Assessment Plan – Year 0 Report

College: Letters and Sciences
Department: Sociology and Anthropology
Submitted by: Dr. Neeley

Indicate all majors, minors, certificates and/or options that are included in this new assessment Plan

Majors/Minors/Certificate	Options
Sociology Major/Sociology Minor	Sociology Option and Criminology Option

Part 1: Program Learning Outcomes (PLOs):
PLOs should be written as <u>specific, measurable statements</u> describing what students will be able to do upon completion of the program. The assessment of PLOs provide feedback on the expected knowledge, skills, and attitudes that students develop as they progress through their program.

List the program learning outcomes:

PLO#	PLO Description
1.	**Sociological Principles**: Our students will demonstrate an understanding of sociology's core conceptual, theoretical, and empirical principles.
2.	**Sociological Application**: Our students will demonstrate the ability to apply the "sociological imagination" to understand and analyze social institutions, groups, and processes.
3.	**Sociological Communication**: Our students will demonstrate the ability to communicate sociological knowledge effectively
4.	**Sociological Evaluation**: Students will develop critical thinking skills to evaluate the evidence, conclusions, and underlying assumptions of academic and non-academic sources of knowledge.

Part 2: Development of Assessment Plan
Each plan will require the following information:

<u>Threshold Values:</u> Along with PLOs, plans should include threshold values; minimums against which to assess student achievement for learning outcomes. Threshold values are defined as an established criteria for which outcome achievement is defined as met or not met.

<u>Methods of Assessment & Data Source:</u> Assessment plans require evidence to demonstrate student learning at the program level. This evidence can be in the form of a direct or indirect measure of student learning. Both direct and indirect assessment data <u>must be associated with the program's learning outcomes</u>. An assessment rubric will also need to be included that demonstrates how evaluation of the data was used to assess student achievement.

<u>Timeframe for Collecting and Analyzing Data:</u> Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed. As graduate assessment reports are biennial, faculty review of assessment results may only occur every other year,

however, annual faculty meeting to review these data and discuss student progress may be beneficial.

2a. Curriculum Map

Course #	Title	Outcomes			
		1 Principles	2 Application	3 Communication	4 Evaluation
SOCI 101 IS	Introduction to Sociology	I	I	I	-
SOCI 150 D	Social Difference	I	I	I	I
SOCI 201 D	Social Problems	I	I	I	I
SOCI 221 IS	Criminal Justice System	D	D	-	I
SOCI 235	Aging and Society	D	D	D	-
SOCI 303	Sociology and the Individual	D	D	D	-
SOCI 307	Soc of Childhood & Adolescence	D	D	D	I
SOCI 308	Becoming an Adult in America	D	D	D	I
SOCI 311	Criminology	I	D	D	D
SOCI 311	Criminology	D	M	M	M
SOCI 313	Princ of Crim Law & Procedure	D	D	D	D
SOCI 318 R	Sociological Research Methods	D	D	M	M
SOCI 318 R	Sociological Research Methods	D	D	M	M
SOCI 325	Social Stratification	D	D	D	-
SOCI 326	Sociology of Gender	D	M	D	M
SOCI 327	Sociology of Deviance	D	D	D	-
SOCI 332	Sociology of the Family	M	D	D	D
SOCI 333	Sociology of Education	M	D	M	D
SOCI 335	Juvenile Justice System	D	D	D	D
SOCI 344	Sociology of Race & Ethnicity	M	D	D	M
SOCI 355	Population and Society	M	D	M	D
SOCI 357	Occupational/Corp Crime	-	D	D	D
SOCI 359	Crime, Justice and Media	-	D	D	-
SOCI 358	Crime and Inequality	D	D	-	D
SOCI 362	Sociology of Law Enforcement	D	M	M	D
SOCI 374	Sociology of Culture	D	D	D	D
SOCI 380	Sociology of Health & Medicine	I	D	D	D
SOCI 401	Animals and Society	D	D	M	M
SOCI 414	Family Violence	D	D	D	-
SOCI 420	Violence in America	-	D	D	D
SOCI 423	Sociology of Corrections	D	D	-	D
SOCI 425	Victims and Society	D	M	M	M
SOCI 434	Sociology of Human Sexuality	D	M	M	D
SOCI 435	Law and Society	D	M	D	D
SOCI 437	Communities & Crime	D	D	D	D
SOCI 455	Classical Sociological Theory	M	D	D	D
SOCI 470	Environmental Sociology	D	M	M	M
SOCI 499	Senior Thesis Capstone	M	M	M	M
SOCI 499	Senior Thesis Capstone	M	M	M	M
SOCI 499	Senior Thesis Capstone	M	M	M	M
SOCI 499	Senior Thesis Capstone	M	M	M	M
	I, Students are introduced to the outcome				
	D, Students have the opportunity to further develop the outcome				
	M, Students can demonstrate mastery at the exit level				

