

## FORM 201B: ASSESSMENT PLAN

**Program / Department:** Sociology / GSHAA

### Department Mission

The objectives of the sociology program here at Chicago State University are to prepare our students to understand the complexities of society, as well as, their role in it. The sociology program is constructed to accomplish this objective through the teaching of specific skills particular to the discipline of sociology.

Students in the sociology program will be provided with the tools that emphasize critical thinking. Requiring excellent written and oral communication skills, basic computer research skills, and offering applied learning opportunities through internships, will aid in the preparation of our students entering the job market.

The objectives of the sociology program are consistent with the University's mission to provide curricula that develops communication and critical thinking skills in addition to cultural and social awareness. The sociology program's internship opportunities provide students with the opportunity to support the University's commitment to assist in the development of economically viable and sustainable communities.

The University's mission and the State's commitment to provide and education to those students with lack of economic, social or educational opportunities is strengthened by the sociology program's objective to engage students in the exploring social problems, and social institutions through theory and research.

The sociology program's objective to provide an environment that will meet the professional needs of faculty is supported by the University's cultivation of a collaborative and intellectually stimulating campus environment that protects and supports academic freedom.

### Program Objectives

Soc.4980 (Senior Seminar) – The objective of this course is to require emphasis on written communication and critical thinking skills; to engage students in the exploration of social phenomena, social diversity, social problems and social institutions through theory and research. Students will demonstrate knowledge of the sociology discipline by successfully integrating research skills, application of methods, data analysis and theory building.

### Student Learning Outcomes

Students have demonstrated knowledge of the discipline of sociology. Students have prepared original sociological research using appropriate techniques and technologies. Through this research the students have demonstrated knowledge of the discipline of sociology by applying critical thinking and effective communication skills. Students effectively used program resources to complete this course and were able to examine social diversity by applying knowledge to write about community involvement experiences.

| <b>Program Objectives*</b>   | <b>Student Learning Outcomes</b>   | <b>Assessment Instruments**</b>  | <b>Criteria ***</b>  |
|--|--|--|--|
| Soc. 4980<br>1. Written communication and critical thinking skills.<br>2. Exploring social diversity, social problems and social institutions.<br>3. Successfully integrate research skills, application of methods, data analysis and theory building | 1. Students prepared original sociology research using appropriate techniques and technologies. And applying critical thinking and effective communication skills.<br>2. Students effectively used program resources to examine social diversity.<br>3. Students have demonstrated knowledge of the discipline of sociology. | 1. Final research paper<br>2. Student Presentation of research<br>3. Classmate feedback on presentation of research. | a. The pass rate for this course assessment is 70%. See attached rubric<br>All students successfully met the criteria for satisfactory performance in this course. |

\* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

\*\* Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

\*\*\* Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C. Consider the distinction between student performance criteria and program effectiveness criteria.

**Soc 4980: Sociology Thesis/Project Rubric**

|  | <b>A: 91% to 100%</b>  | <b>B: 81% to 90%</b>  | <b>C: 71% to 80%</b>  | <b>D: 61% to 70%</b>  | <b>F: &lt; 61%</b>  |
|--|--|---|---|---|---|
| <b>Writing and Formatting<br/>15%</b>            | The writing in the thesis is grammatically correct, has appropriate concept development, and displays proper formatting. Paper averages no more than two errors of any kind per page.                    | The writing in the thesis has only a few grammatical errors. The concepts are developed appropriately. There is no more than one major formatting error and few minor ones. Paper averages no more than four errors of any kind per page.   | Writing has quite a few grammatical errors. The concepts are minimally developed. There are several significant formatting errors. Paper averages more than four errors per page, but less than eight.                                    | Writing has many grammatical errors. Concepts are poorly developed or missing. There are many significant formatting errors. Paper averages more than eight errors per page but less than twelve.   | Writing is fraught with grammatical errors. Concepts are incorrectly applied and developed poorly or not at all. There are many major formatting errors. Paper averages more than twelve errors per page.                   |
| <b>Review of Literature and Research<br/>20%</b> | All research is properly cited. All sources are properly listed in bibliography. Sources are academic in nature displaying a mix of professional journals, academic books and academic internet sources. | Research is properly cited. With no more than two exceptions, all sources are properly listed in bibliography. Sources are properly listed in bibliography displaying a reasonably good mix of journals, academic books and academic internet sources, missing no more than one category. | Some research is properly cited. Some citations are missing or incorrect. Some sources are missing from the bibliography. There are fewer than expected sources. Some categories of sources are missing. Some quotes are done improperly. | Many citations are missing. Research is not properly cited. Sources are inappropriate and generally non-academic. Several categories of sources are missing. There are significantly fewer sources than expected. Many quotes are missing citations or are used without citation. | Significant plagiarism is present. Research is not properly cited. Bibliography is incomplete or absent. Sources are not academic. Internet sources are not appropriate.  |
| <b>Methodology<br/>20%</b>                       | Research follows a clear and feasible sociologically accepted methodology. The methodology is applied correctly and carried out completely.  | Research follows an acceptable and feasible sociological methodology. The method is applied with only a few minor errors and carried out with few missing components.   | Research methodology is inconsistent but is used. Significant errors in the application of methodology.   | Research methodology is inconsistent and missing in places. Research method is inaccurately applied.  | Research methodology is absent. There is no logical flow of the research. Method is illogical and poorly applied or not used at all. There is little or no fit between the stated method and the actual process of research |
| <b>Theory<br/>10%</b>                            | The selected sociological theory is presented accurately and consistently applied in the body of the paper.  | Sociological theory is clearly presented and applied but may be inconsistently utilized.  | Theoretical concepts are incomplete, but present. Some theory is incorrectly applied.   | Theoretical concepts are incomplete and often incorrect. Concepts are often muddied and confused.   | Theoretical concepts are absent. If present, theory is incorrectly applied.   |
| <b>Data Analysis<br/>15%</b>                     | Data, whether qualitative or quantitative, is properly analyzed. Instruments are included and fit with the theory and methodology.   | In general, data is properly analyzed. A few errors in analysis are present or data has minor problems with interpretation. Charts and tables   | Data analysis has some significant flaws but also possesses some accurate qualities. Instruments are included. The fit with the   | Data analysis has serious flaws and is generally inaccurate. Instrument is missing or seriously flawed. Fit between theory  | Data analysis is missing or seriously incomplete. Instrument is missing or seriously flawed. There is no fit between theory and   |

