

Assessment Plan for BA – Sociology

Date created: 12/02/2019

Last reviewed: 12/02/2019

Goals: Minimum of 70% proficiency

Learning Objectives

1. Sociological discipline knowledge application: Students will be able to identify and apply sociological concepts and theories to everyday life, human behavior, and societies.
 - a. 1.1: Inquiry and analysis: A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
2. Social stratification: Students will be able to identify, analyze, and explain the factors contributing to and the consequences of social stratification and social inequality across dimensions/statuses and institutions.
 - a. 2.1: Diversity, inclusion, equity: The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.
3. Collect and analyze data: Students will be able to identify the characteristics of high-quality data and methods in sociological research and be able to effectively explain the results of sociological research to others.
 - a. 3.1 Critical and creative thinking: A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
4. Social policy and practice: Students will be able to assess the effectiveness of various social policies within the United States.
 - a. 4.1: Problem solving: The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
5. Verbal and Written Communication Skills: Students will be able to communicate effectively in a wide variety of contexts.
 - a. 5.1: Intercultural knowledge: Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

Curriculum Map

	SOC 100/150	SOC 281	SOC/CJUS 380	SOC/CJUS 485	SOC 261, 350, 423, 458, 483	SOC 400, 401, 456, 471	SOC 270, 315, 320	SOC Elective – randomized by academic year
O1	X	X		X				X
O1.1	X	X		X				X
O2	X			X	X		X	
O2.1	X			X	X		X	
O3			X	X				
O3.1			X	X				
O4	X			X		X	X	

O4.1	X			X		X	X	
O5	X			X				X
O5.1	X			X				X

Assessment Rubrics

Objective and type of student work assessed	Below Proficient	Proficient	Above Proficient
<i>Learning Objective 1: SOC 100/150 – instructor-selected artifact SOC 281 – application paper SOC/CJUS 485 - portfolio</i>	The artifact is unclear with no organization. The artifact has so many basic grammar errors and punctuation errors that the artifact cannot be readily understood. Major mistakes evident regarding theory or in definition of concepts Little to no sociological reasoning and/or evidence is found in the main body of the artifact. Student is unable to connect sociological theory/concepts to everyday life. The artifact makes no (or incorrect) reference to social, cultural, and/or historical context within the U.S.	Theory and key concepts are well defined and organized and linked together where appropriate Students evaluate social issues and structures with regard to sociological theories and concepts. Students are able to explain the relevance of sociological theories and concepts to variety of audiences. Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources. The artifact explicitly ties social, cultural, and historical context sociological theory and concepts both within and outside of the U.S.	Concepts are clearly defined, linked where appropriate, and illustrated with examples Students evaluate social issues and proposed social remedies with regard to sociological theories and concepts. Students are able to explain the relevance of sociological theories and concepts and the potential implications of proposed solutions to a variety of audiences. Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument. The artifact ties social, cultural, and historical context with theory and concepts Student elaborates on this relationship with a global framework.
<i>Learning Objective 1.1: SOC 100/150 – instructor-selected artifact SOC/CJUS 485 - portfolio</i>	Identifies a topic that is far too general and wide-ranging as to be manageable and doable. Presents information from irrelevant sources representing limited points of view/ approaches. Lists evidence, but it is not organized and/ or is unrelated to focus. States an ambiguous, illogical, or	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. Presents in-depth information from relevant sources representing various points of view/approaches. Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic. Synthesizes in-depth information from relevant sources representing various points of view/approaches. Organizes and synthesizes evidence to reveal insightful patterns,

