

Sociology B.A./B.S.
Assessment Plan Report

College of Liberal Arts and Sciences

Department of Sociology

Sociology

B.A. and B.S.

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Michael Ezell, Acting Chair and
Simón Weffer, Director of Undergraduate Studies

1. Introduction

The baccalaureate program in sociology is designed to prepare students to become responsible and informed citizens in a complex world that requires individuals to understand social processes through the critical evaluation and application of empirical evidence that has been acquired through reliable methods of scientific inquiry. Moreover, course content is designed to enhance students' appreciation for and understanding of global and multicultural diversity as well as the socio-historical bases of a range of social issues and social problems. Together these skills and knowledge provide the framework for successful careers in both the public and private sectors as well as the intellectual foundation for post-graduate work in sociology, criminology, health and aging, and related fields. Upon completion of the program, students will have acquired the intellectual tools essential to life-long learning and responsible citizenship from an educated, critical, and informed perspective.

2. Student Learning Outcomes (SLOs)

Five student learning outcomes (SLOs) represent the objectives of the major in sociology, which are as follows:

SLO1: Graduates of the program will demonstrate the ability to design a research study to analyze the structures and processes underlying a sociological issue, situation, or problem; and be able to explain why choices were made. To this end, students will be able to develop conceptual models, construct and test hypotheses, understand statistical data analysis, conduct ethnographic investigations, and interpret findings.

SLO2: Students will demonstrate the ability to identify the assumptions, strengths, and weaknesses of a variety of theoretical orientations; to apply appropriate theories to explain observed social phenomena; and place the development of each major social theory within its historical context. These theoretical orientations will include classical and contemporary social theories as well as the dominant conceptual frameworks within the student's programmatic emphasis.

SLO3: Students will be able to write a research paper, demonstrating the ability to think critically and reason logically. To this end, students will be trained to develop a research question, review and critique relevant scholarly literature, provide appropriate citations and biographic references, and present empirical findings and conclusions in clear and persuasive prose.

SLO4: Students will demonstrate knowledge of the basic concepts in sociology, such that they can define and give examples of culture; social change; stratification and social inequality; social structure; social organization and institutions; and diverse social locations such as age, ethnicity, gender, race, and sexual orientation.

SLO5: Students will develop the knowledge and skills necessary for graduate education, as well as successful careers in community agencies, government, not-for-profit research and social service organizations and private employment. Graduates will have a solid foundation in social theory and research methodology as well as in key current trends in content areas such as criminology, health and aging, social organization and institutions, and social psychology.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Design a sociological study	M	S		S	S		S	S
2. Understand and apply multiple sociological theories	S	S		S	M			S
3. Write a research paper that uses critical and logical reasoning	M	M		S	S	M	S	S
4. Demonstrate basic sociological knowledge	M	M			M			
5. Demonstrate career preparedness	M	M		M	M	M	M	M
Overall	S	S		S	S	M	S	S

4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. Design a sociological study	2. Understand and apply multiple sociological theories	3. Write a research paper that uses critical and logical reasoning	4. Demonstrate basic sociological knowledge	5. Demonstrate career preparedness
SOCI 170	B	B		B	
SOCI 300	D	D	D	D	
SOCI 301		P		P	D
SOCI 302		P		P	D
SOCI 377A	D		P	P	D
SOCI 377B	D		P	P	D
400-LEVEL COURSES (“Culminating Experiences”)	P	P	P	P	P
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.					

5. Assessment Methods

EXPLANATION OF ASSESSMENT METHODS TABLE

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Annual Student Paper Competition	Students will be able to write a research paper, demonstrating the ability to think critically and reason logically. To this end, students will be trained to develop a research question, review and critique relevant scholarly literature, provide appropriate citations and biographic references, and present empirical findings and conclusions in clear and persuasive prose.	75% of Rubric Maximum	3-4 papers at or above 75% of Rubric Maximum	Last month of Spring semester	Awards Committee and Director of Undergraduate Studies	1,2,3,4
400-Level (“Culminating Experience”) Papers/Projects	All 400-level courses possess theory and methods prerequisite or co-requisites to prepare students to produce high quality work in the 400-level course. All 400-level courses are expect to require a “culminating experience—integrating theory, methods and scholarly writing”	70% of Rubric Score	50% of projects will score 70% or above on rubric	Annually, on a rolling basis	Director of Undergraduate Studies and Assessment Committee	1,2,3,4

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Evaluation of Internships	Internship performance was completed using data from evaluations from internship placement supervisors	4.0 mean score (out of 5) on all internship performance dimensions	None set	Every semester upon completion of internship	Chair and Internship coordinator (note following AY 2014-15, Jack King who was the internship coordinator for Sociology moved to a similar role in the Dean's office)	5
Alumni Surveys	Use Assessment Office's alumni survey to ascertain post-baccalaureate readiness of Sociology graduates		Employed or pursuing additional degree=90% Prepared for job and/or additional degree=80%	Post-graduation by Assessment office.	Chair	5
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome						
	1. Design a sociological study	2. Understand and apply multiple sociological theories	3. Write a research paper that uses critical and logical reasoning	4. Demonstrate basic sociological knowledge	5. Demonstrate career preparedness		
Annual Student Paper Competition	S,D	S,D	S,D	S,D			
400-Level Culminating Experience Course Papers/Projects	S,D	S,D	S,D	S,D			
Evaluation of Internships					S,D		
Alumni Surveys					S, I		
<p><i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.</p>							