

**Oakland University Assessment Committee/General Education Committee**  
**Assessment Plan Template for Integrated Program and General Education Capstone Course Assessment**

This assessment plan template is for programs that wish to incorporate assessment of their General Education Capstone into their program assessment plan. Members of the University Assessment Committee (UAC) and General Education Committee (GEC) are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed [on their website](#). If at any time you have any questions or need any assistance, contact Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)) for matters related to program assessment or Susanne Condron ([dscondron@oakland.edu](mailto:dscondron@oakland.edu)) for matters related to General Education assessment.

**Step 1: Basic Information**

Program name: **SOCIOLOGY**

Name of General Education Capstone Course(s): **SOC 4970: APPLYING THE SOCIOLOGICAL IMAGINATION**

School or College in which your program resides: **CAS**

Program level (check all that apply):

- |                  |                                     |
|------------------|-------------------------------------|
| <b>Undergrad</b> | <input checked="" type="checkbox"/> |
| Master's         | <input type="checkbox"/>            |
| Doctoral         | <input type="checkbox"/>            |

Date most recent assessment report submitted: **FALL 2018**

Current assessment contact representative (& email): **DENNIS CONDRON (CONDON@OAKLAND.EDU)**

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Current Dean (& email): **ELAINE CAREY (ECAREY@OAKLAND.EDU)**

## Step 2: Type of Assessment Plan

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. Programs without external accreditation should proceed to option B.

**Option B.** If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan.

## Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures

**A.** Please begin your integrated assessment plan by populating the table below with program-specific information. Use the "Table Tools" in Word to add rows, merge cells, etc. as needed.

- In column 1, record your program goals as they relate your unit's program goals.
- In column 2, record your program's planned Student Learning Outcomes (SLOs) related to each program goal.
- In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).

**B.** Next, incorporate into the table information pertaining to your General Education Capstone course. You have the option of assessing *either* the two General Education Student Learning Outcomes (GESLOs) for Capstone courses *or* the three University Learning Outcomes (ULOs, formerly Cross-Cutting Capacities) that apply to your Capstone course. Please add the following to the table:

- In column 2, record either the two GESLOs or the three ULOs in the rows aligning with their relevant program goals. Also include a brief description of how they reflect your program goals; this might involve including course objectives from the syllabus for example.
- In column 3, record the assessment measures that will be used in the Capstone course to evaluate each of the GESLOs and/or ULOs.

For your reference, the two GESLOs are: (1) Student demonstrates appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise; (2) Student demonstrates the ability to integrate the knowledge learned in general education and its relevance to the student's life and career. The ULOs are: effective communication, critical thinking, social awareness, and information literacy.

The table below is pre-populated to illustrate one possible scenario: A program has two program goals and one SLO for each of those goals and has chosen to assess the three ULOs (two aligning with the first program goal and one with the second). Your situation may differ from this; the key is to have a logical flow of program goal → SLO/GESLO/ULO → assessment measure from left to right across the table.

(1) Program Goals	(2) Program SLOs and Gen Ed Capstone GESLOs or ULOs	(3) Assessment Measures
<p>The B.A. in Sociology provides students with the ability to understand and think critically about social structures, social interactions, and the role of human agency in creating, maintaining, and transforming structures and interactions.</p>	<p><u>SLO</u>: Students will demonstrate knowledge of the fundamental processes of human interaction and the forces of social inequality and social change and critically examine society's social institutions and social problems.</p> <p><u>ULO: Critical thinking</u>. The Capstone written paper assignment promotes critical thinking by requiring students to analyze and evaluate relevant information on a topic and to synthesize information gathered from both existing scholarship (e.g., articles, books, etc.) and their own empirical evaluation of the topic. Empirical evaluation might include, but is not limited to: quantitative analysis of primary or secondary data, participant observation, qualitative interviews, experiments, archival/historical analysis, or content analysis.</p>	<p>When evaluating Capstone papers, Sociology faculty members will rate students' knowledge of core sociological content. See Q1 on paper evaluation rubric.</p> <p>When evaluating Capstone papers, Sociology faculty members will rate students' ability to analyze, evaluate, and synthesize information. See Q2 and Q3 on paper evaluation rubric.</p>
<p>The B.A. in Sociology provides students with knowledge and skills needed for pursuing a variety of pathways to careers and/or graduate studies.</p>	<p><u>SLO</u>: Students will prepare for careers in which knowledge of human relationships and/or research skills are desirable, and for graduate work in sociology and related fields.</p> <p><u>ULO: Effective communication</u>. The Capstone paper assignment promotes effective communication by requiring students to convey sociological ideas in a clear and professional manner; since the course is writing intensive, this includes receiving feedback from the instructor and revising accordingly.</p> <p><u>ULO: Information literacy</u>. The Capstone paper assignment promotes information literacy by requiring students to draw on different kinds of information for different purposes and integrate information sources to advance our understanding of human societies. Students will summarize existing scholarship for the purpose of reviewing the literature and will analyze their own data (e.g., quantitative analysis of primary or secondary data, participant observation, qualitative interviews, experiments, archival/historical analysis, content analysis, etc.) in relation to the existing literature for the purpose of adding to our understanding of their chosen topic.</p>	<p>When evaluating résumés and cover letters/personal statements, Sociology faculty will rate students' preparedness for careers and graduate studies. See résumé and cover letter/personal statement evaluation rubric.</p> <p>When evaluating Capstone papers, Sociology faculty members will rate students' ability to convey ideas in a clear and professional manner. See Q4 and Q5 on paper evaluation rubric.</p> <p>When evaluating Capstone papers, Sociology faculty members will rate students' ability to summarize existing scholarship and interpret their own data. See Q6 and Q7 on paper evaluation rubric.</p>

