

Detailed Assessment Report

As of: 5/08/2015 04:39 PM EDT

2013-2014 Sociology BA & BS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

Sociology Mission

In the academic year 1994-1995, the faculty of the Sociology Program at IU Kokomo developed an assessment plan that included the adoption of "Learning Goals for the Sociology Major" which were developed by the American Sociological Association (ASA) and later revised by the ASA's Task Force on the Undergraduate Major. These goals have continued to be promoted by the ASA in the more recent publication, *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century* (ASA 2004.)

The mission of the Bachelor of Arts degree and the Bachelor of Science programs in Sociology have several components outlined in the "Assessment Plan for the IU Kokomo Sociology Program *Foundation Document with Attachments*" (Hence forward referred to as the Sociology Program Foundation Document.) (Wysong 2006.)

"First, the **program mission** is to provide students with a broad exposure to the theories, methods, and substantive areas of the discipline through a combination of required and elective courses that encourage and reward academic excellence. Second, and more specifically, the program mission includes providing rigorous, challenging courses in social theory, research skills, and specialized course work that will prepare students for a variety of careers in diverse areas such as social services, government agencies and business. The third dimension of the program mission is that the B.S. and B.A. in sociology will serve as a strong foundation for graduate work in sociology as well as in other professional fields such as social work, human services, public administration, law, and business."

(Adapted from the Indiana University Bulletin 2004-2006, p. 62) (Wysong 2006.)

These learning goals fit with the mission of IU Kokomo in that they...

1. Specify content areas and research skills that students are expected to learn which are consistent with the campus mission.
2. Specify substantive knowledge as well as specific skills such as critical thinking, communication skills, and exposure to a diverse set of ideas that will better prepare them to be successful in their careers and/or graduate programs which is consistent with the mission of this campus. (Taken from the "Sociology Program *Foundation Document*", Wysong 2006)

Goals

G 1:Goal #1a

1. The discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to describe how sociology differs from and is similar to other social sciences and give examples of these difference.

G 2:Goal #1b

The discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to describe how sociology contributes to a liberal arts understanding of social reality; and

G 3:Goal #1c

The discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to apply the sociological imagination, sociological principles, and concepts to her/his own life.

G 4:Goal #2

2. The role of theory in sociology, such that the student will be able to: (a) define theory and describe its role in building sociological knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context of the times and cultures in which they were developed; and (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.

G 5:Goal #3

3. The role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to: (a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge; (b) compare and contrast the basic methodological approaches for gathering data; (c) design a research study in an area of choice and explain why various decisions were made; and (d) critically assess a published research report and explain how the study could have been improved.

G 6:Goal #4

4. The technical skills involved in retrieving information and data from the Internet and using computers appropriately for data analysis. The major should also be able to do (social) scientific technical writing that accurately conveys data findings and to show an understanding and application of ethical practice as a sociologist.

G 7:Goal #5

5. Basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and demonstrate the relevance of culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age, and class.

G 8:Goal #6

6. How culture and social institutions operate, such that the student will be able to: (a) show how institutions interlink in their effects on each other and on individuals; (b) demonstrate how social change factors such as population or urbanization affect social structures and individuals; (c) demonstrate how and social structure vary across time and place and the effects of such variations; and (d) identify examples of specific policy implications using reasoning about social-structural effects.

G 9:Goal #7

7. Reciprocal relationships between individuals and society, such that the student will be able to: (a) explain how the self develops sociologically; (b) demonstrate how social and cultural factors influence individual behavior and the self's development; (c) demonstrate how social interaction and the self influence society and social structure; and (d) distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches.

G 10:Goal #8

8. The macro/micro distinction, such that the student will be able to: (a) compare and contrast theories at one level with those at another; (b) summarize some research documenting connections between the two; and (c) develop a list of research or analytical issues that should be pursued to more fully understand the connections between the two.

G 11:Goal #9

9. In depth at least two specialty areas within sociology, such that the student will be able to:

(a) summarize basic questions and issues in the areas; (b) compare and contrast basic theoretical orientations and middle range theories in the areas; (c) show how sociology helps understand the area; (d) summarize current research in the areas; and (e) develop specific policy implications of research and theories in the areas.

G 12:Goal #10

10. The internal diversity of American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups.

G 13:Goal #11

11. To think critically, such that the student will be able to: (a) move easily from recall analysis and application to synthesis and evaluation; (b) identify underlying (assumptions in particular theoretical orientations or arguments; (c) identify underlying assumptions in particular methodological approaches to an issue; (d) show how patterns of thought and knowledge are directly influenced by political-economic social

structures; (e) present opposing viewpoints and alternative hypotheses on various issues; and (f) engage in teamwork where many or different viewpoints are presented.

