**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department:Sociology/Behavioral Sciences

Department Chair: Christine Shane

Department Assessment Committee Contact: N/A

*This document is to be kept in the department and an electronic file is due to the Director of Assessment by May 15, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| **AY 2020-2021 brought both challenges and opportunities to the Sociology Program. Our reflection on this semester produced three key insights:****First, we have become more adept at using online technologies in all aspects of our work at FSU, including office hours, meetings, and especially teaching.****Second, while not surprising, we observed variations in how students responded to online education, with the most vulnerable facing the greatest challenges. Access to technology, financial issues, and even having a dedicated place to work without distraction all put these students at a greater disadvantage relative to their peers. This experience showed us the importance of processing with our students the patterned, structural nature of inequality and how it impacts their everyday lives.****Third, the most important accomplishment for the academic year was finishing the program review, which includes plans for revising our curriculum, pilot testing a future capstone class, and working to recruit new majors and minors.** |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **PLO #** | **PLO – Stated in assessable terms** | **Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** | Students will be able to understand key sociological concepts | Sociology Assessment Plan | Annual – end of AY | N/A - not yet assessed |
| **2.** | Students will be able to communicate sociological concepts effectively through the use of writing and/or oral skills | Sociology Assessment Plan | Annual – end of AY | N/A - not yet assessed |
| **3.** | Students will be able to think critically about social issues and social theories | Sociology Assessment Plan | Annual – end of AY | Fall 2019 |
| **4.** | Students will be able to apply sociology to social life | Sociology Assessment Plan | Annual – end of AY | N/A - not yet assessed |
| **5.** | Students will develop appropriate skills for conducting sociological research | Sociology Assessment Plan | Annual – end of AY | N/A - not yet assessed |

1. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

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| **PLO # (from above)** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
|  | See below. |  |  |  |  |
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 If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| The Sociology Program currently assesses students in the Social Theory course since we do not offer a Capstone. Dr. Nwankwo does not want to assess that class this year due to the pandemic. His concern was primarily that we could not make an accurate comparison to previous assessments due to the disruption in students’ lives caused by the pandemic. |

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

**N/A - See above.**

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| **Reflection Prompt** | **Narrative Response** |
| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | **N/A** |
| **Who interprets the evidence?** **What is the process?****(e.g. annually by the curriculum committee)** | **N/A** |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | **N/A** |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan
3. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
4. If you do not have a plan, would you like help in developing one?

**[ please see Appendix A below ]**

No changes have been made to the assessment plan in this academic year.

1. **Program Review Action Plan or External Accreditation Action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

* 1. **Programs that fall under Program Review:**
		1. Date of most recent Review: Spring 2020
		2. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

