**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Sociology/Anthropology

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, B.A. Sociology | Objectives are clear, measurable, and programmatic. The following undergraduate goals have been adopted by the department: responsible citizenship (#6) and quantitative reasoning #4). Are there any opportunities to include critical thinking, writing, and speaking in your program? |
| **How, Where, and When Assessed** | Level 2, B.A. Sociology | Please include in this column that you are using a survey to assess students in SOC 2000 and SOC 4900. And, it appears to be a survey of student knowledge, so it’s a direct measure of student knowledge. Do you have any plans to include indirect assessment? Perhaps by adding an alumni survey or something similar? |
| **Expectations** | Level 2, B.A. Sociology | You may want to set different expectations for the 2000 level class than the 4000 level class since students are at different points in the curriculum. You may also want to think about what are your minimal expectations versus exceeding expectations. In your discussion of the results you talked about the wide span of scores in addition to the averages, so that is something you could consider including here as well. |
| **Results** | Level 2, B.A. Sociology | I’m glad that your response rates improved on your survey instrument this year. Are there any incentives you could use to help with the 2000-level response rate? Department t-shirts? Points in the class for completion? Your results seem to be offering interesting discussion points for your curriculum. Some programs gathering this kind of data connect improvement to remediation programs for students with low scores. Students are counseled into certain courses or connected to tutors, for example. |
| **How Results Will be Used** | Level 3, B.A. Sociology | The feedback loop is much clearer on this report than the previous one. The department has an active assessment committee that shares results and leads discuss of those results at the annual faculty retreat. |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association/Higher Learning Commission. These levels are approximations based on the information provided in the summaries. Please refer to the checklist on the assessment web site ([www.eiu.edu/~assess](http://www.eiu.edu/~assess)) for the Primary Traits listed for each level. [↑](#footnote-ref-1)