

## **DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY AND CRIMINAL JUSTICE ASSESSMENT PLAN**

The following clearly articulates the department's mission, goals and objectives, along with specific student curriculum outcomes, upon which the department's curriculum and thus its assessment efforts are based. Following that is a detailed discussion of the department's assessment plan and assessment efforts.

### **MISSION**

The mission of the Department of Sociology, Anthropology and Criminal Justice is to assist students in learning to define, analyze, and understand human behavior. Specifically, preparation in Sociology, Anthropology and Criminal Justice will:

- Contribute to a complete education by improving the student's appreciation of the role of society in forming the individual and the role of the individual in the global society. This involves understanding and unraveling the complexities of social life; learning methods appropriate for analyzing social reality; and being able to go beyond common sense to describe and explain social behaviors in a global environment and the connections among them.
- Educate the student for world citizenship. This requires an enlarged (broad) knowledge of culture and society, an appreciation of the meanings of human diversity, and an appreciation for the interrelation of cultures and the globalization of culture. An improved tolerance of diversity and willingness to contribute to individual and community well-being are outputs of this process.
- Provide education for a productive life. This involves the development of specific skills necessary for the pursuit of careers and professional opportunities, including graduate school. They include communication skills; team work and team building skills; critical thinking skills; problem solving skills; data gathering and analyzing skills; computer skills; as well as the following qualities: flexibility, adaptability and creativity; global awareness; and ethical behavior.
- Educate for a love of learning by providing contact with faculty role models who will demonstrate that learning is a life-long process which sustains interest in community and society, and is consistently rewarding.

### **GOALS AND OBJECTIVES**

1. To promote, assess, and improve the program the department will:
  - a. Discuss, articulate, and publish its mission, goals, and student outcome objectives.
  - b. Assess the needs and interests of its students on a periodic basis. These assessments will guide the development or modification of goals and practices.
2. To provide a complete education the department will develop its curriculum to:

- a. Promote in students the sociological perspective and a proper foundation of knowledge in sociology in its students and enhance the students' ability to apply sociological knowledge to policy issues by:
  - 1) Understanding the discipline of sociology, its role in contributing to our understanding of social reality, and the importance of values to the discipline.
  - 2) Understanding the role of theory in sociology.
  - 3) Understanding the role of evidence and qualitative/quantitative methods in sociology
  - 4) Possessing technical skills involved in retrieving information and data.
- b. Promote in students the understanding of basic sociological processes or the sociological framework through underscoring the importance of concepts such as social structure, socialization, social stratification, culture and social change in society and in the global environment as well as in sociological analysis by:
  - 1) Understanding basic concepts in sociology and their fundamental theoretical interrelations.
  - 2) Understanding reciprocal relationships between individuals and society.
- c. Assist students in developing an understanding of social differentiation, inequality, and socio-cultural diversity within the U.S. and in the international environment by:
  - 1) Understanding the diversity that exists within a society.
  - 2) Understanding the diversity that exists within the global society.

3. To educate for world citizenship the department will:

- a. Use computer and communication technology in its instruction.
- b. Engage itself in combating ethnocentrism, racism, sexism, and other forms of social discrimination.
- c. Promote the global environment through cross-cultural and multi-ethnic experiences.
- d. Demonstrate how sociological analysis informs policy development and implementation.

4. To educate for a productive life the department will:

- a. Energize the intellectual potential of its students by promoting participatory learning experiences and designing its curriculum to reflect multiple levels learning skills.
- b. Encourage students to recognize the intellectual connectedness between sociology and other disciplines within the University and to integrate their educational experiences.
- c. Demonstrate how the application of sociological analysis can enrich our understanding of society, individual behavior and our global environment.
- d. Strive to develop a curriculum providing students with opportunities to develop higher-order thinking skills, and skills in written, oral, listening and nonverbal communication.
- e. Inform, teach and model the ethical standards of the profession.

5. To educate for a love of learning the department will:

- a. Construct a learning environment in which access to faculty mentors is possible and encouraged.
- b. Attempt to model learning as a life-long process which contributes to an effective life of inquiry and community involvement.

**RELATIONSHIP BETWEEN DEPARTMENT CURRICULUM GOAL (#2), CURRICULUM OBJECTIVES, STUDENT CURRICULUM OUTCOMES & INDICATORS OF OUTCOMES**

The following chart delineates the relationship between the department’s curriculum goal (#2 above), the curriculum outcomes established for our majors and the indicators of each outcome.

