

**UNIVERSITY OF SAN FRANCISCO**  
**College of Arts and Sciences**

**Undergraduate Sociology — Program Assessment Plan**

**Program Goals**

Students who complete the B.A. in Sociology will be able to:

1. Understand and analyze critically major social practices, structures, and inequalities.
2. Understand, analyze, and apply major sociological theories, frameworks and traditions.
3. Formulate, conduct, and communicate independent social research.
4. Connect sociological analysis to practical social action.

**Learning Outcomes**

- Sociology majors should be able to analyze critically social practices, structures, and inequalities, such that the student will be able to:
  - Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; social class; ethnic group; gender.
  - Identify both macrosociological and microsociological aspects of social life, and discuss examples of these from at least one substantive area of sociology.
  - Describe at least two “intersections” between structural inequalities of race, ethnicity, gender, sexuality, nation, and/or class.
- Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions, such that the student will be able to:
  - Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.
  - Describe and apply some basic theories or theoretical orientations in at least one area of social reality.
- Sociology majors should be able to formulate, conduct, and communicate independent social research, such that the student will be able to:
  - Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.
  - Design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.
  - Use computerized and on-line databases to find published sociological research.
  - Critically assess a published research report in an area of choice.
  - Clearly convey data findings in writing.
- Sociology majors should be able to connect sociological analysis to practical social action, such that the student will be able to:
  - Explain the implications for practical action of sociological theory and research in an area of choice.

- Develop a sociologically informed action plan in an area of choice.
- Conduct at least twenty-five hours of service or activist work in an area of choice, and explain what they have experienced from a sociological framework.

## Curriculum Map

Departmental Goals/Outcomes	Course Numbers							
	150	302	304	306	308	395	410	CAP
1. Sociology majors should be able to analyze critically social practices, structures, and inequalities, such that the student will be able to								
a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; social class; ethnic group; gender.	C	M	M	C			M	M
b. Identify both macrosociological and microsociological aspects of social life, and discuss examples of these from at least one substantive area of sociology.	I	M	M	C	M	M	M	M
c. Describe at least two “intersections” between structural inequalities of race, ethnicity, gender, sexuality, and/or class.	I	M	C	C				
2. Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions, such that the student will be able to:								
a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.	I			C				M
b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.	I			C			C	C
3. Sociology majors should be able to formulate, conduct, and communicate independent social research, such that the student will be able to:								
a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.	I				C		M	M
b. Design a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods	I				M		C	C

of data collection, and data analysis.								
c. Use computerized and on-line databases to find published sociological research.	I				M	M	C	C
d. Critically assess a published research report in an area of choice.	I	M	M		M	M	C	C
e. Clearly convey data findings in writing	I				M	C	C	C
4. Sociology majors should be able to connect sociological analysis to practical social action, such that the student will be able to:								
a. Explain the implications for practical action of sociological theory and research in an area of choice.	I						C	C
b. Develop a sociologically informed action plan in an area of choice.							C	C
c. Conduct at least twenty-five hours of service or activist work in an area of choice, and explain what they have experienced from a sociological framework						C		C

**Key** I = Introduced with minimal coverage  
M = Moderate Coverage  
C = Comprehensive Coverage

## Assessment Methods

### Learning Outcome Rubrics

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
<b>1a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; social class; ethnic group; gender</b>	a. Students cannot define any key sociological terms or concepts, nor give examples of them.	b. Students can loosely define and give examples of several terms or concepts.	c. Students can define at least six terms or concepts, and can give some examples, but remain vague when asked to apply and use the concepts.	d. Students can define at least six terms or concepts, give examples, and can use them proficiently.	e. Students can define and give examples of more than six of the terms or concepts, and can discuss and use them with great skill and fluency.
<b>1b. Identify both macrosociological and microsociological aspects of social life, and discuss examples of these from at least one substantive area of sociology</b>	a. Students demonstrate no understanding, or very superficial understanding, of “micro” and “macro” and the differences between them; can give no coherent examples.	b.	c. Students can define and distinguish micro and macro, and can give coherent examples of them in one substantive area; some vagueness on interactions between micro and macro.	d.	e. Students can define and distinguish micro and macro, can give examples in one or more substantive areas, and can clearly discuss interactions between micro and macro.
<b>1c. Describe at least two “intersections” between structural inequalities of race, ethnicity, gender, sexuality, nation, and/or class.</b>	a. Students demonstrate no understanding, or very superficial understanding, of the notion of “intersections” between structural inequalities, and cannot describe them.	b.	c. Students can adequately describe two “intersections” between structural inequalities; demonstrate basic abstract and concrete understanding of the concept of “intersection-ality.”	d.	e. Students can discuss in depth the concept of intersectionality, can fluently describe and analyze two or more illustrations of “intersections” between structural inequalities.