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| **Specific area where improvement is needed** | **Evidence to support the recommended change** | **Person(s) responsible for implementing the change** | **Timeline for implementation** | **Resources needed** | **Assessment Plan** | **Progress Made this Year** |
| The Sociology program proposes to revise its mission statement to include the concepts of the “sociological imagination” and social justice. | There is consensus among faculty, administration, and the external reviewer that the program needs a clearer identity. Crafting a new mission statement will simultaneously help achieve this goal and reflect the changes made by the program in other areas in crafting its new identity. | Sociology faculty | Fall 2022 | Faculty time | Review whether a new mission statement was written in the proposed time frame | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology program proposes to develop and run a capstone-analogous course as a special topics course, and – upon its completion – evaluate the success of this course to determine whether a capstone course will become a permanent part of our curriculum. | Faculty, administration, and the external reviewer are in agreement that having a capstone course (or an analogous class) would benefit the program and its students. | Sociology faculty; Dean | Developing and offering course (Spring 2022)Evaluating course success and deciding how to move forward (Fall 2022) | Faculty time | Meeting after the first offering of the class to discuss the merits of making the special topics course into a required capstone    | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to collect the rubrics used for upper-level classes and have a discussion about achieving greater standardization across upper-level class rubrics. | Faculty and external reviewer concur that greater standardization of rubrics will help students transition to upper-level classes | Sociology faculty | Spring 2022 | Faculty time | Review whether this meeting took place, and review whether faculty make changes to their rubrics as a result | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to re-evaluate the sequencing and prerequisites for high-level courses such as Social Theory and the two research methods courses | Faculty and external reviewer concur that limiting Social Theory to more advanced students will produce better outcomes, and that there should be debate about potentially changing the current progression of courses. | Sociology faculty | Prior to Fall 2022 | Faculty time | Review whether AUC proposals have been submitted and approved within the set time frame to achieve goals identified by the program | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to develop required clusters of classes, from which students would choose to take one class in each. These areas will be broadly reflective of the main focuses of Sociology (race, class, and gender). | Faculty, Dean, and external reviewer concur that structuring the wide range of courses currently offered by the program faculty into clusters will create benefits for students, and broaden their understanding of sociology, without requiring us to offer any new classes. Creating these clusters will also help our program develop an identity around the key topics we address in our required clusters. | Sociology faculty | Prior to Fall 2022 | Faculty time | Review whether necessary AUC proposals have been submitted and approved to create the clusters and make the necessary changes to our curriculum | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to draw up boilerplate language about key campus resources – such as those mentioned above, as well as others – so that faculty can easily include this language in their syllabi, thus increasing uniformity across courses in the program. | Faculty and external reviewer concur that including campus resource information on syllabi could potentially enhance students’ awareness of, and ability to access, these resources. | Sociology faculty | Spring 2022 | Faculty time | Review whether this information was compiled, and made available to faculty, within the given time frame | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to gather data about the feasibility of changing our minimum required major GPA from 2.0 to 2.5, and subsequently to make a decision about whether to implement this change. We intend to delay this change for a short time, however, both to facilitate the gathering of data, and to get past the immediate effects of COVID-19, which might temporarily affect students’ ability to maintain a high GPA | Faculty and reviewer agree that increasing the GPA requirement would help distinguish our program, though at the cost of some number of majors who are unable to maintain the 2.5 requirement. | Sociology faculty | Spring 2023 | Faculty time | Review whether this discussion took place and resulted in a definitive decision to change, or not change, the GPA requirement. | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to follow the recommendations made in our self-study to continue applying for a new faculty line yearly, and to collaborate with other programs / departments to propose mutually beneficial faculty appointments. |  Faculty and external reviewer concur that an additional faculty line is necessary for the program to reach its full potential. However, based on discussions with the Dean, we understand that a new faculty line will not be possible in the immediate future due to financial limitations stemming from the impacts of COVID-19. Therefore, we will pursue a faculty line yearly throughout the review cycle, as the university’s financial status hopefully improves.  | Sociology faculty | Yearly applications, throughout the next review cycle | Faculty time; university resources to hire a new faculty member | Review to confirm that faculty requests are submitted yearly | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to do a systematic review and revision of materials available on the program’s website, including: transitioning useful portions of the student and faculty handbooks online; and identifying, digitizing, and/or creating any necessary student resources that are not currently online. | Faculty and reviewer concur that the Sociology program will need to promote awareness of the changes to the program. | Sociology faculty | Fall 2024 | Faculty time | Review all aspects of the website, and any ancillary materials, to ensure that the desired content is clear and easily accessible | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to explore incorporating Alpha Kappa Delta into the Sociology program. This would add an element of prestige for high-performing Sociology students. Faculty will review the requirements to form an AKD chapter at Fitchburg State University, and – if a sufficient number of students would qualify to be a part of it each year – seek funding to pay annual dues.  | Faculty and reviewer concur that having AKD as an option for Sociology students would offer students a chance to be recognized for their high academic performance, and also help enhance the reputation of our program. | Sociology faculty | Fall 2023 | Faculty time | Determine whether AKD requirements were reviewed. If faculty agree to move forward after reviewing requirements, review whether AKD status has been applied for and granted, and whether students meeting the criteria have been offered the chance to join the society. | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programcoordinator will invite the departmental chairperson to at least one program meeting each semester so that faculty can better share their concerns, and get the chairperson’s assistance with any pressing issues. | Faculty and reviewer agree that more regular meetings with the chairperson will assist with better communication and achieving program goals | Sociology faculty | Fall 2021, and ongoing throughout the review cycle | Faculty time | Ensure that the chairperson has been invited to attend at least one program meeting during each semester | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to begin a trial phase of conducting exit interviews with graduating seniors. The first step of this project is to meet with the Human Services faculty to determine the logistics and content of the exit interviews they conduct within their program, followed by the development of our own processes for this task. | Faculty and reviewer concur that having exit interviews will provide valuable data for assessing and understanding our program from the students’ perspective | Sociology faculty | Spring 2022 (pilot); Spring 2023 (full) | Faculty time | Verify that each graduating student was contacted and offered the chance to participate in an exit interview; oversee the creation of a summary document listing general conclusions drawn from these exit interviews | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to create a survey that will be sent out to SOC majors and minors seeking their input on the major academic changes proposed in this document. The data gathered via this survey will then be included in discussions related to the proposed changes. | Faculty and reviewer concur that having student input is important when making changes of this type | Sociology faculty | Prior to Spring 2022 | Faculty time | Ensure that a survey is created and that it is sent out to all eligible Sociology majors and minors, and that the data is summarized in a document that is made available to the faculty | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to increase sociology student recruitment and retention by developing and implementing a plan in coordination with Admissions. | The Dean has signaled to the program that one of the major factors in being able to gain additional faculty lines is servicing a larger number of majors and minors. Furthermore, recent events – the Black Lives Matter protests, COVID, the 2020 presidential election, etc. – can all be more thoroughly understood through a sociological lens and if we wish for this understanding to become more widespread in the campus community then we need to start attracting higher numbers of majors and minors | Sociology faculty; Admissions | Initial meetings with Admissions: Spring 2022 Final implementation and assessment: Spring 2024 | Faculty and staff time; some financial resources may be required depending on the nature of the plan developed | Compare numbers of majors and minors, as well as retention and graduation rates, pre- and post-implementation of the plan | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to expand our use of assessment through continuing to implement the assessment of sociology courses using the plan developed with the director of assessment. This plan calls for faculty to learn to use TK20, identify and carry out assessment of appropriate assignments in upper-level courses, and publish results of these assessments in annual reports and other documents  | Proper assessment is key to making well-informed programmatic decisions, as well as to making incremental improvements within classes. Therefore, it is important that the program continues to build, and expand, its assessment program to build on gains made in these areas. | Sociology faculty; the Director of Assessment | Include assessment data in annual reports (yearly); All faculty members learn to use TK20 (Spring 2022)   | Faculty and staff time | Ensure that each annual report, and other related documents, has accurate assessment data included Evaluate whether, per the timeline, all faculty have received adequate instruction in the use of TK20 | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to obtain and use better data on graduates and alumni. This goal will be achieved through meeting with Alumni Services, and staff from other offices, to develop a plan about increasing the effectiveness of the alumni survey and the graduating student survey.  | There is scant data available about recent SOC graduates and alumni. If we want to know how best to tailor our program to meet our students’ future needs, we need to have a reliable means of understanding their short- and medium-term post-graduate trajectories. | Faculty; staff from Alumni Services; staff from offices administering the graduate survey | Spring 2023  | Faculty and staff time | Compare the numbers of students who take the alumni and graduate student surveys pre- and post-implementation of the plan. | Action Plan completed in Spring 2021, so implementation has not yet begun |
| The Sociology programproposes to engage in community building among its majors and minors. We will do this by: 1) sending more regular communications to all SOC majors and minors, including a yearly welcome email from the program coordinator; 2) plan yearly in-person get-togethers for majors and minors; and, 3) attempt to maintain connections with alumni, especially as it relates to mentoring or speaking opportunities | Students tend to have better overall outcomes when they feel welcome in their chosen field of study, and especially when they feel like they are part of a like-minded group. Therefore, we will try to emphasize the cohesive nature of the Sociology program through the steps outlined here. | Sociology faculty | Annual welcome letter (Fall 2021); Yearly get-togethers (Fall 2022); Increased connection with alumni (Fall 2023 | Faculty time; financial resources to sponsor small events for majors and minors | Determine whether the goals were achieved within the stated timeline | Action Plan completed in Spring 2021, so implementation has not yet begun |

