

Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Sociology, Anthropology & Social Work – Sociology Program

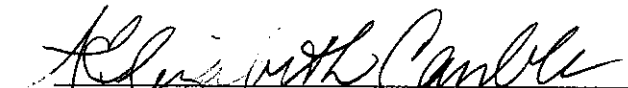
Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Sociology, B.A./B.S.

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

27 October 2004


Department Head's Signature

2/18/05
Date

College Dean's Signature
(Required for Undergraduate Programs)

Date

Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

**Degree Program
Assessment of Student Learning Plan
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email the revised outcomes (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date of this Submission

College: Arts & Sciences
Department: Sociology, Anthropology and Social Work
Program: Sociology Program
Date of Submission: February 18, 2004

B. Contact Person(s) for the Assessment Plans

Dana Britton, Associate Professor

C. Program – degree, minor, or certification

B.A./B.S. in Sociology

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the eight student learning outcomes (SLO's) approved by our faculty, the focus in our three-year assessment plan will focus on the following two learning outcomes.

Students will be able to meet the following learning outcomes:

- Sociological imagination: Appreciate the connection between individuals' personal troubles and social problems.
- Structural inequality: Understand structures and processes of local and global inequalities across dimensions such as race, class and gender.

Special rationale for selecting these learning outcomes (optional):

- None

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)				
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity
1. Theory	X	X			
2. Methods	X	X			X
3. Critical Thinking	X	X	X		
4. Sociological Imagination*	X	X		X	
5. Social Complexity	X			X	
6. Structural Inequality*	X	X		X	
7. Communication	X	X	X		
8. Professional development	X				X

* Assessed in current three-year plan

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

These SLO's (Sociological Imagination and Structural Inequality) will be assessed using both direct and indirect measures. The first direct measure used consists of pre- and post-tests administered to both majors and non-majors in the Introduction to Sociology (SOCIO 211) and Honors Introduction to Sociology (SOCIO 214) courses. Questions for these tests will be chosen from a bank of multiple-choice items compiled by graduate student teaching assistants and faculty. Exams will be administered in the first and last three weeks of the semester. Results will be quantified and progress assessed for all students.

The second direct measure consists of a structured writing exercise in which students are shown a stimulus material (a selected video clip) and then asked to respond to a series of questions demonstrating knowledge of sociological reasoning (i.e., the sociological imagination) and knowledge about structural inequality. This exercise will be administered to students in the Introduction to Sociology courses during the Fall semester 2005 and to students in our upper division theory course during Fall 2007. While the introductory classes enroll both majors and non-majors, the theory course is taken largely by majors. A sample of these exercises will be evaluated by each faculty member in the department using a rubric developed for this purpose (rubric is attached).

Other direct measures consist of a variety of strategies employed by faculty members in other upper and lower level courses, including essays, projects, and advanced exams. Faculty also use pre- and post-tests to measure course-specific knowledge and items added to course evaluations to assess whether students perceive courses are meeting the SLO's emphasized.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Items and procedures for the pre- and posttests will be developed during Spring 2005, with the first tests administered to students in the introductory classes during the Fall semester of 2005. Testing will be ongoing in each semester thereafter. Instructors in the introductory courses will meet at the end of the Fall semester to discuss assessment results, and this information will be shared with the full faculty no later than the end of the first five weeks of the following semester.

The student response exercise will be developed and tested during the Spring semester of 2005 and administered during the latter half of the Fall 2005 semester to students in the introduction to sociology courses. This will establish a baseline for comparison. The exercise will be administered again during the latter half of the Spring semester of 2007 to students in our required sociological theory course. Results will be quantified and compared to those from students in 2005, and this information will be shared with the faculty no later than the end of the first five weeks of the Fall semester 2007.

Assessments of indirect measures are ongoing, with changes made by individual faculty as weaknesses are identified. This information is provided on annual faculty evaluations and shared with the departmental evaluation committee and the department head every spring.

