

**Departmental and Program Assessment  
Annual Assessment Plan Basic Update**

Academic Year: 2012-2013

Academic Unit: Sociology/Anthropology

Chair: Anne Goldberg

**Student Assessment Plan (SAP) – Basic Check-list**

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.  
 yes    no
  
2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.  
 yes    no
  
3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.  
 yes    no

**Student Assessment Plan Development** - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

yes    no   *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

*We are attaching the updated grids for Hendrix learning goals and revised departmental learning goals.*

**Yearly Assessment Report** – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

Quoting from last year’s report:

*We will schedule a departmental retreat to update our original document to include anthropology and to update our shared learning goals in the department. We will consider recent evidence about student learning in the courses that are the focus of our assessment. We will continue to request a new faculty position.*

2. Briefly summarize the topics discussed in your annual assessment meeting.

*We reviewed the changes we made to our senior practicum courses to see how they were functioning and found them satisfactory. We reviewed our two grids documenting how departmental courses supported Hendrix’s student learning goals and our departmental goals. We discussed the need for growth in the department faculty and our visions for the future of the department.*

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

*We revised our departmental learning goals, and updated both grids to include new courses and the new goals. We based the changes on the feedback we received on the new practicum courses and our own impressions of what we were delivering to students. We also recommended having a meeting for juniors in the spring before preregistration to talk to them about requirements and capstone options. We successfully held that meeting this year.*

4. Define one new action item for your assessment discussions next year.

*Since we (happily) were able to hire Stacey Schwartzkopf in a tenure-track position, we need to assess our ability to participate in campus-wide initiatives like the Engaged Citizen and holistic advising. We currently have no seats available in anthropology courses for the fall, despite a new position, and have only six seats available on the sociology side for the same semester. We have 34 ANTH emphasis and 26 SOCI emphasis majors, along with 9 ANTH minors and 2 SOCI minors, all of which show continuing growth in the department. We should also identify ways to improve our web presence in the short- and long-term. We plan to think through the trajectory of the major as students move through our goals. When people teach multiple courses, there is sometimes disagreement as to the way the class meets departmental goals, so we plan to discuss this at our next assessment meeting.*

### Sociology Courses' Contribution to Departmental Learning Goals\*

	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5	Learning Goal 6	Learning Goal 7	Learning Goal 8	Learning Goal 9	Learning Goal 10	Learning Goal 11	Learning Goal 12
110	S	S	C	C	C	S	N	C	S	C	C	C
227	C	S	L	S	L	C	N	C	S	C	L	S
250	S	S	L	L	C	S	N	C	S	L	L	C
255	S	C	L	S	L	S	N	C	S	C	L	S
270	S	S	L	L	C	S	N	L	C	L	L	C
285	C	C	L	C	C	S	N	C	S	L	L	C
300	S	S	S	S	C	S	N	S	S	C	C	S
306	C	C	L	L	L	S	N	C	S	S	L	C
310	S	S	L	L	S	S	N	S	S	C	C	C
320	C	S	L	C	L	C	N	L	S	L	L	C
335	L	C	C	S	S	L	C	S	S	N	L	C
340	S	S	S	C	C	S	N	S	S	S	S	S
360	S	S	S	C	C	S	N	S	S	C	C	S
362	S	S	C	L	L	S	N	C	S	S	C	S
365	S	S	S	C	S	S	C	S	S	S	L	S
375	S	S	S	C	C	S	N	S	S	C	S	S
380	S	S	S	C	C	S	N	S	S	S	C	S
390	S	S	L	L	C	S	L	C	S	L	L	C
480	S	S	S	S	S	C	S	S	S	S	S	S
490	S	S	C	C	C	C	C	C	C	C	C	S
497	S	S	S	S	S	S	S	S	S	C	S	S

\*The magnitude of the connection is specified along a continuum of:

- S (strongly contributes to the goal);
- C (contributes to the goal);
- L (low contribution to the goal); or
- N (does not contribute to this goal).

