

**Degree: Sociology**  
2023-2024 Program Assessment

	<b>Student Learning Outcome #1</b>	To develop a Sociological Imagination to view the social world. Students demonstrate that they understand the Sociological Imagination and how to apply it to various social issues.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Every Sociology course at LU applies the Sociological Imagination to a wide variety of social topics. This means that assessment occurs through an assortment of different exams, papers, projects, and other academic activities throughout students' sociological education at LU.
	<b>Proficiency</b>	Students' performance in each course offering under the Sociology Program. Students must be able to successfully apply the sociological imagination on exams, papers, and other academic projects in order to graduate from the Sociology Program.
<b>DO</b>	<b>Benchmark</b>	Sociology majors and minors must make a C or higher in Data Analysis, Research Methods, and Social Theory. Exit Exams used to be administered at the end of each Sociology major's senior year in order to assess the program's success in teaching this knowledge and skill. We will re-start assessment for next year. For this year, I will use a convenience sample from the capstone Social Theory course's required final papers. Every Sociology major and minor is required to take the Social Theory course in order to graduate.
	<b>Results of Assessment</b>	The average score for Sociology majors and minors on the final paper in Social Theory for academic year 2023-2024 was 80.16 out of 49 total students. Our target is to reach a 70 average meaning that according to our assessments, we are well above expectations.
<b>S T U</b>	<b>Analysis of Results</b>	The data tell us that there is room for improvement. The Sociological Imagination is so important to the discipline of Sociology that it is a part of every class in our program.

<b>D Y</b>		<p>Sociology majors should ideally be making more than a 70 on average for measures of their knowledge of and ability to apply the Sociological Imagination.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.</p>



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	<b>Student Learning Outcome #2</b>	To develop theoretical and critical thinking skills. Students can write critical analyses of social environments.
<b>PLAN</b>	<b>Assessment Method(s)</b>	While every sociology class at LU works as mini-assessments of students' theoretical and critical thinking skills. The ultimate assessment is the capstone Social Theory class where students must be able to demonstrate their theoretical and critical thinking skills through writing 2 research /analytic papers applying 2 different schools of theoretical thought to social issues of the students' choices.
	<b>Proficiency</b>	In the Social Theory class, students must successfully apply sociological theories to social issues of their choice. Students must conduct 2 separate research /analytic papers, using a different school of theoretical thought in each paper, where they demonstrate their ability to critically analyze social issues from sociological perspectives.
<b>DO</b>	<b>Benchmark</b>	Sociology majors and minors must make a C or higher in Data Analysis, Research Methods, and Social Theory. Exit Exams used to be administered at the end of each Sociology major's senior year in order to assess the program's success in teaching this knowledge and skill. We will re-start assessment for next year. For this year, I will use a convenience sample from the capstone Social Theory course's required final papers. Every Sociology major and minor is required to take the Social Theory course in order to graduate.
	<b>Results of Assessment</b>	The average score for Sociology majors and minors on the final paper in Social Theory for academic year 2023-2024 was 80.16 out of 49 total students. Our target is to reach a 70 average meaning that according to our assessments, we are well above expectations.
<b>S T U</b>	<b>Analysis of Results</b>	The data tell us that there is room for improvement. Theoretical and critical thinking skills are so important to the discipline of Sociology that they are a part of every class in our program. Sociology majors should be making much more than a 70 average for measures of their ability

D Y		to apply abstract sociological theoretical constructs and critical thinking skills on any social issue with which they are presented.
ACT	Improvement Plan for 2024-2025	I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.



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	<b>Student Learning Outcome #3</b>	To apply scientific methods to analyze social problems. Students are capable of constructing and conducting social scientific research projects on their own.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Like the other SLOs, each class in Sociology acts as a mini-assessment of students' abilities to apply scientific methods. The ultimate assessments are the Data Analysis and Research Methods courses. In these classes, students must construct social science research projects on their own. Students cannot graduate from our program without successfully constructing their own social scientific research projects.
	<b>Proficiency</b>	The main assessment of students' skills in scientific methods are tested through constructing research projects of their own. Data Analysis and Research Methods are the 2 courses where students' skills with and knowledges of social scientific methodologies are assessed.
<b>DO</b>	<b>Benchmark</b>	Sociology majors and minors must make a C or higher in Data Analysis, Research Methods, and Social Theory. Exit Exams used to be administered at the end of each Sociology major's senior year in order to assess the program's success in teaching this knowledge and skill. We will re-start assessment for next year. For this year, I will use a convenience sample from the capstone Social Theory course's required final papers. Every Sociology major and minor is required to take the Social Theory course in order to graduate.
	<b>Results of Assessment</b>	The average score for Sociology majors and minors on the final paper in Social Theory for academic year 2023-2024 was 80.16 out of 49 total students. Our target is to reach a 70 average meaning that according to our assessments, we are well above expectations.

