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| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** Discipline: Sociology – Major: Criminology  **Discipline Coordinator:**  Name: Joanne Campbell Email: joanne.campbell@rosemont.edu  **Date Submitted:** 6/1/23 | | | |
| **Mission Statement 2016**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.*  *Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **PART A:**  INSTRUCTIONS**:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then fill in Part B. Return to the Director of Strategic Planning and Assessment by June 30th. | | | |
| **Discipline Goals** | **Courses taught during year assessing goal** | **Brief description of outcomes ( both among majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| GOAL 1: Students will understand core concepts in Sociology by institutional areas of study.  Objective 1-1: Students will understand the terminology of the discipline. | SOC 0100 Prin. of Sociology  SOC 0205 Theory: Cont.  SOC 0400 Sociology Senior Seminar | **SOC 100:** Capture on **Test 1** (on terminology, concepts, and theories) (mean = 89/100. median=85/100, mode=80) and **Final Presentation** (requires application key sociological concepts to one person’s life) (mean= 93/100, median=100/100, mode= 100/100).  **SOC 205**: Capture on **Test 1** (on terminology, concepts, and theories) (mean = 95/100. median=100/100, mode=100/100) and **Final Exam** (on terminology, concepts, and theories) (mean= 81/100, median=90/100, mode= 95/100) **Final Presentation** (requires application of key theories and concepts to various current social issues) (mean= 75/100, median=80/100, mode= 80/100)  **SOC 400:** Capture on **Comprehensive Exams** (on terminology, concepts, theorists, and schools of thought) (mean = 97/100. median=97/100, mode=97/100) | The idea of core concepts in sociology is a fluid and evolving narrative. Sociological/Criminological terminology and theories change every year. As we emerge from the pre-vaccine stage of the COVID-19 pandemic we observe a dramatic shift in sociological narratives. The rise of AI has also transformed the academic landscape. See further elaboration below.  Objective 1-1:   1. Develop an annual list of key evolutionary themes in the field. 2. Continue to use current events to demonstrate the evolving public discourse. 3. Continue to examine the problematic classical roots of sociology. (eg.- Herbert Spencer’s social Darwinist principles as a basis for the American Eugenics movement, Eurocentric focus) |
| GOAL 2: Understand and apply social theory/research to professional settings.  Objective 2-1: Relate specific Sociological theories and research to internships.  Objective 2-2: Demonstrate knowledge of Functional, Symbolic Interaction, Exchange, and Conflict Theories. | Objective 2-1:  SOC 0400 Senior Seminar  SOC 0455 Internship  Objective 2-2:  SOC 0100 Prin. of Sociology  SOC 0400 Sociology Senior Seminar | Objective 2-1:  **SOC 400:** Students were required to write **Research Papers** utilizing APA format. They engaged with exercises of inductive and deductive reasoning and examined qualitative and quantitative research. (Mean=90/100, Median=90/100, Mode=100)   * A small number of students continue to struggle with APA formatting.   **SOC 455:** In their **Internship Placement** **Assessment Papers**, students were required to apply sociological theories to their placement settings. Weekly journals provided an opportunity for students to apply theory to practice. (mean = 94/100. median=93/100, mode=96/100)  Objective 2-2:  A demonstrated knowledge of primary contemporary schools of thought (Functional, Symbolic Interaction, Exchange, and Conflict Theories). Students demonstrated a formative understanding of the primary contemporary schools of thought through tests, class discussion and reflection papers. They demonstrated their summative ability to understand and apply their knowledge of these schools of thought in multiple reflection papers, research papers and final exam.  **SOC 100:** Capture on **Test 1** (on terminology, concepts, and theories) (mean = 89.6/100. median=85/100, mode=80) and **Final Exam** (requires application of the four schools of thought) (mean= 93/100, median=100/100, mode= 100/100).  **SOC 400:** Capture on **Comprehensive Exams** (on terminology, concepts, theorists, and schools of thought) (mean = 97/100. median=97/100, mode=97/100) | Objective 2-1:   1. Set aside more time in SOC 100 & SOC 110 for a more in-depth introduction to APA. Expand upon library research day in SOC 100 and SOC 400. 