Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "underlines expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Sociology, B.S.

Submission Year
2021-2022

Assessment Coordinator Name
Dr. Daniel M. Harrison

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate disciplinary knowledge in the field of sociology.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

Percentage of graduating students demonstrating an ability to describe and use key sociological concepts by scoring at least 70% on Sociology Disciplinary Knowledge Assessment.

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% of students score at least 70% on Sociology Disciplinary Knowledge Assessment.

Performance Target for "Partially Met"
Between 50 and 74% score at least 70% on Sociology Disciplinary Knowledge Assessment.

Performance Target for "Not Met"
Less than 50% score at least 70% on Sociology Disciplinary Knowledge Assessment.

Assessment Measure Used	**Frequency of Assessment**
Sociology Disciplinary Knowledge Assessment	Yearly (spring), at the beginning of Sociology 499 capstone (or in the Crim 499 Capstone if they graduate in December)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
53%	2

Comments/Narrative
16 graduating seniors took the in-house Sociological Knowledge Disciplinary Assessment at the end of Fall 2020 or the beginning of Spring 2021. (One student chose not to complete the assessment). The average score was a 67%. 53% of students scored at least 70% or higher. This percentage is down from last year (2019-2020), when the average score was a 78% with 82% of students scoring a 70% or better. While this shows that we are still partially meeting our goals related to student learning disciplinary knowledge of sociology, there is room for improvement. While we do not have a precise explanation for the the drop in scores, we wonder if it may be partially attributable to the COVID-19 pandemic and the fact that classes went online in the fall of 2020. We also believe that it is time to examine and possibly revise the in-house sociology knowledge based instrument with the input of our two new sociologists (Rubin and Kerr). Such revisions will take place during the 2021-2022 AY and if changes are required they would be implemented in the 2022-2023 AY.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating disciplinary knowledge by scoring at or above the national average (41-58 is the range for 50th percentile) on the Core portion of ETS Sociology Field Test.

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% score at or above average national score on core portion of Sociology Field Test.

Performance Target for "Partially Met"
Between 50 and 74% score at or above average national score on core portion of Sociology Field Test.

Performance Target for "Not Met"
Less than 50% score at or above average national score on core portion of Sociology Field Test.

Assessment Measure Used	**Frequency of Assessment**
ETS Sociology Field Test	Annually, in Soc 499 Sociology Capstone Experience (or in the Crim 499 Capstone if students are graduating in the fall).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
38%	1

Comments/Narrative
In the 2020-2021 AY, 16 students took the Sociology Field Test (ETS). The average score on the "core" portion of the test for our students was a 42 (on a scale of 20-100) with a range from 20 to 77. The national average score on the assessment is between 41 and 58 (50th percentile). While our average student score was on a part with the national sample, only 38% of our students scored at or better than the national average. This was down from last year (2019-2020) where 56% of our students scored at or above the national average. This data indicates that Lander sociology students are not demonstrating as much sociological competence relative to their peers nationwide. We do not exactly know how to interpret these results.   It may be the case that disruptions caused by the the COVID-19 pandemic (e.g. the switch to online learning and then back to in-person instruction albeit under socially distant conditions) affected student enthusiasm and learning of this material. We have also reduced the number of elective hours required in sociology by nine (9) credits, which means that students are not getting as much reinforcement of key sociological concepts beyond the scope of the classes in which these concepts were introduced. We seek improvement by making an effort to implement horizontal (as well as vertical scaffolding) where concepts from the core curriculum are will be better incorporated into elective courses (and vice versa). Sociology faculty will also review the Sociology Field test to better familiarize themselves with the instrument. We are also having discussions about whether to add an additional measure for this goal, which would take effect in AY 2022-2023 if implemented.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Overall, data from the 2020-2021 AY indicates that we are partially meeting our goal of student learning the disciplinary knowledge of sociology. Our performance on these measures went from "met/partially met" last year, to "partially met/met" this year. Clearly we would like to be going in the other direction. There has been considerable turnover in the sociology program in the last three years in terms of adjuncts and lecturers. The major is also losing students to Criminology and Human Services. Many of sociology students continue to come to us late in their college careers. With the hiring of Dr. Rubin and also Visiting Instructor Laura Jean Kerr, we hope to see stability in our instruction that will translate into improved student performance going forward.

