

# Community College of Denver Sociology Program Assessment Plan

---

April 7, 2016  
Danielle Langworthy  
Department Chair

# Table of Contents

---

<b>SOCIOLOGY PROGRAM</b>	<b>3</b>
<b>DEPARTMENT MISSION</b>	<b>3</b>
<b>PROGRAM CURRICULUM</b>	<b>3</b>
<b>PROGRAM REQUIREMENTS FOR DEGREE WITH DESIGNATION</b>	<b>3</b>
<b>REQUIRED PROGRAM COURSES: STUDENT LEARNING OUTCOMES AND COMPETENCIES</b>	<b>3</b>
SOC 101 – Introduction to Sociology I	3
SOC 102 – Introduction to Sociology II	4
SOC 215 – Contemporary Social Problems	5
SOC 218 – Sociology of Diversity	5
SOC 231 – Sociology of Deviance	5
<b>PROGRAM ASSESSMENT</b>	<b>7</b>
<b>PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)</b>	<b>7</b>
Curriculum Map	7
<b>ASSESSMENT STRATEGIES AND METHODS</b>	<b>8</b>
Assessment Method Criteria Matrix	8
Learning Outcomes by Measures Matrix	8
Linking Across the Plan	10
Assessment Process Matrix	11
Assessment Timeline	12
<b>ASSESSMENT PLAN</b>	<b>14</b>

# Sociology Program

## Department Mission

The mission of the Sociology, Anthropology and Women’s Studies department is to provide students with the foundation and perspectives needed to articulate and navigate the complexities of the social structures and behaviors in their communities at multiple scales, from the local to the global. Our programs and departments offer a variety of courses that engage students’ critical thinking skills, and thus prepare them for a diverse, globalized world and workplace, and provide the foundation essential for an educated and tolerant public.

## Program Curriculum

The sociology program includes a Degree with Designation, for which students acquire 60 credits. Those credits include general education (courses in English, math, arts & humanities, natural and physical sciences, social sciences, and communications) in addition to five main anthropology courses: Introduction to Sociology I, Introduction to Sociology II, and three additional sociology courses. The three most often taken additional courses include Contemporary Social Problems, Sociology of Diversity, and Sociology of Deviant Behavior. The courses in sociology have objectives and competencies established through the Colorado Community College System.

## Program Requirements for Degree with Designation

SOC 101	Introduction to Sociology I	3
SOC 102	Introduction to Sociology II	3
Three guaranteed transfer SOC courses	Various	9
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121 or	College Algebra	4
MAT 135	Introduction to Statistics	(3)
Three guaranteed transfer Arts and Humanities courses	Various	9
One guaranteed transfer History course	Various	3
Two guaranteed transfer Social & Behavioral courses	Various	6
Two guaranteed transfer Natural & Physical Sciences courses		8
COM 115 or	Public Speaking	3
COM 125	Interpersonal Communication	(3)
Electives	Various	6-7
Total		60

## Required Program Courses: Student Learning Outcomes and Competencies

### SOC 101 – Introduction to Sociology I

1. Define sociology and explain the basic insight of sociology.
2. Explain the meaning and the importance of the "sociological imagination".
3. Contrast the views that Comte, Spencer, and Marx held regarding society and the role of the sociologist.
4. Compare and contrast three major theoretical perspectives of sociology.
5. Identify the contributions of theory and research to sociological knowledge.
6. Describe the logic of cause effect between variables; state the conditions necessary for correlation and for causation.
7. Identify the advantages and the disadvantages of laboratory and field experiments.
8. Distinguish between a population and a sample and explain the connection between them; specify ways to ensure that a sample is representative.