	<p>unsupportable conclusion from inquiry findings. Presents limitations and implications, but they are possibly irrelevant and unsupported.</p>	<p>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications.</p>	<p>differences, or similarities related to focus. States a conclusion that is a logical extrapolation from the inquiry findings. Insightfully discusses in detail relevant and supported limitations and implications.</p>
<p><i>Learning Objective 2:</i> <i>SOC 100/150 – instructor-selected artifact</i> <i>SOC 485 – portfolio</i> <i>SOC 260, 261, 330, 383, 350, 423, 483 – instructor-selected artifact</i></p>	<p>The main points of the artifact are ambiguous. The artifact has many basic grammar and punctuation errors but the meaning is somewhat clear. Gist of theory/concepts correct but some or major mistakes made. Students can minimally apply sociological concepts and theories relating to stratification to their own lives and demonstrate the connections of institutions/structure to their own circumstances. Reasons are in the form of assertions, anecdotes, lacking precision or relevant evidence. Stratification is identified in a single dimension with few contributing factors identified. Few remedies are proposed or remedies are aimed solely at an individual level. The artifact makes only minimal (correct) reference to social, cultural, and historical context to the development and continuation of stratification within the U.S.</p>	<p>Theory and key concepts are well defined and organized and linked together where appropriate. Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources. Stratification is identified across multiple dimensions and the institutional impact of stratification is explored in depth. Students evaluate the ramifications to individuals and institutions when multiple axes of stratification intersect. Student compared multiple potential remedies at both the individual and institutional level and evaluated the potential efficacy of the proposals. Student demonstrates knowledge of global stratification. The artifact explicitly ties social, cultural, and historical context to the development and continuation of stratification both within and outside of the U.S.</p>	<p>Concepts are clearly defined, linked where appropriate, and illustrated with examples. Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument. Stratification is identified across multiple dimensions and the institutional impact of stratification is explored in depth. Students explore the ramifications to individuals and institutions when multiple axes of stratification intersect. Student identified multiple potential remedies at both the individual and institutional level and evaluated the potential efficacy and ethical considerations of the proposals. Student shows an advanced understanding of global stratification and addresses potential global remedies. The artifact ties social, cultural, and historical context with stratification. Student elaborates on this relationship through a globally comparative framework.</p>
<p><i>Learning Objective 2.1:</i></p>	<p>Identifies some connections between an individual's personal</p>	<p>Evaluates the global impact of one's own and others' specific local actions on</p>	<p>Effectively addresses significant issues in the natural and human world</p>

<p><i>SOC 100/150 – instructor-selected artifact</i></p> <p><i>SOC 485 – portfolio</i></p>	<p>decision-making and certain local and global issues.</p> <p>Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).</p> <p>Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective</p> <p>Identifies basic ethical dimensions of some local or national decisions that have global impact.</p> <p>Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.</p> <p>Defines global challenges in basic ways, including a limited number of perspectives and solutions.</p>	<p>the natural and human world.</p> <p>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</p> <p>Analyzes two or more connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</p> <p>Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.</p> <p>Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.</p> <p>Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).</p>	<p>based on articulating one's identity in a global context.</p> <p>Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)</p> <p>Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</p> <p>Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.</p> <p>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.</p> <p>Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</p>
<p><i>Learning Objective 3:</i></p>	<p>The main points of the artifact are ambiguous. The artifact has many</p>	<p>Methods and key concepts are well defined and organized/linked properly</p>	<p>Methods and key concepts are clearly defined, linked where appropriate, and</p>

<p><i>CJUS 380 – instructor-selected artifact</i></p> <p><i>SOC/CJUS 485 – research/policy paper</i></p>	<p>basic grammar and punctuation errors but the meaning is somewhat clear.</p> <p>Gist of methods correct, but some mistakes made in application or ethical considerations.</p> <p>Students can minimally apply sociological methods to understanding their own lives and wider social institutions.</p> <p>Reasons are in the form of assertions, anecdotes, lacking precision or relevant evidence.</p>	<p>and follow proper ethical guidelines for the discipline. Students able to easily interpret research results for a wider audience. Students can conduct research on their own.</p> <p>Students evaluate social issues and structures with regard to sociological theories and concepts.</p> <p>Students are able to explain the relevance of sociological theories and concepts to variety of audiences.</p> <p>Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources.</p> <p>Students are able to evaluate sociological research and explain the results of that research to a variety of audiences.</p>	<p>illustrated with examples.</p> <p>Students able to easily interpret research results for a wider audience.</p> <p>Students can create quality research on their own and present that research for a wider audience.</p> <p>Students evaluate social issues and proposed social remedies with regard to sociological theories and concepts.</p> <p>Students are able to explain the relevance of sociological research and the potential implications of proposed solutions to a variety of audiences. Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument.</p>
<p><i>Learning Objective 3.1:</i></p> <p><i>CJUS 380 – instructor-selected artifact</i></p> <p><i>SOC/CJUS 485 – research/policy paper</i></p>	<p>Issue/problem to be considered critically is stated without clarification or description.</p> <p>Information is taken from source(s) without any interpretation/evaluation.</p> <p>Viewpoints of experts are taken as fact, without question.</p> <p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p> <p>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p>	<p>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</p> <p>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.</p> <p>Viewpoints of experts are subject to questioning.</p> <p>Identifies own and others' assumptions and several relevant contexts when presenting a position.</p> <p>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.</p> <p>Others' points of view are acknowledged within</p>	<p>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p> <p>Information is taken from source(s) with Enough interpretation/evaluation to develop a comprehensive analysis or synthesis.</p> <p>Viewpoints of experts are questioned thoroughly.</p> <p>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p> <p>Specific position (perspective,</p>