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|   | Charts and tables are accurate and complete. Code book is accurate and complete. Analysis is carried out accurately and interpreted correctly.   | are included and in general are accurate and complete. Code book is generally accurate and mostly complete.  | theory and methodology is poor. Code book has significant flaws. Analysis has significant errors and interpretation is flawed.  | and methodology is poor or absent. Code book is seriously flawed. Analysis has serious errors and interpretation is inaccurate or missing.                            | methodology or section is missing altogether. Analysis is missing or so seriously flawed as to be useless. Interpretation is missing.  |
| <b>Research Question and Hypotheses</b><br>7% | Research question and hypotheses are well reasoned and clearly stated. Hypotheses are researchable. A solid connection exists between the research question and the hypotheses   | Research question and hypotheses are reasonable and easy to follow. Hypotheses are researchable. There is a connection between the research question and the hypotheses            | The research question and hypothesis are unclear but provide some direction for the research. Hypotheses are flawed but workable. The connection between the research question and hypothesis is weak.            | The research question is confusing. The hypotheses are not connected to the research question. The hypotheses have a limited ability to be researched.                | The research question is seriously flawed or missing. The hypotheses are not feasible for research. There is no connection between the research question and the hypotheses. |
| <b>Conclusion</b><br>8%                       | The conclusion is well stated. The conclusion is well connected to the findings of the research. The limits of the research are recognized and clearly acknowledged. Directions for future research are noted and clearly connected to the present findings. | The conclusion is clearly noted. The conclusion is connected to the findings of the research. The limits of the research are recognized. Directions for future research are noted. | The conclusion is present, but flawed or the connection to the findings of the research are tenuous. The limits of the research are not clearly recognized. Directions for future research are flawed or missing. | The conclusion is flawed or significantly inaccurate. The limits of the research are inaccurate or missing. Directions for future research are missing or inaccurate. | The conclusion is missing or seriously in error. The limits of the research are missing. No direction for future research is noted.  |

## FORM 201BC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name Leslie Baker-Kimmons Program / Department Sociology/GSHAA

### **Evidence to Support Achievement of Student Learning**

The findings indicate that students' at the senior level in the sociology program have met the objectives of the program. The data shows a satisfactory completion for all students in this assessed course.

### **Analysis and Program Change**

The data for this year's assessment reveals that using the senior seminar course for program assessment is an improvement to the past multiple courses used in assessment, and in this case has been successful. The success of this assessment is reflected in the trend data. All the student learning outcomes have been met and the assessment tool was effective in addressing student learning outcomes. Students did well in the majority of areas but some students, although passed, remain weak in research and writing.

In addressing the weakness in research and writing the sociology faculty have discussed altering the cap course. It is agreed that becoming proficient in writing is critical for our students however, there needs to be adjustments. Sociology faculty have discussed the need to incorporate more writing requirements throughout the core courses to prepare students for this cap course. Sociology faculty have also proposed creating alternate projects for Program assessment. These options will continue to be explored

### **Assessment as a Departmental Priority**

As a program, faculty has continuous conversations about assessment. The results of these conversations resulted in the collective decision in creating the senior seminar course which could effectively demonstrate the mission of the program. Our faculty consistently reinforces the key knowledge and skills through other courses in the program. One way in which this is accomplished is through is by meeting outside of the larger departmental meeting to assess the current and future needs of our majors.

