

Annual Assessment Report 2014

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, curricular map and multi-year action plan should to be posted on the departmental website.

Department: Sociology and Anthropology

Date: May 20, 2014

Department Chair: Felicia Song

I. Program Learning Outcome (PLO) assessment

Program Learning Outcome	Integration of Biblical Principles
Who is in Charge	Entire Dept
Direct Assessment Methods	SOC 195 Faith Learning Appendix: as part of the final research paper for SOC195, students are asked to consider his/her research topic in light of Biblical and doctrinal standards. Students were given the newly adopted faith-learning rubric (see below) as a guide for the assignment.
Indirect Assessment Methods	Classroom discussion
Major Findings	Eleven appendices were collect from this year's SOC195 students. The appendices yielded mixed evaluations as some appendices indicated thoughtful application of Biblical themes and doctrinal commitments on students' research topics, while the majority of essays demonstrated a lack of critical and appropriately contextual use of Scripture and sources. Concern about students' tendency to only consider and assert one perspective on issues about which Christians have a rich diversity of viewpoints was shared.
Closing the Loop Activities	In revising the assignment's prompt, specifications on how many sources students should use, and what type of sources are appropriate will be made. Also, the prompt will closely adhere to the newly created scoring rubric so that students have a clearer understanding of the appendix as something like a "Christian literature review" on their research topic or issue of choice. Requiring students to submit an annotated bibliography in advance may also help improve the quality of the papers.

Discussion

The gaps in students' ability to critically engage different Christian perspectives on particular social issues and concepts by the time they are working on their senior projects seem to indicate points in which the faith-learning goals need to be more intentionally introduced and exercised in the earlier courses such as SOC 106 and SOC 171. Tito's example of having students respond to their theory reading with a summary, evaluation of strengths and weakness, and a Christian response is a good place to start. Finding ways to systematically help students learn how engage social problems and issues in light of Biblical and doctrinal standards and employ resources within appropriate historical and cultural contexts is the next step. As articulated below in the "Faith-learning Rubric" Project, next year's start at developing specific in-class and out-of-class assignments will be critical for helping students understand these faith-learning goals.

II. Follow-ups

Program Learning Outcome	Core knowledge competence
Who is in Charge	Entire dept
Major Findings	With two new hires coming next year, the department can begin reviewing mission statement and curricular map to evaluate how it should be updated and revised.
Closing the Loop Activities	
Discussion	

III. Other assessment or key questions-related projects (optional)

Project	Faith-learning rubric for Sociology/Anthropology courses
Who is in Charge	Judy & Thomas
Major Findings	A faith-learning rubric was created and adapted from the VALUE rubric. It was featured as one of the models for faith-learning integration in the February Department Chair's meeting. It was used in creating the scoring rubric for the SOC195 Faith Learning Appendix.

Action	The rubric will be posted on the department website. The rubric will be used to begin developing specific assignments and shaping class discussion for core courses such as SOC 001 Intro, SOC 106 Research, SOC 171 Theory, and SOC 195 Senior Sem –and also the gateway class for each track.
Discussion	

Project	Scoring rubric for the SOC 195 Faith-learning Appendix
Who is in Charge	Felicia
Major Findings	A scoring rubric for the Faith-learning Appendix was created using the VALUE rubric and approved during departmental discussion of first year of evaluating the appendices.
Action	This scoring rubric will be adapted for future uses in subsequent courses seeking to evaluate the faith-learning PLO.
Discussion	
The initial draft was approved pending the addition of specification about the quality of primary/secondary sources used by students.	

Project	SOC 192 Extra-curricular Activities
Who is in Charge	Judy
Major Findings	New prompts were created to guide students in their event responses and new final reflection paper. SOC 192 was fully professor-led and evaluated: Judy approved events, and collected and graded the responses and final reflection papers. Overall, the papers indicated much improvement in student’s ability to reflect critically about the events they attended. Compared to reflection papers from prior years, these papers were focused on specific SOC 192 events and concretely tied in sociological/anthropological concepts and themes. The uneven quality of reflections and emphasis on faith learning were primarily symptomatic of this first transitional year of requiring students to submit written responses and the coinciding of the due date with the SOC 195 Appendix. SOC 192 has proven worthwhile and will be retained as a requirement for all majors.
Action	<ol style="list-style-type: none"> 1. Further specification about the number of events to discuss in the final reflection paper, (possibly the number of events from a particular set of years?) and moving the deadline of the final reflection paper to the <i>beginning</i> of a student’s last semester will alleviate some of the observed problems. 2. Two sample papers will be posted on the website as representative of what is satisfactory for the final reflection paper.

3. **SOC 192 expectations should be presented to students at fall retreat and made available on a flyer for incoming/existing majors.**
4. **Next year, the dept will explore how SOC 192 can move beyond exposing students individually to opportunities to apply a sociological/anthropological lens, and actually feed into department-wide conversation and discussion – one possibility is through a monthly dept brownbag lunch that features research and SOC 192 debriefings/follow-ups.**

Discussion

With graded written responses as part of the administrative duties for SOC 192, the course would benefit from having a clearly defined grading system and criteria for what events count for SOC 192 credit. Also, in the future, if Senior Seminar presentations are made available for SOC 192 credit, we need to make sure that it is only available for non-seniors. (Note: This problem may disappear if the deadline for completing SOC 192 is earlier in the semester.) Other ideas to consider in the future: creating prompts for SOC 192 credit when students are studying abroad; give SOC 192 credit for viewing certain documentaries that are streaming online.

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

Proposed adjustment	Rationale	Timing

V. Appendices

- A. Prompts or instruments used to collect the data: **SOC 192 prompts for event responses and reflection paper**
- B. Rubrics used to evaluate the data: **SOC 195 faith-learning appendix**
- C. Relevant assessment-related documents/samples (optional) **SOC 192 final reflection papers, SOC 195 Faith-learning appendices**