<p align="center"><b>DEPARTMENT CURRICULUM GOAL &amp; OBJECTIVES</b></p> <p><b>To provide a complete education the department will develop its curriculum to:</b></p>	<p align="center"><b>STUDENT CURRICULUM OUTCOMES</b></p> <p><b>Following the completion of a major in Sociology, students should:</b></p>	<p align="center"><b>INDICATORS</b></p> <p><b>Students will be able to:</b></p>
<p>2.a.Promote in students the sociological perspective and a proper foundation of knowledge in sociology in its students and enhance the students’ ability to apply sociological knowledge to policy issues by:</p>	<p>1. Understand the discipline of sociology, its role in contributing to our understanding of social reality, and the importance of values to the discipline.</p>	<p>a Define and apply the sociological imagination, sociological principles and basic sociological concepts</p> <p>b Describe how sociology differs from and is similar to other social sciences</p> <p>c Describe how sociology contributes to a liberal arts understanding of social reality.</p> <p>d Describe the utility of the sociological perspective as one of several perspectives on social reality.</p> <p>e Explain the importance and usage of the ASA Code of Ethics.</p>
	<p>2. Understand the role of theory in sociology.</p>	<p>a Define theory and describe its role in building sociological knowledge.</p> <p>b Compare and contrast basic theoretical orientations.</p> <p>c Show how theories reflect the historical context of times and cultures in which they were developed.</p> <p>d Describe and apply some basic theories or theoretical</p>

		<p>orientations in at least one area of social reality.</p> <p>e Compare and contrast theories at one level of social reality with those of another.</p> <p>f Summarize research documenting connections between macro and micro levels of social reality.</p>
	3. Understand the role of evidence and qualitative/quantitative methods in sociology	<p>a Identify basic methodological approaches and describe the general role of methods in building sociological knowledge.</p> <p>b Compare and contrast the basic methodological approaches for gathering data.</p> <p>c Design a research study in an area of choice and explain why various decisions were made.</p> <p>d Critically assess a published research report and explain how the study could have been improved</p>
	4. Possess technical skills involved in retrieving information and data.	<p>a Retrieve information and data from the Internet.</p> <p>b Use computers appropriately for data analysis.</p> <p>c Create (social) scientific technical writing that accurately conveys data findings.</p> <p>d Create (social) scientific technical writing that shows an understanding and application of principles of ethical practice as a sociologist.</p>

<p>2.b.Promote in students the understanding of basic sociological processes or the sociological framework through underscoring the importance of concepts such as social structure, socialization, social stratification, culture and social change in society and in the global environment as well as in sociological analysis by:</p>	<p>5. Understand basic concepts in sociology and their fundamental theoretical interrelations.</p>	<p>Define, give examples, and demonstrate:</p> <ul style="list-style-type: none"> <li>a The relevance of culture.</li> <li>b The relevance of social structure.</li> <li>c The relevance of social and cultural change</li> <li>d How culture and social structure vary and change across time and place.</li> <li>e The effects upon society of population, organization, environment, and technology.</li> <li>f The relevance of institutions, how they are interlinked with one another.</li> </ul>
	<p>6. Understand reciprocal relationships between individuals and society.</p>	<ul style="list-style-type: none"> <li>a Explain how the self develops sociologically.</li> <li>b Define, give examples, and demonstrate the relevance of socialization.</li> <li>c Demonstrate how societal and structural factors influence individual behavior and self's development.</li> <li>d Demonstrate how social interaction and the self influences society and social structure.</li> </ul>
<p>2.c. Assist students in developing an understanding of social differentiation, inequality, and socio-cultural diversity within the U.S. and in the international environment by:</p>	<p>7. Understand the diversity that exists within a society.</p>	<ul style="list-style-type: none"> <li>a Describe the relevance of social stratification</li> <li>b Define, explain, give examples, and demonstrate the relevance of differentiation by race/ethnicity, gender, sexuality, age, and class.</li> <li>c Describe the significance of variations by race/ethnicity, gender, sexuality, age, and class.</li> <li>d Appropriately generalize or resist generalizations across</li> </ul>

		groups.
	8. Understand the diversity that exists within the global society.	a Describe the nature and consequences of global inequality. b Explain human biocultural origins & variation. c Describe the reciprocal relationships between individual societies and global issues.

### **ASSESSMENT PLAN**

The Sociology Program assessment efforts are designed to assess the department’s objectives including students’ knowledge/skills and personal development (self evaluation of growth, change and development). The responsibility for assessment rests with the department as a whole but it is coordinated by the Assessment Committee appointed by the Department Chair. All departmental members will meet the first Wednesday in May each year to conduct the assessment based upon information gathered and presented in advance by the department’s Assessment Committee. As part of its annual assessment meeting, the department will identify areas of the assessment plan that need to be improved and areas within the program that need the most attention in the coming year. The results of this annual assessment meeting will include a plan for any changes indicated by the assessment effort. Responsibility for addressing these changes will be assigned at this meeting and the changes will be assessed at the next year’s assessment meeting. The results of this annual assessment meeting will be published in the department’s annual assessment report. This report will be provided to departmental faculty, published online in the Student Handbook and a copy will be placed in the departmental lounge to be available to other interested parties. The Departmental objectives and student achievement of competency and personal development outcomes will be assessed through a variety of efforts as follows:

#### **Assessment Methodologies**

1. **Diagnostic test of core concepts:** The department has developed its own bank of questions designed to measure knowledge in each of seven Student Curriculum Outcomes measurable in this manner. Stratified random samples of questions from this test bank (stratified according to the relative importance of each of the areas to the discipline of Sociology) will be drawn to create three different assessment exams. First, a short exam will be given each fall to all students in the Introduction to Sociology and Introduction to Anthropology courses both at the beginning of each semester and again during the course of the semester. Questions will be analyzed by the faculty teaching the course to ascertain whether or not students are learning the material within the course and/or whether there are certain curriculum outcomes where additional emphasis should be placed. The results of this analysis will be shared with the department as a whole by publishing the results on the department drive. Second, this exam will be given to all students in Soc 200: Sociological Inquiry. In this case a different stratified random sample of questions (stratified according to the relative importance of each of the areas to the discipline of Sociology) will be drawn to create a longer exam appropriate to Sociology 200. The results of this analysis will be shared with the department as a whole by

publishing the results on the department drive. The data will provide initial feedback for the department regarding areas of Sociology where students need more emphasis. The results will also be shared with the students and their advisors. Both can use the results to inform decisions regarding which classes might be appropriate for the student to take over the course of his/her academic career. Finally, this longer form of the assessment exam will be given to students at the beginning of Soc 480: Senior Seminar. The results of this analysis will be shared with the department as a whole by publishing the results on the department drive. At this time the results will be used in two different ways. First, areas where the students in the class show a lack of knowledge or where little improvement is noted between when they took an exam in Sociology 200 and the one they take in Sociology 480 will be evaluated by the departmental members when published on the department drive. The department will try to determine exactly where in the curriculum students should be introduced to the content. Decisions will have to be made regarding strengthening the content, adding an additional course, changing the requirements for the major etc. Secondly, the test results will be shared with the student. The students will then use the data regarding which areas they are weakest and which areas they did not improve in from the time they took the exam in Sociology 200, to inform them in writing a personal evaluation essay. The first part of this essay involves evaluating the student's own strengths and weaknesses within the discipline. Here they will also identify additional readings which will address these weaknesses and undertake the project of writing a remedial paper which will attempt to turn those weaknesses into strengths. After reviewing the results of the three exams over the course of the academic year, department faculty will complete the *Diagnostic Test of Core Concepts: Student Curriculum Outcome Assessment Form* each spring and submit it to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.

2. **Exit Survey:** Every semester the department will electronically survey students in Sociology 480. The survey is designed to determine how well they think the department met its goals and objectives, what skills they identify as having learned. Results of this survey are shared with department faculty. Faculty assess these results by means of the *Exit Survey Student Curriculum Outcomes Evaluation Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
3. **Individual Course Learning Assessments:** A variety of learning assessments are used across the department's curriculum to evaluate student learning. At the conclusion of each semester, faculty complete the *Sociology XXX Individual Course Learning Assessment Form* which summarizes student learning in their individual course relative to the student curriculum outcomes identified for that course. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
4. **Student Academic Portfolio:** Each student begins a portfolio in Soc 200 designed to showcase their accomplishments through different means (see attached document on Student Portfolios). These portfolios are reviewed at least annually by the student's advisor with feedback provided to the student through the *Student Academic Portfolio Evaluation Form*. The portfolios will provide the advisor with unique insight into the progress of the student in meeting the eight student curriculum outcomes. Each spring, department faculty summarize their insight from reviewing these portfolios

through the *Yearly Academic Portfolio Evaluation Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.

5. **Senior Seminar Final Essay:** This is an open-ended, confidential written essay administered at the beginning of Sociology 480. It is the first of the three papers mentioned above. Students are asked to evaluate the essay written in Sociology 200 for their portfolio and to evaluate their academic strengths and weaknesses relative to the eight student curriculum outcomes, discuss their post-graduate career goals and plans, and describe their satisfaction with their progress in the major. The results of these essays will be summarized by the faculty member responsible for Sociology 480 in the *Senior Seminar Final Essay Assessment Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review. The department will use these as a basis for a discussion regarding how identified weaknesses relate to a possible need for programmatic change, how career goals/plans might indicate a need to reconceptualize the curriculum in some way and ways in which we might need to address any identified dissatisfaction with the major.
6. **Senior Seminar Oral Presentation:** In conjunction with the senior paper, each student in Sociology 480 is required to do an oral presentation based on that work, modified and supplemented for oral delivery. Students treat their audience as fellow professionals and make the presentation in a formal, professional manner, summarizing their work in a meaningful, understandable manner. The results of these presentations will be summarized by the faculty member responsible for Sociology 480 in the *Senior Seminar Oral Presentation Assessment Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
7. **Senior Seminar Poster Presentation:** Given the popularity of posters as a way of presenting information at professional meetings, students must present a visual format through a poster of the information/work from their senior paper. The results of these presentations will be summarized by the faculty member responsible for Sociology 480 in the *Senior Seminar Poster Presentation Assessment Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
8. **Senior Seminar Student Curriculum Outcome Assessment:** Each semester students in Sociology 480 complete the *Senior Seminar Student Curriculum Outcome Assessment Form*. The results of this self assessment of student curriculum outcomes is summarized by the faculty member responsible for Sociology 480 and submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
9. **Senior Seminar Senior Paper:** This paper is designed to carry out the research proposal the student began in Sociology 300, Research Methods. The success of students in completing this project and preparing a final research paper will help the department assess the students' understanding of the research process, their technical writing ability, their comprehension of sociological concepts and the way in which sociological analysis can inform policy and enrich their understanding of society. The

results of these papers will be summarized by the faculty member responsible for Sociology 480 in the *Senior Seminar Senior Paper Assessment Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.