### **Effectiveness of Program Assessment**

Moving from assessing multiple courses to assessing one course, which integrates the objectives of the previous assessed courses, in the program has been successful. The faculty teaching this course continue to highlight the strengths and weaknesses of this assessment tool and all seem willing to work together to make changes when needed.

### **Publicizing Student Learning**

The public is informed of student learning through our departmental brochure and website. Publicizing the pass rate criteria, as well as, reflection from students who took the course indicates student learning.

|   | May 2015 Report  |   | May 2016 Report   |   | May 2017 Report   |  |   |
|---|--|---|---|---|---|--|---|
| <u>Instruments</u>                                  | <u>20142015 Results</u>  | <u>Actions Taken</u>  | <u>2015/2016 Results</u>  | <u>Actions Taken /<br/>Summary of<br/>Actions Taken</u>   |   | <u>Actions Taken</u>   | <u>Summary of<br/>Actions Taken</u>   |
| <b>Indirect or Reflective Assessment Instrument</b> | <p><b>Soc 4980 -Feedback from classmates on presentation of thesis project.</b><br/>Students significantly benefitted from feedback and were able to make changes/adjustments in final papers.</p> | <p>We found that with feedback students continued to collaborate with each other throughout research/writing process to produce their final papers. /<br/>We looked at how this type of collaboration demonstrates the extent of student learning within the program.</p>   | <p><b>Soc 4980 -Feedback from classmates on presentation of thesis project.</b></p>                                 | <p>Presentations help students not only discover the weaknesses and strengths of their own work, but every student listening learns about their own strengths and weaknesses by listening to each other.<br/><br/>Student feedback continues to be a valuable resource that guides the student to a better finished product.</p>  | <p><b>Soc 4980 -Feedback from classmates on presentation of thesis project.</b></p>                                 | <p>Presentations help students not only discover the weaknesses and strengths of their own work, but every student listening learns about their own strengths and weaknesses by listening to each other.</p>   | <p>Student feedback continues to be a valuable resource that guides the student to a better finished product.</p>   |
| <b>(Direct Assessment Instrument 1)</b>             | <p><b>Soc 4980 - Final senior thesis research paper</b><br/>All students passed with a passing grade &gt;/= 90%</p>  | <p>We looked for weaknesses in theory and research and found that by creating a step by step process to complete each part of the research paper significantly prevents errors./<br/><br/>The combined efforts of classmate/instructor feedback positively impact the successful completion of the senior thesis.</p> | <p><b>Soc 4980 - Final senior thesis research paper</b><br/>All students passed with a passing grade &gt;/= 90%</p> | <p>Although the students have had experience with each of the components of a major research project, they often have a difficult time putting the pieces together. It has proven helpful to have the students do one section at a time and put the final project together near the end. To allow them to just turn in a final project is asking for a disaster. Students who have completed Quantitative Methods and Research Methods do better in Senior Seminar. As much as possible, encourage to take Senior Seminar AFTER they have completed the aforementioned classes.</p> | <p><b>Soc 4980 - Final senior thesis research paper</b><br/>All students passed with a passing grade &gt;/= 90%</p> | <p>Although the students have had experience with each of the components of a major research project, they often have a difficult time putting the pieces together. It has proven helpful to have the students do one section at a time and put the final project together near the end.</p> | <p>Students who have completed Quantitative Methods and Research Methods do better in Senior Seminar. As much as possible, encourage to take Senior Seminar AFTER they have completed the aforementioned classes.</p> |

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| <b>(Direct Assessment Instrument 2)</b> | <b>Soc 4980 -Student presentation of research</b> | We will continue to discuss how to improve the presentation aspect of the senior thesis course to improve students communication/ analytical skills./<br>We looked at how presentations strengthen students' communication and analytical skills. This reflects how much students comprehend about their major and we will continue to adjust these exercises and provide opportunities for students to present to larger university venues. | <b>Soc 4980 -Student presentation of research</b> | Presentations help students not only discover the weaknesses and strengths of their own work, but every student listening learns about their own strengths and weaknesses by listening to each other.<br>As the class has increased in size, the students have been receiving less attention. This is a weakness that can be ameliorated by capping the class somewhere between ten and fifteen. Since the instructor is, in fact, supervising each thesis, supervising more than ten or fifteen theses is virtually impossible to do well. | <b>Soc 4980 -Student presentation of research</b> | Presentations help students not only discover the weaknesses and strengths of their own work, but every student listening learns about their own strengths and weaknesses by listening to each other. | Since the instructor is, in fact, supervising each thesis, supervising more than ten or fifteen theses is difficult. Faculty have met to discuss providing multiple sections for this course. |
| <b>(Other Instruments)</b>              | No evaluations recorded                           |  |   |   |   |   |   |

**FORM 201C: SUMMARY OF TREND [Instructional Programs – Undergraduate and Graduate Majors]**

**Program & Department** Sociology/GSHAA **Assessment Coordinator** Leslie Baker-Kimmons

**Directions:** Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of action. Attach the assessment plan.

[Add cells as needed]