* + 1. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program? **N/A**



* 1. **Programs with external Accreditation:** **N/A**
		1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
		2. Date of most recent accreditation action by each listed agency.
		3. Date and nature of next review and type of review.

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| **List key issues for continuing accreditation identified in accreditation action letter or report.** | **Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)** | **Update on fulfilling the action letter/report or on meeting the key performance indicators.** |
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1. **Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
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 **F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*
2. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

Appendix A - Assessment Plan



**Programmatic Assessment Plan**

Program Name: Sociology (Draft V06) Created By: Arend; Aryee; Miner; Nwankwo Date: 5/29/19

**Division of Arts and Sciences**

**Mission**

**Vision**

**Department of Behavioral Science**

**Mission**

The Behavioral Sciences Department prepares leaders for the 21st Century. To that end, our programs seek to foster students’ ability to:

* understand the internal and external forces that govern their own behavior and that of other individuals, families, small and large groups, and larger societies
* appreciate the diversity of human beings and understand the implications of societal change
* gather, evaluate, summarize and interpret qualitative and quantitative data
* identify and diagnose important societal issues and problems
* apply their knowledge to issues in the core areas of criminal justice, human services, psychology and sociology, as well as to such diverse
* areas as education, nursing, law, business, and other endeavors
* recognize ethical and legal issues and to act appropriately to resolve them
* demonstrate ethical attitudes and behaviors that enhance the wellbeing of others.

