ASSESSMENT REPORT
2020-2021

Sociology/Anthropology: Sociology Concentration   **B.A.**
(Instructional Degree Program)   (Degree Level)

Program Mission:
The mission of the Department of Sociology, Anthropology and Criminal Justice is to: a) contribute to meeting the educational and research needs in sociology, anthropology, and related fields; b) contribute to meeting the career needs in social services and social sciences, as well as contribute to training for careers in education, engineering, physical and biological sciences, medicine, and other science fields; c) contribute to meeting the need for secondary school teacher certification in sociology and/or anthropology; and d) provide socio-cultural service and expertise for the region, as well as the greater global community.

Student Learning Outcome 1:

Demonstrate critical thinking and an understanding of sociology and anthropology as applied to everyday life.

NMHU Traits Specifically Linked to Student Learning Outcome 1

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 1:
Grades from the papers assigned in Sociology 3300-Research Methods, papers/chapter analyses in Sociology 3000-Sociocultural Theory, and papers in Sociology 4270-Criminology will be used for this assessment. Successful completion of this objective will be demonstrated by 70% of students in those classes receiving a grade of C or better on these papers.

Number of Students Meeting Criterion:	37	Number of Students Not Meeting Criterion:	13
Total Number of Students Assessed:	50	Percent of Students Meeting Criterion:	74%

Second Means of Assessment for Outcome 1:
The Office of Institutional Effectiveness and Research historically conducts an annual survey of alumni who received their degrees three years prior to the year the survey is administered. The survey includes a question regarding employment status. Successful completion of this outcome will be indicated by at least 70% of our alumni indicating employment in an area related to sociology or criminology.

Summary of Data:

Number of Students Meeting Criterion:	N/A	Number of Students Not Meeting Criterion:	N/A
Total Number of Students Assessed:	N/A	Percent of Students Meeting Criterion:	N/A

Interpretation of Results for Outcome 1: Regarding Outcome 1, Means 1, we exceeded our target of 70%. On this measure, 74% of our students received a C or better on paper assignments in the assessed sociology core courses, slightly above our target. However, we would like to see more of our students with B's and A's on their papers and we will continue to develop our writing assignments while also providing more supervision for our students as they develop their critical thinking and writing skills.

On Outcome 1 Means 2, data was not available for 2020-21 due to the exceptional events of the COVID-19 pandemic. It appears that the Office of Institutional Effectiveness and Research is no longer collecting the data. Therefore, we as a department are developing our own exit and alumni surveys to gather data on our graduates' employment status after leaving our program and are contemplating revising our outcomes assessment plan for Outcome 1 Means 2 to reflect graduate school acceptance in addition to employment.

Student Learning Outcome 2:

Be able to read, understand and critique sociological and criminological literature.

NMHU Traits Specifically Linked to Student Learning Outcome 2

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 2:

Grades from papers in Sociology 3300-Research Methods, Sociology 3000-Sociocultural Theory, Sociology 4270-Criminology will be used for this assessment. Successful completion of this objective will be demonstrated by 70% of students in the class receiving a grade of C or better on their papers.

Summary of Data

Number of Students Meeting Criterion:	50	Number of Students Not Meeting Criterion:	13
Total Number of Students Assessed:	50	Percent of Students Meeting Criterion:	74%

Second Means of Assessment for Outcome 2:

Successful completion of Sociology/Criminology core classes (SOC 3000, SOC 3300 and SOC 4270). Successful completion of this objective will be demonstrated by 70% of students receiving 75% or better in the Sociology/Criminology core classes.

Summary of Data:

Number of Students Meeting Criterion:	40	Number of Students Not Meeting Criterion:	10
Total Number of Students Assessed:	50	Percent of Students Meeting Criterion:	80%

Interpretation of Results for Outcome 2:

Regarding Outcome 2, Means 1, we exceeded our target of 70%. On this measure, 74% of our students received a C or better on paper assignments in the assessed sociology core courses. This is an increase from the outcomes assessment results of AY2018/2019 for this outcome (69.5%). We will continue to monitor student progress on papers during the semester to ensure that students are making adequate progress and will continue to utilize the Library's one-credit library research courses.

