



Degree Program Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified degree program, please respond to each of the questions below. *Use as much space as you need to describe the degree program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>. The Outcomes Committee will review your plan to provide constructive feedback, as well as to identify particular academic departments for potential assessment awards to support continuing assessment efforts.

1. **Degree Program: Sociology**
2. **Department: Sociology and Social Work**
3. **School: Social and Behavioral Science**
4. **Person(s) Responsible for Developing Plan: Chad Hanson**
5. **Phone: 268-2219**
6. **Date Submitted:**

1. Does this program offer a distance learning degree? Yes No

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

The Sociology and Social Work departments strive to promote students' academic achievement and professional competence. The department's priorities are twofold: first, to train students for further study in sociology or social work, and second, to provide students seeking to fulfill general education requirements with meaningful, relevant courses.

2. *List the student learning outcomes for the degree program addressed by this plan.*

Graduates of the program should be able to:

- i. Apply the sociological perspective to assessments of their own life choices/chances and those of others
- ii. Explain and apply the theoretical perspectives in the field of sociology
- iii. Communicate in writing about social science concepts
- iv. Evaluate examples of empirical research
- v. Think critically about the causes and consequences of social inequality

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

The student learning outcomes are consistent with priorities in the field of sociology, as defined by the American Sociological Association. The outcomes were also designed to contribute to the general education of Casper College students.

4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be used by the department chair. The findings will serve to facilitate decision making with respect to future readings, assignments and in-class projects or activities.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including **both direct and** indirect evidence.
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the degree program.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
i	SOC 1000	Quantitative Qualitative	Formal Exam Writing	Scantron & Instructor	In-class and written
ii	SOC 1000	Quantitative Qualitative	Formal Exam In-class projects	Scantron& Instructor	In-class and written
iii	SOC 2325 SOC 2400	Qualitative	Writing and In-class projects	Instructor	Instructor and In-class
iv	SOC 2325 SOC 2400	Quantitative Qualitative	Formal Exam In-class projects	Scantron& Instructor	In-class and written
v	SOC 1100	Quantitative Qualitative	Formal Exam Writing	Scantron& Instructor	In-class and written

2. *Describe the responsibilities, timeline, and the process for implementing this assessment plan.*

Assessment activities will take place during the course of the semester, in accord with the timeline published in sociology course syllabi.

C. Global Design & Use

It is critical that degree program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

- a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

The plan will be reviewed on a tri-annual basis, to correspond with the departmental review schedule.

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

Student's work forms the basis for the assessment plan. Exams, writing assignments and in-class projects provide evidence of learning or student development. Students also participate in the process of determining the nature of their work and its evaluation. They choose the topics on which to base their group projects, and students use a rubric to provide feedback to one another on the quality of their participation in small group activities (new pilot project).

- c. *What external sources were consulted in the development of this assessment plan?*

The American Sociological Association (ASA) provided the foundation for the plan. In particular, the outcomes and assessment strategies reflect suggestions found in three of the ASA's publications: "Liberal Learning and the Sociology Major" (2005), "Creating an Effective Assessment Plan for the Sociology Major" (2005), and "Passing on Sociology" (1998). In addition, learning outcomes for sociology programs at the following institutions were reviewed: University of Maryland, California State University-San Marcos, California State University-Channel Islands, and Florida Gulf Coast University.

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

At this time the plan is manageable. Resources are adequate.