

## Annual Assessment Report Template

*This form is intended to facilitate reporting program outcomes assessment to accrediting agencies, Board of Trustees, Strategic Planning Committee, and other internal or external audiences.*

*The department mission statement, PLO's, curriculum map and multi-year action plan should to be posted on the departmental website.*

**Department: Sociology and Anthropology**

**Date: May 18, 2013**

**Department Chair: Ruben Tito Paredes**

### I. Program Learning Outcome (PLO) assessment

Program Learning Outcome	Who is in Charge	<a href="#">Direct Assessment Methods</a>	<a href="#">Indirect Assessment Methods</a>	Major Findings	Closing the Loop Activities
Application of soc, anthro, or sw concepts to social, cultural, global situations	Entire Dept	Classroom tests, term papers, oral presentations		As classes have been taught over 2012-2013, students have been given exams and term papers. They have also given oral presentations.	Ideally, faculty materials should be assessed against materials and assessment instruments from sociologists, anthropologists, and social workers at peer institutions. As the department has been in transition, this has not been the case. We would recommend that in the coming year, the department discusses this and tries to perform at least some comparative measures in core courses.
Oral and Written Communication Skills	Entire Dept	Oral presentations, term papers, projects		The majority of sociology and anthropology classes require students to give oral presentations (ranging from 10 minutes-2 hours) and are assessed by class rubrics and standards. Also, all upper-division courses require term	The department did not conduct outside assessment of upper-division student term papers. There were no faculty available to develop criteria for outside evaluation. We focused on the outside evaluation of senior seminar papers as a measure for student oral and written communication.

				papers or projects to demonstrate students' written communication competence.	
<b>Integration of Biblical Principles</b>	<b>Entire Dept</b>	<b>SOC 195 Faith Learning Paper, AN 198 Final Project</b>	<b>Classroom discussion, focus groups</b>	<b>Faith learning was included in all 2012-13 courses: faculty stressed how a Biblical worldview gives us insight into interpreting sociological and anthropological phenomena. In SOC 195, there was focused discussion based on specific texts designed to help students integrate faith into their sociological thinking.</b>	<b>For next year, rather than using the existing faith learning paper assignment in SOC 195, the department decided to integrate faith learning into the final research paper—something that was already happening in AN 198. This will be in the form of a separate appendix where the student will consider her research topic in light of Biblical and doctrinal standards. This will be assessed through a value rubric selected by department representatives. Moreover, there will be a rubric developed to use in each course as a standard for the way that faith learning is integrated.</b>
<b>Application of research methods and competence</b>	<b>SOC 106, SOC 107, SOC 195, AN 198</b>	<b>Original research papers, presentations, classroom tests</b>		<b>According to the department and the college assessment coordinator, the senior seminar papers represented improvement in research competency, critical thinking skills—especially as related to the evaluation of the scholarly literature—inclusion of both qualitative and quantitative research methods, and argumentation skills.</b>	<b>The department recognizes that SOC 106 and 107 would be strengthened if taught as a consistent year-long unit that scaffolds research methods in ways that directly benefit sociology, social work, and anthropology students. SOC 106 should be an introduction to both qualitative and quantitative methods, while SOC 107 would concentrate on more advanced qualitative and quantitative analysis, emphasizing both computer programs</b>

					like SPSS and ethnographic techniques. The capstone for these skills will be the cumulative independent research project in SOC 195 or AN 198.
Discussion					

**II. Follow-ups**

Program Learning Outcome	Who is in Charge	Major Findings	Closing the Loop Activities
Core knowledge competence	Entire dept	Review curricular map to evaluate how it lines up with this goal and the college's strategic plan.	
Integration of Biblical Principles	Rachel, Tito	Develop a rubric for the faith learning project for SOC 195, AN 198	
Integration of Biblical Principles	Judy, Thomas	Norming of faith learning for each sociology/anthropology course	
Core knowledge competence	Entire dept	New look at mission's statement to reflect changes that were made in the soc/anthro department	

Discussion

**III. Other assessment-related projects (optional)**

Project	Who is in Charge	Major Findings	Action
SOC 192	2013-14—Judy; beginning Summer 2014 will be dept chair	Students have had mixed feelings about the program. The department reaffirmed the original purpose of the program and decided it was in the department's best interest to maintain it. The goal of the program is to expose students to	<ol style="list-style-type: none"> <li>1. Professor-led and evaluated.</li> <li>2. All learning opportunities will be decided and approved by the faculty in charge.</li> <li>3. Students will receive a monthly list</li> </ol>

		lectures and events that offer them the opportunity to apply a sociological and/or anthropological lens.	of offerings, noting that some exceptions for special events will be approved. 4. Using a value rubric on personal/social responsibility as a guide for student journaling and response. 5. Students will write an ongoing journal that responds to standardized questions and guidelines.
100 Concepts		Reviewed the 100 Concept Evaluation tool and decided that it did not reflect the learning goals as designed.	Eliminate the 100 concepts exam. It is possible that we may use them to help guide student reflections for 192 and make them available to 195 students so they can draw on them in their final papers. If this is the case, the concepts should be reorganized.
<b>Discussion</b>			

**IV. Adjustments to the Multi-year Action Plan (optional)**

Proposed adjustment	Rationale	Timeline	Expected Outcome
<b>Discussion</b>			

**V. Appendices**

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents/samples (optional)