**Sociology Program**

**Mission**

The mission of the Sociology Program at Fitchburg State University is to prepare students for civic engagement in our globalized society. We provide students with the tools for understanding the dynamics of social interactions, the effects of inequality and other social problems, and how social structures shape behavior in society.

**Vision**

We are committed to using innovative teaching and research to produce students who are actively engaged in social justice.

Part I: Student Learning Outcomes

**Institutional Learning Priorities (ILPs)**

**University Level**

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| **ILP Code** | **Institutional Learning Priorities (ILPs)** |
| **ILP 1** | **Graduates have a deep understanding of the world.*****Accomplished through:*****ILP 1A. Foundational Skills and Disciplinary Breadth** – Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program.**ILP 1B. Mastery in a Defined Body of Knowledge** – Students will attain the specialized academic objectives of their major or program.**ILP 1C. Engagement with Campus and Community** – Students will develop personal and professional skills, goals, and ethical standards of behavior though co-curricular experiences. |
| **ILP 2** | **Graduates know how to learn and how to apply their knowledge.*****Accomplished through:*****ILP 2A. Creative and Critical Thinking** – Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways.**ILP 2B. Effective Communication** – Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication.**ILP 2C. Integrative Learning** – Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues. |
| **ILP 3** | **Graduates are engaged citizens who demonstrate integrity and continuous personal growth.*****Accomplished though:*****ILP 3A. Respect for People and Cultures** – Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally.**ILP 3B. Civic Participation in Wider Communities** – Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice.**ILP 3C. Continuous Learning and Personal Growth** – Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the larger community. |

**Liberal Arts & Science Learning Outcomes (LA&S LOs)**

**General Education Curriculum**

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| **LO Code** | **LA&S Learning Outcomes (LA&S LOs)** | **Alignment to ELOs** |
| LA&S 1 | ***Foundations for Lifelong Learning***Lifelong learning is undertaken on an ongoing basis with the aim of improving knowledge, skills and competence (AAC&U LEAP rubric). Fitchburg State students will build a foundation for ongoing learning by developing the following skills:* 1. ***Information Literacy***: Recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.
	2. ***Quantitative Reasoning***: analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.
	3. ***Reading***: Read to extract and construct meaning through interaction and involvement with written language and other media.
	4. ***Speaking and Listening***: Develop and apply skills for communicating effectively in any spoken or signed language, in order to disseminate knowledge, reach a broader audience, and foster understanding.

***Writing***: Craft original texts to develop and express ideas working with different media including words, data and images.  | ILP 3C ILP 1A, 2AILP 1A,2AILP 1A, 2AILP 1A, 2BILP 1A, 2B |
| LA&S 2 | ***Critical and Creative Thinking Across the Curriculum***Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion, while creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way (AAC&U LEAP VALUE rubrics). Fitchburg State students will engage in Critical and Creative thinking in a variety of ways across the Liberal Arts and Sciences disciplines:2.1 ***Fine Arts Expression and Analysis:*** Articulate, by engaging with art, music, or theater, an understanding of the expressive languages and the technical analysis of their relation to specific cultural, historical and theoretical contexts.2.2 ***Civic Learning:*** Articulate the values associated with democratic and public institutions in the context of local, national, and global perspectives, and begin to develop practical skills and knowledge required for engaged citizenship to address issues such as social justice and inequality.2.3 ***Diverse Perspectives:*** Describe and critically examine how different cultural and intellectual frameworks shape our social reality through comparative study of diverse socio-cultural institutions and practices in local or global contexts.2.4 ***Ethical Reasoning:*** Develop their ability to think critically about right and wrong human conduct, assess their own ethical values, recognize ethical issues across a variety of contexts, think about how different ethical values and perspectives might be applied to ethical dilemmas, and consider the ethically relevant ramifications of alternative actions or policies.2.5 ***Historical Inquiry and Analysis:*** Engage with an answer questions about the past by evaluating historiographical interpretations; identifying contextualizing, and critically reading historical evidence; and considering the relevance of chronology, causation, and perspective.2.6 ***Literacy Inquiry and Analysis:*** Engage with and answer questions associated with diverse literary texts in relation to historical periods, themes, genres, and/or critical theories using literary analysis, critical evaluation, and theoretical interpretations.2.7 ***Personal Wellness:*** Develop effective strategies to enhance personal wellness by applying physical, nutritional and behavioral strategies to improve the quality or state of being healthy in body and mind.2.8 ***Procedural and Logical Thinking:*** Using a rational, systematic procedure to arrive at conclusions, examine or build underlying patterns and structures, or deduce further information.2.9 ***Scientific Inquiry and Analysis:*** Engage with and answer questions about the natural, and physical worlds using scientific practices including collecting, analyzing and interpreting data.  | ILP 2AILP 1A,2AILP 1A, 2A,3BILP 1A, 2A,3A, 3BILP 1A, 2AILP 1A, 2AILP 1A, 2AILP 1AILP 1A, 2AILP 1A, 2A |