Assessment Planning Chart

PLO	Course #	Title	Assignment/Artifact
1	SOCI 455	Classical Sociological Theory	Final Paper
2	SOCI 499	Senior Thesis Capstone or Sociology Elective	Final Paper
3	SOCI 318 R	Sociological Research Methods	Individual Research Project
4	SOCI 311	Criminology	Final Paper

Assessment Schedule

PLO	Course	Year to be Assessed				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1	SOCI 455	X	-	X	-	X
2	SOCI 499/Other	-	X	-	X	-
3	SOCI 318 R	X	-	X	-	X
4	SOCI 311	-	X	-	X	-

Part 3: Program Assessment: The assessment plan will need to include: 1. how assessment will be conducted; 2. who receives the analyzed assessment data, and 3. how it will be used by program faculty for program improvement(s).

1) How will assessment artifacts be identified?

> Assessment artifacts will be identified in collaboration with the course instructor. This will help us identify an artifact that can meaningfully evaluate the PLO under consideration.

2) How will they be collected (and by whom)?

> They will be collected by the chair of the assessment committee. It's likely they will be collected electronically.

3) Who will be assessing the artifacts?

> The members of the assessment committee will review and assess the artifacts.

Part 4: Program Assessment Plan:

All plans must include assessment rubrics (the methodology of how student artifacts are to be assessed, and a threshold for student success attainment).

Please note that these rubrics are still a work in progress. They may need to be adjusted as our faculty further consider and focus our assessment strategy.

PLO#1: Sociological Principles: Our students will demonstrate an understanding of sociology's core conceptual, theoretical, and empirical principles.

Indicators	Unacceptable (1)	Marginal (2)	Acceptable (3)	Advanced (4)
Conceptual Principles	Students may state a concept's basic principles but may not do so in a way that is entirely correct or complete, they cannot summarize or explain the concept in their own words.	Student can summarize a concept's principles with few mistakes but struggle to correctly apply it in a sociological analysis or compare it to other concepts.	Student demonstrates understanding by applying a concept's principles in a sociological analysis or comparing it to other concepts.	Student demonstrates understanding by synthesizing, critiquing, or applying the concept's principles in a new or unique analysis.
Theoretical Principles	Student may state the theory's basic principles but may not do so in a way that is correct or complete, they cannot summarize or accurately explain it in their own words.	Student can summarize a theoretical principle with few mistakes but struggle to apply it in a sociological analysis or compare it to other theoretical principles.	Student demonstrates understanding by applying a theoretical principle in a sociological analysis or comparing it to other theoretical principles.	Student demonstrates understanding by synthesizing, critiquing, or applying the theoretical principle to create a new or unique analysis.
Empirical Principles	Student may state the basics of empirical principle but may not do so in a way that is correct or complete, they cannot summarize or accurately explain it in their own words.	Student understands and can summarize an empirical principle but struggles to apply it in a sociological analysis, or compare it to other empirical principles or analyses.	Student demonstrates understanding by applying an empirical principle in a sociological analysis or comparing it to other empirical principles or analyses.	Student demonstrates understanding by synthesizing, critiquing, or applying the empirical principle to create a new or unique analysis.

Threshold Values: 80% of students will meet or exceed level 3 competency

PLO#2: Sociological Application: Our students will demonstrate the ability to apply the "sociological imagination" to understand and analyze social institutions, groups, and processes.

Indicators	Unacceptable (1)	Marginal (2)	Acceptable (3)	Advanced (4)
Application of Sociological Imagination	Student does not demonstrate a "sociological imagination" and may not understand how social and historical forces shape contemporary social structures.	Student demonstrates an understanding of the way social and historical forces shape contemporary social structures but is unable to clearly apply this perspective to an analysis of social institutions, groups, or processes.	Student demonstrates understanding of how social and historical forces shape contemporary social structures and is able to apply this perspective to an analysis of social institutions, groups, or processes.	Student demonstrates a sophisticated understanding of how social and historical forces shape contemporary social structures, is able to apply this perspective to an analysis of social institutions, groups, or processes, and may connect social patterns across societal contexts.

