

**Program Review**  
**Department of Sociology and Anthropology**  
**B.A. and B.S. in Sociology**

**PROGRAM OBJECTIVES**

**The objectives of the faculty in Sociology are to:**

1. provide instruction to enable students to understand human behavior within a social context
2. help students achieve competence in understanding, critically assessing, and using major sociological concepts
3. make students knowledgeable consumers and producers of research applicable to social problems or issues
4. introduce students to the varied theoretical perspectives of sociology
5. encourage in their students an appreciation and respect for cultural diversity in societies

**PROGRAM OUTCOMES**

**Students should be able to demonstrate:**

1. **An understanding of human behavior within a social context. Specifically, students should be able to demonstrate that they:**
  - a. can examine the roles and responsibilities of individuals, groups, and institutions in the larger society, presenting an understanding of the complex relationship between human behavior and the social context
  - b. can analyze human behavior within a social context from different
2. **Competence in understanding, critically assessing, and using major sociological concepts. Specifically students should be able to demonstrate that they:**
  - a. can define major sociological concepts involved in understanding social behavior, interaction and organization
  - b. can apply major sociological concepts to specific situations, showing that they are able to (1) use the concepts to organize and make sense of what they find in specific situations and (2) use specific situations to exemplify, amplify, and critique major sociological concepts.
3. **That they are knowledgeable consumers and producers of research findings applicable to sociological problems or issues. Specifically, students should be able to demonstrate that they:**

- a. can critique sociological research reported in popular or scholarly publications by describing the research problem, methodology, and results and making a persuasive case for the strengths and weaknesses of each
  - b. can propose a plan of research for a sociological problem or issue, including conceptualization of the problem, review of pertinent literature, design of a research study, and identification of methods appropriate for exploring the problem or issue
- 4. Familiarity with various theoretical perspectives of sociology. Specifically, students should be able to demonstrate that they:**
- a. recognize various theoretical perspectives of sociology
  - b. can describe and critically analyze the assumptions that underlie particular theoretical perspectives
  - c. can apply various theoretical perspectives to issues in society, showing how a perspective frames each issue, i.e., how we understand the issue, the kinds of questions we can ask about it, and the kinds of research methods we can apply to answering the questions
- 5. An appreciation and respect for cultural diversity in societies. Specifically, students should be able to demonstrate that they:**
- a. are aware of and comprehend the views of various social groups
  - b. understand social groups in various societies in terms of differences in sociocultural resources and outcomes

### **SOURCES OF DATA FOR REVIEWING PROGRAM OUTCOMES**

#### Student portfolios

- papers or essay questions from randomly selected 200-level courses
- projects from SOC 300

focus groups of seniors

senior exit interviews

question on university senior survey

faculty surveys

1. *An understanding of human behavior within a social context*
  - papers or essay questions from randomly selected 200-level courses
  - faculty surveys
2. *Competence in understanding, critically assessing, and using major sociological concepts*
  - papers or essay questions from randomly selected 200-level courses
  - faculty surveys
3. *Knowledgeable consumers and producers of research findings applicable to sociological problems or issues*

- projects from SOC 300
  - faculty surveys
4. *Familiarity with various theoretical perspectives of sociology*
- focus groups of seniors
  - faculty surveys
5. *An appreciation and respect for cultural diversity in societies*
- question on university senior survey
  - senior exit interview
  - faculty surveys

## PROGRAM REVIEW CYCLES

### *Initial Program Review Cycle*

- 2001/2002: Develop program objectives, outcomes, and assessment plan; initiate assessment of outcomes
- August 2002 Preliminary program review report submitted to CHASS Dean and to Committee for Undergraduate Program Review:
- program objectives
  - program outcomes
  - program review plan
  - results of initial assessment
  - description of assessment activities to be carried out in the following year
- Fall 2002: Continue gathering assessment data and complete assessment of outcomes
- Spring 2003: Assessment reports submitted to departmental Curriculum Committee:
- description of process of assessing program outcomes,
  - results of assessment
  - recommendations for changes in curriculum and/or changes in outcomes and assessment plan
- Departmental Curriculum Committee considers recommendations and takes them to faculty for discussion and approval
- August 2003: Full program review portfolio completed and submitted to College for review and then, with any necessary revisions, to Committee for Undergraduate Program Review

### *Subsequent Seven-Year Review Cycles for University Program Review*

- 2002-2005: Continue gathering assessment data at appropriate intervals

- Fall 2004: Assessment reports submitted to departmental Curriculum Committee:
- description of process of assessing program outcomes,
  - results of assessment
  - recommendations for changes in curriculum and/or changes in outcomes and assessment plan
- Spring 2005: Departmental Curriculum Committee takes recommendations to faculty for discussion and approval
- August 2005: Full program review portfolio completed and submitted to College for review and then, with any necessary revisions, to Committee for Undergraduate Program Review
- 2005-2008: Continue gathering assessment data at appropriate intervals for third review cycle
- Fall 2007: Complete assessment of outcomes; assessment reports (including description of assessment process, results, and recommendations for changes in curriculum and changes in outcomes and assessment plan) submitted to Curriculum Committee
- Spring 2008: Curriculum Committee takes recommendations to faculty for discussion and approval
- August 2008: Program review report completed
- August 2009: Reports of both review cycles submitted to Committee for Undergraduate Program Review
- Etc.