9. Describe the relationship between culture and society.
10. Distinguish between instincts, reflexes, drives, and culturally learned behavior.
11. Discuss norms and their importance to society.
12. Define ethnocentrism and discuss its consequences for a culture.
13. Describe cultural relativism and its appropriate use.
14. Indicate how subcultures and countercultures relate to the dominant culture.
15. Summarize the ways in which culture affects human interaction and the ways humans change culture.
16. Define socialization.
17. Describe the ways in which biological pre-dispositions and social influence are intertwined.
18. Discuss the concept of "self" and how it develops.
19. Describe Cooley's three-part theory of the looking-glass self.
20. Describe Mead's theory of the formation of self through symbolic interaction, role-taking, and the generalized and particular other.
21. Identify the key agents of socialization.
22. List the characteristics of a group that distinguish it from an aggregate or category.
23. Contrast the features of primary and secondary groups.
24. Identify ways in which individuals conform to groups.
25. List the functions of in-groups and outgroups.
26. Explain the importance of reference groups.
27. Characterize formal organizations.
28. Define deviance as a sociological concept.
29. Discuss the concept of stigma.
30. Identify means of social control and how they work.
31. Characterize Merton's five-part typology of deviance.
32. Explain why mental disorder is classified as a form of deviance.
33. List four functions of deviance.
34. List four dysfunctions of deviance and their effects on society.
35. Define social stratification.
36. Explain the concept of social mobility.
37. Describe how sociologists use socioeconomic status (SES) as a measurement of social position.
38. Explain how stratification systems are maintained.
39. Discuss social stratification in the United States.
40. Identify the social classes in the United States and the features of each.
41. Specify some of the factors that are correlated with social-class membership.
42. Explain the two ways poverty is defined and indicate which groups in the United States are most likely to experience poverty.
43. Cite biological evidence in discussing differences between the sexes.

## SOC 102 – Introduction to Sociology II

1. List the basic characteristics of the family. Discuss the importance of marriage and kinship to the family.
2. Describe the functions the family performs for its members and for society.
3. Describe some cross-cultural variations in families.
4. Indicate the changes that have occurred in family patterns with increasing industrialization and urbanization.
5. Outline the functions and dysfunctions of the nuclear family form.
6. Describe the impact of divorce upon the two individuals directly involved, other family members, the community, and society.
7. Describe how education has changed with the rise of industrialism in the United States.
8. Present the functionalist view of the purposes of education.
9. Present a conflict view of education and the influence of schooling on social mobility.
10. Explain how the self-fulfilling prophecy operates in schools.
11. Discuss the relationship between class, race, and educational achievement; explain which factors affect students' chances of educational success.
12. State the sociological definition of religion.
13. List topics of interest to a sociologist studying religion as social behavior.
14. Compare and contrast the elements of religion with those of functionally equivalent belief systems.
15. Compare the views of Marx, Durkheim, and Weber on the relationship between religion and social change.

16. Explain Weber's "Protestant ethic" thesis and the current evidence for it.
17. Compare the religiosity of the American people with that of other nations and discuss the social consequences of these differences.
18. Identify the factors that have led to a fundamentalist revival in the United States.
19. Discuss the economic order and the importance of economic activity.
20. Explain the idea of division of labor and the consequences of surplus wealth.
21. Compare Durkheim's concepts of mechanical and organic solidarity in terms of social cohesion.
22. Define "anomie" and describe its sources and consequences.
23. Contrast occupations and professions and explain the trend toward professionalization.
24. Present Marx's analysis of alienation and work.
25. Describe the extent of economic control exerted by large corporations, noting its social consequences.
26. Explain the increase in multinational corporations and its global consequences.
27. Outline the social consequences of unemployment for the individual and for society.
28. Define the sociological concepts of the political order and the state.
29. Explain Weber's definitions of power, legitimacy, and coercion.
30. Characterize the state in modern industrial societies.
31. Contrast the three basic forms of government.
32. Discuss current political trends in the U.S.
33. Describe the political behavior of interest groups.
34. Present evidence of ways in which interest groups support or interfere with democratic government.
35. Summarize Mill's view of the concentration of power in the United States.
36. Outline Reisman's perspective on the levels of power in the United States.

### **SOC 215 – Contemporary Social Problems**

1. Summarize the principal perspectives on social problems.
2. Define principal social problems in contemporary American society.
3. Analyze the causes of these problems.
4. Explain the conditions of health care, mental illness, substance abuse, sex-related problems, violence, poverty and affluence, racism and prejudice, and environment problems.
5. Formulate suggested solutions for the above social problems.
6. Estimate/calculate the costs of various social problems and the cost of suggested solutions.

