

Assessment of Student Learning Plan (ASLP): Sociology Program

2014-15 Academic Year

A. College, Department/Program, Date

| | |
|---------------------------|-----------|
| <i>College</i> | CAHS |
| <i>Department/Program</i> | Sociology |
| <i>Date</i> | 5-30-15 |

B. Contact Person for the Assessment Plan

Name and title Luisa Deprez, Professor and Chair

C. Degree Program

Name of Degree Program: BA in Sociology

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

a. List 3-5 of the most important student learning outcomes for your program.

Students graduating with a major in Sociology have the skills and competencies listed below. They can:

1. Read critically and think independently about social issues and social policy
2. Communicate ideas clearly and effectively in writing
3. Design and execute an original research project
4. Understand and evaluate research designs and samples
5. Understand and use basic statistics and statistical software packages
6. Appreciate ethical issues involved in research
7. Produce a useful literature review
8. Analyze a social problem, process or organization from a sociological perspective

9. Exercise the sociological imagination, apply sociological concepts
10. Effectively collaborate in the production and evaluation of knowledge
11. Appreciate the epistemological groundings of various theories
12. Critically assess and apply theory
13. Read and comprehend primary sociology texts including journal articles
14. Think critically about social life and social issues
15. Possess higher-level thinking skills (application, analysis, synthesis, and evaluation)

16. Understand basic concepts and connections between concepts
17. Understand and appreciate disciplinary differences and similarities
18. Understand the role of theory in sociology
19. Understand causes and consequences of inequalities & evaluation strategies to address them
20. Understand and appreciate cross cultural variations and global interdependencies
21. Understand how institutions and organizations work
22. Understand how indiv and collective perceptions, attitudes, etc are shaped
23. Understand the causes and consequences of conformity and deviance
24. Understand the connections between micro and macro
25. Understand & appreciate diversities of religion, ethnicity, race, sexuality, gender, race
26. Understand issues related to global transformation

b. Identify which student learning outcomes were assessed this past academic year.

We have proposed an assessment plan but not fully exploited the potential of explicit outcomes by assessing student achievement in relation to the outcomes. This should be a priority for the department in the next two years. Finally, clarifying outcomes, mapping them across existing courses and learning experiences, and engaging in assessment will help the department address long-term issues related to delivering the major with reduced resources. For example, we can consider whether particular outcomes can/should be met outside of courses in Sociology, thus potentially facilitating collaboration among departments/programs.

Step 2: How and When were the Learning Outcomes assessed?

a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.

We use several direct measures, mostly for purposes of evaluating students, and are well-positioned to use these and other assessments for course and curricular improvement.

- b. *Briefly describe when and how you implemented the assessment activity.*

Implementation is not fully developed yet.

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

Since we have made progress in identifying student learning outcomes for the major, we now can begin the process of reviewing and streamlining the most important outcomes, determining which outcomes will be assessed, and how we will use the assessment data for improvement of student learning in the curriculum.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

The sociology curriculum contributes to USM's core curriculum; early-year experience (EYE) course, socio-cultural analysis course, ethical inquiry and social responsibility course, diversity course, quantitative literacy course, and courses in thematic clusters.

We created a Map of our Student Learning Outcomes (matrix) which shows the outcomes that are introduced, reinforced, or mastered in each of the required courses. This map will help us make strategic changes in the curriculum and changes to particular courses (see our Self-Study document).

F. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

| <u>Community Engagement Activity</u> | <u>Included</u> | <u>Required/Optional</u> | |
|--|-----------------|--------------------------|---|
| Student Research (related to a community-based problem) | O | R | O |
| Student-Faculty Community Research Project | ___ | R | O |
| Internship, or a Field Experience | R | R | O |
| Independent Study (community-related project) | ___ | R | O |
| Capstone Course (community-related project) | R | R | O |
| Service-Learning (a component of a course) | O | R | O |
| Study Abroad, or an International Program | ___ | R | O |
| Interdisciplinary Collaborative Project (community related) | ___ | R | O |
| Student Leadership Activities (related to a team project) | ___ | R | O |
| Students/Faculty Community Leadership (advisory boards, committees, conference presentations) | ___ | R | O |
| Other Activities (not mentioned above): | | | |

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses: SOC Internship course

Additional Comments: Sociology faculty and students provide significant service to the State of Maine through our partnerships with community organizations.