**Division Learning Outcomes (DLOs)**

**(no longer a division – we are now a school … these are forthcoming…?)**

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| **LO Code** | **A&S Student Learning Outcomes**  | **Alignment to ELOs or LA&S LOs** |
| A&S 1 | A&S LO1:Objective 1.1 |  |

**Department Learning Outcomes**

**(??)**

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| **LO Code** | **Behavioral Sciences Learning Outcomes (LOs)** | **Alignment to Division/LA&S LOs or ELOs** |
| BehSci LO 1 |  |  |
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| **LO Code** | **Sociology Learning Outcomes (SOC LOs)** | **Alignment to Department/Division/LA&S LOs or ELOs** |
| SOC 1 | Students will be able to understand key sociological concepts |  |
| SOC 2 | Students will be able to communicate sociological concepts effectively through the use of writing and/or oral skills |  |
| SOC 3 | Students will be able to think critically about social issues and social theories |  |
| SOC 4 | Students will be able to apply sociology to social life |  |
| SOC 5 | Students will develop appropriate skills for conducting sociological research |  |

Part II: Curriculum Mapping

Instructions

* Add the “required” courses in the left column starting with First Level to Upper Level.
* Add Program Learning Outcomes as a header for each column
* Add one number per cell to indicate the level at which the outcome is addressed in the course (see key below).
* Add an “A” in cells to indicate an assessment activity from the course will be used in Program Assessment.
* Focus should be only the required courses for all majors in the field of study. An additional table should be created for concentrations to map the additional learning outcomes, if necessary.

**Sociology Core**

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|  | SOC 1Understand key sociological concepts | SOC 2Communicate effectively | SOC 3Think critically about social issues and social theories | SOC4Apply sociology to social life | SOC 5Develop the appropriate skills in doing sociological research |
| SOC 1100 – Intro | 1 | 1 | 1 | 1 | 0 |
| SOC 3001 – Qual | 2 | 3-A | 2 | 3 | 3-A |
| SOC 3002 – Quant | 2 | 3 | 2 | 3-A | 3 |
| SOC 3160 – Theory | 3-A | 3 | 3-A | 2 | 0 |

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| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | A |
| Not Addressed | Introducing | Broadening | Fulfilling | Assessed for Program |



Part III: Assessment Measures, Timelines and Targets 

**Direct Assessment**

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

We will be using the following four-point scale for our assessment:

1- Beginning

2- Developing

3- Proficient

4- Advanced

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| **PLO #** | **Assessment description (written project, oral presentation with rubric, etc.)** | **Timing of Assessment (annual, semester, bi-annual, etc.)** | **When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)** | **To which students will assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** |
| SOC 1 | Project paper | Annual – end of AY | 4th year | All majors | 70% at 3 or 4 rating |
| SOC 2 | Research proposal | Annual – end of AY | 3rd year | All majors | 70% at 3 or 4 rating |
| SOC 3 | Project paper | Annual – end of AY | 4th year | All majors | 70% at 3 or 4 rating |
| SOC 4 | Research proposal | Annual – end of AY | 3rd year | All majors | 70% at 3 or 4 rating |
| SOC 5 | Literature review + field notes | Annual – end of AY | 3rd year | All majors | 70% at 3 or 4 rating |

**Indirect Assessment**

Using the table below, list and briefly describe the **indirect method(s)** used to supplement direct measures above.