G 14:Goal #12

12. To develop values, such that the student will see: (a) the utility of the sociological perspective as one of several perspectives on social reality; and (b) the importance of reducing the negative effects of social inequality.

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Outcome #2 for Goal #1c

Outcome #1: Apply the sociological imagination

Component #1: Correctly apply a sociological point of view in a paper.

Related Artifacts/Objects:

A 1:Writing Assignment--Applicatin of Sociological Imagination

Goals, Outcomes, and Components to be assessed: Identification of approximately (1) when, (2) where (e.g., in which courses), and (3) how (i.e., though what activity) students will demonstrate their achievement of the outcome. Also, Listing of Assessment Artifacts/Objects and Performance Characteristics.

Goal #1 Outcome #1, Component #1 will be assessed based on a written paper from any upper level sociology course completed by a student in the fall or spring semester of each year. These data from the year 2009-2010 will be analyzed in the spring and summer of 2010 by the sociology faculty. Subsequent years will follow a similar pattern for the same cohort of students.

Artifacts/Objects: A paper written in an upper level course sociology course in the fall of 2009 or the spring 2010 will be evaluated by each of the four resident sociology faculty members in the spring or summer of 2010. Sociology faculty members are currently holding discussions about how each of the two outcomes and respective components are to be defined. We will reach consensus or develop a majority opinion before reading and assessing the first papers. We expect to develop a clear operational definition of this component. Once agreement about how these outcomes and components will be measured is achieved, we will use a summary scale to assess the extent to which each student has achieved satisfactory application of each component in the paper. We will use a *Global Summary Assessment of Student's Application...*

- (1) No satisfactory application was observed in the student paper
- (2) Some satisfactory application was observed, but the student did not consistently make satisfactory applications
- (3) Satisfactory application is consistently made in the paper
- (4) Satisfactory application overall, but some application is excellent
- (5) Excellent application is consistently made throughout the paper.

Outcome #1, Component #1. See Attachment #1: *Global Summary Assessment of Student's Applications*

Performance Characteristics: An average score of "3" (for all sociology majors in the studied cohort) on the Global Summary Assessment of Student's Application will represent an acceptable "benchmark" level of performance for Goal #1, Outcome #1, and Component #1. We expect to find an individual score of "3" or higher for each student by the third year.

Goal #1, Outcome #1, Component #2: Students will be assessed based on a written paper from any upper level sociology course completed by a student in the fall or spring semester of each year. These data from the year 2009-2010 will be analyzed in the spring and summer of 2010 by the sociology faculty. Subsequent years will follow a similar pattern for the same cohort of students.

Artifacts/Objects: A paper written in an upper level course sociology course in the fall or spring of 2009-2010 will be evaluated by each of the four resident sociology faculty members in the spring or summer of 2010. Sociology faculty members are currently holding discussions about how each of the two outcomes and respective components are to be defined. We will reach consensus or develop a majority opinion before reading and assessing the first papers. We expect to develop a clear operational definition of this component. Once agreement about how these outcomes and components will be measured is achieved, we will use a summary scale to assess the extent to which each student achieved satisfactory application of each component in the paper. We will use a *Global Summary Assessment of Student's Application...*

- (1) No application; the student did not successfully apply
- (2) Some satisfactory application but student did not consistently make satisfactory applications
- (3) Satisfactory application is consistently made in the paper
- (4) Satisfactory application overall, but some application is excellent

(5) Excellent application is consistently made throughout the paper.

Performance Characteristics: An average score of "3" (for all sociology majors in the studied cohort) on the *Global Summary Assessment of Student's Application* will represent an acceptable "benchmark" level of performance for Goal #1, Outcome #1, Component #2. We expect to find an individual score of "3" or higher for each student by the third year.

Outcome #1, Component #2. See *Global Summary Assessment of Student's Application* below

Rubric for Grading Papers

Global Summary Assessment of Students Application of Goal #1 (c)--

Ability to apply the sociological imagination and sociological concepts

For each paper written by a student in the sociology program from the studied cohort in the studied academic year, evaluate each of the two components below and write any comments explaining your evaluation. Academic Year _____

Student Identifier _____

Faculty Evaluator _____

Component #1: Application of a sociological imagination

Indicate how well the student made satisfactory applications of the sociological imagination by checking the appropriate level on this scale:

- (1) No application; the student did not successfully apply
- (2) Some satisfactory application but student did not consistently make satisfactory applications
- (3) Satisfactory application is consistently made in the paper
- (4) Satisfactory application overall, but some application is excellent
- (5) Excellent application is consistently made throughout the paper

Comments:

Component #2: Application of Sociological Concepts

Indicate how well the student made satisfactory applications of sociological

concepts by checking the appropriate level on this scale:

- _ (1) No application; the student did not successfully apply
- _ (2) Some satisfactory application but student did not consistently make satisfactory applications
- _ (3) Satisfactory application is consistently made in the paper
- _ (4) Satisfactory application overall, but some application is excellent
- _ (5) Excellent application is consistently made throughout the paper

Comments:

Source of Evidence: Written assignment(s), usually scored by a rubric

S 2:Outcome #2 for Goal #1c

Outcome #2: Apply sociological concepts

Component #1: Correctly apply two or more sociological concepts in a paper.