	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>	<p>position (perspective, thesis/hypothesis). Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>
<p><i>Learning Objective 4: SOC 270, 315, 320 – instructor-selected artifact SOC/CJUS 485 - portfolio</i></p>	<p>The main points of the artifact are ambiguous. The artifact has many basic grammar and punctuation errors but the meaning is somewhat clear.</p> <p>Gist of methods correct, but some mistakes made in application or ethical considerations.</p> <p>Students can minimally apply sociological methods and concepts to understanding social policy and social institutions</p> <p>Reasons are in the form of assertions, anecdotes, lacking precision or relevant evidence</p>	<p>Methods and key concepts are well defined and organized/linked properly and follow proper ethical guidelines for the discipline. Students able to easily interpret policy research results for a wider audience. Students can conduct policy and program research on their own.</p> <p>Students evaluate social policy and structures with regard to sociological theories and concepts. Students are able to explain the relevance of social policy and the results of social policy analysis to variety of audiences. Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources.</p> <p>Students are able to evaluate sociological research on policy and explain the results of that research to a variety of audiences.</p>	<p>Methods and key concepts are clearly defined, linked where appropriate, and illustrated with examples. Students able to easily interpret policy research results for a wider audience. Students can create quality policy research on their own and present that research for a wider audience.</p> <p>Students evaluate social issues and proposed social remedies with regard to sociological theories and concepts.</p> <p>Students are able to explain the relevance of sociological policy research and the potential implications of proposed solutions to a variety of audiences. Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument.</p>

<p><i>Learning Objective 4.1:</i> SOC 270, 315, 320 – instructor-selected artifact SOC/CJUS 485 – portfolio</p>	<p>Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.</p> <p>Identifies only a single approach for solving the problem that does apply within a specific context. Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.</p> <p>Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors. Reviews results in terms of the problem defined with little, if any, consideration of need for further work.</p>	<p>Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.</p> <p>Identifies multiple approaches for solving the problem, only some of which apply within a specific context. Proposes one or more solutions/hypotheses that indicates comprehension of the problem.</p> <p>Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem. Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner. Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.</p> <p>Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner. Reviews results relative to the problem defined with some consideration of need for further work.</p>	<p>Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.</p> <p>Identifies multiple approaches for solving the problem that apply within a specific context. Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem.</p> <p>Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.</p> <p>Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem. Reviews results relative to the problem defined with thorough, specific considerations of need for further work.</p>
<p><i>Learning Objective 5:</i> SOC 100/150 – instructor-selected artifact SOC/CJUS 485 – portfolio</p>	<p>The content of the student's work is accurate but lacks details and is supported by inappropriate or inadequate evidence, while its delivery or</p>	<p>The content is accurate, descriptive, supported by appropriate and credible evidence, and delivered with understandable writing or speech.</p>	<p>The content is accurate, descriptive, supported by appropriate and credible evidence, and delivered with understandable writing or speech.</p>

<i>SOC Elective – instructor-selected artifact</i>	writing detract from the content.		
<i>Student Learning Objective 5.1: SOC 100/150 – instructor-selected artifact SOC/CJUS 485 – portfolio SOC Elective – instructor-selected artifact</i>	<p>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</p> <p>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Views the experience of others but does so through own cultural worldview.</p> <p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p> <p>States minimal interest in learning more about other cultures.</p> <p>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.</p>	<p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p> <p>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</p> <p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p> <p>Asks deeper questions about other cultures and seeks out answers to these questions.</p> <p>Begins to initiate and develop interactions with culturally different others.</p> <p>Begins to suspend judgment in valuing her/ his interactions with culturally different others.</p>	<p>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</p> <p>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p> <p>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p> <p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>

			Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.
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Assessment Cycle

June - May	Data is collected by instructors of courses indicated in the curriculum map during summer (if applicable), fall, and spring terms.
June 30	Results are sent to the program's assessment coordinator by this date.
August 15	Results are combined and the annual assessment report is drafted by the assessment coordinator in advance of the fall department meeting in mid-August.
September 30	After faculty discuss the assessment report draft, create any needed action plans, and tweak the program's assessment plan during the fall department meeting, the updated assessment report is submitted to the chair and/or dean by this date.
November 30	The dean reviews the annual assessment report, inputs comments, and sends the report back to the assessment coordinator by this date.
January 1	The assessment coordinator submits the final version of the annual assessment report to the nsuassessment@northern.edu email, accompanied by the updated assessment plan for the program.