

# Idaho State University

## APPROVED General Education Assessment Plan

Course:	SOC 2248	GERC Decision:	APPROVED	Date:	12/06/2016
Course Title:	Critical Analysis of Social Diversity				
Objective:	7	Critical Thinking			
GERC Notes:	<i>Need to clearly define competency threshold in this plan, as well as in other SOC plans</i>				
Department:	Sociology, Social Work & Criminology			College:	Arts & Letters
Submitted by:	Jeremy Thomas, Gesine Hearn				
Dept. Chair:	Gesine Hearn				

No changes are to be made above this line.

### REVISIONS: by department chair or plan authors.

#### For Department's use:

- Use **"Suggesting"** mode from the drop-down button near the right margin in the toolbar above to modify this Google Doc.
  - If you do not have access permissions, contact [gercmail@isu.edu](mailto:gercmail@isu.edu).
- Fill out the table below.
- Notify [gercmail@isu.edu](mailto:gercmail@isu.edu) and your GERC Rep (see [GERC Membership List](#)) that this document has been modified.

CHANGES MADE by Dept.?	Yes or No	Revised by: (Name)		Date:	
Description of Changes:					
Notify GERC Rep:		GERC Rep's Name:		Date:	

#### For GERC's use:

Need GERC Review?		Substantive changes requiring a new Assessment Plan?		
GERC Rec'd:		Processed by GERC:		GERC Agenda:
GERC Decision:				Date:
UCC Proposal Required?		UCC Proposal Submitted:		UCC Prop #

#### Assessment Schedule:

Scheduled Rotation		Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Report
Academic Reporting Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Assessment Scheduled							
Outcome(s) Scheduled							
Annual Report Filed							
Outcome(s) Assessed							
Dept. to review & use results?		By whom?					
5-Year Report Due							

## **A. Course: SOC 2248 – Critical Analysis of Social Diversity – Objective 7**

### **B. Assessment Method(s):**

Objective 7 contains six learning outcomes, each of which is relevant to SOC 2248. The Sociology Assessment Committee, made up of the sociology faculty of the Department of Sociology, Social Work and Criminology, will assess one outcome each semester.

We will begin collecting data on learning outcome 1 in Spring 2017 and analyze the data in Fall 2017. The same semester pattern will be followed for each subsequent learning outcome until all five learning objectives have been assessed. The following course materials will be collected for all instructors and all sections for the purpose of assessing each learning outcome:

- Syllabi
- Final course papers that will be used to specifically assess the learning outcome for that semester

### **C. What is the method for compiling/tabulating assessment results?**

The Sociology Assessment Committee will assess each learning outcome according to the following procedure:

- The committee will review the syllabi from all sections of SOC 2248 in order to ensure that all sections are adequately teaching and assessing the learning outcome under review.
- The committee will review the final course papers from these sections and with assistance of each instructor categorize these papers as satisfactory or unsatisfactory according to the criteria of the learning outcome under review. The results of this assessment process will be summarized in verbal and quantitative form.

### **D. What is the process for evaluating and interpreting those results?**

The Sociology Committee will meet every semester to discuss the results of the most recent assessment. If the review of student work indicates a problem with students achieving adequate competency — defined as at least 80 percent of students demonstrating competency through this education assessment — the committee will subsequently devise a plan to address the problem.

### **E. How will the department translate the findings into curriculum changes or adjustments to the assessment process?**

Based on this review, the Sociology Committee will determine what, if any, curriculum changes or adjustments to the assessment process need to be made. Curriculum changes will be implemented with oversight from the Chair of the Sociology department. Where modifications to the assessment process are needed, the committee will submit a revised Assessment Plan to GERC for approval.

### **F. Do you have any suggestions for changes to the learning outcomes that would simplify their use in the assessment process while retaining their original intent?**

We do not have any suggestions.

## Appendix

### Objectives and Final Course Paper Examples

#### **Formulate/frame problems and analyze how others do so.**

*Using and building off of examples from the course, compare and contrast how different theoretical models of societal integration provide different frames for analysis of current American immigration policy.*

#### **Recognize and apply appropriate practices for analyzing ambiguous problems**

*Using and building off of examples from the course, explain how both structural functionalist and conflict theories about society can be combined to provide optimal analysis of neighborhood poverty and its often ambiguous determinants.*

#### **Identify and apply relevant information for problem solving**

*Using and building off of examples from the course, explain how Census Bureau information can be used to predict future education and schooling needs within a particular geographic area.*

#### **Create, analyze, and evaluate/interpret diverse perspectives and solutions**

*Starting from the perspective of three racial/ethnic groups of your choosing, analyze and interpret how each of these racial/ethnic groups is likely to respond to a federal law mandating English as the official national language.*

#### **Establish a reasoned framework for drawing conclusions and/or recommending solutions; and**

*Using the social problem of illegal drug use, explain the different theoretical approaches you would draw on in order to make a policy recommendation.*

#### **Effectively articulate the results of a thinking process.**

*Through comparing two different political perspectives (such as that of Republicans versus Democrats), explain how two people holding these different perspectives are likely to conduct their thinking processes as they decided who to vote for in a Presidential election.*