10. **Alumni Survey:** Every spring the department will electronically survey alumni who graduated one year prior to the current academic year and those who graduated five years prior to the current academic year. The survey is designed to determine how well they think the department met its goals and objectives, what skills they currently use and their current work situation. Results of this survey are shared with department faculty. Faculty assess these results by means of the *Alumni Survey Student Curriculum Outcomes Evaluation Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
11. **Advising:** In addition to working with students to appropriately plan their academic program, faculty will utilize the advising process to evaluate departmental success at meeting students' needs. This involves talking with students about their goals and progress in meeting those goals, discussing their satisfaction with their program and evaluating evidence of their progress by examining their portfolio. Results of these discussions will be summarized each spring by means of the *Advising Evaluation Form*. It is submitted to the department's Assessment Committee which in turn compiles the results and provides them to the department faculty for discussion at the Annual Department Assessment Review.
12. **Student Handbook:** The department's Assessment Committee will annually review the handbook given programmatic changes and student discussions. The purpose of this review is to determine if the handbook is complete, up-to-date, still meeting student needs, and whether changes need to be made.
13. **Annual Departmental Assessment Review, Discussion and Planning:** Each spring the department meets to assess its success at meeting departmental objectives. This discussion and review will be led by the department's assessment committee which compiles all assessment information and presents it to faculty for review and discussion. It will also include a discussion regarding how classroom activities, discussions and instruction is being utilized to meet the departmental objectives; ways in which faculty integrate technology and the community into the classroom experience and the results of that process. At this meeting, the department will identify areas of the assessment plan that need to be improved and areas within the program that need the most attention in the coming year. A yearly assessment report as previously discussed will be prepared and shared by the department's Assessment Committee as a result of this meeting.

## ASSESSMENT EFFORT SUMMARY

As just discussed, the department engages in an ongoing, multiphased assessment process. Below is a chart that indicates how this process works.

DEPARTMENT GOALS	DEPARTMENT OBJECTIVES	ASSESSMENT METHOD
1. To promote, assess, and improve the program the department will:	a. Discuss, articulate, and publish its mission, goals, and student curriculum outcomes.	<ul style="list-style-type: none"> <li>• <b>Advising:</b> Each faculty member completes the <i>Advising Evaluation Form</i> at the conclusion of the spring semester advising period and submits it to the Assessment Committee.</li> <li>• <b>Alumni survey:</b> Surveys are sent out electronically each spring to all alumni graduating one year and five years prior to the current academic year. Results are circulated to faculty. Each faculty member completes the <i>Alumni Survey Student Curriculum Outcomes Evaluation Form</i> each spring after reviewing the results and submits it to the department's Assessment Committee.</li> <li>• <b>Annual departmental assessment review, discussion and planning:</b> After all assessment results are collected and tabulated the department will meet at the end of the spring semester to discuss the results and plan the future course of action.</li> <li>• <b>Exit survey:</b> All students in Sociology 480 in both fall and spring semesters will complete an electronic exit survey. Results will be circulated to faculty. Each faculty member completes the <i>Exit Survey Student Curriculum Outcomes Evaluation Form</i> after reviewing the results each semester and submits it to the department's Assessment Committee.</li> <li>• <b>Student handbook:</b> Assessment Committee reviews the handbook to make sure all necessary information is up to date and communicated to students.</li> </ul>
	b. Assess the needs and interests of its students on a periodic basis. These assessments will guide the development or modification of goals and practices.	