2. Examine the possibility of adding an additional writing course and statistics course for the social sciences. 3. SOC 455 – Work with Career Services to further develop internship forms and documents for ease of submission to both departments.   Objective 2-2:   1. Continue to evaluate sub-topics/ theories emerging out of Conflict theories. (Eg-Womanist, Black Feminist, Critical Race Theory, Intersectionality, Antiracist pedagogy, Postcolonial theories, Disability Studies, Indigenous Studies, Abolitionist theories) 2. Continue with professional development education on cultural humility and structural oppression. 3. Add Postmodernism and Phenomenology to Catalogue (as they are currently examined as major contemporary schools of thought). 4. Continue to evaluate the emerging role of Artificial Intelligence in education and other social systems. |
| GOAL 3: Integrate cumulative knowledge within the Sociology Major. Students will be able to present in writing and orally an integration of various sub disciplines of Sociology knowledge and social interventions.  Objective 3-1: Relate diverse courses in Sociology on a thematic basis. Present accurate answers and solutions dealing with social concepts and social issues. | SOC 0100 Prin. of Sociology  SOC 0205 Theory: Cont.  SOC 0400 Sociology Senior Seminar | Objective 3-1: Discussions allowed for students to examine social interventions and solutions in a group setting. The students then shared their observations with the class. Final research papers and powerpoint presentations required students to demonstrate their ability to present solutions and interventions for dealing with social issues and problems.  -Students explored the emerging and evolving narratives regarding social solutions and interventions.  -Students were exceedingly engaged in analyzing solutions from an intersectional perspective.  -Their discussions and reflections demonstrated proficiency in understanding and analyzing structural oppression and intersecting forms of discrimination.  -Dynamics of power and privilege were explored throughout all courses. Students examined how these dynamics create inequities in access to care.  **SOC 100:** Capture on **Test 1** (on terminology, concepts, and theories) (mean = 89/100. median=85/100, mode=80) and **Final Presentation** (requires application key sociological concepts to one person’s life) (mean= 93/100, median=100/100, mode= 100/100).  **SOC 205**: Capture on **Test 1** (on terminology, concepts, and theories) (mean = 95/100. median=100/100, mode=100/100) and **Final Exam** (on terminology, concepts, and theories) (mean= 81/100, median=90/100, mode= 95/100) **Final Presentation** (requires application of key theories and concepts to various current social issues) (mean= 75/100, median=80/100, mode= 80/100)  **SOC 400:** Capture on **Comprehensive Exams** (on terminology, concepts, theorists, and schools of thought) (mean = 97/100. median=97/100, mode=97/100). Students were required to write **Research Papers** utilizing APA format. They engaged with exercises of inductive and deductive reasoning and examined qualitative and quantitative research. Research Papers examined one potential area of practice in sociology or criminology and required the application of theory and concepts to current social issues. (Mean=90/100, Median=90/100, Mode=100) | Objective 3-1:   1. Continue to analyze emerging narratives regarding trauma-informed interventions (Rethinking concepts such as grit, resilience, etc.) 2. Continue to analyze how Postcolonial (decolonization) narratives continually reframe our understanding of solutions and interventions. How does dominant culture frame our understanding of social solutions? 3. Cultural appropriation vs. cultural appreciation is particularly important when exploring mindfulness-based interventions. Continue to monitor this framework. 4. Cultural competence is exceedingly important when exploring socialization, family systems, social systems, structural oppression, etc. Continue to evaluate these dynamics. 5. Continue to explore Non-western, and indigenous narratives. Engage with continuing education on the emerging topics of Postwestern Social Theory and Eurocentrism in the social sciences. 6. Continue to evaluate the emerging role of Artificial Intelligence in education and other social systems. |

**Part B: (Please use the space available to elaborate)**

List planned improvements here Status of planned improvement Resulting changes to student learning?

