

STUDENT ASSESSMENT PLAN
SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Prepared by Brett Hill May 15, 2019

The Sociology/Anthropology department reflects the shared intellectual foundations and common areas of inquiry in sociology and anthropology, as well as their distinct disciplinary differences. While the main focus of sociology has been on the range of social relationships in complex societies, anthropology has concentrated on the transformation of traditional societies and cross-cultural comparisons. Faculty members facilitate this holistic approach informally through close interaction with each other and students and formally through Advanced Research/Practicum, a “senior capstone experience” that brings together in one classroom both anthropology faculty and students and sociology faculty and students who work collaboratively to promote a fuller understanding of research and practice. Moreover, although students declare a major with an emphasis in either sociology or anthropology, they must also take at least two electives in the discipline that is not their focus; thus sociology-emphasis majors must take two courses in anthropology and vice versa.

Sociology/Anthropology Learning Goals

1. Foster in students a “sociological (and anthropological) imagination,” the ability to think creatively and meaningfully link individual biographical events to larger social patterns in society; to see the connection between “personal troubles” and “public issues” (Mills 1959).
2. Encourage general “sociological and anthropological literacy,” the ability to perceive and systematically analyze social structures (stable, persistent patterns of interaction) in society, from small-scale micro-level symbolic interactions to large-scale global social arrangements.
3. Impart an intellectually rigorous theoretical core that constitutes the substance of the field of sociology and anthropology by teaching students how to use the wide variety of classical and contemporary sociological/anthropological theories to interpret social reality.
4. Foster methodological sophistication through an acquaintance with the research methods of sociology/anthropology and their appropriate uses, and independent research skills, including qualitative and quantitative approaches.
5. Teach students about the ethical implications of their knowledge.
6. Cultivate a sensitivity to issues of social stratification and social justice.
7. Encourage students to synthesize their knowledge as they progress through sequential learning experiences and a capstone course.
8. Foster the responsible use of acquired sociological/anthropological knowledge through an active sense of citizenship/community participation locally, nationally, and globally.
9. Improve students’ communication skills through writing and presentations that communicate their knowledge and skills.

10. Nurture students' intellectual curiosity and interdisciplinary interests consistent with a "liberating" liberal arts education.
11. Link students to the world beyond Hendrix College through information about such things as internships, career choices, fellowships, graduate schools, service opportunities, cross-cultural experiences, and other opportunities.
12. Reach "unto the whole person" by engaging students and faculty in a lifelong sociologically/anthropologically informed search for meaning that is intellectually, ethically, and aesthetically rewarding.

Curriculum Map:

TABLE 2. 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).

TABLE 3. 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	S	L	C	L	C	L	C
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	C	C-L	L	S	C	C	C	S	L	C
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	S	C	S	S	C-L	S	S	S	C	L	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	L	S	S	N	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).

Methods of Direct Assessment:

Appraising capstone projects and conference presentations for all seniors (1*)
 Completing learning goal evaluation rubric for five graduating seniors (2*)
 Maintaining a curriculum map

Methods of Indirect Assessment:

Assigning grades for class assignments and courses
 Administering an annual senior survey
 Collecting data (e.g., internships, study abroad, graduate school, etc.)
 Hosting periodic department external reviews

Planned Cycle for Assessment of Goals:

We will assess how many of our majors show evidence of learning goal achievement in the capstone class each year (1*). Furthermore, we will assess a representative sample of five individual graduating seniors on four learning goals each year (2*). From this we can determine how well students are reaching goals, and consider whether the goal is appropriate or useful. We propose to reconsider our current number of twelve learning goals in coming years with an eye toward concise and measurable outcomes. To inform our discussion of learning goals, we will use to rubrics included below:

(1*) the “Sociology/Anthropology Learning Goals Capstone Assessment Rubric” will be used to evaluate how many students in each capstone class achieve each learning goal.

(2*) the “Rubric for assessing SOAN Learning Goals achievement by student” will be used to evaluate how a sample of five graduating seniors achieved a subset of learning goals across their time in the major. The current assessment considers goals 1-4 and will consider other learning goals in future years.

Update on learning goals 4, 8 and 11.

At our fall retreat we will develop a plan to collect data on internships, study abroad and graduate school, which our departmental student worker will help organize. Also at our fall retreat, we will review our most recent senior survey to consider the success of our efforts to address learning goals 4, 8, and 11.

Research, internships, and service learning are opportunities relevant to learning goal #4 on methods, #8 on citizenship/community participation, and #11 on the world beyond Hendrix. We are all currently developing opportunities for students to address these three learning goals better.

Professor Goldberg has involved numerous students in her research over the last year:

Fall - met weekly with six research students for Odyssey credit (3 from ANTH)

Winter break – Took four students to Loma Linda, CA (3 from ANTH)

Spring – Co-taught advanced research course on blue zones (13 students, 6 from ANTH)

Spring – Helped 3 students translate research materials to Spanish for Odyssey credit

May/Summer – Took 3 students to Costa Rica (1 from ANTH)

Professor Hill has obtained project funds to begin overhaul of GIS course (ANTH 335) during summer of 2019. This project is aimed toward developing a GIS database for SOAN and EVST faculty and students. This database will allow students to get more involved with GIS research projects by leveraging existing data, making entry-level projects more accessible. The second step of this project is to seek an Odyssey Professorship to support student employment in database development and research, as well as attendance at professional conferences.

