

## Sociology/Anthropology Assessment meeting for Spring 2021

Meeting date: August 13, 2021

Attendees: Anne Goldberg, Brett Hill, Stacey Schwartzkopf, Alexandra Veselka-Bush

### **Report:**

As indicated in our Student Assessment Plan, this year we are evaluating Department Learning Goals (DLG) 5-8 (see below), which respectively relate to ethical implications of research, social stratification and social justice, synthesizing knowledge, and using knowledge for citizenship. During our meeting we reviewed the data from our senior survey of the past two years (2020 and 2021) and our capstone rubric for the class of 2021, based on their performance in our capstone course from the fall of 2020. We did not receive a large number of senior survey responses for either of the two years, which is why we decided to look at them together. For 2020 we received 5 responses from the 10 graduating students, and for 2021 we received 2 responses from 7 graduating students. We focused on the responses to the questions directly tied to these learning goals (see below). For the capstone rubric (also below) completed by the instructor of the course (Hill) we also focused on the same learning goals. The capstone rubric included one more student who took the course for the capstone as an interdisciplinary major, for a total of 8 students.

The responses to the survey were almost uniformly positive, with almost all of the questions receiving the highest response of “Very well” from all respondents in both years. Only the question relating to citizenship had one response that was “Well,” the second most positive response. In looking at the capstone, the instructor found that a large majority of the students (5-7 out of 8 total), achievement of the learning goals was very evident. One or two students were only evident for each of the four learning goals, and one student each showed no evidence for the last two learning goals of synthesis and citizenship.

Based on all of that data we discussed any possible changes to what we are doing and came to the conclusion that we did not need to make major changes based on this information. One change we are implementing this year which may impact the synthesis goal is a merging of the two separate theory courses for sociology and anthropology into a single course. The course is also being revised to make it more directly connect to skills that they will use for their capstone course (writing literature reviews). This scaffolding of the two courses (theory and capstone), may enhance the level of synthesis and student perception of it.

We also discussed making changes to the learning goals in the coming year, to reduce their number from 12 to something less than half that, recognizing that some of our current learning goals could be combined and others overlap with college learning goals in ways that could let them be eliminated. We will be addressing that this fall with the goal of having a streamlined set of learning goals and a new curriculum map by the spring of 2022.

### Sociology/Anthropology Department 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.

## **Senior Survey Questions for DLG 5-8 – 2020 and 2021**

### **Q13**

How well did your experiences in the department help you think about ethical questions?  
(no label)

2020    **Very well - 5**

2021    **Very well - 2**

### **Q14**

How well did your experiences in the department help you be aware of social stratification and social justice?  
(no label)

2020    **Very well - 5**

2021    **Very well - 2**

### **Q15**

How well did your experiences in the department help you synthesize your knowledge leading to the capstone?  
(no label)

2020    **Very well - 5**

2021    **Very well - 2**

### **Q16**

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?

2020    **Very well – 4   Well - 1**

2021    **Very well - 2**

## .Sociology/Anthropology Learning Goals Capstone Assessment Rubric

Class of: \_\_\_\_\_ 2021 \_\_\_\_\_

Date: \_\_\_\_\_ July 7, 2021 \_\_\_\_\_ Assessor: \_\_\_\_\_ Brett Hill \_\_\_\_\_

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)
Ethical implications of their knowledge (DLG5)		2	6
Comments:			
Sensitivity to social stratification and social justice (DLG6)		1	7
Comments:			
Synthesis of accumulated knowledge (DLG7)	1	1	6
Comments:			
Active sense of citizenship/community participation locally/nationally/globally (DLG8)	1	2	5
Comments:			