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| Objective 1-1:   1. Develop an annual list of key evolutionary themes in the field. 2. Continue to use current events to demonstrate the evolving public discourse. 3. Continue to examine the problematic classical roots of sociology. (eg.- Herbert Spencer’s social Darwinist principles as a basis for the American Eugenics movement)   Objective 2-1:   1. Set aside more time in SOC 100 & SOC 110 for a more in-depth introduction to APA. Expand upon library research day in SOC 100 and SOC 400. 2. Examine the possibility of adding an additional writing course for the social sciences and statistics course. 3. SOC 455 – Work with Career Services learning to further develop internship forms and documents for ease of submission to both departments.   Objective 2-2:   1. Continue to evaluate sub-topics/ theories emerging out of Conflict theories. (Eg-Womanist, Black Feminist, Critical Race Theory, Intersectionality, Antiracist pedagogy, Postcolonial theories, Disability Studies, Indigenous Studies, Abolitionist theories) 2. Continue education on the BIPOC experience with structural oppression. 3. Add Postmodernism and Phenomenology to Catalogue (as they are currently examined as major contemporary schools of thought). 4. Continue to evaluate the emerging role of Artificial Intelligence in education and other social systems.   Objective 3-1:   1. Continue to analyze emerging narratives regarding trauma-informed interventions (Rethinking concepts such as grit, resilience, etc.) 2. Continue to analyze how Postcolonial (decolonization) narratives continually reframe our understanding of solutions and interventions. How does dominant culture frame our understanding of social solutions? 3. Cultural appropriation vs. cultural appreciation is particularly important when exploring mindfulness-based interventions. Continue to monitor this framework. 4. Cultural competence is exceedingly important when exploring socialization, family systems, social systems, structural oppression, etc. Continue to evaluate these dynamics. 5. Continue to explore Non-western, and indigenous narratives. Engage with continuing education on the emerging topics of Postwestern Sociology and Eurocentrism in the social sciences. 6. Continue to evaluate the emerging role of Artificial Intelligence in education and other social systems. | Objective 1-1:   1. Continue to engage with the ASA for emerging themes & scholars.   I attended Stanford University Designing Your Life Training for University Educators in June 2021 (professional development grant). I applied this training to my curriculum review and design. I will add more modules from DYL for 23-24.   1. Monitor media outlets and social media of emerging scholars. 2. Continue to engage with ASA and IVSA for continuing ed. Prof. Nix-Crawford and I will be presenting at the IVSA International Conference in June 2023 in Nairobi, Kenya. We will attend   Objective 2-1:   1. Currently revising course curriculum. 2. I will explore this option in the fall with the social science division. 3. Meet with Career Services. Awaiting new leadership in the Center for Teaching and Learning (CTL).   Objective 2-2:   1. Engage with ASA and cont. ed. Apply material from IVSA Conference. 2. Continue with CEUs 3. Need to add to next revision 4. Presenting on the role of AI at IVSA in Nairobi- continue to monitor   Objective 3-1:   1. Engage with ASA and cont. ed. | Objective 1-1:  -contemporary applications in the field  -DYL curriculum- implemented for senior seminar, career planning and post-grad success.  -utilize IVSA Conference material in curriculum design for 23-24 and in the Cultural Heritage Gallery Events.  Objective 2-1  -added more instruction time for APA and research methods in SOC 100  -No additional writing requirement added at this time. Explore for next year.  -Career Services in currently in a restructuring phase. Revisit next year.  -Center for Teaching and Learning- in a restructuring phase. Explore for next year.  Objective 2-2:  -contemporary applications in the field  -career planning, experiential learning and post-grad success.  Objective 2-2:  -contemporary theoretical application.  -Still need to add postmodernism and phenomenology to the catalogue.  -continue to monitor role of AI for future student outcomes.  Objective 3-1:  -Increased cultural awareness and cultural humility  -Increased understanding of system theories.  -Continue to monitor role of AI for future student outcomes. |

List previous plans here Status of planned improvement Observed changes in student learning?

