

Major/Program: Sociology/Anthropology

ASSESSMENT SUMMARY

Fall 2017-Spring 2018

What are the student learning outcomes in the **major/program**?

Sociology Program Goals and Learning Objectives:

To support the development of our students and our mission we have established the following learning goals and outcomes for our Indiana University Northwest Sociology Program:

Sociology Program Goals: Students completing a Bachelor of Arts in Sociology will:

1. Develop a depth of content knowledge,
2. Practice sociological interpretation,
3. Appreciate and understand diversity in culture and belief,
4. Think critically,
5. Employ research and analysis methods, and
6. Communicate concepts and ideas with precision and clarity.

Sociology Program Learning Objectives:

Learning Objective #1 Critical sociological thinking, argument, analysis, & awareness

Outcomes --Students will be able to:

- 1a. Identify the presence of the sociological imagination in source material;
- 1b. Explain the importance of considering the relationship between biography & history;
- 1c. Analyze issues from multiple points of view;
- 1d. Critically assess the historical & social structural contexts of an argument.
- 1e. Describe the discipline of sociology, the sociological perspective, and the contribution of sociology to our understanding of social reality.

Learning Objective #2 Ability to use qualitative & quantitative research methods to examine social life.

Students will be able to:

- 2a. Identify basic methodological approaches & describe the general role of methods in building sociological knowledge;
- 2b. Design a research study & explain rationale for various choices;
- 2c. Respect ethical codes that govern the conduct of sociologists;
- 2d. Identify bias & logical fallacies;
- 2e. Evaluate the evidence given for an argument.

Learning Outcome #3 An ability to critically differentiate & apply dominant theoretical frames of analysis to substantive structural, cultural, & interactional issues.

Students will be able to:

- 3a. Summarize major theoretical arguments and key concepts of: functionalist theory, conflict theory, symbolic interactionism, & social constructionism;
- 3b. Compare and contrast theories at the micro, macro, and meso level with those at another level;
- 3c. Evaluate the utility of theoretical perspectives;
- 3d. Correctly apply & relate theoretical perspectives to substantive structural, cultural, & interactional issues.

Learning Objective #4 Understand the structure and functions of social inequalities & hierarchies of difference & power.

Students will be able to:

- 4a. Demonstrate how social inequities are maintained within various levels of society.;
- 4b. Analyze processes & institutions connected with social inequalities, including, but not limited to, race, gender, class, sexuality, religion, and age;
- 4c. Analyze the role of social networks & key processes of Globalization, Inequality, & Diversity in shaping contemporary societies;
- 4d. Demonstrate an understanding of the ethical implications & consequences of social inequalities;
- 4.e Develop & propose personal, interactional & structural solutions to create a more equitable social world.

Learning Objective #5 Understand how agency, culture, and social structure operate in society.

Students will be able to:

- 5a. Explain how societal and structural factors influence individual behavior and the development of the self.
- 5b. Demonstrate how self and social interaction influence society and social structure;
- 5c. Evaluate the interlinking effects of institutions, culture, individuals, and groups;
- 5d. Demonstrate how culture and social structure vary across time and place;
- 5e. Develop specific policy implications of research and theories in a substantive area.

Which outcome(s) did you assess this academic year?

Learning Objective #2 Ability to use qualitative & quantitative research methods to examine social life.

Students will be able to:

- 2a. Identify basic methodological approaches & describe the general role of methods in building sociological knowledge;
- 2b. Design a research study & explain rationale for various choices;
- 2c. Respect ethical codes that govern the conduct of sociologists;
- 2d. Identify bias & logical fallacies;
- 2e. Evaluate the evidence given for an argument.

How did you assess the learning outcomes this academic year?
Students enrolled in SOC-S261 were required to collaborate on an original research project. They reviewed several possible research methods, evaluating each for practical as well as theoretical considerations. Each completed IRB training and certification. Each gathered and analyzed original data under the direction of the instructor. Students collaborated on a research presentation given at the 2017 IU Undergraduate Research Conference in Indianapolis, IN.
Please summarize the data you have collected this academic year.
We collected a range of data. These include instructor’s observation of class progress, weekly quizzes assessing students’ understanding of core concepts, Institutional Review Board training scores, and evaluation of final papers / presentation. Approximately 75% of students enrolled in SOC S261 met or exceeded expectations for Learning Objective #2.
Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).
Based on the assessment of Learning Outcome #2 we are planning to increase the attention given to research methods in our introductory course, SOC S161. Our goal is to scaffold learning about research methods throughout or curriculum, as it leads to the required research methods course. To facilitate this goal, we also recommend moving the research methods course to the 300 level, as it is at other IU campuses.
Please report on the progress of your action steps reported in 2013-2014. See Assessment Results for your previous unit reports.
As our department continues to undergo changes in staffing, we are working together to redefine our curriculum going forward. Departmental information and materials have been updated. It is anticipated that realignment of departmental priorities, curriculum, and faculty will be ongoing.

****Note:** Please use this template to provide the responses to the prompts above.**