

ACADEMIC PROGRAM ASSESSMENT PLAN

Department: Sociology, Criminology, and Anthropology

Program: Sociology BA/BS

College: Humanities and Social Sciences

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DEPARTMENT MISSION: The Department of Sociology, Criminology, and Anthropology is firmly committed to the principles of a liberal education. Our central objective is to teach and communicate the sociological and anthropological ways of viewing the world. The programs in sociology, criminology and anthropology are intended to increase the student's knowledge of social organization and social relationships and to assist students in developing skills in the processing, integration and utilization of knowledge, rather than its simple transfer. Our curriculum reflects the long-standing interest of our disciplines in examining the human condition and understanding stability and change in social life. The Department prepares students to work in a wide variety of occupations or to pursue professional or graduate studies. The Department's mission is to produce graduates who are motivated and equipped to make meaningful contributions to the enhancement of the human condition.

The Department's mission relates to the mission of Colorado State University at Pueblo in the following ways: (a) the Sociology, Criminology, and Anthropology Department offers programs of study designed to complement and strengthen a broad liberal arts education; (b) the Sociology, Criminology, and Anthropology Department provides programs with emphasis on preparing students for career success or further professional development through graduate education; and (c) the programs in the department wed theory to practice across the curriculum, stressing the application of knowledge in a variety of contexts.

The Department's mission relates to the mission of the College of Humanities and Social Sciences in the following ways: (a) the Sociology, Criminology, and Anthropology Department programs provide classroom environments that stimulate critical thinking and assist students to further develop critical thinking skills; (b) social action and responsibility, personal morality and accountability, and professional ethics are focused on throughout the curriculum in classes that examine the interplay between individual agency and social influence; (c) the broad disciplines within the department stress the importance of an awareness and appreciation of cultural diversity; and (d) the department is committed to producing motivated and socially aware graduates equipped to make meaningful contributions within a diverse community and increasingly interdependent world.

PROGRAM MISSION: Sociology examines human society with an emphasis on social structure, social interaction, and social change. From the analysis of passing encounters between strangers on the street to the investigation of broad-based global social movements, sociology examines the subtle, yet complex, ways individual lives interact and intersect with the collective experience of others. One of the sociology program's special emphases is understanding social inequalities and their implication for social justice. Comparative, cross-national, and cross-cultural perspectives are also offered in many courses.

The analytic frameworks sociologists employ encourage students to think about complex situations in a new way by showing how the social environment influences people's life options, advantages and disadvantages. Sociologists are interested not only in understanding social issues and social organization, but also in resolving social problems and improving social conditions for human populations. With sociological knowledge we become more aware of ourselves, of other people, and of the world we live in.

To study sociology, a student needs to acquire information (what we know), methodology (how we know), and theory (how we explain). A major in sociology will require students to develop background and strength in each of these domains. The insights gained from a sociological perspective include the ability to perceive the structures and patterns upon which everyday life rests, to understand the interaction between individual agency and social forces, to interpret events from diverse perspectives, and to examine existing social arrangements critically. The program maintains a continual focus on ensuring respect for diversity and a commitment to social responsibility.

The program seeks to create a learning environment that engages students in their own learning and within which students may liberate themselves from ideological and social conditions that produce ignorance and apathy and limit human potential. Through the study of sociology, students gain skills that enhance their ability to assess new and unfamiliar situations, to select and apply a range of analytic techniques in solving problems in creative ways, and to communicate effectively. This comprises an essential skill set in contemporary society.

STUDENT LEARNING OUTCOMES:

Upon completion of the Sociology major, students should be able to:

1. Understand the major theoretical perspectives in sociology through comparing, contrasting, and thinking critically about the roles of these theories in the study of society.
2. Apply a variety of quantitative and qualitative research methods in the gathering and analysis of sociological data and recognize common methodologies used in sociological literature.
3. Use sociological theories and methods to analyze substantive social issues and problems such as deviance, race, gender, sexuality, and class.
4. Demonstrate critical thinking by evaluating arguments and evidence related to social issues and by connecting sociological insights to current events and personal experiences of the social world.
5. Be able to communicate sociological knowledge in a clear and effective manner.