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| Objective 1-1:   1. Develop an annual list of key evolutionary themes in the field. 2. Continue to use current events to demonstrate the evolving public discourse. 3. Continue to examine the problematic classical roots of sociology. (eg.- Herbert Spencer’s social Darwinist principles as a basis for the American Eugenics movement)   Objective 2-1:   1. Set aside more time in SOC 100 & SOC 110 for a more in-depth introduction to APA. 2. Examine the possibility of adding an additional writing course for the social sciences. Additionally, we must be mindful of the limitations of working from a framework of Standard English. 3. SOC 455 – Work with Career Services learning to further develop internship forms and documents for ease of submission to both departments. 4. SOC 455- Work with Center for Teaching & Learning to create one Internship Canvas Shell, as opposed to separate shells.   Objective 2-2:   1. Continue to evaluate sub-topics/ theories emerging out of Conflict theories. (Eg-Womanist, Black Feminist, Critical Race Theory, Intersectionality, Antiracist pedagogy, Postcolonial theories, Disability Studies, Indigenous Studies, Abolitionist theories) 2. Continue education on the BIPOC experience with structural oppression. 3. Add Postmodernism and Phenomenology to Catalogue (as they are currently examined as major contemporary schools of thought).   Objective 3-1:   1. Continue to analyze emerging narratives regarding trauma-informed interventions (Rethinking concepts such as grit, resilience, etc.) 2. Continue to analyze how Postcolonial (decolonization) narratives continually reframe our understanding of solutions and interventions. How does dominant culture frame our understanding of social solutions? 3. Cultural appropriation vs. cultural appreciation is particularly important when exploring mindfulness-based interventions. Continue to monitor this framework. 4. Cultural competence is exceedingly important when exploring socialization, family systems, social systems, structural oppression, etc. Continue to evaluate these dynamics. 5. Continue to explore Non-western, and indigenous narratives. Engage with continuing education on the emerging topics of Postwestern Sociology and Eurocentrism in the social sciences. | Objective 1-1   1. Implemented. 2. Implemented- students engaged in evaluations of problematic theorists and theories by evaluating examples of classical texts. 3. Implemented   Objective 2-1:   1. Implemented-added APA material to canvas and brought students to the library for a research orientation day. 2. On hold with revision of Core Curriculum. 3. Updated Career Services Microsoft form currently not functional. Other internship forms still need updating for ease of submission. Current Restructuring in Career Services. 4. Implemented by Liam Fennell   Objective 2-2:   1. Implemented- modules added to canvas 2. Implemented- attended various CE events, worked with partners in the Cultural Heritage Gallery on student presentations, student curation and guest lectures, added cultural anthropology to spring schedule (historically offered in the summer). 3. On hold with course revisions.   Objective 3-1:   1. Implemented – continue to monitor 2. Implemented- continue to monitor 3. Implemented- continue to monitor 4. Implemented- continue to monitor 5. Implemented- continue to monitor | Objective 1-1  -students enthusiastically engaged with new narratives of antiracist pedagogy.  Objective 2-1:  -improved outcomes with APA formatting.  -students expressed canvas guides and sample papers were helpful for visual reference.  - students expressed were enthusiastically engaged during library day orientation.  Objective 2-2:  -students demonstrated an understanding of the work of newly added antiracist/decolonizing theorists including: Ibram X. Kendi, Isabel Wilkerson, Winona LaDuke, Susanna Barkataki, Nikole Hannah-Jones, Clint Smith, Paulo Friere and others.  Objective 3-1:  -students demonstrated an understanding of the work of Bessel Van der Kolk and Nadine Burke Harris.  -students deepened their understanding of theorist that were already in the curriculum, including: Kimberle Crensaw, Michelle Alexander, Patricia Hill Collins, Carl Hart, Angela Davis, Roxanne Gay, Ta-Nehisi Coates, Judith Butler, Michel Foucault, Audre Lorde, Rosemary Garland-Thompson and others.  -Students enthusiastically engaged with extra credit assignments in the Cultural Heritage Gallery. |