

Sociology and Anthropology (BA)

 Program-162

Annual Assessment Plan

1

2 4.4 - employment

Classify options for and evaluate student suitability for employment, voluntary service, and/or graduate education in sociology and related fields.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 5 - Self-Awareness

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
SOAN 442 -- Graded discussion/classroom engagement item focusing on vocational options	85% of students will score a 3 or higher (83% on the rubric out of 4 (3 is proficient from 83-89.9%, 4 is distinguished from 90-100%))	Annually

4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100 percent of students scored 83 or higher, thus meeting the target.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Evaluate assignment to assess the level of challenge.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Curriculum was revised to SOAN courses instead of SOCI for 2021-2022 AY. We deem it necessary to evaluate assignments across the board in this upcoming 2022-2023 AY. We would like to keep consistency in assignments across instructors who teach the same courses.

3 **4.5 - faith**

Articulate how faith connects to sociological theory, research, and ethics within the discipline and reflect upon issues of faith in their potential career options

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 3 - Faith Knowledge & Application

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
SOAN 442 -- Senior Thesis, faith integration section	85% of students will score 83% or higher	Annually
SOAN 335 -- Journal assignment throughout course	85% of students will score 83% or higher	Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Results show 80% of students scored 83% or higher. Target was not met. In SOAN 335 assignment, target was met with 100% of students scoring 83% or higher. In SOAN 442 assignment, target was not met with only 50% of students scoring 83% or higher.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We plan to create and link a rubric for the final Thesis paper in order to target the more specific measure of the faith integration section. We also want to evaluate the assignments to assess their level of challenge and follow-up with the instructor who is in the process of changing this course and measure.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

For the SOAN 335 course measure, the instructor is still in the process of reevaluating the effectiveness of the given measure. They also want to realign this course to better complement other core courses within the PACS major. It is expected that this measure will change and a new measure be in place by the time it is taught again in Spring 2023.

4 **4.3 A - human variations**

Summarize a broad knowledge of human variations across cultures, class, race and ethnicity, gender, religion, and value orientations to understand the dynamics and complexity of human social interaction.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
SOAN 212 -- Designated questions administered in class assignment	85% of students will score 83% or higher	Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

0 results this year; did not determine accurate target measure

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Determine accurate target measure (is it "Putting Anthropology to Work - Performance Task")? Also, clarify the written measure that currently states "Designated questions administered in class assignment."

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

We could not establish the measure for this assessment and plan to do so in the next cycle.

5 **4.2 - research project**

Students will use appropriate quantitative and qualitative reasoning to design a research project.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
SOAN 285 -- Research paper/design	85% of students will score 83% or higher	Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100 percent of students scored 83 percent or higher.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Evaluate evaluate the assignment to assess the level of challenge.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

As mentioned in 20-21, SOCI 281 and SOCI 271 were discontinued; SOAN 285 was created in their place.

6 **4.3 B - social institutions**

Critique social institutions and issues of conflict, inequality, prejudice, discrimination, and deviance.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
SOAN 356 -- Paper	85% of students will score 83% or higher	Annually

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students scored 83% or higher.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Evaluate the assignments to assess their level of challenge. Keep consistency in assessed assignment across various instructors of this course.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Instructor redesigned course to align with curriculum changes.

7 **4.1 - sociological theory**

Apply major concepts and ideas within classical and contemporary sociological theory to explain real-world contexts.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:



3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
SOAN 331 -- Final Exam	85% of students will score 83% or higher	Annually
SOAN 442 -- Senior thesis, literature review and methodology sections	85% of students will score a 3 or higher on the rubric out of 4 (3 is proficient, 4 is distinguished)	Annually

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Results not accurate this year.

Target score for first measure (SOAN 331 Final Exam) was not set at 83% proficiency. Results show 80% of students scored 50% or higher.

The second measure (SOAN 442 senior thesis) was not accurately linked due to no linked rubric. No results available.

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional

support/resources for students.

Set correct target scores for all measures. We also plan to create and link a rubric for the final Thesis paper in order to target the lit review and methods sections.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

SOAN 331 measure was changed to Final Exam as planned.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Come to agreement as a dept on target scores for each objective and assess level of challenge for each measure. Create timeline for reviewing dept assessment and connect with faculty regularly to stay on track. Create consistency among assessed assignments in courses taught by various instructors. Communicate list of assessed assignments in each course to entire department, including adjunct faculty.

Assessment Rubric

- 1 **Process**

	1	2	3	4

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	<input type="radio"/> Assessment plan is not implemented.	<input type="radio"/> Most aspects of plan are being implemented or all aspects are implemented to some degree.	<input type="radio"/> Assessment plan is fully implemented.	<input type="radio"/> Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:


3 **Engagement**

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	<input type="radio"/> Limited involvement beyond chair/director	<input type="radio"/> All educators contributing to the curriculum are aware of process and results	<input type="radio"/> All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	<input type="radio"/> All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

5

Program Learning Objectives

	1	2	3	4
<p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6

Explanations:

7

Measures

	1	2	3	4



	1	2	3	4
<p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>○</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:

9 **Targets**

	1	2	3	4

	1	2	3	4
<p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p>	<p>Some targets are missing.</p>	<p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	<p>Not identified clearly for all measures.</p>	<p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Action Plan

	1	2	3	4
<p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p>○</p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p>○</p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p>○</p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p>○</p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p style="text-align: center;">○</p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

Select a workflow action below

Approve

Reject

CONTINUE LATER

SUBMIT THE FORM