<p>2. To provide a complete education the department will develop its curriculum to:</p>	<p>a. Promote in students the sociological perspective and a proper foundation of knowledge in sociology in its students and enhance the students' ability to apply sociological knowledge to policy issues.</p>	<ul style="list-style-type: none"> <li>• <b>Alumni survey:</b> Surveys are sent out electronically each spring to all alumni graduating one year and five years prior to the current academic year. Results are circulated to faculty. Each faculty member completes the <i>Alumni Survey Student Curriculum Outcomes Evaluation Form</i> each spring after reviewing the results and submits it to the department's Assessment Committee.</li> <li>• <b>Annual departmental assessment review, discussion and planning:</b> After all assessment results are collected and tabulated the department will meet at the end of the spring semester to discuss the results and plan the future course of action.</li> <li>• <b>Diagnostic test of core concepts:</b> The diagnostic test is administered to all students in Sociology 200 and Sociology 480 each semester. The results are tabulated and published in the Departmental drive under Assessment for faculty to review. Individual faculty evaluate these results by completing the <i>Diagnostic Test of Core Concepts: Student Curriculum Outcome Assessment Form</i> each spring and submit it to the department's Assessment Committee.</li> <li>• <b>Exit survey:</b> All students in Sociology 480 in both fall and spring semesters will complete an electronic exit survey. Results will be circulated to faculty. Each faculty member completes the <i>Exit Survey Student Curriculum Outcomes Evaluation Form</i> after reviewing the results each semester and submits it to the department's Assessment Committee.</li> <li>• <b>Individual course learning assessments:</b> Each faculty member completes the <i>Sociology XXX Individual Course Learning Assessment Form</i> at the conclusion of each class they teach each semester and submits it to the department's Assessment Committee.</li> <li>• <b>Portfolio:</b> Each faculty member completes the <i>Student Academic Portfolio Evaluation Form</i> at least once per academic year on each advisee. Based upon these forms and the portfolio information each faculty member completes the <i>Yearly Academic Portfolio Evaluation Form</i> at the conclusion of the spring</li> </ul>
	<p>b. Promote in students the understanding of basic sociological processes or the sociological framework through underscoring the importance of concepts such as social structure, socialization, social stratification, culture and social change in society and in the global environment as well as in sociological analysis.</p>	
	<p>c. Assist students in developing an understanding of social differentiation, inequality, and socio-cultural diversity within the U.S. and in the international environment.</p>	

		<p>advising period and submits it to the department's Assessment Committee.</p> <ul style="list-style-type: none"><li>• <b>Senior seminar final essay:</b> The faculty member responsible for teaching Sociology 480 completes the <i>Senior Seminar Final Essay Assessment Form</i> each semester and submits it to the department's Assessment Committee.</li><li>• <b>Senior seminar oral presentation:</b> The faculty member responsible for teaching Sociology 480 completes the <i>Senior Seminar Oral Presentation Assessment Form</i> each semester and submits it to the department's Assessment Committee.</li><li>• <b>Senior seminar poster presentation:</b> The faculty member responsible for teaching Sociology 480 completes the <i>Senior Seminar Poster Presentation Assessment Form</i> each semester and submits it to the department's Assessment Committee.</li><li>• <b>Senior seminar student curriculum outcome assessment:</b> Each student in Sociology 480 each semester completes the <i>Senior Seminar Student Curriculum Outcome Assessment Form</i> which is then compiled and the results submitted to the department's Assessment Committee.</li><li>• <b>Senior seminar senior paper:</b> The faculty member responsible for teaching Sociology 480 completes the <i>Senior Seminar Senior Paper Assessment Form</i> each semester and submits it to the department's Assessment Committee.</li></ul>
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<p>3. To educate for world citizenship the department will:</p>	<p>a. Use computer and communication technology in its instruction.</p>	<ul style="list-style-type: none"> <li>● <b>Alumni survey:</b> Surveys are sent out electronically each spring to all alumni graduating one year and five years prior to the current academic year. Results are circulated to faculty. Each faculty member completes the <i>Alumni Survey Student Curriculum Outcomes Evaluation Form</i> each spring after reviewing the results and submits it to the department's Assessment Committee.</li> <li>● <b>Annual departmental assessment review, discussion and planning:</b> After all assessment results are collected and tabulated the department will meet at the end of the spring semester to discuss the results and plan the future course of action.</li> <li>● <b>Exit survey:</b> All students in Sociology 480 in both fall and spring semesters will complete an electronic exit survey. Results will be circulated to faculty. Each faculty member completes the <i>Exit Survey Student Curriculum Outcomes Evaluation Form</i> after reviewing the results each semester and submits it to the department's Assessment Committee.</li> <li>● <b>Portfolio:</b> Each faculty member completes the <i>Student Academic Portfolio Evaluation Form</i> at least once per academic year on each advisee. Based upon these forms and the portfolio information each faculty member completes the <i>Yearly Academic Portfolio Evaluation Form</i> at the conclusion of the spring advising period and submits it to the department's Assessment Committee.</li> </ul>
	<p>b. Engage itself in combating ethnocentrism, racism, sexism, and other forms of social discrimination.</p>	
	<p>c. Promote the global environment through cross-cultural and multi-ethnic experiences.</p>	
	<p>d. Demonstrate how sociological analysis informs policy development and implementation.</p>	

