**B.A. or B.S. in Sociology**

**Program Purpose**

Sociology is the study of how human behavior shapes and is shaped by larger cultural and social contexts. Sociology provides a lens to analyze, understand, and explain important matters in our personal lives (e.g., relationships or family conflict, ethnic & gender identity), our communities (e.g., crime & law, poverty & wealth, social movements, health outcomes), and the world (e.g., population growth, globalization & economic development). Studying sociology prepares students to be broadly knowledgeable about sociological theories and methods, which equip them with the perspective and insight to be a critical observer, participant, and actor in the social world. After completing the program, students should be prepared for a range of entry level positions in the public, private, or nonprofit sectors, or to undertake graduate study in an academic or professional program.

**Expected Learning Outcomes**

1. Understand what sociology is, as a social science discipline (ELO 1)
2. Utilize sociological theories to guide research and improve understanding of social phenomenon and human behavior (ELO 2)
3. Learn to use a variety of research methods as a means of understanding the social world and human interaction (ELO 3)
4. Apply sociological and social-science perspectives to the understanding of real-world problems or topics (e.g., issues of diversity, health, globalization, crime & law) (ELO 4)
5. Communicate effectively about sociological issues, making well-organized arguments supported by relevant evidence (ELO 5)

**Assessing Sociology Learning Outcomes**

**Program faculty will provide syllabi for core and non-core courses taught on a regular basis to the Undergraduate Committee Chair. If necessary, a member of the undergraduate committee will meet with individual faculty if there are any questions about the course’s purpose, goals, and/or assignments. Learning outcomes will be mapped onto specific courses for potential evaluation through selected assignments (Table 1)**

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| **Table 1: Sociology Expected Learning Outcomes Matrix** |
|  | **ELO1** | **ELO2** | **ELO3** | **ELO4** | **ELO5** |
| **SOC 1010 Intro** | **E** | **WA** |  | **WA** |  |
| **SOC 2015 Doing Sociology** | **E, OE** | **E, OE** | **E, OE** | **E, OE** | **E, OE** |
| **SOC 3111 Research Methods** |  | **E** | **E, WA** | **R** | **E, RP** |
| **SOC 3112 Social Stats** | **FP** |  | **E, Q, LA** | **LA, FP** | **FP** |
| **SOC 3140 Social Theory** | **E, SP** | **E, SP** |  | **AE** | **AE** |
| **SOC 3337 Gender & Sexuality** |  |  |  |  |  |
| **SOC 3365 Ethnic Minorities** |  | **R** |  | **FP** |  |
| **SOC 3380 Social Inequality** |  |  |  |  |  |
| **SOC 3422 Social Movements** |  |  |  |  |  |
| **SOC 3435 Ineq, Power, & Globalization** |  |  |  |  |  |
| **SOC 3440 Soc of Religion** |  |  |  |  |  |
| **SOC 3436 Global Social Structure** | **E** | **E** | **E, Q** | **E, Q** | **WA** |
| **SOC 3446 Political Sociology** | **E, SP** | **E, SP** |  | **SP** | **SP** |
| **SOC 3480 Envir Sociology** |  |  |  |  |  |
| **SOC 3486 Global Envir Crisis** |  |  |  |  |  |
| **SOC 4085 Cities & Communities** | **FP, WA, OP** |  |  |  |  |
| **SOC 3560 Deviant Behavior** |  |  |  |  |  |
| **SOC 3561 Criminology** |  | **FP** |  | **WA, FP** |  |
| **SOC 3638 Families in Society** |  |  |  |  |  |
| **SOC 3650 Pop & Society** |  | **WA** | **WA** | **E** |  |
| **SOC 3653 Global Pop Problems** |  |  |  |  |  |
| **SOC 3671 Soc of Health** |  |  |  |  |  |
| **SOC 3673 Social Epi** | **R, GA** | **Q** | **GA** | **GA** | **GA** |
| **SOC 3741 Migrants & Communities** |  |  |  |  |  |
| **SOC 3769 Disparities in Health** |  |  |  |  |  |
| **SOC 4674 Global Health** |  | **WA** |  | **WA, R** | **WA** |
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**Assessment Methods:**

**E=exams**

**Q=quizzes**

**WA=written assignment**

**OE=online exercises**

**LA=lab assignments**

**GA=group assignment**

**SP=short paper**

**FP=final paper**

**AE=application essay**

**R=reflection**

**RP=research proposal**

**OP=oral presentation**

**Systematically Gathering, Analyzing, and Providing Feedback**

**The following is the assessment process to provide useful ongoing feedback for necessary curricular adjustments and future planning.**

**In specifically identified classes (all core classes and at least two classes in each program area), faculty will identify expected learning outcomes and the chosen outcome assessments (i.e. assignments, exams, etc…) that they will use. This will be done by filling out the learning outcome matrix developed for the Department of Sociology and will be gathered every semester when syllabi are turned in (turned in to the Undergraduate Committee Chair).**

**The assessment process will entail staggering the assessment of two to three student learning outcomes per semester over a two-semester period. The undergraduate committee will determine which learning outcome are to be appraised and which classes will be used to appraise them based on the ELO/EA Matrix. Faculty will be informed at the beginning of the semester. An agreed upon assignment/activity relevant to the outcome and a simple holistic rubric will be used for assessment. This rubric will be a short narrative description of the type of work identifiable and acceptable for a particular learning outcome. This involves using a qualitative analysis that is more flexible and naturalistic in searching for recurring patterns and themes. The goal is not precision in measurement, but truthful information about what the students have learned. This will be used unless a quantitative measure of the outcome makes more sense. Selected members of the undergraduate committee will complete the evaluation and will add comments to substantiate their evaluations.**

**Student learning assessments will occur after the semester is over and independent from the instructor’s individual assessment of a student’s work. Names and other potential identifiers will be removed from assignments used in the assessment.**

**Results and feedback will be provided to all the faculty at the first faculty meeting after the assessment is completed. Suggested adjustments to the overall major will be discussed.**