4. What is the unit's process for using assessment results to improve student learning?

Results of the pre- and post-tests will be quantified at the end of each semester. Students in the introductory course (majors and non-majors) should collectively score at least 75% on the post-test. These results will be combined with those of the indirect assessment measures and shared among faculty who teach introductory courses each semester. Annually (at the end of each Fall semester members of the sociology assessment committee will prepare an assessment of these SLOs and present the results to the full faculty and graduate student instructors for discussion. This will occur no later than five weeks into the following Spring semester. Additional assessments that are relevant to these SLOs that are completed in upper-level sociology courses will be added to the discussion as additional courses are included in the assessment plan.

Initial results from the structured writing exercise will be quantified at the end of the Fall semester 2005 and a report prepared by members of the sociology assessment committee and presented to the full faculty and graduate student instructors no later than five weeks into the Spring semester of 2006. As these will be baseline data, we expect no significant changes at that time. Results from the administration of the exercise in Spring 2007 will be compiled at the end of the Spring semester and a comparison report will be prepared by members of the sociology assessment committee and presented to the full faculty no later than five weeks into the Fall semester of 2007.

Means for improving student learning will be considered based on the identification of areas of weakness in the achievement of SLO's. Although it is not possible at this time to predict how these weaknesses might be addressed, examples might include using different teaching methods or textbooks, providing more focused training for graduate teaching assistants, or revision of the curriculum, student learning outcomes, or assessment process.

Structured Writing Exercise

EVALUATION RUBRIC

1. **PERSPECTIVE:** Demonstrate a sociological perspective (recognition that an individual is affected by and exists within a social context):

(0) Does not display a sociological perspective.

(1) Attempts/makes an effort at using a sociological perspective.

(2) Moderately and/or inconsistently displays a sociological perspective.

(3) Consistently and appropriately displays a sociological perspective.

2. **VOCABULARY:** Demonstrate use (application) of sociological terms and vocabulary to describe, and/or comment on the social context of an episode, issue:

(0) Does not use sociological terms and vocabulary.

(1) Attempts/makes an effort at using sociological terms and vocabulary.

(2) Moderately and/or inconsistently uses sociological terms and vocabulary.

(3) Consistently and appropriately uses sociological terms and vocabulary.

3. **THEORY:** Demonstrate application of sociological theory in identifying and analyzing relationships among elements in a social context:

(0) Does not use a sociological theory in identifying and analyzing relationships among elements in a social context.

(1) Attempts, make as effort at using a sociological theory in identifying and analyzing relationships among elements in a social context.

(2) Moderately and/or inconsistently uses sociological a sociological theory in identifying and analyzing relationships among elements in a social context.

(3) Consistently and appropriately uses a sociological theory in identifying and analyzing relationships among elements in a social context.

4. **ACCURACY:** Demonstrate appropriate and accurate application of sociological ideas, concepts, vocabulary, and theory in describing, identifying and analyzing relationships among elements in a social context:

(0) Missing - Does not use sociological ideas, concepts, etc.

(1) Weak - Sociological ideas, concepts, etc. are infrequently used, or frequently misused and inappropriately applied.

(2) Moderate - Sociological ideas, concepts, etc. are applied with reasonable accuracy and frequency.

(3) Strong - Sociological ideas, concepts, etc. are consistently applied with accuracy and clarity of use.

5. **INEQUALITY:** Demonstrate an understanding of the existence and dimensions of structured inequalities by race, gender, and class (with these categories mentioned as relevant to the stimulus material).

(0) Missing - Does not mention issues of inequality

(1) Weak – Mentions inequality, but does not recognize its structural roots or only mentions issues of race, gender and class.

(2) Moderate – Demonstrates understanding of the existence of structurally based inequalities of race, gender and class with reasonable accuracy and frequency.

(3) Strong – Clearly understands the structural basis of inequality and the dimensions of inequality across lines of race, gender and class.

Evaluation by:				Date(s) of evaluation:			Page: __ of pages __	
Social Security Number	1 Perspective	2 Vocabulary	3 Theory	4 Accuracy	5 Inequality	Major Y N	Previous Sociology Courses	Comments

Adapted from an exercise used at the College of Dupage: <http://www.cod.edu/outcomes/ProgDis/SOCInstr.htm>