

Department/Program:	Chair/Director: Chuck Gallmeier	Assessment cycle/year:
Sociology & Anthropology	Email address: cgallmei@iun.edu	2011-12

### Mission/Purpose

To help our students explore the systematic study of modern societies from the micro-level (the individual in society) to the macro-level (the study of institutions). Specific attention is to the development, structure, interaction, and collective behavior of organized groups of human beings as well as the methods for studying these phenomena.

### Student learning outcomes (Goals):

*Ex. Program will produce well-prepared graduates. (Add more lines as needed.)*

Goal 1. Understand social/cultural structures, institutions and processes of social change.

Goal 2. Identify historical trends and forces which have shaped cultures and societies around the world.

Goal 3. Develop critical reading, reasoning and writing skills.

Goal 4. Understand the methods used to investigate social phenomena.

Goal 5. Identify a research topic and perform library based and/or in the field investigation.

Goal 6. Develop an awareness and understanding of ethical issues faced by Sociologists and Anthropologists.

Goal 7. Explore in greater detail the sub-fields of Sociology including the study of deviance, social movements, social theory, and the sociology of gender.

### Which Goals did you assess this year?


### Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>
1. oral presentations in capstone courses	Demonstrate knowledge of subject matter and competence in presenting it.		Develop and institute a standardized rubric for evaluating oral presentations in the capstone course.
2. Develop critical reading, reasoning and writing skills.	Class discussions, written assignments and exam questions, including essay format, require students to identify social problems, apply a theoretical focus and discuss the results.	Students are assessed at multiple points in the semester in all courses, gradually facing more complex issues and improving their abilities to read, reason and write.	Develop more courses with the Writing Intensive (WI) designation.
3. Understand methods used to investigate social	Students in Introductory courses perform small projects including	Students gradually develop research understandings as they move from	Encourage more student participation and attendance at regional academic conferences;

phenomena; plan and execute research.	observation, survey, or other data gathering, identify patterns of behavior and develop conclusions. Advanced research methods courses incorporate statistical analysis, IRB applications, and grant writing exercises.	Introductory course observations and library based research into more advanced self-directed projects.	Integrate research methods assessment into the capstone course.
4. Understand Ethical issues and aspects of cultural sensitivity.	Specific departmental courses focus on gender, crime, religious diversity, and racism. Topics are explored with discussion and assignments. The ethical standards of the discipline are taught and assessed in the core research methods course.	Papers addressing cultural diversity continue to be assessed by individual faculty and judged acceptable.	Integrate an assessment students' knowledge of ethical standards for the discipline into the capstone course.
5. Exploration of discipline sub-fields	Completion of a range of sub-field specific courses as required by the major.	Sociology majors are graduating with a broad range of courses representing the theoretical, methodological, and substantive diversity of the field.	Reasses the departments strengths and weaknesses with regard to current developments within the discipline. Design curriculum to better capitalize on these strengths.

### Analysis Questions

*Ex. Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?*

1. Our department should reevaluate our core curriculum offerings and design in order to more clearly articulate our program's goals in light of faculty members' strengths and with regard to broader developments within the discipline.

2. At the same time these curriculum changes are being developed, our faculty need to work together to create a uniform assessment instrument that measures our stated goals for student learning experiences.