

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

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## Academic Program

Sociology, B.S.

## Submission Due Date

Fall 2025: October 1, 2025

## Assessment Coordinator Name

Dr. Zach Rubin

## Enter Assessment Coordinator Email

zrubin@lander.edu

## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

Demonstrate disciplinary knowledge in the field of sociology.

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of graduating students demonstrating an ability to describe and use key sociological concepts by scoring at least 70% on Sociology Disciplinary Knowledge Assessment.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

Over 75% of students score at least 70% on Sociology Disciplinary Knowledge Assessment.

**Performance Target for "Partially Met"**

Between 50 and 74% score at least 70% on Sociology Disciplinary Knowledge Assessment.

**Performance Target for "Not Met"**

Less than 50% score at least 70% on Sociology Disciplinary Knowledge Assessment.

**Assessment Measure Used**

Sociology Disciplinary Knowledge Assessment

**Frequency of Assessment**

Yearly (spring), at the beginning of Sociology 499 capstone (or in the Crim 499 Capstone if they graduate in December)

**Data Collected for this Timeframe (Results)**

80%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Five graduating seniors took the in-house Sociological Knowledge Disciplinary Assessment at the beginning of Spring 2025. The average score was an 89%. 80% of students scored at least 70% or higher. This percentage is higher than 2023-2024, when the average score was a 68%, and 62.5% of students scored a 70% or better. It is also significantly better than 2022-2023 when the average score was a 59% and 33% scored a 70% or higher. We are pleased to see these scores continuing to rise. This data indicates that we continue to fulfill our mission teaching students the disciplinary content of sociology.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

## Student Learning Outcome

### Enter Outcome

Percentage of students demonstrating disciplinary knowledge by scoring at or above the national average (41-58 is the range for 50th percentile) on the Core portion of ETS Sociology Field Test.

### Timeframe for this Outcome

Academic Year 2024-2025

### Performance Target for "Met"

Over 75% score at or above average national score on core portion of Sociology Field Test.

### Performance Target for "Partially Met"

Between 50 and 74% score at or above average national score on core portion of Sociology Field Test.

### Performance Target for "Not Met"

Less than 50% score at or above average national score on core portion of Sociology Field Test.

### Assessment Measure Used

ETS Sociology Field Test

### Frequency of Assessment

Annually, in Soc 499 Sociology Capstone Experience (or in the Crim 499 Capstone if students are graduating in the fall).

### Data Collected for this Timeframe (Results)

100%

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

In the 2024-2025 AY, five graduating seniors took the Sociology Field Test (ETS). The average score on the "core" portion of the test for our students was a 73.6 (on a scale of 20-100) with a range from 50-92. The national average score on the assessment is between 41 and 58. 100% of our students scored at or above the national average. This score is also higher than AY 2023-2024 when 66% of our students scored above the national average and also AY 2022-2023 when 50% of our students scored at or above the national average. In 2020-2021, only 38% of our students scored above the national average. This is the first year we have achieved a 100% in this category. We are pleased to see the progress we have made.

### Resources Needed to Meet/Sustain Results

### Explanation of How Resources Will Be Used

## Goal Summary

### Goal Summary/Comments

Overall, we are pleased to see that our measures are showing that we are continuing to meet our goal of students demonstrating disciplinary knowledge in sociology. As can be seen in the numbers above, student scores are on an upward trajectory with the sociological knowledge in-house assessment. On the other measure, for the first time, 100% of students scored above average on the Sociology Program Test (administered by ETS). We are happy to see these results, we also and will reflect on the causes behind them. One reason might be is that this cohort of students were all taught when our program had three full-time faculty. We will flesh out a more holistic explanation during our assessment conversations this academic year. Hopefully we will continue to see this same success going forward.

### **Changes Made/Proposed Related to Goal**

In the capstone class, Dr. Harrison adopted a new book called -The Employable Sociologist- by Martha Martinez. It does an excellent job relating sociological content to career readiness (including the history of the discipline to student career goals and professional opportunities). It is an practical, activities based class, which reinforces key concepts learned over the course of the program.

More generally, across the program we make a point of redesigning elements of all our courses regularly, usually every three years. By recording new lectures, reinventing assignments, assigning new books, etc. This means that the sociological knowledge we are teaching our students remains fresh and up-to-date.

### **Upload Rubrics/Other Files**

## **Goal 2**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### **Program Goal**

Demonstrate the ability to think analytically.

### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### **What type of Outcome would you like to add?**

Student Learning Outcome

### **Enter Outcome**

Percentage of students demonstrating analytical knowledge by scoring at or above the national average on the Critical Thinking portion of the ETS Sociology Field Test.

### **Timeframe for this Outcome**

Academic Year 2024-2025

### **Performance Target for "Met"**

Over 75% score at or above average national score on assessment.