Changes Made/Proposed Related to Goal
This year, we will be revising the in-house sociology knowledge instrument; consider adding another possible measure of sociological knowledge, implement horizontal scaffolding (reinforcing core sociological concepts in elective classes), and refreshing faculty knowledge of the ETS field test.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate the ability to think analytically.

Pillar of Success Supported
Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

Percentage of students demonstrating analytical knowledge by scoring at or above the national average on the Critical Thinking portion of the ETS Sociology Field Test.

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% score at or above average national score on assessment.

Performance Target for "Partially Met"
Between 50 and 74% score above or at average national score on assessment.

Performance Target for "Not Met"
Below 50% score above average national score on assessment.

Assessment Measure Used	**Frequency of Assessment**
Sociological Field Test (Critical Thinking)	Each time Soc 499 Sociology Capstone Experience is offered (or in the Crim 499 Capstone class if they are graduating in the fall term).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
56%	2

Comments/Narrative
Sixteen sociology graduates took the Critical Thinking portion of the ETS Field Test during the 2020-2021 AY. 56% of our students scored at or above the national average (41-57) on critical thinking skills (the overall score was between 20-100). Our students' average score was a 41, with a high score of a 69 and a low score of a 20. This is an improvement over last year where 44% of students scored at or above the national average. It is curious that students performed better on the critical thinking portion than the core portion of the sociology field test. This measure indicates that students are developing the ability to think critically and analytically.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome
Percentage of students demonstrating analytic knowledge by scoring grade of 70 % or higher on analytical essay question.

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% of students score at least 70% on assessment.

Performance Target for "Partially Met"
Between 50 and 74% of students score at least 70% on assessment.

Performance Target for "Not Met"
Below 50% of students score at least 70% on assessment.

Assessment Measure Used	**Frequency of Assessment**
Students are given a Final Examination essay question which asks them to pick a theorist, discuss their life and work, a concept associated with their work, what the concept means and apply the concept to a social institution in society. The essay is graded on a 50 point scale, with 10 pts. for each part of the question. Scores are then converted to percentages.	Each time Soc 499 Sociology Capstone Experience is offered (or in the Crim 499 Capstone class if they are graduating in the fall term).

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
70%	3

Comments/Narrative
10 students completed the assessment in the fall 2020 or spring 2021 term. Seven of these students scored a 70% or better. This score is lower than last year, where 82% of students earned a 70% or higher. While there was a slight drop in scores, data indicates that students can still effectively employ their skills of theoretical analysis. We did have a smaller sample size than in previous years, and a few seniors who took the Soc 499 Capstone over the summer did not take the assessment.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of Students Satisfactorily completing an assignment that demonstrates the ability to read and comprehend a peer reviewed journal article.

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% of students score at least 70% or better on assignment

Performance Target for "Partially Met"
Between 50 and 74% students score at least 70% on assessment.

Performance Target for "Not Met"
Below 50% of students score at least 70% on assessment.

Assessment Measure Used	**Frequency of Assessment**
Students were given a peer-reviewed article from a sociology journal and tasked with summarizing several dimensions of it: what is already known about the topic, what gap in knowledge the author(s) are attempting to fill, what type of method was used, and what the results were. Students were also asked to reflect on how they would change parameters if they were to repeat the study in order to generate new knowledge.	Every semester.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
92% (average over both semesters).	3

Comments/Narrative
Twenty-seven students took the assessment in the fall term and averaged a 94%. Nineteen students took the assessment in the spring and averaged an 90%. This shows that we are meeting our goal of teaching students to think critically (as demonstrated by their ability to analyze a peer-reviewed scholarly publication). The scores increased from the previous year by a full letter grade, and so we are considering increasing the difficulty of the assignment so the students are challenged to succeed more.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Overall, data collected in the 2020-2021 academic year indicate that we continue to successfully equip our students with the skills to analyze information. On one measure, we went from "not-met" to partially met (a 14% increase over last year). On the other measures, we see broad consistency in response. This data indicates slight improvement over last year.

