

Major/Program: Sociology & Anthropology

ASSESSMENT SUMMARY

Fall 2014-Spring 2015

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

- Outcome 1. Understand social/cultural structures, institutions, and processes of social change
- Outcome 2. Identify historical trends and forces which have shaped cultures and societies around the world
- Outcome 3. Develop critical reading, reasoning and writing skills
- Outcome 4. Understand the research methods, data collection, and analytical techniques commonly used in the discipline
- Outcome 5. Identify a research topic and perform library based and/or primary research on that topic
- Outcome 6. Develop an awareness and understanding of ethical issues faced by Sociologists and Anthropologists
- Outcome 7. Explore in greater detail one or more sub-fields of Sociology / Anthropology

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

Outcome #7: Explore in greater detail one or more sub-fields of Sociology / Anthropology

Outcome 3. Develop critical reading, reasoning and writing skills

How did you assess the learning outcomes this academic year?

Outcome #7: We sought to develop a clearer understanding of how our students were progressing through the program. Over the past year each of our faculty members conducted formal advising interviews and informal conversations with our students. We asked them to recall the series of courses they had taken to that point, and the courses they planned to take. We also asked them to reflect on and describe their process of decision making.

Outcome #3: Faculty members held a series of sustained conversations about the role that writing plays in all of our classes.

Please **summarize the data** you have collected this academic year.

Outcome #7: We discovered that, due to retirements and shifting interests among faculty, the way our major requirements are described in advising materials and in the academic bulletin had begun to drift away from the actual courses we were offering each year. We found that we were no longer offering courses in as many subfields. And further, the way courses were classified no longer fit our program. In reaction to this mismatch, students were often choosing courses based purely on availability rather than choosing to concentrate in on a disciplinary subfield by taking successively more advanced courses in that subfield.

Outcome #3: The role of writing varies according to the content and purpose of the course. In many of our upper level courses, students write a substantial term paper, and often a series of shorter analytical essays. While we are pleased that our department continues to develop and assess critical reading, reasoning and writing skills in our courses, we are actively seeking ways to develop these skills in concert with one another.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).

Outcome #7: We are currently taking steps to rewrite departmental information, advising materials, and academic bulletin entries to better reflect the subfield strengths of our faculty and the courses that we offer. We have completed this work at the department level. Once our changes are approved by the college curriculum oversight committee, updated program descriptions will be distributed to students and published in the upcoming academic bulletin.

Outcome #3: We have decided to address this outcome by revising several key courses that already include substantial writing requirements. We have agreed to revise these courses according to the university's guidelines for Writing Intensive courses. Once these revisions are complete, individual faculty will apply for the Writing Intensive Designation for their courses. To date, the required course in research methodology for sociology majors has been designated a Writing Intensive course.

Please report on the progress of your **action steps** reported in 2013-2014. See [Assessment Results](#) for your previous unit reports.

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