<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>The data tell us that there is room for improvement. Scientific methodologies are so important to the discipline of Sociology that it is a part of every class in our program. Sociology majors should be making perfect scores on measures of their knowledge of and ability to apply scientific methodologies.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.</p>





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	<b>Student Learning Outcome #4</b>	To be able to scholarly discuss world events and develop a species-level consciousness regarding humanity.
<b>PLAN</b>	<b>Assessment Method(s)</b>	In the Sociology Division, we have been working to increase the global perspective of our program. We have courses like Global Social Trends, Global Health, Immigration, and Women and Islam that use a variety of assessment methods from group projects, to research papers, to a variety of exam methods.
	<b>Proficiency</b>	Student proficiency is measured by the successful completion of classes that teach about humanity from a global, species-level perspective. Considering the complexity of the given SLO, there is not a single measure of proficiency.
<b>DO</b>	<b>Benchmark</b>	Sociology majors and minors must make a C or higher in each of the classes they take with a global perspective. Considering that almost every class in the Sociology Division takes a global, species-level perspective, it is impossible for a student to graduate from our program without understanding the perspective and its difference from individual-level or even nation-level perspectives.
	<b>Results of Assessment</b>	All students who graduate from the Sociology Division will have had to have demonstrated proficiency in applying species-level, macro-sociological perspectives.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Considering the high success rate of students in the overall sociology program, we can deduce that students are successfully meeting the benchmark of developing an academically-informed, species-level consciousness when thinking about the human world as a whole.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.
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	<b>Student Learning Outcome #5</b>	To be able to explain, in academic detail, how systems of inequality and privilege are the same things and the intersections between socially defined groups and different experiences of systemic inequality and privilege.
<b>PLAN</b>	<b>Assessment Method(s)</b>	The Sociology Division teaches many classes that deal with intersections between socially salient groups and the complexity of expressions of power. Classes such as Gender, Sexuality, Stratification, Health Inequality, Race and Ethnicity, Immigration, and Criminology all assess through various methods students' understandings of inequalities in social power.
	<b>Proficiency</b>	Student proficiency is measured by the successful completion of classes that teach about social power inequalities. Considering the complexity of the given SLO, there is not a single measure of proficiency.
<b>DO</b>	<b>Benchmark</b>	Sociology majors and minors must make a C or higher in each of the classes they take that teach about social power inequality. Considering that almost every class in the Sociology Division teaches about social power inequality, it is impossible for a student to graduate from our program without understanding the sociological research.
	<b>Results of Assessment</b>	All students who graduate from the Sociology Division will have had to have demonstrated proficiency in recognizing and academically analyzing social power inequalities.
<b>S T U D</b>	<b>Analysis of Results</b>	Considering the high success rate of students in the overall sociology program, we can deduce that students are successfully meeting the benchmark of demonstrating understanding of social power inequality.

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ACT	Improvement Plan for 2024-2025	I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.



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	<b>Student Learning Outcome #6</b>	To be able to extrapolate, from given data, collective behavior patterns from the small group scale (defined in Sociology as any group where each individual will be able to interact with each other individual in the group) to the scale of global movements and change.
<b>PLAN</b>	<b>Assessment Method(s)</b>	The Sociology Division teaches many classes that teach students to be able to intellectually move between analyzing small to the connections between larger groups; or, as it has been put at times in the literature, “being able to see the individual in the global.” In every class throughout the sociology curriculum, students are taught to be able to identify a person’s multi-dimensional social location and then use empirically gathered data about people grouped into any given social location to extend existing patterns into the future to make predictive hypotheses regarding small and large group social behavior. While every class in our program teaches this SLO to certain degrees, Social Theory, Data Analysis, and Research Methods are the classes where students are most intensely assessed.
	<b>Proficiency</b>	A student is considered to have demonstrated sufficient proficiency in being able to move between macro- and micro-social levels and to extrapolate future patterns from current data if they pass Data Analysis, Research Methods, and Social Theory with a C or higher.
<b>DO</b>	<b>Benchmark</b>	Sociology majors and minors must make a C or higher in Research Methods, Social Theory, and Data Analysis. It is impossible for a student to graduate from our program without developing the skills described in SLO 6.
	<b>Results of Assessment</b>	All students who graduate from the Sociology Division will have had to have demonstrated proficient skills described in SLO 6.

S T U D Y	<b>Analysis of Results</b>	Considering the high success rate of students in the overall sociology program, we can deduce that students are successfully meeting the benchmark of being able to move between micro- and macro-social levels and extrapolate data logically to make societal predictions.
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.