### Anthropology Courses' Contribution to Departmental Learning Goals \*

	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5	Learning Goal 6	Learning Goal 7	Learning Goal 8	Learning Goal 9	Learning Goal 10	Learning Goal 11	Learning Goal 12
100	S	S	C-L	L	C-L	S-C	L-N	C-L	C-L	C	L-N	C-L
102	S	S	L	L	N	L	L	L	L	C	L	C
200	S	S	C	L	L	C	C	L	L	L	L	C
225	S	S	S	L	L	S	C	C	C	C	L	S
230	S	S	C	C	C	S	C	S	C	S	L	S
235	S	S	L-C	C-L	C-L	S	C-L	C	C	C-S	L-N	S-L
240	S	S	C	S	S	S	S	S	S	S	S	S
250	S	S	L	S	S	C	L	C	C	S	L	S
260												
280												
300	S-C	S	C	S	S	C-L	S	S-C	S	S-C	C-N	S
302	C	C	L	S	C	L	C	L	C	C	S	C
310	S	S	S	C	C	S	S	S	S	S	C	S
314	S	S	C	L	C	S	S	S	S	S	L	S
330	S	S	S	C	C	S	C	S	C	S	C	S
335	L	L	L	S	C	N	C	C	C	C	C	C
360	S	S	S	S	C	S	S	S	S	S	L	S
365	S	S	S	L	C-S	S	S	L-S	S	S	N-C	C-S
390	S	S	S	C	C	S	S	S	S	S	L	S
480	S	S	S	S	S	C	S	S	S	S	S	S
490	S	S	C	C	C	C	C	C	C	C	C	S
497	S	S	S	S	S	C	S	S	S	S	S	S

\*The magnitude of the connection is specified along a continuum of:

- S (strongly contributes to the goal);
- C (contributes to the goal);
- L (low contribution to the goal); or
- N (does not contribute to this goal).

**Sociology Courses' Contribution to Hendrix College Mission Objectives\***

	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective</b>
<b>110</b>	S-C	C	S-C	L	L
<b>227</b>	S	C	C	C	L
<b>250</b>	S	C	C	L	C
<b>255</b>	C	C	S	S	L
<b>270</b>	S	C	C	L	C
<b>285</b>	L	N	C	C	S
<b>300</b>	C	C	S	L	S
<b>306</b>	C	C	S	S	C
<b>310</b>	S	C	C	L	C
<b>320</b>	S	C	C	C	C
<b>335</b>	L	C	S	S	S
<b>340</b>	C	C	S	L	S
<b>360</b>	C	C	S	L	S
<b>362</b>	C	S	S	C	C
<b>365</b>	S	S	S	C	S
<b>375</b>	S	S	S	C	S
<b>380</b>	S	S	S	C	S
<b>390</b>	S	S	C	C	S
<b>480</b>	S	L	S	S	S
<b>490</b>	S	N	C	N	S
<b>497</b>	C	S	S	S	S

\*The magnitude of the connection is specified along a continuum of:

- S (strongly contributes to the goal);
- C (contributes to the goal);
- L (low contribution to the goal); or
- N (does not contribute to this goal).

**Anthropology Courses' Contribution to Hendrix College Mission Objectives\***

	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective</b>
<b>100</b>	S-C	L	C-L	C-L	L
<b>102</b>	L	L	C	L	L
<b>200</b>	C	N	L	C	L
<b>225</b>	S	L	S	L	C
<b>230</b>	S	L	S	L	C
<b>235</b>	S	L	S-C	L	C
<b>240</b>	C	L	S	S	S
<b>250</b>	C	N	S	C	S
<b>260</b>	S	L	S	L	C
<b>280</b>	S	C	C	L	C
<b>300</b>	S-L	L-C	S	S	S
<b>302</b>	L	L	S	S	S
<b>310</b>	S	S	C	L	S
<b>314</b>	S	L	C	C	S
<b>330</b>	C	N	C	C	S
<b>335</b>	N	L	S	L	S
<b>360</b>	S	C	S	L	S
<b>365</b>	C	S	S	S	S
<b>390</b>	S	S	C	C	S
<b>480</b>	S	L	S	S	S
<b>490</b>	S	N	C	N	S
<b>497</b>	S-L	L-S	S	S	S

\*The magnitude of the connection is specified along a continuum of:

- S (strongly contributes to the goal);
- C (contributes to the goal);
- L (low contribution to the goal); or
- N (does not contribute to this goal).