### **Performance Target for "Partially Met"**

Between 50 and 74% score above or at average national score on assessment.

**Performance Target for "Not Met"**

Below 50% score above average national score on assessment.

**Assessment Measure Used**

Sociological Field Test (Critical Thinking)

**Frequency of Assessment**

Each time Soc 499 Sociology Capstone Experience is offered (or in the Crim 499 Capstone class if they are graduating in the fall term).

**Data Collected for this Timeframe (Results)**

100

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Five sociology graduates took the Critical Thinking portion of the ETS Field Test during the 2024-2025 AY. This assessment is scored on a scale of 20-100. 100% of our students scored at or above the national average (40-57) on critical thinking skills. This shows that we are meeting our goal of getting students to think analytically. Our students' average score was a 65.8, with a high score of a 94 and a low score of a 43. We have seen significant progress on this measure in recent years. For example, it was 62.5% in 24-25 and 44% in AY 2019-2020. We will hope to replicate this progress going forward.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percentage of students demonstrating analytic knowledge by scoring grade of 70 % or higher on analytical essay question.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

Over 75% of students score at least 70% on assessment.

**Performance Target for "Partially Met"**

Between 50 and 74% of students score at least 70% on assessment.

**Performance Target for "Not Met"**

Below 50% of students score at least 70% on assessment.

**Assessment Measure Used**

Students are given an essay question which asks them to pick a theorist, discuss their life and work, a concept associated with their work, what the concept means and apply the concept to a social institution in society. The essay is graded on a 50 point scale, with 10 pts. for each part of the question. Scores are then converted to percentages.

**Frequency of Assessment**

Each time Soc 499 Sociology Capstone Experience is offered (or in the Crim 499 Capstone class if they are graduating in the fall term).

**Data Collected for this Timeframe (Results)**

80%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Five students completed the assessment in the spring 2025 term. The average score was a 81.5%. With a high score of 81.5% and a low score of 20%. 80% of students scored above a 70%. In 2023-24, 75% percent of students scored at least a 70% and also higher than 2022-2023 when 66% scored at least a 70%. These results demonstrate that our students are becoming stronger in demonstrating their analytical skills in relation to sociological content in the discipline.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percentage of Students Satisfactorily completing an assignment that demonstrates the ability to read and comprehend a peer reviewed journal article.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

Over 75% of students score at least 70% or better on assignment

**Performance Target for "Partially Met"**

Between 50 and 74% students score at least 70% on assessment.

**Performance Target for "Not Met"**

Below 50% of students score at least 70% on assessment.

**Assessment Measure Used**

Students were given a peer-reviewed article from a sociology journal and tasked with summarizing several dimensions of it: what is already known about the topic, what gap in knowledge the author(s) are attempting to fill, what type of method was used, and what the results were. Students were also asked to reflect on how they would change parameters if they were to repeat the study in order to generate new knowledge.

**Frequency of Assessment**

Every semester.

**Data Collected for this Timeframe (Results)**

91% (average over both semesters).

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

In the fall of 2024, 16 students completed the assessment and 15 passed for an average of a 88% on the assessment score. Sixteen students took the assessment in the Spring of 2024 and averaged an 87% on the assessment. Of those 16 of the 19 obtained grades that would be considered passing.

Over the past three years we've used this assignment as a means of assessing proficiency in reading and comprehending a journal article, the low end of the proficiency has been 72% and the high end has been 100%. But the mode has always been in the mid to upper 80% range, with those extremes representing outliers.

One thing Dr. Rubin has done to try and assure the rigor of this assignment is to 1) keep the articles used somewhat consistent, with about 5 articles randomly distributed to the class to help prevent them from working together, and 2) occasionally asking a generative AI to summarize the article to see if they are still behind a paywall, which forces the students to actually do the work rather than rely on the AI for answers.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

Of our three measures of student ability to think analytically, we met our measures in each this year.

Overall, the data shows we continue to be successful in getting our students to think analytically.

### **Changes Made/Proposed Related to Goal**

We are in a bit of a holding pattern in trying to make changes related to this goal, in part because the Criminology program has decided to undergo a curriculum review possibly leading to some changes in coursework. They are a much larger program and a lot of our courses service their majors (e.g. 328, 329, 398, 399), so we are going to wait on their plans before we make any of our own.

In the meantime, our energies are going to be spent in trying to ensure that our current measures are not affected by students using generative AI models. The university is slow to change, but AI is moving at breakneck speed. Ultimately, the goal will be to teach students while using it and to use it in a responsible fashion. It is unclear at the moment how we will get there, but that's always part of our planning discussions.

### **Upload Rubrics/Other Files**

## **Goal 3**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### **Program Goal**

Demonstrate the ability to apply sociological theory.

### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### **What type of Outcome would you like to add?**

Student Learning Outcome

### **Enter Outcome**

Percentage of students demonstrating ability to apply of sociological theory by scoring at least 70% on Soc 202 final paper assignment.

### **Timeframe for this Outcome**

Academic Year 2024-2025

### **Performance Target for "Met"**

Over 75% of students score at least 70% on assessment.

**Performance Target for "Partially Met"**

Between 50 and 75% of students score at least 70% on assessment.

**Performance Target for "Not Met"**

Less than 50% of students score at least 70% on assessment.

**Assessment Measure Used**

The Sociology 202 final paper allows students to pick a social problem and report its nature and potential solutions using sociological theories. Students are assigned to apply at least two of the four major theoretical paradigms of sociology presented in the class to their understand of the nature of the problem (E.g. conflict, functionalist, feminist, and symbolic interactionist theories).

**Frequency of Assessment**

Each semester in Soc 202 Social Problems.

**Data Collected for this Timeframe (Results)**

80% average across both terms.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

In the fall of 2024, 47 students completed the assessment and 90% passed. Of these, the pass rate was 92% for online students and 89% for face-to-face students. In the spring of 2025, 42 students completed the assessment and 40 passed. Of these, the pass rate for online students was 82% and the pass rate for face-to-face students, was 86%.

Over the five years we have used this assignment to assess students' ability to apply sociological theory, about 88% of students have demonstrated proficiency, which is also near the mode of class proficiency rates. There are a few exceptions, with a low proficiency rate of 69% and a high proficiency rate of 100% (the high rate is only found in the smallest enrollment sections). But the mode and mean being similar is a positive indicator of the measurement's validity. Therefore, we will continue to use it for the foreseeable future.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

## What type of Outcome would you like to add?

Student Learning Outcome

### Enter Outcome

Percentage of students demonstrating ability to apply sociological theory by earning at least a 70% on Analytic Memoranda # 2 (a Durkheimian Analysis of a Social Ritual) in Soc 399.

### Timeframe for this Outcome

Academic Year 2024-2025

### Performance Target for "Met"

Over 75% of students score at least 70% on assessment.

### Performance Target for "Partially Met"

Between 50 and 74% of students score at least 70% on assessment.

### Performance Target for "Not Met"

Less than 50% of students score at least 70% on assessment.

### Assessment Measure Used

Analytic Memoranda: Durkheimian Analysis of a Ritual. Students observe and analyze a ritual (social, political, cultural) from a sociological (Durkheimian) perspective.

### Frequency of Assessment

Every semester in Sociological Theory

### Data Collected for this Timeframe (Results)

94%

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

Seventeen students were given this assessment in Sociological Theory in Fall 2024. This was the second time using this assessment, which is given as part of an assignment that requires students observe and analyze a social ritual in the community. 94% of students scored over a 70% on this assessment, meaning that we met expectations. This is an increase over 81% in AY 2023-2024. This indicates that our students continue to do well taking the theoretical knowledge they gain in the classroom and applying it to events they are observing in society. One change that has been implemented this year is a visual sociology component whereby students submit three sociologically relevant images of the ritual which they work into their papers. This allows for the applications of sociological theory to be seen in a new and interesting way.

### Resources Needed to Meet/Sustain Results

### Explanation of How Resources Will Be Used

## Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will score 75% or above on a "controlling images" media analysis.

**Timeframe for this Outcome**

Spring AY 2025

**Performance Target for "Met"**

Over 70% of student score 75% or better on the assessment.

**Performance Target for "Partially Met"**

Between 50 and 74% of students score at least 70% on assessment.

**Performance Target for "Not Met"**

Less than 50% of students score at least 70% on assessment.

**Assessment Measure Used**

Students complete an assignment where they summarize the representation of a particular racial or ethnic group/gender in a media outlet of their choice. They follow the prompt "if all media represented one racial group/gender portrayed in those visuals, what would consumers be led to believe about the nature of that group?"

**Frequency of Assessment**

Every spring semester in SOCI 329 - Race and Ethnicity and SOCI 328 - Sociology of Gender

**Data Collected for this Timeframe (Results)**

81.8%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

This is the second year we've used this measure. It is somewhat unique compared to the other assessments we use because it is deployed across two different courses rather than single or multiple sections of the same course. The assignment was developed by Dr. Rubin for 329, and we asked Dr. Kalz to also use it in her 328 class.

Both courses are taught in the spring. In Spring 2025, SOCI 328 had 26 students enrolled and 22 of them were proficient in this assessment, for an average score of 77.3%. In SOCI 329, 18 students were enrolled and 17 of them passed this assessment for an average score of 90.6%. Altogether, 39 out of 44 students passed the assessment. Since 328 is always online and 329 is always face to face, looking at the differences in proficiency is likely more of a measure of students' performance in the different formats as much as it is about their capabilities or the instructor. The assignment is basically the same, just tailored to the subject of the class, and since it's Dr. Rubin's assignment it makes sense that his course would demonstrate more proficiency in early uses.