Professor Schwartzkopf is using his current Odyssey Professorship on Material Culture and Everyday Life to support interdisciplinary student research on the relationship between people and things. Over winter break of 18-19, five students performed individual Odyssey-worthy projects while traveling to London for two weeks. Currently, two students are engaged in summer projects abroad in Israel and South Korea within the theme of the Professorship, and another is engaged in a separate Odyssey project in Panama. All of these students have had or will have the opportunity to present their research to the Hendrix community.

Professor Miyawaki has obtained funds from the ACS for the Hendrix College M&M Project, a campus photography project aimed at raising awareness of microaggressions and promoting the adoption of microaffirmations. The funds have been used to support students seeking Odyssey credit and vocational exploration. Professor Miyawaki has also received Odyssey funds to support student summer research, examining the racial identity and demographic profile of people of partial Latino ancestry.

Sociology/Anthropology Learning Goals Capstone Assessment Rubric (1*)

Class of: _____

Date: _____ Assessor: _____

Please indicate the number of students in a given class achieving each level of proficiency on each learning goal. Space for open response questions is at the end of rubric.

	No Evidence (student's presentation revealed no exercise of this goal)	Evident (student's presentation revealed the exercise of this goal)	Very Evident (student's presentation revealed substantial exercise of this goal)
Sociological and anthropological imagination Comments			
Ability to analyze social structures Comments			
Application of theory(ies) Comments:			
Methodological sophistication Comments:			
Ethical implications of their knowledge Comments			

	No Evidence (student's presentation revealed no exercise of this goal)	Evident (student's presentation revealed the exercise of this goal)	Very Evident (student's presentation revealed substantial exercise of this goal)
Sensitivity to social stratification and social justice Comments:			
Synthesis of accumulated knowledge Comments:			
Active sense of citizenship/community participation locally/nationally/globally Comments:			
Communication skills, both written and presentation Comments:			
Intellectual (and potentially interdisciplinary) curiosity Comments:			
Link to their future beyond Hendrix College Comments:			
Engagement in lifelong search for meaning through an anthropological/sociological lens Comments:			

Were there important things that students gained from their major that were NOT depicted in the above rubric? If so, please list or explain.

What would you say were the goals most thoroughly achieved through the capstone? Which goals appeared to be the least achieved?

Rubric to assess SOAN Learning Goal 1-4 achievement by student (2*)

Learning Goal	Basic	Competent	Exemplary
LG1) Understands the need for background social/cultural context on their topic	Provides a few examples, not necessarily from disciplinary literature	Provides several examples, mainly from discipline-specific literature	Able to synthesize examples from a variety of sources using the ideas of sociology/ anthropology
LG2) Social Structures/Cultural Institutions	Makes reference to major social structures (race/class/ gender)	Recognizes interaction between structures and between and institutions	Can take a case and be able to show connections to various social structures and institutions
LG3) Theory/Concepts	References theories	Understands that multiple theories may apply to case	Relates theory to their case and argument; evaluates use of theory
LG4) Methodology	Takes methods into consideration	Demonstrates ability to use methodological tool successfully	Can select and apply methodological tools appropriate to a research question. Evaluates strengths/ weaknesses of methodological choices

Senior Exit Survey 2019

1. How would you rate your satisfaction with the following aspects of your courses and faculty?

- Variety of Courses
- Quality of Courses
- Availability of Courses
- Accessibility of Faculty
- Quality of Instruction
- Preparation for Job
- Preparation for Graduate School

2. Enter any comments about your scores for courses and faculty in the previous question:

3. Please indicate your satisfaction with your advising by the department:

- Availability of advisor
- Helpfulness of advisor
- Advisor's knowledge of requirements
- Advisor's knowledge of my goals
- Career advising
- Graduate study advising
- Life advising

4. Did you seek advice from multiple department members about your education or future plans?

5. Enter any comments about your responses to advising in the previous two questions:

6. Please indicate your satisfaction with the sociology/anthropology major in the following areas:

- Ease of completing the major requirements
- Compatibility with minors or other majors (double major)
- Connection to Hendrix liberal arts education
- Relevance beyond college

7. Please indicate your satisfaction with the following departmental opportunities:

Research opportunities
Internship opportunities
Service learning opportunities
Professional presentation opportunities
Student Club and Honors Society
Quality of library journal holdings in Soci/Anth
Quality of library book holdings in Soci/Anth

8. Enter any comments about departmental opportunities in the previous question:

9. What do you plan to do soon after graduation?

AmeriCorps, Peace Corps, or other Government positions
Full-Time Job, Non-Profit
Full-Time Job, Other
Graduate school
Fellowship, such as Watson, Walker, Fulbright, or other
Other (please specify)

10. If you think you might attend graduate or professional school, how soon after graduation do you plan on attending?

Immediately following graduation
About 1 year from now
2-5 years from now
Don't know, but I hope to attend graduate school
N/A - I do not plan on attending graduate or professional school

11. What topics would you have liked to study that are not currently represented in the Sociology/Anthropology department?

12. What other extracurricular activities do you wish the Sociology/Anthropology Department offered?

13. What are the strengths of the Sociology/Anthropology Department?

14. What are the weaknesses of the Sociology/Anthropology Department?

15. Please indicate your overall satisfaction with the Sociology/Anthropology Department?

16. Do you have any other comments about how the Sociology/Anthropology department contributed to your education (please specify)?