Changes Made/Proposed Related to Goal
We inadvertently missed some data points last year, as some graduating seniors managed to avoid taking the qualitative portion of the in-house sociology assessment. (Some of these students took the class over the summer, some took the Crim 499, where it was not assigned; some missed class on the day the assessment was given). Going forward, we will be more vigilant in collecting this data. Given a small program, all data points are essential to help us determine if we are meeting our goals. Another change is that we are discussing ways to build assessment of analytical skills into non-core sociology classes. We will be having conversations about this with our new sociologist and plan to add an assessment in at least one of these courses for the 2022-2023 AY assessment cycle.

We will discuss adding alternative or additional measures of this goal going forward. Sociology 398 continues to be a dynamic and evolving course, with Dr. Rubin seeking to use it every semester to further students' skills towards real world applicability. In fall 2021, the students are collecting data on food insecurity in face to face surveys in partnership with the United Way of the Lakelands. Projects such as this improve student's analytical abilities as well as enhancing their marketability, as many of them will pursue jobs where they are required to conduct surveys, needs assessments, or demonstrate data analysis skills. We will continue to collect data on students' ability to connect data with the reporting of it via the journal article analysis assignment.

Moreover, we are continuing to reinvent the way we teach Soc 499 (the Senior Capstone Experience), which also enhances student analytical abilities. Starting in fall 2019, students have been required to write a 20-25 page senior thesis based on an independent research project of their choosing. Students are required to determine a research question, develop a research design, collect data, and analyze/interpret the results. This "capstone" project provides an opportunity for students to demonstrate many analytical skills they have learned during the program. In spring 2020, all 18 sociology capstone students presented their theses at Lander's Student Academic Symposium.

We continue to develop strong critical thinkers in the sociology program, as evidenced by the assessments above. This should be a marquee achievement that distinguishes our degree from others in the social sciences.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate the ability to apply sociological theory.

Pillar of Success Supported
Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating ability to apply of sociological theory by scoring at least 70% on Soc 202 final paper assignment.

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% of students score at least 70% on assessment.

Performance Target for "Partially Met"
Between 50 and 75% of students score at least 70% on assessment.

Performance Target for "Not Met"
Less than 50% of students score at least 70% on assessment.

Assessment Measure Used	**Frequency of Assessment**
The Sociology 202 final paper allows students to pick a social problem and report its nature and potential solutions using sociological theories. Students are assigned to apply at least two of the four major theoretical paradigms of sociology presented in the class to their understand of the nature of the problem (E.g. conflict, functionalist, feminist, and symbolic interactionist theories).	Each semester in Soc 202 Social Problems.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
89% average across both terms.	3

Comments/Narrative
Twenty four students submitted this assignment in the fall term, and earned an average of 93%. Thirty six students completed the assessment in the spring, and earned an average of 91%. In the "applying theory" portion of the paper, the fall students scored an average of 90% and the spring students scored an average of 81%. Last year (2019-2020), 93% of students scored 70% or higher. While this may appear to be a bit of a drop, we do not view this as a significant finding since we changed the nature of the instrument.

In the fall term, we used an old assignment where students were assigned the topic of prostitution, and

in the spring it was changed so that students were tasked with picking their own topic subject to instructor approval. As expected, this increased the difficulty as the previous topic was used for many years and there is an abundance of internet resources available for the students to make use of to reduce the amount of actual work. When tasked with writing about their own topic without those internet resources the topic is more challenging, and therefore more likely to develop the targeted skill set.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating ability to apply sociological theory by earning at least a 70% on the Sociological Imagination paper in Soc 399

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Over 75% of students score at least 70% on assessment.

Performance Target for "Partially Met"
Between 50 and 74% of students score at least 70% on assessment.

Performance Target for "Not Met"
Less than 50% of students score at least 70% on assessment.