<p>4. To educate for a productive life the department will:</p>	<p>a. Energize the intellectual potential of its students by promoting participatory learning experiences and designing its curriculum to reflect multiple levels learning skills.</p>	<ul style="list-style-type: none"> <li>● <b>Advising:</b> Each faculty member completes the <i>Advising Evaluation Form</i> at the conclusion of the spring semester advising period and submits it to the department’s Assessment Committee.</li> <li>● <b>Alumni survey:</b> Surveys are sent out electronically each spring to all alumni graduating one year and five years prior to the current academic year. Results are circulated to faculty. Each faculty member completes the <i>Alumni Survey Student Curriculum Outcomes Evaluation Form</i> each spring after reviewing the results and submits it to the department’s Assessment Committee.</li> <li>● <b>Annual departmental assessment review, discussion and planning:</b> After all assessment results are collected and tabulated the department will meet at the end of the spring semester to discuss the results and plan the future course of action.</li> <li>● <b>Exit survey:</b> All students in Sociology 480 in both fall and spring semesters will complete an electronic exit survey. Results will be circulated to faculty. Each faculty member completes the <i>Exit Survey Student Curriculum Outcomes Evaluation Form</i> after reviewing the results each semester and submits it to the department’s Assessment Committee.</li> <li>● <b>Portfolio:</b> Each faculty member completes the <i>Student Academic Portfolio Evaluation Form</i> at least once per academic year on each advisee. Based upon these forms and the portfolio information each faculty member completes the <i>Yearly Academic Portfolio Evaluation Form</i> at the conclusion of the spring advising period and submits it to the department’s Assessment Committee.</li> </ul>
	<p>b. Encourage students to recognize the intellectual connectedness between sociology and other disciplines within the University and to integrate their educational experiences.</p>	
	<p>c. Demonstrate how the application of sociological analysis can enrich our understanding of society, individual behavior and our global environment.</p>	
	<p>d. Strive to develop a curriculum providing students with opportunities to develop higher-order thinking skills, and skills in written, oral, listening and nonverbal communication.</p>	
	<p>e. Inform, teach and model the ethical standards of the profession.</p>	

<p>5. To educate for a love of learning the department will:</p>	<p>a. Construct a learning environment in which access to faculty mentors is possible and encouraged.</p>	<ul style="list-style-type: none"> <li>• <b>Advising:</b> Each faculty member completes the <i>Advising Evaluation Form</i> at the conclusion of the spring semester advising period and submits it to the department's Assessment Committee.</li> <li>• <b>Alumni survey:</b> Surveys are sent out electronically each spring to all alumni graduating one year and five years prior to the current academic year. Results are circulated to faculty. Each faculty member completes the <i>Alumni Survey Student Curriculum Outcomes Evaluation Form</i> each spring after reviewing the results and submits it to the department's Assessment Committee.</li> <li>• <b>Annual departmental assessment review, discussion and planning:</b> After all assessment results are collected and tabulated the department will meet at the end of the spring semester to discuss the results and plan the future course of action.</li> <li>• <b>Exit survey:</b> All students in Sociology 480 in both fall and spring semesters will complete an electronic exit survey. Results will be circulated to faculty. Each faculty member completes the <i>Exit Survey Student Curriculum Outcomes Evaluation Form</i> after reviewing the results each semester and submits it to the department's Assessment Committee.</li> </ul>
	<p>b. Attempt to model learning as a life-long process which contributes to an effective life of inquiry and community involvement.</p>	

In addition, the department has designated certain courses responsible for meeting each specific Student Curriculum Outcomes. The chart below identifies which courses address each Student Curriculum Outcome and the method/s of evaluation used in those courses.

<b>STUDENT CURRICULUM OUTCOMES</b> <b>Following the completion of a major in Sociology, students should:</b>	<b>INDICATORS</b> <b>Students will be able to:</b>	<b>COURSES WHERE OUTCOME IS MET</b>	<b>METHOD OF EVALUATION</b>
1. Understand the discipline of sociology, its role in contributing to our understanding of social reality, and the importance of values to the discipline.	a. Define and apply the sociological imagination, sociological principles and basic sociological concepts b. Describe how sociology differs from and is similar to other social sciences c. Describe how sociology contributes to a liberal arts understanding of social reality. d. Describe the utility of the sociological perspective as one of several perspectives on social reality. e. Explain the importance and usage of the ASA Code of Ethics.	<ul style="list-style-type: none"> <li>• Soc 100: Intro to Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 200: Soc Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• MC exam</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 208/225 Soc of Diversity/Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, reports, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 227: Religious Groups and Cults</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 230: Soc of Sports and Leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 240: Social Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 245: Environmental Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 300: Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 310: Soc of Film</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, critical thinking assignments, journals</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 330: Social Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 323: Soc of Family</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 348: Faces of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 400: Social and Cultural Theories</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Essays &amp; papers</li> </ul>
<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>		
<ul style="list-style-type: none"> <li>• Soc 480: Senior</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial</li> </ul>		

		Seminar	paper, discussion, senior paper, poster & oral presentations
2. Understand the role of theory in sociology.	<p>a. Define theory and describe its role in building sociological knowledge.</p> <p>b. Compare and contrast basic theoretical orientations.</p> <p>c. Show how theories reflect the historical context of times and cultures in which they were developed.</p> <p>d. Describe and apply some basic theories or theoretical orientations in at least on area of social reality.</p> <p>e. Compare and contrast theories at one level of social reality with those of another.</p> <p>f. Summarize research documenting connections between macro and micro levels of social reality.</p>	<ul style="list-style-type: none"> <li>• Soc 100: Introduction to Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 200: Soc Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 208/225: Soc of Diversity or Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, reports, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 218: Deviant; Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Exams/writing assignment</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 230: Soc of Sports and Leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 240: Social Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 247: Human and Cultural Origins</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; discussion</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 330: Social; Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 323: Soc of Family</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 348: Faces of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 400: Social and Cultural Theories</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Research project, exams, paper, essays</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 445: Power &amp; Inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp; oral presentations</li> </ul>
<ul style="list-style-type: none"> <li>• Soc 480: Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp;</li> </ul>		

