



Programmatic Assessment Plan

Program Name: Sociology (Draft V04) Created By: Arend; Aryee; Miner; Nwankwo Date: 11/29/18

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**

ILP Code	Institutional Learning Priorities (ILPs)
ILP 1	<p>Graduates have a deep understanding of the world. <i>Accomplished through:</i> 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 through co-curricular experiences.</p>
ILP 2	<p>Graduates know how to learn and how to apply their knowledge. <i>Accomplished through:</i> 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.</p>
ILP 3	<p>Graduates are engaged citizens who demonstrate integrity and continuous personal growth. <i>Accomplished through:</i> 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.</p>

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

LO Code	LA&S Learning Outcomes (LA&S LOs)	Alignment to ELOs
LA&S 1	LA&S LO1: Objective 1.1	

Division Learning Outcomes (DLOs)

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

LO Code	Behavioral Sciences Learning Outcomes (LOs)	Alignment to Division/LA&S LOs or ELOs
BS LO 1		

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

	SOC 1 Understand key sociological concepts	SOC 2 Communicate effectively	SOC 3 Think critically about social issues and social theories	SOC4 Apply sociology to social life	SOC 5 Develop 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

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

Key

- PLO = Program Learning Outcome
- Not Addressed = PLO is not addressed within the specific course
- Introducing = PLO is covered at an introductory level within the specific course
- Broadening = PLO is covered in the course so as to reinforce the students' learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PLO occurs within the specific course
- Assessed for Program = There will be a Direct Assessment activity to be used in Program Level Assessment in all sections of this course.

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

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, 4 th year, 1 st 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	4 th year	All majors	70% at 3 or 4 rating
SOC 2	Research proposal	Annual – end of AY	3 rd year	All majors	70% at 3 or 4 rating
SOC 3	Project paper	Annual – end of AY	4 th year	All majors	70% at 3 or 4 rating
SOC 4	Research proposal	Annual – end of AY	3 rd year	All majors	70% at 3 or 4 rating
SOC 5	Literature review + field notes	Annual – end of AY	3 rd 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.

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.