On Outcome 2, Means 2, 80% of our students received a C or better in the selected sociology/criminology core classes, thus demonstrating an adequate ability to read, understand and critique the sociological and criminological literature. This is almost exactly the same as the outcomes assessment results of AY2018/2019 for this outcome (79.7%). We would like to see our students demonstrate a more than adequate understanding of the literature in our field and we will continue discussing ways to increase our students' performance in this area.

Student Learning Outcome 3:

Ability to design, analyze and interpret the results of research and to report the results in written form using ASA format.

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills
- Effective Use of Technology

First Means of Assessment for Outcome 3:

Grades from the final paper assigned in Sociology 3300-Research Methods will be used. Successful completion of this objective will be demonstrated by 70% of students in the class receiving a grade of C or better on this assignment.

Summary of Data

Number of Students Meeting Criterion:	19	Number of Students Not Meeting Criterion:	16
Total Number of Students Assessed:	34	Percent of Students Meeting Criterion:	56%

Interpretation of Results for Outcome 3: On Outcome 3, 56% of our students demonstrated an ability to design, analyze and interpret the results of sociological and criminological research in the proper format, and therefore we did not meet our goal in this outcome. The percentage has decreased drastically from the outcomes assessment results of AY2018/2019 for this outcome (from 80.8%) and we will discuss how to improve student success in this outlier outcome, as the other outcomes were all met. It should be noted that this decline in success was likely affected by the events of the COVID-19 pandemic; Sociology 3300 is one of the more difficult courses that our students take in terms of thinking rigorously about methodology, and it may be that the transition to online courses during this time period was just too onerous for students to manage.

Utilization of Results & Changes to Program Based on Results:

The Outcomes Assessment process has encouraged us to look more closely at our overall program. The results have been discussed by faculty in discipline and department meetings to assess our curriculum and assignments in order to enhance student success. We have added sections of core courses to ensure that students receive more supervision on coursework, changed paper assignments to include multiple drafts, and are currently considering revising our curriculum based on these discussions.

Changes to Program Based on Results:

We now offer two sections of SOC 3000-Sociocultural Theory and SOC 3300-Research Methods in order to be able to provide students with more individualized instruction and supervision on course assignments and papers. Previously there was one section of each course. One faculty member offers multiple smaller papers as an alternative to a single research paper as an option in all but 4000-level undergraduate courses.

Retention Strategies:

Our faculty regularly participate in Attendance Alert and Early Alert to identify students having difficulties early in the term in order to assist them. We also refer students with

writing difficulties to the University's Writing Center for assistance. Our faculty strive to be personable and accessible to the students in our programs to enhance their chances of success. We announce advising opportunities in class and we are working to make advising mandatory for all students in our major (the University has no current mandatory advising policy). Additionally, we developed two-year and four-year "Degree Roadmaps" for our students to assist with advising and to help students stay on track toward degree completion. We have added a number of new courses, including Climbing the Social Ladder: Social Mobility in the U.S; Reproductive Justice; Environmental Sociology; Climbing the Social Ladder; Gender, Food and Culture; Social and Transformative Justice; Visual Sociology; and several other courses such as Organized Crime; Homicide and Policing; and Race, Ethnicity and Policing that are cross-listed with Sociology that are relevant to the changing sociocultural environment to attract more students and retain existing majors.

We plan to continue working with the Writing Center and utilizing NetTutor to help improve students' writing skills. Each faculty member has evaluated their individual course assessments and has made relevant changes to assist students (e.g., Dr. Derkas and Dr. Gadsden both require paper drafts and provide extensive feedback on said drafts, Dr. Álvarez offers extra credit for students who submit paper drafts in her courses and divides the writing requirement in several courses into shorter papers for an overall longer writing requirement), and Dr. Avery provides students with ample guidance on improving their prose by hosting didactic writing workshops in all his classes).

Department faculty also regularly refer students to the Library's one-credit library research courses, which enable students to prepare effectively for the research writing required in our program's courses. Our faculty also work closely with the librarians, inviting them to visit courses and work with our students individually.

The department plans to keep upper-level courses relatively small to ensure that students receive sufficient attention from faculty members.

Finally, the department will continue to discuss a way of mandating at least one advising session every semester before students can enroll in future courses. One possible suggestion is to make all required courses "instructor permission" courses in order to ensure that students visit with a faculty member before they can enroll in these courses.