			oral presentations
3. Understand the role of evidence and qualitative/quantitative methods in sociology	<p>a. Identify basic methodological approaches and describe the general role of methods in building sociological knowledge.</p> <p>b. Compare and contrast the basic methodological approaches for gathering data.</p> <p>c. Design a research study in an area of choice and explain why various decisions were made.</p> <p>d. Critically assess a published research report and explain how the study could have been improved</p>	<ul style="list-style-type: none"> <li>• Soc 208/225: Soc of Diversity or Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, reports, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 228: Native; American Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 230: Soc of Sports and Leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 245: Environmental Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 247: Human and Cultural Origins</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, research assignments &amp; project</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 250: Introduction to Social Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 300: Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 323: Soc of Family</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 348: Faces of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 400: Social and Cultural Theories</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
<ul style="list-style-type: none"> <li>• Soc 480: Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp; oral presentations</li> </ul>		

4. Possess technical skills involved in retrieving information and data.	a. Retrieve information and data from the Internet.	• Soc 100: Intro to Soc	• Exams
	b. Use computers appropriately for data analysis.	• Soc 208/225: Soc of Diversity or Ethnicity	• Exams, discussion, reports, paper
	c. Create (social) scientific technical writing that accurately conveys data findings.	• Soc 247: Human and Cultural Origins	• Exams
	d. Create (social) scientific technical writing that shows an understanding and application of principles of ethical practice as a sociologist.	• Soc 250: Introduction to Social Statistics	• Exams
		• Soc 300: Research Methods	• Exams, research project, essay assignment
		• Soc 315: Sociology of Later Life	• Paper, community resource investigation
		• Soc 400: Social and Cultural Theories	• Exams & paper
		• Soc 445: Power & Inequality	• Research paper, paper, essays
		• Soc 480: Senior Seminar	• Portfolio, Remedial paper, discussion, senior paper, poster & oral presentations
5. Understand basic concepts in sociology and their fundamental theoretical interrelations.	Define, give examples, and demonstrate:	• Soc 200: Soc Inquiry	• MC exams
	a The relevance of culture.	• Soc 208/225: Soc of Diversity or Ethnicity	• Exams, paper
	b The relevance of social structure.	• Soc 218: Deviant; Behavior	• Exams/reaction paper
	c The relevance of social and cultural change	• Soc 227: Religious Groups and Cults	• Exams
	d How culture and social structure vary and change across time and place.	• Soc 230: Soc of Sports and Leisure	• Exams & papers
	e The effects upon society of population, organization, environment, and	• Soc 240: Social Problems	• Exams
		• Soc 245: Environmental Soc	• Exams

	<p>technology.</p> <p>f The relevance of institutions, how they are interlinked with one another.</p>	<ul style="list-style-type: none"> <li>• Soc 247: Human and Cultural Origins</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; discussion</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 310: Soc of Film</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, critical thinking assignments, journals</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 315: Sociology of Later Life</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, journal, oral history, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc; 330: Social Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 323: Soc of Family</li> </ul>	<ul style="list-style-type: none"> <li>• Essays &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 348: Faces of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 400: Social and Cultural Theories</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Essays &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 445: Power &amp; Inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Research project, exams, artifacts, journal, paper, essays</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 480: Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp; oral presentations</li> </ul>
<p>6. Understand reciprocal relationships between individuals and society.</p>	<p>a. Explain how the self develops sociologically.</p> <p>b. Define, give examples, and demonstrate the relevance of socialization.</p> <p>c. Demonstrate how societal and structural factors influence individual behavior and self's development.</p> <p>d. Demonstrate how social</p>	<ul style="list-style-type: none"> <li>• Soc 100: Intro to Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 208/225: Soc of Diversity or Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, reports, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 227: Religious; Groups and Cults</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 310: Soc of Film</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, critical thinking assignments, journals</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 323: Soc of Family</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 400: Social and Cultural Theories</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; paper</li> </ul>

	interaction and the self influences society and social structure.	<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 480: Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp; oral presentations</li> </ul>
7. Understand the diversity that exists within a society.	<p>a. Describe the relevance of social stratification</p> <p>b. Define, explain, give examples, and demonstrate the relevance of differentiation by race/ethnicity, gender, sexuality, age, and class.</p> <p>c. Describe the significance of variations by race/ethnicity, gender, sexuality, age, and class.</p> <p>d. Appropriately generalize or resist generalizations across groups.</p>	<ul style="list-style-type: none"> <li>• Soc 100: Intro to Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 208/225: Soc of Diversity or Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 218: Deviant; Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, discussion, reports, paper</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 227: Religious Groups and Cults</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 230: Soc of Sports and Leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 240: Social Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 245: Environmental; Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 310: Soc of Film</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, critical thinking assignments, journals</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 315: Soc of Later Life</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts, journal, oral history, volunteer work</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 323: Soc of Family</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 348: Faces of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 445: Power &amp; Inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Research project, exams, artifacts, journal, paper, essays,</li> </ul>

