| 8. <i>How data will be reported</i> | Qualitative and Quantitative  |
| 9. <i>Responsible person(s)</i>     | Chair and faculty teaching electives  |
| 10. <i>Time (which semester(s))</i> | Spring  |
| 11. <i>Ways of closing the loop</i> | 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

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| 1. <i>Which PLO(s) to assess</i>   | N/A: Five-year review |
| 2. <i>Is it aligned to an ILO?</i> |                       |

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