The Department of Sociology, Anthropology, and Criminal Justice approved a revised assessment plan during the 2009-2010 academic year. The department completed this effort to ensure that there was coordination between the revision of the Sociology program and the department’s mission, goals, and objectives. The revision of the Sociology program was completed and approved so that incoming students for the Fall 2011 semester are now following the new curriculum. The revision to both the assessment plan and the sociology curriculum was a major undertaking and the department recognizes that care needs to be taken to ensure that both are implemented and followed effectively.

The department’s assessment efforts focus upon the following mission, goals, and objectives, including student curriculum outcomes.

**Mission**

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.** As part of a complete education the focus is placed upon 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 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. This mission leads to the Department's goals and objectives.
Goals and Objectives

Towards this mission, the program’s two goals and their affiliated objectives are:

1. The department will develop and maintain a curriculum that provides a complete education. This goal will be addressed by:
   a. Promoting in students knowledge of the core sociological concepts and theories.
      i. Students will be able to define and apply basic sociological concepts.
      ii. Students will be able to define and apply basic sociological theories.
   b. Providing students with the tools necessary to conduct and present sociological research.
      i. Students will be able to identify, understand and conduct appropriate sociological research that follows the ethical standards of the profession.
      ii. Students will be able to report the results of research orally and in writing to scientific/professional audiences.
   c. Assisting students in critically and accurately describing society and social conditions.
      i. Students will be able to describe the diversity that exists within the context of a national and global society.
      ii. Students will be able to discuss and create work that identifies, analyzes, and evaluates sociological content through the use of appropriate evidence.

2. The department will work to promote, improve, and strengthen the program. This goal will be addressed by:
   a. Facilitating an environment where learning extends beyond the classroom.
      i. The department will promote cross-cultural and multi-ethnic experiences that are inclusive and supportive of diversity.
      ii. The department will construct a learning environment in which faculty mentoring contributes to a life of inquiry and community involvement.
   b. Supporting the development of skills and abilities that are broadly applicable.
      i. The department will demonstrate how the application of sociological analysis can enrich our understanding of society, individual behavior, and our global environment.
      ii. The department will use, encourage, and support computer and communication technology for the purpose of understanding social life and sociological analysis.
   c. Recognizing that education is dynamic and multi-faceted.
      i. The department will strive to maintain a curriculum that provides students with opportunities to develop higher-order thinking skills, and skills in written, oral, and nonverbal communication.
      ii. The department will assess the needs and interests of its students in order to guide the development or modification of the department’s goals and practices.
Assessment Plan

The program’s assessment efforts are designed to address the objectives that are tied to each goal, with an emphasis toward students’ knowledge and skills and the encouragement of their personal development. These objectives are assessed through a variety of direct and indirect measures. The outcomes for Goal 1 serve as the strongest indicators that the department is effectively preparing students in a manner consistent with the department’s mission statement.

The department has appointed a committee to coordinate the assessment efforts in light of the changes made to the original assessment plan. The department as a whole meets toward the end of the spring semester to review the results of the measures implemented, to identify areas of the assessment plan that require adjustment or improvement, and to ascertain the areas of the program that need the most attention as we move forward. Responsibility for addressing any changes or adjustments will be brought back to the department’s assessment committee to ensure that they will be included as a part of the next year’s assessment efforts.

Assessment Methodologies

Knowledge and Skills

- Diagnostic Test of Core Concepts: A standardized test is administered annually to students in SOCI 200 and SOCI 480. The instructors of these two courses report the results of these tests to the department so that any necessary actions can be taken to rectify weaknesses.

- Senior Seminar Research Paper: The department requires students to complete a research project, write it up in a scientific report, and present their project orally to their classmates and faculty members. 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. A rubric will be used to evaluate the quality of the work so that the results of these projects can be shared with the department and any steps deemed necessary to improve the process can be taken.

- Senior Seminar Oral Presentation: Each student in SOCI 480 is required to do an oral presentation based on their senior papers.

- Student Academic Portfolio: Each student begins a portfolio in SOCI 200 designed to showcase his or her accomplishments through different means (papers, exams, presentations, etc...). These portfolios are reviewed at least once a year by the student’s advisor with feedback provided to the student. The portfolios provide the advisor with unique insight into the progress of the student in meeting the student curriculum outcomes.
Curriculum Assessment/Program Review

- Annual Department Assessment Review: Each spring the department holds a meeting for the express purpose of discussing and reviewing our assessment goals and objectives. The department’s assessment committee leads the meeting with specific attention paid to how well the outcomes of each goal are being met and the results of the tests, surveys, and senior seminar projects. As part of the agenda for the assessment meeting the department will take time to identify areas within the program that need the most attention in the upcoming year and any elements of the assessment plan that may need improvement.

- Exit Survey: A questionnaire administered annually to students in SOCI 480 to assess how well they learned sociological concepts and theories, to conduct and communicate scientific research, and how well they learned about diversity within the context of a national and global society. Results of this survey are shared annually with department faculty.

- Alumni Survey: A questionnaire administered annually to 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 asks how well former students learned sociological concepts and theories, to conduct and communicate scientific research, and about diversity within the context of a national and global society. The survey also asks about former students’ current work situation. As with the standardized test and the exit survey, the results of the alumni surveys are reported annually to the department so any necessary steps can be taken to improve the program.
### Assessment Effort Summary

The charts below indicate how the objectives linked to each goal are measured.

#### Goal 1
Develop and maintain curriculum that provides a complete education

<table>
<thead>
<tr>
<th>Measures</th>
<th>A. Promote in students knowledge of the core sociological concepts and theories</th>
<th>B. Provide students with the tools necessary to conduct and present sociological research</th>
<th>C. Assist students in critically and accurately describing society and social conditions</th>
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<tr>
<td>Diagnostic Test of Core Concepts</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Senior Seminar Research Paper</td>
<td>✓</td>
<td>✓</td>
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<td>Senior Seminar Oral Presentation</td>
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<tr>
<td>Exit Survey</td>
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<tr>
<td>Alumni Survey</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Measures</td>
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<td>B. Support the development of skills and abilities that are broadly applicable.</td>
<td>C. Recognize that education is dynamic and multifaceted.</td>
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<td>Student Academic Portfolio</td>
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<td>Annual Department Assessment Review</td>
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