**Resources Needed to Meet/Sustain Results**

## Explanation of How Resources Will Be Used

### Goal Summary

#### Goal Summary/Comments

Students met our expectations on all three measures of ability to apply sociological theory. Theory continues to be a strength in our program, as the data affirms.

#### Changes Made/Proposed Related to Goal

We are currently looking at making some measures more granular. For example, the measure in the SOCI 202 - Social Problems assessment is for a portion of the final paper, whereas for the other two assessments in this category we measure the whole paper. This year, we're going to look at developing rubrics for the rest of the assignments like the one in 202 has so we can measure them with the same, greater level of precision.

#### Upload Rubrics/Other Files

### Goal 4

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

### Outcomes

#### Outcome 1

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Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Operational Outcome

#### Enter Outcome

Major Enrollment

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

**Performance Target for "Partially Met"**

Not Applicable.

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner.

**Frequency of Assessment**

Annually.

**Data Collected for this Timeframe (Results)**

27.6

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

We continue to see a slight decline in majors due to the development of competing programs in the college. However, we are still meeting expectations in this measure. One of the ways that we have successfully brought in people to the major is by encouraging more people to double major, especially from psychology and criminology. These are often late additions, declaring the second major in their senior year as they come to find their sociology classes support their career goals and compliment their other interests well.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

**Performance Target for "Partially Met"**

Not applicable.

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner.

**Frequency of Assessment**

Annually.

**Data Collected for this Timeframe (Results)**

10.4

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

As mentioned above, we added a few graduates during their final year of college last year, bringing up the total and the average. Also, the number of graduates in 2024 was higher than in 2022.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

The program appears to be stable, and well liked by the students we have in the major. There's a slight drop-off in year to year numbers, though nothing precipitous.

**Changes Made/Proposed Related to Goal**

Our goal continues to be to recruit more majors. We need to showcase success stories of previous students who are in laudable positions our students might see themselves in. For example, some recent graduates have gone on to be leaders in emergency management, pastoring a church, law school, and running a non-profit.

We have not made any curricular changes in the past year. But as a department (GCS), we are discussing the creation of new 100-level gen eds that might be fertile ground for recruitment. The department is also planning to implement a 199 "Careers in..." class for all majors in our department. This similarly would be a good venue for letting students know what double majoring sociology would do for them and how straightforward it is.

**Upload Rubrics/Other Files**

**Dean's Email Address**

mjameson@lander.edu

**Approved by Dean?**

Yes

**Signature of Dean**

Misty L. Jameson

**Comments from Dean's Review**

The narrative and description of Goal One presents a clear picture of programmatic success when it comes to disciplinary knowledge; I am curious to see if you do notice a difference in this cohort of students who “were all taught when our program had three full-time faculty” and future students who may not have the same experience and how this may affect your program overall, particularly student skill levels. In Goal Two, Outcome Three, it would be helpful if there were more information about when this assessment instrument is measured, beyond the stated “every semester.” Is this assessment (in which “Students were given a peer-reviewed article from a sociology journal and tasked with summarizing several dimensions of it”) part of a particular course? Is it given to a particular level (sophomore, junior, senior) of student? (It would be helpful if this were clearer.) Otherwise, the goal summary for Goal Two discusses students’ use of AI and how this can cause problems when trying to assess student ability to think analytically and to have the basic skills of understanding and summarizing a peer-reviewed journal article. This issue is one that will cut across disciplines; I hope that we are all (as a college, if not university) able to share resources and strategies as needed.

The changes made to the instruments for Goal Three (theory) seem solid and conducive to student success; adding visual components to SOCI 399 and expanding the assignment/assessment from SOCI 329 to 328 shows careful consideration of student need and skillsets.

I am glad to see the plan for a 100-level (probably 199) “Careers in” class; your assessment report should lean into workforce development over the next few years. Two things to consider: (1) how to use NACE competencies to help you with recruitment and retention if not directly in your assessment (I’m thinking particularly of communication, critical thinking, career- and self-development, and equity and inclusion (this last one is currently under review, however)); and (2) the possibility of including a new goal that in some way tracks career/workforce readiness (“Engage in Professional Development,” “Graduates Who Are Gainfully Employed or Admitted to Graduate School,” or “Develop Meaningful Professional Direction for Life after Graduation” for example). This might be something to think about after you have implemented your “Careers in” class; you might discuss ways to track career preparation (internships, experiential learning, resume building, mock interviews, alumni engagement with undergrads) moving forward. This sort of data can be helpful in recruitment as well.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**