Threshold Values: 80% of students will meet or exceed level 3 competency

PLO #3: Sociological Communication: Our students will demonstrate the ability to communicate sociological knowledge effectively.				
Indicators	*Unacceptable (1)*	*Marginal (2)*	*Acceptable (3)*	*Advanced (4)*
Overall Organization	The main points and supporting evidence are unorganized, unclear, or otherwise confusing.	The main points and supporting evidence are presented, but the content does not follow a unified or logical organization.	The content follows a unified and logical organization but sometimes drifts from the thesis or makes points that lack adequate justification.	Organization is unified and logical, with excellent transitions and clear, substantiated conclusions.
Structure and Delivery	Major mistakes are evident, and the communication of the content is ineffective.	Main points are well articulated, but mistakes remain and communication of the content is inconsistent.	All points are well articulated, there are few mistakes, and the content is effectively communicated.	All points are well articulated, there are few mistakes, and the content is communicated clearly, concisely, and/or persuasively.
Sociological Principles	Major mistakes are evident regarding the definitions or applications of sociological principles (e.g., methods, theories, or concepts).	Use of sociological principles is appropriate, but errors in definitions or applications are pronounced.	Use of sociological principles is well defined and appropriately applied in the analysis.	Sociological principles are clearly defined, appropriately applied, and result in a novel or especially creative analysis.
Sociological Imagination	Student does not use the sociological imagination.	Student is generally able to use the sociological imagination but does not do so consistently.	Student consistently uses the sociological imagination.	Student consistently uses the sociological imagination, resulting in a novel comparison or assessment.
				Threshold Values: 80% of students will meet or exceed level 3 competency

PLO #4: Sociological Evaluation: Students will develop critical thinking skills to evaluate the evidence, conclusions, and underlying assumptions of academic and non-academic sources of knowledge.				
Indicators	*Unacceptable (1)*	*Marginal (2)*	*Acceptable (3)*	*Advanced (4)*
Evidence	Evidence is not accurately interpreted or evaluated. The viewpoints of experts are not questioned.	Evidence is inconsistently interpreted and evaluated. The viewpoints of experts are not thoroughly questioned.	Evidence is accurately interpreted and its quality fairly evaluated. The viewpoints of experts are thoroughly questioned.	Evidence is accurately interpreted and its quality is fairly evaluated, the viewpoints of experts are questioned thoroughly, and the work's overall validity is assessed.
Conclusions	Conclusions are misrepresented or not analyzed for quality.	Conclusions are mostly represented accurately and analyzed logically, but mistakes remain evident.	Conclusions are accurately represented and logically analyzed based on the quality of the evidence presented.	Conclusions are accurately represented, logically analyzed based on the quality of the evidence presented, and evaluated for overall validity.
Underlying Assumptions	Does not identify or evaluate their own or others' assumptions.	Identifies but does not fully or consistently analyze their own or others' assumptions.	Identifies and analyzes their own and others' assumptions and presents a substantiated position of the appropriateness of those assumptions.	Identifies and analyzes their own and others' assumptions, presents a substantiated evaluation of the appropriateness of those assumptions, and connects these assumptions to the work's overall validity.
				Threshold Values: 80% of students will meet or exceed level 3 competency

Part 5: Program Assessment Plan:

1) How will annual assessment be communicated to faculty within the department? How will faculty participating in the collecting of assessment data (student work/artifacts) be notified?

The annual assessment will be sent to faculty electronically before it is submitted. Faculty will be encouraged to recommend changes or alterations. If warranted, the faculty will meet to discuss the assessment's findings.

2) When will the data be collected and reviewed, and by whom?

The data will be collected and reviewed in the spring semester by the assessment committee.

3) Who will be responsible for the writing of the report?

The head of the assessment committee will be responsible for writing the repot.

4) How, when, and by whom, will the report be shared?

The head of the assessment committee will email the report to the faculty when it is completed.

5) How will past assessments be used to inform changes and improvements? (How will Closing the Loop be documented)?

Once we have an established baseline of information from our assessment reports, we will be able to assess our program's strengths and weaknesses. We will then look for ways to improve our program through new classes, assignments, or other needed modifications.

6) Other Comments:

Submit report to programassessment@montana.edu