

Given the relatively small number of sociology majors and minors, most sociology

service learning and experiential education throughout the sociology curriculum creates a pervasive theme that pushes students to examine questions of ethics and values as they study issues of social inequality and interpret the social forces producing such inequality. Whether studying the family, race and ethnicity, criminology, urban sociology, or deviant behavior, students learn to synthesize existing theoretical knowledge using research findings to develop practical solutions. Their training enables and empowers sociology majors to critically analyze complex, real-world problems, evaluate the merits of various remedies, and appreciate the role diversity plays in the analysis of human behavior, and its ethical implications for their personal and professional lives. In sum, the sociology major integrates the general education and major curriculum with pre-professional experiences and mentor relationships, to mirror the University goals of professionalism, citizenship, and a life of personal meaning and value by advocating and demonstrating the impact of life-long learning and service.

Assessment Methods and Data

The Sociology faculty have decided to collect the following assessments of the sociology major:

1. Learning Goal 1 will be assessed in Sociological Analysis SO450, the capstone course, through an analysis of the final exam, which asks students to write specifically to this learning goal. Given the presently small number of
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Assessment Results

Learning Goal 1 Both sociologists, using the appropriate rubric, reviewed the final exams for the six sociology majors who took SO450, Sociological Analysis. (See Rubrics in Appendices 1 and 2.) Eighty-three percent of the students scored above the standard of 3.00. The average scores for each student are as follows:

Student Number	Average Score	Cum. Percentage
1	5	17%
2	4.75	34%
3	4	51%
4	3.75	67%
5	3.25	83%
6	2.75	100%

Advising Survey

The Advising Survey was administered on Scheduling Day in April, 2007. The results are as follows:

Dept.	Advising Categories (5 point scale)
4.84 sd= .365	Convenience of scheduling your appointment with your advisor
4.74 sd= .609	Amount of time spent with advisor during the class scheduling appointment
4.69 sd= .706	Advisor's feedback about progress in meeting graduation requirements
4.57 sd= .565	Advisor's knowledge about course options or selections in the major
4.67 sd= .574	Advisor's knowledge about course options or selections in university studies
4.78 sd= .879	Availability throughout the academic year
4.83 sd= .841 4.67 sd= .825	Timeliness of response to my questions or concerns

450 points; about 44% of the final grade. Students rarely take the opportunity to submit a working draft.

In order to increase the likelihood that each student will consider rewriting each of the preliminary assignments, we will increase the value of each assignment as below:

- 1.

Appendix 1 Sociology Assessment Rubric

Learning Objectives	Nominal (1 point)	Adequate (3 points)	Excellent (5 points)
<p>Goal 1: Ability to analyze personal & social experiences by applying the sociological imagination. (Capstone Assignment)</p>	<p>Fails to understand or use the sociological imagination in problem solving or interpreting personal & social experiences. Fails to adhere to the ethical principles</p>		

Appendix 2 Artifacts & Standards for Sociology

Artifact	Green	Yellow	Red
Capstone Research Project (Learning Goal 1)	70% of majors achieve a score of 3 or above.	60% of majors achieve a score of 3 or above.	Less than 60% of majors achieve a score of 3 or above.
Paper for SO224 (Learning Goal 2)	70% of majors achieve a a score of 3 or above.	60% of majors achieve a score of 3 or above.	Less than 60% of majors achieve a score of 3 or above.
Research Proposal for SO221 (Learning Goal 3)	70% of majors achieve a score of 3 or above.	60% of majors achieve a score of 3 or above.	Less than 60% of majors achieve a score of 3 or above.