

**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE**  
**ASSESSMENT EFFORT SUMMARY REPORT**  
**2008-2009**

**I. Profile:**

Mission Statement:

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

- Contribute to a complete education by improving the student's appreciation of the role of society in forming the individual. 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 classes of social behavior and the connections among them.
- Educate the student for world citizenship. This requires an enlarged (broad) knowledge of culture and society and an appreciation of the meanings of human diversity. An understanding and appreciation 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.

Factors Impacting Assessment

The department's assessment and learning efforts are continuing to evolve due to its central position in a rapidly changing, shrinking and international world. Given the nature of the discipline, faculty constantly need to modify content to meet the needs of students and the community. At the same time, faculty are aging and the near future will bring retirements and the need to find faculty capable of fitting into the mission of the department and teaching content that meets the established outcomes. The department is also in an ongoing process of modifying and fine-tuning the assessment process itself as department faculty are in a continual process of learning to properly utilize the assessment methods. The addition of a new faculty member this year, the addition of a new faculty member next year and the continued need to rely on adjunct faculty

necessitate that this be a continual development process. There is also an issue of time as the assessment effort comes at the end of the academic year when faculty are busy and have the least amount of time.

## **II. Assessment Review:**

On May 6, 2009 the Department of Sociology met to conduct its annual assessment of the department. The first task was to review the department's accomplishments at meeting the twelve actions recommended in the previous assessment meeting. While all curriculum outcomes were considered important for this past year as we continue to try to assess where to put our greatest emphasis, these 12 items were of greatest concern. Most all concerns targeted last year have been successfully addressed or are being successfully addressed and remain in process as can be seen by the chart below. Those accomplishments include finding replacement faculty that meet the department's curriculum needs. One replacement faculty member has just successfully completed his first year and the second will begin next academic year. The curriculum objectives and course relationships have been placed on the bulletin board and are now being included on the department's web page in order to provide better access for students. We also have developed a process for reminding students at the end of each semester to complete their semester reflections for their portfolios and have instituted a presentation on internships within the Soc. 200 class. We have instituted several new ways to help graduating seniors realize the importance of completing alumni surveys within their Senior Seminar, with the SACJ Club newsletter and at the annual banquet. Finally, we have instituted a discussion of the department's mission, goals, and student curriculum outcomes into the Soc. 200 course.

The following chart indicates the department's accomplishments in this regard:

**08/09 Action Plan**

<b>Action Step</b>	<b>Accomplished</b>	<b>In Process</b>	<b>Needs More Work</b>	<b>Not Addressed</b>
1. Continue to look for ways to improve students' familiarity with sociological methods and their comfort with utilizing them.		X		
2. Find ways to improve data analysis/technical writing skills.		X		
3. Find replacement faculty that will meet the department's curriculum needs.	X			
4. Continue to publish curriculum objectives and course relationships on the bulletin board to emphasize to students their importance.	X	X		
5. Put work on the new curriculum plan on hold until faculty are at full strength. Consider new curriculum plan in hiring decisions.		X		
6. Continue to find ways to emphasize to students the importance of structural analysis and to better integrate it into the curriculum.		X	X	
7. Advisors will continue to emphasize the importance of the liberal arts section of the student academic portfolios as a way to assist them in making the connections between sociological content and the rest of their life, both academic and otherwise.		X	X	
8. Continue to send an end of the semester email to all majors, reminding them of the importance of writing their semester reflections while the past semester is still fresh on their minds.	X	X		
9. Continue emphasizing the importance of internships during the advising process and incorporate into Soc. 200.	X			

10. Continue to look for ways to emphasize the importance of the alumni surveys to graduating seniors.	X	X		
11. Faculty need to continue working on developing essay questions that can be incorporated into the basic assessment process.				X
12. Incorporate a discussion of the department's mission, goals, and student curriculum outcomes into Soc. 200.	X			

Next, the department turned its attention to a review of the department’s goals and objectives for this past year. Below is a chart which summarizes the department’s goals and objectives as well as the assessment methods utilized for each of these.

**ASSESSMENT EFFORT SUMMARY**

<b>DEPARTMENT GOALS</b>	<b>DEPARTMENT OBJECTIVES</b>	<b>ASSESSMENT METHOD</b>
<p>1. To promote, assess, and improve the program the department will:</p>	<p>a. Discuss, articulate, and publish its mission, goals, and student curriculum outcomes.</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 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</li> </ul>
	<p>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>	

		handbook to make sure all necessary information is up to date and communicated to students.
2. To provide a complete education the department will develop its curriculum to:	<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> <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</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. The results become a part of the discussion at the department's annual assessment meeting.</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</li> </ul>

	<p>within the U.S. and in the international environment.</p>	<p>Committee.</p> <ul style="list-style-type: none"> <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> <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> <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>	<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>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</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> </ul>

	<p>reflect multiple levels learning skills.</p> <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>	<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>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</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>	<p>Committee.</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> </ul>
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All faculty completed all appropriate assessment evaluation forms and reviewed all published data and summary evaluations prior to the meeting. Below is a summary of the department's review of its goals and objectives.

