**SOCIOLOGY DEPARTMENT ASSESSMENT PLAN**

**Mission**

The Sociology Department plans to collaborate with students, other faculty, and ancillary instructional departments to accomplish the Mission of East Central College. As representatives of East Central College “we will provide an environment for lifelong learning”.

**Purpose**

Our primary purpose is to offer a curriculum that is student-centered, highlighted by its variety of course offerings, and noted for its differentiated instructional approaches to attempt to meet the students’ individual learning styles. Our secondary purpose is to offer the student an opportunity to explore the discipline of Sociology to encourage the student to consider this field of study as a major, or simply see the relevance of our curriculum as satisfying the Social Science degree requirements or be Social Science electives.

**Departmental Material and Subject Content Goals-The following will be assessed by pre-test and post-test measures.**

1. The student will be able to describe and explain the major theories and content of sociology as a social science.
2. The student will demonstrate an understanding of the value of relationships, personal, marital, or group affiliations and how they impact the decision-making process and behaviors of the individual.
3. The student will demonstrate their ability to communicate and apply sociological principles to personal, organizational, and social issues.
4. The student will recognize the complexity of our society, its institutions, the diversity, and the social problems that challenge us to find solutions in a very political climate. Analysis and implementation of all prevention types is outlined in the solution.
5. The student will gain an understanding of the ethics, values and professional standards of the Social work profession.

**Departmental Student-Oriented Goals-The following goals will be assessed with indirect measures.**

1. The Sociology departments will implement a student-centered approach in each course offered at East Central College by providing differentiated instructional strategies to enhance the student’s learning. These strategies will include collaborative learning techniques, interactive techniques, and group work activities to enhance the student’s engagement in the classroom.

(**Persistence Rates will be provided by Institutional Research Department)**

1. The Sociology Department will provide course work that allows the developmental student to enroll in its General Sociology classes. General Sociology does not have any pre-requisite for the student to enroll in General Sociology. These survey classes will be offered with the needs of the developmental student in mind. **(Enrollment Data gathered from Institutional Research**)
2. The Psychology and Sociology departments will provide course offerings in a timely and sequential manner that allows the student to graduate with an Associates in Social Science and pursue a Bachelor’s degree at a 4 year University.

(**Course curriculum and course offerings checked by Division Chair each semester)**

1. The Psychology and Sociology departments will utilize all means possible to ensure that the student ‘s experience in the classroom is beneficial, productive and successful. (**Grade Distribution, Passing and Failing Grades provided by Institutional Research Department).**

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| ECC-CLO | Sociology Department Outcomes |  | SO 1103 | SO 1203 | SO2103 | SO2203 | SO2303 |  |  |  |
| CLO-2  CLO-1 | Describe and explain the major theories and content of sociology as a social science. | Measure | DIR-1 | DIR-2 |  |  |  |  |  |  |
|  |  | Collect Term | FA-11 | FA-12 |  |  |  |  |  |  |
| CLO-1 | Understand the value of relationships, personal, marital, or group affiliations and how they impact the decision-making process and behaviors of the individual. | Measure |  |  | DIR-4 | DIR-3 |  |  |  |  |
|  |  | Collect Term |  |  | SP-13 | FA-12 |  |  |  |  |
| CLO-2 | Communicate and apply sociological principles to personal, organizational, and social issues. | Measure |  |  |  |  |  |  |  |  |
|  |  | Collect Term | SP-12 |  |  |  |  |  |  |  |
| CLO-1  CLO-3 | Recognize the complexity of our society, its institutions, the diversity, and the social problems that challenge us to find solutions in a very political climate. Analysis and implementation of all prevention types is outlined in the solution.   |  | | --- | |  | |  | | Measure |  | DIR-2 |  |  |  |  |  |  |
|  |  | Collect Term |  | FA-12 |  |  |  |  |  |  |
| CLO-1  CLO-2 | Understand the ethics, values and professional standards of the Social work profession. |  |  |  |  |  | DIR-5 |  |  |  |
|  |  | Collect Term |  |  |  |  | SP-13 |  |  |  |
|  | Classroom Assessment Techniques are used to gain qualitative data on the students’ personal insights into the course, the textbook used, and overall comments on teaching strategies. |  |  |  |  |  |  |  |  |  |
|  |  | Collect Term | FA-11 | FA-12 | SP-12 | FA-12 | SP-13 |  |  |  |

ECC-Common Learning Objective-1: Social Responsibility

ECC-Common Learning Objective-2: Communication

ECC-Common Learning Objective-3: Critical Thinking

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| Direct Measure-Course Embedded (DIR-1) | 40 items Pre/Post-test to measure understanding of basic sociological theories, history, core culture values, institutions of society, and the dynamics in our society that influence race, gender, age, and social class relationships. (SO 1103) | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Direct Measure-Course Embedded (DIR-2) | 25 items Pre/Post-test to measure knowledge and understanding of basic sociological theories, defining a social problem, the complexity and viability of finding solutions to the many social problems that affect our society: poverty, health care, obesity, crime, politics, etc. Students must demonstrate a working application of prevention strategies (primary, secondary, and tertiary) (SO 1203) | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Direct Measure-Course Embedded (DIR-3) | 25 Pre/Post Test items to measure understanding of dating and pre-marital relationships, marriages, families, child development and effective parenting techniques. (SO 2203) | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Direct Measure-Course Embedded (DIR-4) | 25 Pre/Post Test items to measure understanding of the importance of group dynamics, the impact of power and influence on group behavior, and understanding the components of an effective group: leadership, power, communication, creativity, decision-making, and conflict resolution. (SO 2103) | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Direct Measure-Course Embedded (DIR-5) | 25 Pre/Post Test items to measure understanding of the profession of Social Work. This understanding includes knowledge of the ethics and values of the profession, the professional opportunities in the field, the array of treatment modalities and casework approaches, and a knowledge of the criteria that defines Social Work as a profession. (SO 2303) | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Indirect Measure-External Assessment (IND-1) | The Sociology Department strives to attain a high retention rate of all students who attend any of the courses offered by the Sociology Department. The Department will ask the Institutional Research Department to provide annual data on the percentage of students who persisted in all departmental courses. | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Indirect Measure- External Assessment (IND-2) | The Sociology Department will ask the Institutional Research Department to provide success vs. failure rates for all students who enrolled in departmental courses annually. | Annual Assessment Report; Department’s assessment of curriculum; Program Review |
| Indirect Measure-Internal Assessment (IND)-3 | Classroom Assessment Techniques will be used to gain qualitative data on the students’ perceptions of the book’s relevance, collaborative teaching strategies, and their overall comments on each course. | Annual Assessment Report; Department’s assessment of curriculum, Program Review |