Related Artifacts/Objects:

A 1:Writing Assignment--Applicatin of Sociological Imagination

Goals, Outcomes, and Components to be assessed: Identification of approximately (1) when, (2) where (e.g., in which courses), and (3) how (i.e., though what activity) students will demonstrate their achievement of the outcome. Also, Listing of Assessment Artifacts/Objects and Performance Characteristics.

Goal #1 Outcome #1, Component #1 will be assessed based on a written paper from any upper level sociology course completed by a student in the fall or spring semester of each year. These data from the year 2009-2010 will be analyzed in the spring and summer of 2010 by the sociology faculty. Subsequent years will follow a similar pattern for the same cohort of students.

Artifacts/Objects: A paper written in an upper level course sociology course in the fall of 2009 or the spring 2010 will be evaluated by each of the four resident sociology faculty members in the spring or summer of 2010. Sociology faculty members are currently holding discussions about how each of the two outcomes and respective components are to be defined. We will reach consensus or develop a majority opinion before reading and assessing the first papers. We expect to develop a clear operational definition of this component. Once agreement about how these outcomes and components will be measured is achieved, we will use a summary scale to assess the extent to which each student has achieved

satisfactory application of each component in the paper. We will use a *Global Summary Assessment of Student's Application...*

- (1) No satisfactory application was observed in the student paper
- (2) Some satisfactory application was observed, but the student did not consistently make satisfactory applications
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Outcome #1, Component #1. See Attachment #1: *Global Summary Assessment of Student's Applications*

Performance Characteristics: An average score of "3" (for all sociology majors in the studied cohort) on the Global Summary Assessment of Student's Application will represent an acceptable "benchmark" level of performance for Goal #1, Outcome #1, and Component #1. We expect to find an individual score of "3" or higher for each student by the third year.

Goal #1, Outcome #1, Component #2: Students will be assessed based on a written paper from any upper level sociology course completed by a student in the fall or spring semester of each year. These data from the year 2009-2010 will be analyzed in the spring and summer of 2010 by the sociology faculty. Subsequent years will follow a similar pattern for the same cohort of students.

Artifacts/Objects: A paper written in an upper level course sociology course in the fall or spring of 2009-2010 will be evaluated by each of the four resident sociology faculty members in the spring or summer of 2010. Sociology faculty members are currently holding discussions about how each of the two outcomes and respective components are to be defined. We will reach consensus or develop a majority opinion before reading and assessing the first papers. We expect to develop a clear operational definition of this component. Once agreement about how these outcomes and components will be measured is achieved, we will use a summary scale to assess the extent to which each student achieved satisfactory application of each component in the paper. We will use a *Global Summary Assessment of Student's Application...*

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- (3) Satisfactory application is consistently made in the paper
- (4) Satisfactory application overall, but some application is excellent
- (5) Excellent application is consistently made throughout the paper.

Performance Characteristics: An average score of "3" (for all sociology majors in the studied cohort) on the *Global Summary Assessment of Student's Application* will represent an acceptable "benchmark" level of performance for Goal #1, Outcome #1, Component #2. We expect to find an individual score of "3" or higher for each student by the third year.

Outcome #1, Component #2. See *Global Summary Assessment of Student's Application* below

Rubric for Grading Papers

Global Summary Assessment of Students Application of Goal #1 (c)--

Ability to apply the sociological imagination and sociological concepts

For each paper written by a student in the sociology program from the studied cohort in the studied academic year, evaluate each of the two components below and write any comments explaining your evaluation. Academic Year _____

Student Identifier _____

Faculty Evaluator _____

Component #1: Application of a sociological imagination

Indicate how well the student made satisfactory applications of the sociological imagination by checking the appropriate level on this scale:

- (1) No application; the student did not successfully apply
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- (5) Excellent application is consistently made throughout the paper

Comments:

Component #2: Application of Sociological Concepts

Indicate how well the student made satisfactory applications of sociological concepts by checking the appropriate level on this scale:

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- (2) Some satisfactory application but student did not consistently make satisfactory applications
- (3) Satisfactory application is consistently made in the paper
- (4) Satisfactory application overall, but some application is excellent
- (5) Excellent application is consistently made throughout the paper

Comments:

Source of Evidence: Written assignment(s), usually scored by a rubric