#### Step 4: Participation in Assessment Process

List who will participate in carrying out the assessment	What will be their specific role/s?
Dennis Condron	Coordinator – distribute materials for assessment, analyze data, draft report
Linda Bzhetaj	Rate student papers/assignments, offer feedback on report draft
Graham Cassano	Rate student papers/assignments, offer feedback on report draft
Heidi Lyons	Rate student papers/assignments, offer feedback on report draft
Matthew May	Rate student papers/assignments, offer feedback on report draft
Terri Orbuch	Rate student papers/assignments, offer feedback on report draft
Maria Paino	Rate student papers/assignments, offer feedback on report draft
Jo Reger	Rate student papers/assignments, offer feedback on report draft
George Sanders	Rate student papers/assignments, offer feedback on report draft

#### Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

The year before an assessment report will be written, all Capstone instructors will make blinded copies of all students' résumés and cover letters/personal statements. If we have approximately ten or fewer total students to draw from, we will examine all students' résumés and cover letters/personal statements. If we have far more than ten, then we will randomly sample ten students and examine their work. The SOC assessment coordinator will compile and distribute papers, résumés, and cover letters/personal statements such that each is rated by two SOC faculty members (instructors of the Capstone course will not assess materials of their own students). Each of our assessment measures rates students' work on a five-point scale: unacceptable, poor, satisfactory, good, or excellent. Please see the two included rubrics for details. Upon collecting all of the completed rubrics, the SOC assessment coordinator will calculate each measure's percentage of ratings in each category. In other words, for each measure we will report the percentage of unacceptable, poor, satisfactory, good, and excellent ratings. This will allow us to examine the distributions within an assessment cycle and to track changes over time.

B. How will you use results to improve your program **and/or your capstone course**?

All SOC faculty members are committed to continuous self-assessment. Once an assessment report is completed, all SOC faculty will participate in a discussion of the results in order to identify strengths and areas for improvement and to consider potential changes to the SOC program generally and the Capstone course specifically. Through ongoing analysis of our students' work in relation to our program's student learning outcomes and the Capstone course's university learning outcomes, we will pinpoint outcomes that need improvement and implement changes

to achieve those improvements. For example, if our assessment were to indicate that students struggle with effective communication in their Capstone papers, then we would come up with ways in which instructors can place greater emphasis on improving students' writing skills in the Capstone course. We will examine all learning outcomes in this manner.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

**General Education Capstone Paper Evaluation Form**  
**SOC 4970: Applying the Sociological Imagination**

Paper ID: \_\_\_\_\_ Name of reader: \_\_\_\_\_

Definitions of ratings

Unacceptable: Does not at all reflect a standard of quality work  
Poor: Below a standard of quality work  
Satisfactory: Meets a standard of quality work  
Good: Exceeds a standard of quality work  
Excellent: Greatly exceeds a standard of quality work

To what extent does the paper's author...

1. ...have a sound knowledge of core sociological content (e.g., processes of human interaction, forces of social inequality/change, social institutions, or social problems, depending on the paper's topic)?

Unacceptable	Poor	Satisfactory	Good	Excellent
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2. ...have the ability to analyze and evaluate relevant information on a topic?

Unacceptable	Poor	Satisfactory	Good	Excellent
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3. ...have the ability to synthesize information gathered from existing scholarship and their own empirical evaluation of the topic?

Unacceptable	Poor	Satisfactory	Good	Excellent
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4. ...convey ideas in a clear manner?

Unacceptable	Poor	Satisfactory	Good	Excellent
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5. ...convey ideas in a professional manner (i.e., overall tone, ASA style conventions)?

Unacceptable	Poor	Satisfactory	Good	Excellent
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6. ...summarize existing scholarship (i.e., the literature review)?

Unacceptable	Poor	Satisfactory	Good	Excellent
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7. ...interpret his or her own data?

Unacceptable	Poor	Satisfactory	Good	Excellent
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**SOC Program Résumé and Cover Letter/Personal Statement Evaluation Form**  
**For SLO “Students will be prepared for careers where knowledge of human relationships and/or research skills are desirable, and for graduate work in sociology and related fields.”**

Paper ID: \_\_\_\_\_ Name of reader: \_\_\_\_\_

Definitions of ratings

Unacceptable: Does not at all reflect a standard of quality work  
Poor: Below a standard of quality work  
Satisfactory: Meets a standard of quality work  
Good: Exceeds a standard of quality work  
Excellent: Greatly exceeds a standard of quality work

Note: In SOC 4970 (Applying the Sociological Imagination), students prepare a résumé and either a cover letter for a job application or a personal statement for a graduate school application (their choice).

1. What is the quality of the résumé in terms of appropriate content?

Unacceptable	Poor	Satisfactory	Good	Excellent
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2. What is the quality of the résumé in terms of professional appearance?

Unacceptable	Poor	Satisfactory	Good	Excellent
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3. To what extent does the cover letter or personal statement translate knowledge/skills that the student learned in the SOC program into strengths for either a job or graduate studies?

Unacceptable	Poor	Satisfactory	Good	Excellent
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4. To what extent does the cover letter or personal statement articulate how courses that the student took in the SOC program align with needs/goals of the organization or university to which the student is applying?

Unacceptable	Poor	Satisfactory	Good	Excellent
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5. Overall, to what extent do the résumé and cover letter or personal statement reflect a professionally socialized graduate of the SOC program?

Unacceptable	Poor	Satisfactory	Good	Excellent
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