### **SOC 218 – Sociology of Diversity**

1. Define and explain basic terms and concepts related to diversity
2. convey a basic understanding of majority-minority group relations as a tool in examining patterns of interactions in our social world
3. Identify the difference between prejudice and discrimination, and how the two are related
4. Differentiate between the institutional and individual dynamics of unequal power in contemporary society
5. Develop interpersonal skills necessary for living and working effectively in a diverse population
6. Analyze personal attitudes, behaviors and beliefs regarding diversity
7. explain and use concepts and theories applicable to understanding majority-minority group relations
8. Demonstrate the ability to view the world and minority groups' positions in society using critical thinking and objectivity
9. Evaluate the status of minority groups in America today in relation to their relative positions within social institutions such as the family, education, economy, government and health care.
10. Explore and evaluate means to address and reduce discrimination and prejudice in society.
11. Demonstrate knowledge of the history of minority & majority relations and current areas of concern.

### **SOC 231 – Sociology of Deviance**

1. Define and explain basic terms and concepts related to deviancy.
2. Define the relationship between social norms and deviant behavior
3. Identify the major theories of deviance
4. Identify theoretical concepts related to the control and identification of deviancy

5. Analyze the historical course of deviancy from a global context
6. Analyze the historical course of deviancy from an American context
7. Analyze the social consequences of deviance
8. Differentiate between cultural universals regarding deviance and culturally determined definitions of deviant behavior
9. Objectively analyze personal attitudes and beliefs regarding various deviancies.
10. Categorize and explain recognized forms of social deviance.
11. Describe society's changing solutions to the problems of deviance, analyze them, and propose alternatives.

## Program Assessment

The assessment plan for the Sociology program at the Community College of Denver ensures our students have the foundation for critical thinking needed to articulate and navigate the complexities of the social structures and behaviors in their communities at multiple scales, to enter a diverse, globalized world and workplace, and to be part of an educated and tolerant public. This program provides the foundation for those who wish to continue on to bachelor's programs in anthropology at four-year institutions.

### Program Student Learning Outcomes (PSLOs)

1. Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.
2. Explain, apply, and demonstrate the utility of the sociological imagination/perspective.
3. Evaluate sociological methods of research and their ethical principles.
4. Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.

### Curriculum Map

Sociology	Course Numbers/Program Requirements and Options				
Outcomes	SOC 101	SOC 102	SOC 215 Contemporary Social Problems	SOC 218 Sociology of Diversity	SOC 231 Sociology of Deviance
Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.	<u>I, D</u>  WAI	<u>I, D</u>  CE	I, D	<u>I, D</u>  FP	I, D
Explain, apply, and demonstrate the utility of the sociological imagination/perspective.	<u>I, D</u>  WAI	I, D	I, D	I, D	I, D
Evaluate sociological methods of research and their ethical principles.	<u>I, D</u>  CR	I, D	I, D	I, D	I, D
Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.	<u>I, D</u>  WAI	I, D	I, D	I, D	I, D

**Key**

I = Introduced  
D = Demonstrated  
A = Formally Assessed

**Assignments**

Updated 4/7/16

CE – Chapter Essays (Roger)  
 CR – Chapter Research (Roger)  
 FP – Final Paper (Chelsea)  
 WAI - Who Am I Project (Rachael)

## Assessment Strategies and Methods

### Assessment Method Criteria Matrix

**Key**  
 ✓ = Adequate tool  
 + = Valuable tool  
 - = Not an effective tool for criterion

Criteria of value to program	Program: Sociology				
	Methods				
	Content Analysis	Course Embedded Assessment	Institutional Data	Performance Assessment	Syllabus Analysis
Aligns with Curriculum	+	+		+	+
Aligns with PSLOs	+	+	-	+	+
Reasonable Planning Time	+	+	+	+	+
Reasonable Analysis Time/Cost			+		
Value to Student Learning	+	+	-	+	+

### Learning Outcomes by Measures Matrix

**Key**  
 ✓ = Adequate tool  
 + = Valuable tool  
 - = Not an effective tool for criterion

PSLOs	Program: Sociology				
	Methods				
	Content Analysis	Course Embedded Assessment	Institutional Data	Performance Assessment	Syllabus Analysis
Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.					
Explain, apply, and demonstrate the utility of the sociological imagination/perspective.					
Evaluate sociological methods of research and their ethical principles.					
Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.					





