

Assessment Report for Student Learning  
In the Sociology Major  
2008-2009 Academic Year

July 6, 2009

**Executive Summary**

This Assessment Report for the Sociology major assesses student learning during the 2008-2009 Academic Year. Assessment results indicate that students performed at an **excellent level for two of the three learning goals, and at an acceptable level for the third.** Improvement plans are discussed.

**Student Learning Goals**

The learning goals for the Sociology major are:

1. Students will demonstrate the ability to analyze personal and social experiences by applying the sociological imagination.
2. Students will demonstrate the ability to use sociological analysis to explain the structural inequalities of race, class, and gender.
3. Students will demonstrate the ability to design a sociological research project, and communicate its findings in accordance with the professional standards of the discipline.

The sociology faculty is committed to the Millikin mission and has designed a curriculum that intentionally prepares majors for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who are capable of thinking critically from a sociological perspective. The Sociology learning goals fit with the Millikin University Mission in the following ways.

Sociology graduates achieve the goal of *professional success* by demonstrating their ability to:

- a. analyze personal and social experiences by applying the sociological imagination,
- b. use sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships, and
- c. design a sociological research project, and communicate its findings in accordance with the professional standards of the discipline.

Sociology majors will develop a discipline-based understanding of *citizenship in a global environment* goal by:

- a. using sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships, and
- b. designing a sociological research project, and communicating its findings in accordance with the professional standards of the discipline.



methods courses. Students continue to learn the power of the scientific method of inquiry as they engage in research in the community and how to use computer-based

and students, and used as an indicator and source of guidance for how faculty are serving student needs.

### **Assessment Results**

#### *Learning Goal 1*

## Summary of Assessment of Student Learning for the Learning Goals

Learning Goal 1	90%
Learning Goal 2	75%
Learning Goal 3	60%

### *Advising Survey*

The Advising Survey results are still pending.

### **Improvement Plan**

did not do as well as we had hoped. Student feedback indicates problems in both Course Organization and Communication. The instructor believes that students enter the class with expectations that are too low, and therefore they struggle when they are pushed to attain standards appropriate to the field. When the course is taught again in Spring 2010, several changes will be made. First, the course will be reorganized to focus on the ultimate outcome, the research proposal. Therefore, instead of an academic, somewhat theoretical, review of research methodology, the course will be more applied in focus. Second, models of acceptable research proposals will be distributed and reviewed in detail. Students will then be instructed more specifically on how to write each section of the proposal. As a result of these changes, students should be more aware of the task before them, and should be more likely to understand it and take it seriously.