* Indirect measures include, but are not limited to: student surveys, focus groups, meetings with advisory boards, employer feedback, internship feedback, alumni surveys, etc.

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| --- | --- | --- | --- | --- |
| **PLO #** | **Assessment description (survey, focus group, interviews, etc.)** | **When assessment is to be administered**  | **Who will give indirect feedback** | **Criteria for Success or Goal to be Achieved** |
| SOC 1 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni | ?? |
| SOC 2 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni | ?? |
| SOC 3 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni | ?? |
| SOC 4 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni | ?? |
| SOC 5 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni | ?? |

To indirectly assess our students, we plan to use the following questions from the Graduating Student Feedback Survey and Alumni Surveys:

PLO 1: Students will be able to understand key sociological concepts

- Ability to understand and appreciate cultural and ethnic differences between people

 Location in survey: Question 8, sub-question 8

- Ability to understand international perspectives on economic, political, social, and cultural issues

 Location in survey: Question 8, sub-question 9

PLO 2: Students will be able to communicate sociological concepts effectively through the use of writing and/or oral skills

- Ability to orally communicate well

 Location in survey: Question 8, sub-question 4

- Ability to write effectively

 Location in survey: Question 8, sub-question 7

PLO 3: Students will be able to think critically about social issues and social theories

- Ability to judge information / ideas / actions / conclusions based on sources / methods / reasoning

 Location in survey: Question 8, sub-question 6

PLO 4: Students will be able to apply sociology to social life

- Ability to use the knowledge, ideas, or perspectives gained from your major field

 Location in survey: Question 8, sub-question 3

- Your awareness of contemporary issues and their causes and consequences

 Location in survey: Question 9, sub-question 5

PLO 5: Students will develop appropriate skills for conducting sociological research

- Ability to think analytically and logically

 Location in survey: Question 8, sub-question 1

- Ability to understand and apply quantitative principles and methods

 Location in survey: Question 8, sub-question 11

- Ability to understand scientific method

 Location in survey: Question 8, sub-question 12

Part IV: Assessment Cycle Timeline

Explanation:

* Programmatic student learning outcomes are assessed on a five-year cycle, which means each one is to be FULLY analyzed at least once in a five-year period.

Five-Year Assessment Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Learning Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| SOC 1 | \* |  |  |  |  |
| SOC 2 |  | \* |  |  |  |
| SOC 3 |  |  | \* |  |  |
| SOC 4 |  |  |  | \* |  |
| SOC 5 |  |  |  |  | \* |

Part V: Intended Analysis, Responsibility, and Communication

Explanation:

* Implementation of the assessment plan should be a shared responsibility--identify who was involved in developing the assessment plan

Patricia Arend, Augustine Aryee, Zachary Miner, and Jason Nwankwo

* Identify who will be involved in the analysis and evaluation of the subsequent evidence

Patricia Arend, Augustine Aryee, Zachary Miner, and Jason Nwankwo

* Identify who will be responsible for communicating results and creating an action plan

Zachary Miner will be the primary individual in charge of communicating results

Patricia Arend, Augustine Aryee, Zachary Miner, and Jason Nwankwo are all in charge of creating an action plan

* Can utilize a diagram to show the cycle of assessment

**Glossary of Terms**

**Assessment Method:** The assessment instrument(s) used to assess student learning.

* **Direct:** Linked to actual student work – i.e. written assignments, oral presentations, projects, etc.
* **Indirect:** Not actual student work – i.e. surveys, focus groups, employer feedback, etc.

**Department/Program Goals and Objectives:** Usually a combination of learning outcomes and strategic outcomes, that may or may not be based on student-centered work.

**Essential Learning Outcome (ELO):** The University-level Learning Outcomes - should be very broad. These are the specific characteristics a student should have upon graduation from the institution. Assessment from the Course, Program, Department and Divisional levels will link upward to show achievement.

**Learning Outcome (LO):** Measurable statements that indicate the specific characteristics students should exhibit in order to demonstrate achievement. The levels of Learning Outcomes are LA&S, Divisional, Department, Program and Course.

**Mission Statement:** A concise statement that explains the purpose of the division, department, or program based on the primary functions.

**Source of Assessment:** The course and student work that will provide data.

**Vision Statement:** A very concise (usually one sentence or partial sentence) statement that is “forward” thinking and describes what the Division, Department or Program strives to be.