**Linking Across the Plan**

<b>PSLOs to be Assessed</b>	<b>Assessment Measure</b>	<b>Population</b>	<b>Reporting/Use</b>
Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> <li>• Syllabus Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Explain, apply, and demonstrate the utility of the sociological imagination/perspective.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Evaluate sociological methods of research and their ethical principles.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> <li>• Syllabus Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>

**Assessment Process Matrix**

Assessment Process	What	Who will conduct it?	When
<b>Preparation</b>			
	Discuss/Complete PLSOs	All FT Faculty in the Program Invite al PT Faculty	Fall, Year One
	Curriculum Mapping		Fall, Year One
	Develop Assessment Strategies and 5-Year Plan		Spring, Year One
<b>Data Collection</b>			
	Content Analysis	All FT Faculty in the Program Invite all PT Faculty	Fall, Spring Annually
	Course Embedded Assessment		Fall, Spring Annually
	Performance Assessment		Fall, Spring Annually
	Institutional Data	Department Chair	Fall, Spring Annually
	Syllabus Analysis		Fall, Spring Year One
<b>Analysis</b>			
	Content Analysis	All FT Faculty in the Program Invite all PT Faculty	End of Spring Annually
	Course Embedded Assessment		End of Spring Annually
	Institutional Data		Fall, Spring Annually
	Performance Assessment		End of Spring Annually
	Syllabus Analysis		End of Spring Year One
<b>Reporting/Use</b>			
	Program Review of results	All FT Faculty in the Program Invite all PT Faculty	Annually
	Revise PSLOs, Curriculum and/or Instruction, Assessment protocol as determined		Annually
	Course-level Report	Department Chair with the assistance of 1 FT	Annually
	Program-level Report	Department Chair	Every 5 years

**Assessment Timeline**

	<b>Fall Semester (beg.)</b>	<b>Fall Semester (end)</b>	<b>Spring Semester (beg.)</b>	<b>Spring Semester (end)</b>
<b>Year One</b>				
Preparation	<input type="checkbox"/> Departmental discussions regarding PSLOs	<input type="checkbox"/> Complete PSLO Statements <input type="checkbox"/> Syllabus Analysis	<input type="checkbox"/> Map Outcomes to Current Curriculum	<input type="checkbox"/> Develop Assessment Strategies and 4-Year Plan (Next Program report due in 4 years) <input type="checkbox"/> Syllabus analysis
<b>Year Two</b>				
Data Collection		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment
Reporting/Use				<input type="checkbox"/> Program review of results <input type="checkbox"/> Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined <input type="checkbox"/> Course-level report
<b>Year Three</b>				
Data Collection	<input type="checkbox"/>	<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment

Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>
Reporting/Use				<ul style="list-style-type: none"> <li><input type="checkbox"/> Program review of results</li> <li><input type="checkbox"/> Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li><input type="checkbox"/> Course-level report</li> </ul>
<b>Year Four</b>				
Data Collection		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>
Reporting/Use				<ul style="list-style-type: none"> <li><input type="checkbox"/> Program review of results</li> <li><input type="checkbox"/> Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li><input type="checkbox"/> Course-level report</li> <li><input type="checkbox"/> Program-level report</li> </ul>

## Assessment Plan

### 1. PSLOs to focus on:

- a. Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.
- b. Explain, apply, and demonstrate the utility of the sociological imagination/perspective.
- c. Evaluate sociological methods of research and their ethical principles.
- d. Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.

### 2. What will be assessed?

- a. Level of mastery of the program outcomes in selected assignments by all students with a Degree with Designation in Sociology who have completed the obligatory 5 classes (SOC 101, 102, and three 200 level courses).

### 3. Assessment Methods

- a. Content Analysis
- b. Course Embedded Assessment
- c. Performance Assessment
- d. Syllabus Analysis
- e. Institutional Data

### 4. Time Frame

- a. The first year will consist of generating PSLOs and mapping them to the curriculum. This year will include Syllabus Analysis.
- b. Evaluation of the artifacts will take place annually following the spring semester, with the exception of the Institutional Data, which will be assessed each semester.

### 5. Who will do the assessment?

- a. The department chair and full-time faculty member, along with any and all part-time faculty who would like to be involved, will conduct assessment associated with Content Analysis, Course Embedded Assessment, and Performance Assessment, and Syllabus Analysis.

### 6. Type of Feedback

- a. Following each evaluation period, faculty assessors will submit their evaluations and data.
- b. The chair will compile the data and determine the areas of strength and areas for improvement in the program.

### 7. Closing the Loop

- a. Following the evaluation period and data analysis, all department faculty will be informed of the findings and will meet to discuss how to improve the curriculum for the coming year.