

**STUDENT ASSESSMENT PLAN**  
**SOCIOLOGY/ANTHROPOLOGY DEPARTMENT**  
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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. Students will develop their “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. Students will acquire 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. Students will engage with an intellectually rigorous theoretical core including using a wide variety of classical and contemporary sociological/anthropological theories to interpret social reality.
4. Students will strengthen their 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. Students will be able to articulate the ethical implications of their knowledge.
6. Students will cultivate a sensitivity to issues of social stratification and social justice.
7. Students will synthesize their knowledge as they progress through sequential learning experiences and a capstone course.
8. Students will responsibly use their acquired sociological/anthropological knowledge through an active sense of citizenship/community participation locally, nationally, and globally.
9. Students will improve their communication skills through writing and presentations.

10. Students will nurture their intellectual curiosity and interdisciplinary interests consistent with a “liberating” liberal arts education.
11. Students will link 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. Students will reach “unto the whole person” by engaging in a lifelong sociologically/anthropologically informed search for meaning that is intellectually, ethically, and aesthetically rewarding.

### Curriculum Map:

ANTH	LG1	LG2	LG3	LG4	LG5	LG6	LG7	LG8	LG9	LG10	LG11	LG12
100	M	M	D	I	I	M	I	D	I	D	I	D
102	M	M	I	I	N	I	I	I	I	D	I	D
200	M	M	D	I	I	D	D	I	I	I	I	D
230	M	M	D	D	D	M	D	M	D	M	I	M
235	M	M	D	D-I	I	M	D	D	D	M	I	D
240	M	M	D	M	M	M	M	M	M	M	M	M
245	M	M	D	D	I	M	I	D	D	M	I	D
250	M	M	I	M	M	D	I	D	D	M	I	M
280	M	M	D	D	D	M	I	D	D	M	I	M
300	M	M	D	M	M	D-I	M	M	M	D	I	M
302	D	D	I	M	D	I	D	I	D	D	M	D
310	M	M	M	D	D	M	M	M	M	M	D	M
311	M	M	M	D	D	M	D	M	D	M	I	M
317	M	M	M	M	D	D	M	D	M	M	I	M
330	M	M	M	D	D	M	D	M	D	M	D	M
335	I	I	I	M	D	N	D	D	D	D	D	D
340	M	M	M	D	D	D	M	M	M	M	I	M
342	M	M	M	D	D	M	N	M	M	M	M	M
360	M	M	M	M	D	M	M	M	M	M	I	M
365	M	M	M	I	D	M	M	I	M	M	N	M
390	M	M	M	D	D	M	M	M	M	M	I	M
480	M	M	M	M	M	D	M	M	M	M	M	M
497	M	M	M	M	M	D	M	M	M	M	M	M

Learning goal:

- I Introduced
- D Developed
- M Mastered
- N Not addressed

SOCI	LG1	LG2	LG3	LG4	LG5	LG6	LG7	LG8	LG9	LG10	LG11	LG12
110	M	M	D	D	D	M	N	D	M	D	D	D
250	M	M	I	I	D	M	N	D	M	I	I	D
255	M	D	I	M	I	M	N	D	M	D	I	M
270	M	M	I	I	D	M	N	I	D	I	I	D
300	M	M	M	M	D	M	N	M	M	D	D	M
317	M	M	M	M	D	D	M	D	M	M	I	M
335	I	D	D	M	M	I	D	M	M	N	I	D
342	M	M	M	D	D	M	N	M	M	M	M	M
360	M	M	M	D	D	M	N	M	M	D	D	M
365	M	M	M	D	M	M	D	M	M	M	I	M
375	M	M	M	D	D	M	N	M	M	D	M	M
380	M	M	M	D	D	M	N	M	M	M	D	M
390	M	M	I	I	D	M	I	D	M	I	I	D
480	M	M	M	M	M	D	M	M	M	M	M	M
497	M	M	M	M	M	M	M	M	M	D	M	M

Learning Goal:

- I Introduced
- D Developed
- M Mastered
- N Not Addressed

**Methods of Direct Assessment:**

- Appraising capstone projects and conference presentations for all seniors (1\*)
- Completing learning goal evaluation rubric for five graduating seniors (2\*)
- Assigning grades for class assignments and courses
- Maintaining a curriculum map