### FACULTY ASSESSMENT REVIEW

<b>DEPARTMENT GOALS</b>	<b>DEPARTMENT OBJECTIVES</b>	<b>COMMENTS/CONCERNS/RECOMMENDATIONS</b>
1. To promote, assess, and improve the program the department will:	a. Discuss, articulate, and publish its mission, goals, and student curriculum outcomes.	No concerns or recommendations—being accomplished.
	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.	Seen as a strong area but still need to try and make better use of advisement process.

<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>	<p>1. Understand Discipline... Not a present concern</p>
		<p>2. Understand Theory... Need to continue the integration process.</p>
		<p>3. Understand Methods... Continue to work on finding ways to integrate across the curriculum.</p>
		<p>4. Possess tech skills... Continue to look for ways to incorporate into more classes and review needs as curriculum revision process continues.</p>
	<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>5. Understand basic concepts... Continue attempts to more clearly integrate social structure into the curriculum.</p>
		<p>6. Understand reciprocal relationships... Refocus and target in individual courses as appropriate.</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>7. Understand internal diversity... Continues to be a strong component of the curriculum.</p>
		<p>8. Understand global diversity... Continue to emphasize and look to develop a course on globalization.</p>

3. To educate for world citizenship the department will:	a. Use computer and communication technology in its instruction.	No current concerns or recommendations.
	b. Engage itself in combating ethnocentrism, racism, sexism, and other forms of social discrimination.	No current concerns or recommendations.
	c. Promote the global environment through cross-cultural and multi-ethnic experiences.	No current concerns but continue to emphasize.
	d. Demonstrate how sociological analysis informs policy development and implementation.	Continue to find ways to integrate into existing courses.

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.	No current concerns but want to continue to encourage through support of the SACJ Club.
	b. Encourage students to recognize the intellectual connectedness between sociology and other disciplines within the University and to integrate their educational experiences.	No concerns but continue to emphasize, especially in the advising process of portfolio reviews.
	c. Demonstrate how the application of sociological analysis can enrich our understanding of society, individual behavior and our global environment.	Continue to emphasize and develop a course on globalization.
	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.	No current concerns.
	e. Inform, teach and model the ethical standards of the profession.	No current concerns but continue to emphasize.

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.	Continue to emphasize.
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### III. Assessment Results and Action Plan

Based upon its annual assessment review summarized above the department believes the following actions are in order for the next academic year:

1. Continue to look for ways to improve students' familiarity with sociological methods and their comfort with utilizing them.
2. Find ways to improve data analysis/technical writing skills.
3. Continue to publish curriculum objectives and course relationships on the bulletin board to emphasize to students their importance.
4. Restart work on the new curriculum plan.
5. Look for ways to integrate technical skills into more courses.
6. Continue to find ways to emphasize to students the importance of structural analysis and reciprocal relationships as well as to better integrate it into the curriculum.
7. Advisors will continue to emphasize the importance of the liberal arts section of the student academic portfolios as a way to assist them in making the connections between sociological content and the rest of their life, both academic and otherwise.
8. Continue to send an end of the semester email to all majors, reminding them of the importance of writing their semester reflections while the past semester is still fresh on their minds.
9. Continue to look for ways to emphasize the importance of the alumni surveys to graduating seniors.
10. Continue supporting and encouraging participation in the SACJ Club and the annual banquet.
11. Modify the Soc. 100 assessment exam given current faculty teaching the course and
12. Begin working on developing essay questions to incorporate into the basic assessment process to begin assessing value added learning.

As called for in the assessment plan the results of the assessment effort have been given to each faculty member and made available to students and others in the student lounge as well as on the departmental web page in the student handbook.

#### **IV. Recommendation for Improving Assessment Processes**

No current recommendations related to the assessment process itself other than continuing to look for ways to streamline and make the process easier and less time consuming.

#### **V. Data from Institutional Research**

Total number of students with a first major in Sociology: 124

Total number of students with a second major in Sociology: 2

Total number of students with a minor in Sociology: 40

Total number of students with a minor in Anthropology: 8

Total number of students with a minor in Criminal Justice: 123

Total number of faculty positions: 7

Teaching equivalent of current faculty: 4

Total number of tenured faculty: 6

Total number of part-time faculty:

Teaching equivalent of part-time faculty: 2

Teaching equivalent of tenured and part-time faculty: 5.75