Assessment Measure Used	**Frequency of Assessment**
Sociological Imagination Research paper. Students research a pivotal event in their life and apply sociological theory to understand their experiences.	Every semester in Sociological Theory

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
79%	3

Comments/Narrative
Twenty-nine students were given this assignment in Fall 2020 and Spring 2021 (in Soc 399). The average score on the assignment was an 79%. All students did well with this assignment and successfully applied sociological theory to a pivotal event in their life. Although this percentage is lower than it was the previous year when 100% of students scored over 70%, we are still meeting expectations. This assessment was moved from a 400-level class to a 300-level class, which might make it more challenging for some students. We also had a larger sample size than last year. Most of the unsatisfactory scores occurred during the fall 2020 when classes met online. This year we hope that face to face instruction will improve student performance on this measure.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Overall, data for AY 2020-2021 suggests that we continue to meet our goals of teaching students to apply sociological theory to their own lives and experiences. Results are similar to last year, as we continue to meet expectations. We tend to teach by example, and our students are adept at taking sociological knowledge and applying it to the world around them.

Changes Made/Proposed Related to Goal
Dr. Rubin's involvement at the "Bear Necessities" food pantry opens many opportunities for students to apply their sociological understanding. We are currently working on plan for seniors to volunteer hours at the food bank for internship credit. Dr. Rubin is taking over directorship of the Internship program and will work at finding new sites and organizations for our students to apply their sociological skills in the in the years ahead. We are also considering adding an additional measure of this goal. If we add an additional measure, it would be added in the 2022-2023 AY.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

Pillar of Success Supported
Advancement Activities Leveraged to Further the University's Mission

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2020-2021

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"
Not Applicable.

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used	Frequency of Assessment
Enrollment and Graduation data extracted from Banner.	Annually.

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
72.6	3

Comments/Narrative
This data indicates that sociology continues to be a a popular major at Lander University. The 5-year rolling average dropped from 91 in AY 2020-2021, but this is understandable given competition with the criminology and human services major (not to mention competition with other majors within and outside the College). We will work on better informing students of the value of a sociology degree and differentiating our program from others in the University.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2020-21

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"
Not applicable.

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner.	Annually.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
20.2	3

Comments/Narrative
Sociology continues to be an important major at Lander. The 5-year average for students completing their degrees dropped by 6% (21.6 to 20.2) from AY 2020-2021. As mentioned above, the sociology major faces serious competition from other majors in the Department, College, and University (particularly Criminology and Human Services) . We are proud of our successes in the sociology major, giving students the skills to succeed in the the labor market or go to graduate school. While diminished in size, our degree completion rate remains strong relative to other programs on campus. The number of degree completions has been increasing every year since AY 2017-2018. AY 2020-2021 saw a 16% increase over 2019-2020.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
While the number of sociology majors is not as robust as it was (as we lose students to the Criminology major and Human services,) sociology continues to be a strong major at Lander University, for incoming freshmen, upperclassmen who switch to sociology, and transfer students. The sociology program also has an important role supporting the General Education program, as well as a number of majors and minors.

Changes Made/Proposed Related to Goal
We recruit most of our students from positive student experiences in Soc 101 Introduction to Sociology. We just hired a new instructor who is teaching two of these classes in-person. We hope that through these classes (as well as those taught by Dr. Harrison) we will help us recruit more students to the major. We will also be ready to assist students switch their majors to sociology later in their career. We can do this by better articulating the difference between sociology and other majors in the college, the benefits of being a sociology major, the utility of the degree, and focus more intentionally about our sociology program as a laboratory for social change. We plan to better develop our identity as a program by explicitly focusing on sociology majors are social change agents who will be the future leaders of regional, state, and national organizations.

Upload Rubrics/Other Files

Dean's Email Address
smcmillan@lander.edu

Approved by Dean?
Yes

Signature of Dean
Lucas McMillan

Comments from Dean's Review
This is a strong assessment report. It thoroughly summarizes how the department measures students' skills and details future plans to enhance assessment efforts and the results of students' work. I particularly glad to see the discussion of curricular and co-curricular activities that inform students' learning. The work in UG research, the revised SOCI 499 capstone course, the food pantry connections, and the revised SOCI 398 research methods course show that the faculty are on the right path.

I sent a separate PDF doc with some comments to raise points of reflections and to point out very small tweaks in language that might be considered.

Good work.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.