**Sociology Minor Assessment Plan**

**Step 1: Department/Program Mission**

Anthropology and sociology are distinct fields united by a common interest in understanding human beings and their communities. Albion College's Department of Anthropology & Sociology teaches students to read with comprehension; think analytically, critically, and creatively; and to express themselves effectively. We emphasize a global perspective and pay particular attention to increasing students' knowledge of how race, ethnicity, gender, sexuality, and social class are socially constructed. The department offers classes that provide majors, minors, and non-majors with the theoretical and methodological tools necessary to understand and analyze the human condition in the past and present. We emphasize the importance of research skills that foster students' intellectual abilities to master the applications of anthropology and sociology to prepare them for graduate school, for employment, and to bring about positive change in the world.

**Step 2: List goals/outcomes**

1. **Data Analysis** (quantitative and qualitative): Students should be able to understand the strengths and weaknesses and apply a variety of sociological research methods. Students should also be able to read, understand, and evaluate scholarly work (as published in academic journals and books). Finally, students should be able to develop their own research models.

2. **Application of sociological theory** (classical and contemporary): Students should be able to use sociological theories to develop research projects. Additionally, students should be able to apply sociological theories as they critically evaluate human’s social behavior and institutions.

3. **Diversity/Inequality** (race, ethnicity, social class, gender, sexuality, etc.—the social construction of difference and inequality): Students should be able to understand and find meaningful development within a multicultural society. Students should also understand how social categories are socially constructed and negotiated, and oftentimes transformed into patterns of inequality.

4. **Sociological Imagination**—critically examining individuals and institutions (multiple levels of analysis): Students will understand the reciprocal relationship between individual behavior and social structural forces, as well as the individual and societal consequences of social problems. Finally, students should understand sociology’s unique and important lens of the social world.

**Step 3: Identify program components**

*Required courses, elective courses, out-of-classroom or other experiences that are designed to achieve each educational objective. NOTE: Every class will not, nor is it expected to, achieve each outcome. The goal is to get an even distribution of experiences that achieve the outcomes.*

Students will be exposed to each of the Sociology major’s four learning goals in our seventeen course offerings. An analysis of the course objectives for our curriculum reveals that each of our learning goals are addressed by thirteen out of seventeen courses, as seen below.

1. Data Analysis: Mandatory courses—Introduction to Sociology (101; Modeling and Analysis), History of Sociological Thought (212), Research Methods (224), Captsone--Social Psychology (336) OR Comparative Families (350). Statistics—Math 109 or 210. Electives—Population and Environment (250), Social Change and Development in Africa (248), Sociology of Sex & Gender (333), Intimate Violence (360), Stratification (370), Jessie’s Gift (402), Senior Paper (408).
2. Application of sociological theory: Introduction to Sociology (101; Modeling and Analysis), History of Sociological Thought (212), Criminology (225), Men & Masculinities (230), Population and Environment (250), Sociology of Sex & Gender (333), Social Psychology (336), Race & Ethnicity (345), Comparative Families (350), Intimate Violence (360), Stratification (370), Jessie’s Gift (402), Senior Paper (408).
3. Diversity/Inequality: Introduction to Sociology (101), Criminology (225), Men & Masculinities (230), Social Change and Development in Africa (248), Population and Environment (250), Sociology of Sex & Gender (333), Race & Ethnicity (345), Comparative Families (350), Intimate Violence (360), Stratification (370), Jessie’s Gift (402), Senior Paper (408).
4. Sociological Imagination: Introduction to Sociology (101), Criminology (225), Men & Masculinities (230), Population and Environment (250), Sociology of Sex & Gender (333), Social Psychology (336), Race & Ethnicity (345), Comparative Families (350), Intimate Violence (360), Stratification (370), Jessie’s Gift (402), Senior Paper (408).

All minors must take A&S 212 and A&S 224. A&S 224 provide a solid foundation for our Data Analysis learning goal. In 224, students learn multiple research models while conducting their own research (both qualitative and quantitative). A&S 212 focuses on our second learning goal (theory). This course is offered in the Fall, while 224 is offered in the Spring. Students are advised and generally take these courses in sequence, allowing 224 students to fully integrate theory and research. Minors must take at least three more units beyond the three required departmental courses above. As outlined above, students have a wide range of choices for each of our four learning goals.

Data analysis is fulfilled by having students read and analyze scholarly work, create their own research models, and conduct their own research. The second learning goal, application of sociological theory, is met by the courses listed above requiring students to regularly read and write about classical and contemporary theoretical perspectives. The diversity/inequality learning goal is met via coursework assignments that include service learning projects, original research, course papers, and for some students regional and national internships. Finally, the learning goal of developing a sociological imagination is accomplished through course assignments (including original research), guest speakers, and again, internships and service learning opportunities.

**Step 4: Select methods/data sources and instruments**

*...that you will use to gather information about whether expected outcomes and learning objective are being achieved. NOTE: You do not need to collect data from the same sources every year. Rather, some kind of assessment rotation will be sufficient (e.g., Years1 & 3, collect data from graduating seniors, Years 2 & 4 collect data from employers and alumni, etc.).*

To better assess our learning goals for our majors, in 2009 the department implemented a mandatory 90-minute short answer/essay exit exam that is taken by graduating seniors in the Spring semester. The exam includes questions addressing each of our learning goals. Students do not need to obtain a particular grade on the exam; they simply need to take it to graduate. We will utilize the same exam to assess our majors, however these students will be accorded some choices as to which of the questions they answer. Minors will answer the data analysis and application of theory questions, but choose only one from the diversity/inequality and sociological imagination questions. Department faculty will grade the exams, assess student learning, and then adjust course syllabi to address any objectives that are not being met.

The department also assesses student learning through less formal qualitative methods, including students’ performance in research projects (FURSCA, theses, directed studies, research assistants), as well as post-graduation success: getting into graduate schools and securing desired employment.