			volunteer work
		<ul style="list-style-type: none"> <li>• Soc 480: Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp; oral presentations</li> </ul>
8. Understand the diversity that exists within the global society.	<p>a. Describe the nature and consequences of global inequality.</p> <p>b. Explain human biocultural origins &amp; variation.</p> <p>c. Describe the reciprocal relationships between individual societies and global issues.</p>	<ul style="list-style-type: none"> <li>• Soc 100: Intro to Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 208/225: Soc of Diversity or Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 227: Religious Groups and Cults</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 240: Social Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 245: Environmental; Soc</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 310: Soc of Film</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, critical thinking assignments, journals</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 348: Faces of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 410: Soc of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Exams &amp; papers</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc/Anth 435: Social and Cultural Change</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 445: Power &amp; Inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Research project, exams, artifacts, journal, paper, essays, volunteer work</li> </ul>
		<ul style="list-style-type: none"> <li>• Soc 480: Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio, Remedial paper, discussion, senior paper, poster &amp; oral presentations</li> </ul>

**ASSESSMENT METHOD SUMMARY**

<b><u>METHOD</u></b>	<b><u>WHEN</u></b>	<b><u>WHAT</u></b>	<b><u>WHO</u></b>
Exit Survey	<b>Fall/Spring</b>	<i>Exit Survey Student Curriculum Outcomes Evaluation Form</i> completed by each faculty member each semester after reviewing the results of that semester's Exit Survey and submits it to the department's Assessment Committee.	<b>Each faculty member</b>
Individual Course Learning Assessments	<b>Fall/Spring</b>	<i>Sociology XXX Individual Course Learning Assessment Form</i> completed by each faculty member at the conclusion of each semester for each course taught and submitted to the department's Assessment Committee.	<b>Each faculty member</b>
Student Academic Portfolio	<b>Fall/Spring</b>	<i>Student Academic Portfolio Evaluation Form</i> completed at least once each academic year by each faculty advisor and used as the basis for the <i>Yearly Academic Portfolio Evaluation Form</i> discussed below.	<b>Each faculty member</b>
Senior Seminar Final Essay	Fall/Spring	<i>Senior Seminar Final Essay Assessment Form</i> completed each semester by faculty member responsible for Sociology 480 and submitted to the department's Assessment Committee.	Sociology 480 faculty member
Senior Seminar Oral Presentation	Fall/Spring	<i>Senior Seminar Oral Presentation Assessment Form</i> completed each semester by faculty member responsible for Sociology 480 and submitted to the	Sociology 480 faculty member

		department's Assessment Committee.	
Senior Seminar Poster Presentation	Fall/Spring	<i>Senior Seminar Poster Presentation Assessment Form</i> completed each semester by faculty member responsible for Sociology 480 and submitted to the department's Assessment Committee.	Sociology 480 faculty member
Senior Seminar Student Curriculum Outcome Assessment	Fall/Spring	<i>Senior Seminar Student Curriculum Outcome Assessment Form</i> administered each semester by faculty member responsible for Sociology 480 and compiled results are submitted to the department's Assessment Committee.	Sociology 480 faculty member
Senior Seminar Senior Paper	Fall/Spring	<i>Senior Seminar Senior Paper Assessment Form</i> completed each semester by faculty member responsible for Sociology 480 and submitted to the department's Assessment Committee.	Sociology 480 faculty member

Diagnostic Test of Core Concepts	<b>Fall/Spring</b>  <b>Spring (form)</b>	Faculty teaching Sociology 100, 200 and 480 administer the test appropriate to their course each semester (except for Sociology 100 which is each Fall) and report the results on the department drive. Every spring, each faculty member completes the <i>Diagnostic Test of Core Concepts: Student Curriculum Outcome Assessment Form</i> which is submitted to the department's Assessment Committee.	<b>Sociology 100, 200, and 480 faculty</b>  <b>Each faculty member</b>
Alumni Survey	<b>Spring</b>	<i>Alumni Survey Student Curriculum Outcomes Evaluation Form</i> completed each spring by each faculty member based upon a review of that year's alumni survey results and submitted to the department's assessment committee.	<b>Each faculty member</b>
Advising	<b>Spring</b>	<i>Advising Evaluation Form</i> completed by each faculty member at the conclusion of each spring advising period and submitted to the department's Advising Committee.	<b>Each faculty member</b>
Student Academic Portfolio	<b>Spring</b>	<i>Yearly Academic Portfolio Evaluation Form</i> is completed by each faculty member at the conclusion of the spring advising period and submitted to the department's Assessment Committee.	<b>Each faculty member</b>
Student Handbook	<b>Spring</b>	Departmental Assessment Committee reviews the handbook to check for completeness and to make sure information is up-to-date.	<b>Assessment Committee</b>

Annual Department Assessment Review	<b>Spring</b>	Department faculty meet at the end of each spring semester to discuss the results presented by the department's Assessment Committee and to plan future actions.	<b>Each faculty member</b>
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