CURRICULUM MAP

Core required courses and their objectives, in aggregate, meet the outcomes for the program.

Sociology (general emphasis)	Theory Comprehension	Methods Application	Sociological Analysis	Critical Thinking	Communication
Soc 101 Introduction to Sociology	I	I	I,D	I,D	I,D
Soc 301 Sociological Methods	D, R	D,R	D,R	R	D,R
Soc 310 Social and Cultural Theory	R,M	D,R	D,R	R	R, M
Soc 335* Advanced Research Methods	R	R,M	R,M	R,M	R,M

I = Introduce D = Develop R = Reinforce M=Master

*Denotes a requirement for BS degrees only

ASSESSMENT MEASURES

A. INDIRECT MEASURES

1. Review of program curriculum & course requirements (syllabi).
2. Questionnaires administered to graduating seniors.

B. DIRECT MEASURES

1. Senior essays.

ASSESSMENT PROCESS & TIMELINE (Direct measures)

	Year 1	Year 2*	Year 3*	Year 4*	Year 5*
SLOs	4	TBD	TBD	TBD	TBD
Measures	Essay	TBD	TBD	TBD	TBD
Artifacts collected	fall	TBD	TBD	TBD	TBD

Scoring	spring	TBD	TBD	TBD	TBD
Report submitted	MAY 2026	MAY 2027	MAY 2028	MAY 2029	MAY 2030
Assessment plan – annual review for update or revision	Plan revised May 2026				

*Denotes an assessment process and timeline that will be determined during spring 27. A seminar/capstone course will be used to conduct assessment.

PROGRAM EXPECTATIONS of student performance

SLO 1 Theory comprehension – 75% of students will score on the assessment rubric at the meet expectations (proficient) level or higher.

SLO 2 Methods application – 75% of students will score on the assessment rubric at the meet expectations (proficient) level or higher.

SLO 3 Sociological analysis – 75% of students will score on the assessment rubric at the meet expectations (proficient) level or higher.

SLO 4 Critical thinking – 75% of students will score on the assessment rubric at the meet expectations (proficient) level or higher.

SLO 4 Communication - 75% of students will score on the assessment rubric at the meet expectations (proficient) level or higher.

ATTACHMENT A

Sociology Assessment, Critical Thinking Rubric*

Student Learning Outcome #4: <i>Critical Thinking</i>	Exceeds Expectations Exemplary (4)	Meets Expectations Proficient (3)	Below Expectations Developing (2)	Not Acceptable Emerging (1)	Not Present (0)
<i>Explanation of issues</i>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored,	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered is not stated.

			boundaries undetermined, and/or backgrounds unknown.		
<i>Evidence: Selecting and using information to investigate a point of view or conclusion</i>	Information taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact without question.	No evidence or mention of external sources presented.
<i>Influence of context and assumptions</i>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant concepts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	No awareness of context and assumptions when presenting a position.
<i>Student's position (perspective, thesis, hypothesis)</i>	Specific position (perspective, etc.) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, etc.) are acknowledged. Others' points of view are synthesized within position/perspective/thesis, etc.	Specific position (perspective, etc.) takes into account the complexities of an issue. Others' points of view are synthesized within position/perspective/thesis, etc.	Specific position (perspective, etc.) acknowledges different sides of an issue.	Specific position (perspective, etc.) is stated, but is simplistic and obvious.	Specific position, perspective, thesis, hypothesis is not stated.
<i>Conclusion and related outcomes (consequences & implications)</i>	Conclusions and related outcomes (consequences & implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences & implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequence	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences & implications)	No conclusion presented or conclusion has little relation to information discussed.

			s & implications) are identified clearly.	are oversimplified .	
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*Adapted from American Association of Colleges and Universities – AACU