**Methods of Indirect Assessment:**

- 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:**

Year	Department Learning Goals		
	1-4	5-8	9-12
19-20	X		
20-21		X	
21-22			X
22-23	X		
23-24		X	
24-25			X
25-26	X		
26-27		X	
27-28			X
28-29	X		

**Assessment data sources:**

	Direct	Indirect
Learning goal 1	Capstone Rubric Q1	Senior Survey Q 9
Learning goal 2	CR Q2	SS Q10
Learning goal 3	CR Q3	SS Q11
Learning goal 4	CR Q4	SS Q12
Learning goal 5	CR Q5	SS Q13
Learning goal 6	CR Q6	SS Q14
Learning goal 7	CR Q7	SS Q15
Learning goal 8	CR Q8	SS Q16
Learning goal 9	CR Q9	SS Q17
Learning goal 10	CR Q10	SS Q18
Learning goal 11	CR Q11	SS Q19
Learning goal 12	CR Q12	SS Q20

## .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 at the end of rubric.

	<b>No Evidence</b> (student's presentation revealed no exercise of this goal)	<b>Evident</b> (student's presentation revealed the exercise of this goal)	<b>Very Evident</b> (student's presentation revealed substantial exercise of this goal)
Sociological and anthropological imagination (DLG1)			
Comments			
Ability to analyze social structures (DLG2)			
Comments			
Application of theory(ies) (DLG3)			
Comments:			
Methodological sophistication (DLG4)			
Comments:			
Ethical implications of their knowledge (DLG5)			
Comments			

	<b>No Evidence</b> (student's presentation revealed no exercise of this goal)	<b>Evident</b> (student's presentation revealed the exercise of this goal)	<b>Very Evident</b> (student's presentation revealed substantial exercise of this goal)
Sensitivity to social stratification and social justice (DLG6)			
Comments:			
Synthesis of accumulated knowledge (DLG7)			
Comments:			
Active sense of citizenship/community participation locally/nationally/globally (DLG8)			
Comments:			
Communication skills, both written and presentation (DLG9)			
Comments:			
Intellectual (and potentially interdisciplinary) curiosity (DLG10)			
Comments:			
Link to their future beyond Hendrix College (DLG11)			
Comments:			
Engagement in lifelong search for meaning through an anthropological/sociological lens (DLG12)			
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 1-8 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

Learning Goal	Basic	Competent	Exemplary
LG5) Understands ethical implications of their research and topic	Makes general reference to ethical issues	Addresses ethical concerns relative to specific methodology and topic	Evaluates ethical concerns across diverse and integrated methodologies and topics
LG6) Social Stratification/Justice	Makes reference to major elements of social stratification	Recognizes interaction between patterns of stratification and social justice claims	Can take a case and be able to show connections to various elements of social stratification and social justice
LG7) Synthesizes knowledge in movement toward capstone	References previous classes in a general way	Draws on literature from a specific class to guide capstone research	Synthesizes literature from multiple classes to guide capstone research
LG8) Uses knowledge for citizenship	Articulates public value of knowledge in a general way	Understands potential value of knowledge for specific populations and groups within communities	Is able to communicate with and support goals of specific populations and groups within communities

## Senior Exit Survey 2020

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. How well did your experiences in the department help you develop your “sociological (or anthropological) imagination” and make connections between events and patterns?

10. How well did your experiences in the department help you develop an ability to analyze social structures?

11. How well did your experiences in the department help you learn to interpret social reality using social theory?

12. How well did your experiences in the department help you to use appropriate research methods, such as qualitative and quantitative approaches?

13. How well did your experiences in the department help you think about ethical questions?

14. How well did your experiences in the department help you be aware of social stratification and social justice?

15. How well did your experiences in the department help you synthesize your knowledge leading to the capstone?

16. How well did your experiences in the department help you use your sociological/anthropological knowledge to be active citizens and community members locally, nationally, and globally?

17. How well did your experiences in the department help you develop your writing and presentation skills?

18. How well did your experiences in the department help foster your intellectual and interdisciplinary interests within a liberal arts education?

19. How well did your experiences in the department help you learn about opportunities beyond Hendrix?

20. How well did your experiences in the department help you engage in a “whole person” search for meaning?

21. 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)

22. 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

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

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

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

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

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

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