<p><b>2a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.</b></p>	<p>a. Students cannot adequately articulate core tenets of any major sociological theories, or do so only with extreme vagueness.</p>	<p>b.</p>	<p>c. Students can adequately discuss key terms and tenets of, and major differences between, at least two theoretical approaches.</p>	<p>d.</p>	<p>e. Students can discuss comprehensively and in depth the key tenets, differences and points of overlap between at least three theoretical approaches, and can explain major strengths and weaknesses of each framework in the abstract.</p>
<p><b>2b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.</b></p>	<p>a. Students cannot describe how any theoretical framework would approach to a chosen area of social life, or can do so only with extreme vagueness and generality.</p>	<p>b.</p>	<p>c. Students can describe how at least two theoretical paradigms differently approach and interpret one area of social reality.</p>	<p>d.</p>	<p>e. Students can discuss comprehensively and in depth how three or more theoretical paradigms would approach one area of social reality, and can illustrate major strengths and weaknesses of each approach when applied to empirical reality.</p>
<p><b>3a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.</b></p>	<p>a. Students cannot coherently describe basic methodological approaches, or can describe them only with extreme vagueness and generality.</p>	<p>b.</p>	<p>c. Students can adequately describe the basic differences between quantitative and qualitative social research, articulate the strengths and weaknesses of each, and can explain core components of at least two specific data-gathering methods.</p>	<p>d.</p>	<p>e. Students can articulate and illustrate in detail the core differences between quantitative and qualitative social research, explain the major strengths and weaknesses of each, and can fully explain core components of at least three specific data-gathering methods.</p>

<p><b>3b. Design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.</b></p>	<p>a. Students can neither design nor implement an independent social research project. Students fail to define the research question; provide no or inappropriate social context and little or no discussion of the sociological significance of the topic; choose method(s) inappropriate to the research question; fail to develop appropriate plan for data collection; collect inadequate or inappropriate data; and fail to effectively analyze findings.</p>	<p>b.</p>	<p>c. Students can clearly define their research question; provide some social context and some discussion of the sociological significance of the topic; choose method(s) appropriate to the research question; develop and adequately explain appropriate plan for data collection; collect adequate amount and good quality of data; develops sufficient analysis of findings and plausibly addresses the research question.</p>	<p>d.</p>	<p>e. Students can clearly define their research question; provide rich social context and fully discuss the sociological significance of the topic; choose method(s) highly appropriate to the research question; develops and explain well highly appropriate plan for data collection; collect an adequate amount of rich data; analyze findings effectively, and generate strong, nuanced interpretations of data in relation to their research question.</p>
<p><b>3c. Use computerized and on-line databases to find published sociological research.</b></p>	<p>a. Students can neither locate nor use appropriate computerized and on-line databases for sociological research.</p>	<p>b.</p>	<p>c. Students demonstrate adequate ability to find relevant published research on a particular topic using at least four computerized or on-line databases.</p>	<p>d.</p>	<p>e. Students demonstrate excellent ability to find relevant published research on a particular topic using at least four computerized or on-line databases.</p>
<p><b>3d. Critically assess a published research report in an area of choice.</b></p>	<p>a. Students can neither summarize nor critically analyze a published research report.</p>	<p>b.</p>	<p>c. Students can clearly and adequately summarize a published research report, and can adequately discuss strengths and weaknesses of the research report's</p>	<p>d.</p>	<p>e. Students can clearly and comprehensively summarize a published research report, and can fluently discuss strengths and weaknesses of the research report's</p>

			theoretical framework, methodological approach, data, and/or conclusions.		theoretical framework, methodological approach, data, and conclusions.
<b>3e. Clearly convey data findings in writing.</b>	a. Students' written reports are poorly organized, unfocused, confusingly written, provide weak evidence for their claims, contain unfounded assumptions, contain multiple grammatical errors, and use insufficient or improper citations.	b.	c. Students' written reports are clearly organized, competently written, provide adequate evidence for most claims, contain few grammatical errors, and provide sufficient and mostly error-free citations in ASA format.	d.	e. Students' written reports are clearly organized and elegantly written, provide strong evidence for major claims, are clear of grammatical errors, and provide sufficient and error-free citations in ASA format.
<b>4a. Explain the implications for practical action of sociological theory and research in an area of choice.</b>	a. Students cannot articulate any action implications of sociological theory and research, or can do so only with extreme vagueness and generality.	b.	c. Students can identify and competently discuss at least two action implications of sociological theory and research in one sociological topic area; links between theory and action are present but may remain somewhat general.	d.	e. Students can identify and discuss in specific detail at least three action implications of sociological theory and research in one sociological topic area; links between theory and action can be carefully and directly articulated.
<b>4b. Develop a sociologically informed action plan in an area of choice.</b>	a. Students cannot develop or explain an action plan, or can do so only with extreme vagueness or generality.	b.	c. Students can develop an action plan with at least two major components, and can competently explain how sociological reasoning informed the plan.	d.	e. Students can develop a sophisticated multi-step action plan, and can explain in detail how sociological reasoning informed the plan.
<b>4c. Conduct at least twenty-five hours of</b>	a. Students do not complete at least	b.	c. Students complete at least twenty-five	d.	e. Students complete more than twenty-five

<b>service or activist work in an area of choice, and explain what they have experienced from a sociological framework.</b>	twenty-five hours of service or activist work.		hours of service or activist work, and can discuss their experience in general sociological terms.		hours of service or activist work, and can place their experience within a well developed sociological framework, explaining several specific components of the experience in sociological terms.
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## Measures

Learning Outcome	Assessment Tool	
	Direct	Indirect
1a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; social class; ethnic group; gender.	Introduction to Sociology exam questions and scoring rubrics. All Intro instructors will include exam questions that measure this outcome, complete scoring rubrics in the area, and submit the scoring rubrics to the department's assessment committee.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
1b. Identify both macrosociological and microsociological aspects of social life, and discuss examples of these from at least one substantive area of sociology.	Introduction to Sociology exam questions and scoring rubrics. All Intro instructors will include exam questions that measure this outcome, complete scoring rubrics in the area, and submit the scoring rubrics to the department's assessment committee.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
1c. Describe at least two "intersections" between structural inequalities of race, ethnicity, gender, sexuality, and/or class.	U.S. and Global Inequalities exam questions and scoring rubrics. All U.S. Inequalities and Global Inequalities instructors will include exam or paper questions that measure this outcome, complete scoring rubrics in the area, and submit the scoring rubrics to the department's assessment committee.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
2a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.	Sociological Theory exam/paper questions and scoring rubrics. All Theory instructors will include exam or paper questions that measure this outcome, complete scoring rubrics in the area, and submit the scoring rubrics to the department's assessment committee. Capstone Course or Honors Thesis theoretical paper.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.

2b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.	Capstone Course or Honors Thesis theoretical paper, literature review, and research report.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
3a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.	Research Methods scoring rubrics. All Methods instructors will include exam questions or presentations that measure this outcome, complete scoring rubrics in the area, and submit the scoring rubrics to the department's assessment committee. Capstone Course or Honors Thesis research report.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
3b. Design a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.	Capstone Course or Honors Thesis research report.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
3c. Use computerized and on-line databases to find published sociological research.	Capstone Course or Honors Thesis literature review and research report.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
3d. Critically assess a published research report in an area of choice.	Capstone Course or Honors Thesis literature review.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
3e. Clearly convey data findings in writing.	Capstone Course or Honors Thesis literature review and research report.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.
4a. Explain the implications for practical action of sociological theory and research in an area of choice.	Capstone Course or Honors Thesis literature review and research report.	
4b. Develop a sociologically informed action plan in an area of choice.	Capstone Course or Honors Thesis literature review, research report, and reflection papers.	Graduation exit survey. Survey will ask students to report their self-perceived level of competence in this area.

4c. Conduct at least twenty-five hours of service or activist work in an area of choice, and explain what they have experienced from a sociological framework.	Capstone Course or Honors Thesis organizational profile, research report, and reflection papers.	
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**Time Frame**

Year 1 (2008-2009): Learning outcomes 1a, 1b, 1c, 2a, and 3a will be assessed using course-embedded questions and scoring rubrics. Graduation exit survey will be created, piloted, and revised.

Year 2 (2009-2010): Learning outcomes 2a, 2b, 3a, 3b, 3c, 3d, and 3e will be assessed using Capstone and Honors Thesis courses and scoring rubrics. (Note: 2a and 3a assessment will have already begun in previous year; this year will extend that assessment on those outcomes using Capstone and Thesis courses.) Graduation exit survey will be administered.

Year 3 (2010-2011): ): Learning outcomes 4a, 4b, and 4c will be assessed using Capstone and Honors Thesis courses and scoring rubrics. Graduation exit survey will be administered.

**Who Will Do the Assessment?**

A rotating Assessment Subcommittee will conduct the assessment, using scoring rubrics and course materials provided by relevant course instructors, and exit survey data.

**How data will be used to improve program or revise curricula**

Gaps in performance on each specific learning outcome will be evaluated using these data, based on reports at departmental meetings from the Assessment Subcommittee. The department as a whole will discuss how to fill those gaps with curricular changes, additions, or innovations; the department as a whole will also consider whether to revise departmental goals and/or learning outcomes if it is discovered that the department is unable to provide the curriculum to meet them. The department will also use the data to help identify and address redundancies in the curriculum.