

Assessment Reports Electronic Template*

Rosemont College --Undergraduate

Form updated: 3/10/09

I. General information:

Date of Report: **5/14/12**
 Semesters or Academic Years Covered: **Fall 2011 and Spring 2012**
 Division: **Social Science**
 Department: **Sociology**
 Chair or Person Preparing the Report: **Stanley S. Clawar, Ph.D.**

II. Departmental Profile:

Number of Majors: **25**
 Number of Faculty: **1** *full time*
 6 *part time*

Courses Offered in the Assessment Period:

Fall 2011	
SOC-0100	Principles of Sociology (2 sections)
SOC-0120	Introduction to Social Work
SOC-0205	Social Theory: Contemporary
SOC-0235	Sociology of Health and Illness
SOC-0265	Juvenile Delinquency
SOC-0285	Sex Roles and Human Sexuality
SOC-0320	Victimology
SOC-0330	Social Mediation and Dispute Resolution
SOC-0360	Marriage and Family
Spring 2012	
SOC-0110	Social Problems
SOC-0200	Social Theory: Classical
SOC-0210	Social Stratification and Mobility
SOC-0240	Forensic Anthropology
SOC-0260	Criminology
SOC-0310	Forensic Sociology
SOC-0375	Sociology of the Courts and Legal System
SOC-0400	Sociology Senior Seminar
SOC-0420	Sociology of Stress and Crisis Intervention

Factors that Affect Assessment:

All professors discussed the importance of vocabulary and conceptual knowledge throughout the semester and reviewed the vocabulary and conceptual components that were included on quizzes and exams.

A correlation was noted between students' attendance and their ability to successfully master the vocabulary related to the course materials. Students who attended class on a regular basis performed much better than students with significant absences.

*This template is adapted from *Assessment Clear and Simple, A Practical Guide for Institutions, Departments and General Education* by Barbara E. Walvoord, 2004, John Wiley and Sons, Inc.

III. Assessment results

A. Learning Outcomes for Majors

Vocabulary and conceptual assignments were included in the relevant syllabi and were discussed in class. Professors reviewed vocabulary on a regular basis and enlarged the vocabulary section (in order gather data) on their final quizzes/exams. The Sociology seniors who took the comprehensive exams were notified that an additional vocabulary and conceptual section would be included in the comprehensive exams which would highlight the core concepts of three (3) of the core sociology courses.

It is important to note that although the vocabulary and conceptual portion is the relevant assessment tool, there were other measures employed by all professors to evaluate the students' ability to perform at high levels within the Major.

B. Assessment of Majors

Goals	Objectives	Outcomes
1. Students will employ core concepts in Sociology by institutional areas of study.	1. Students will be able to analyze and employ the terminology of the discipline in key institutional areas.	1. Grading of vocabulary lists assigned in courses at "B-" levels or higher.

Data resulted from vocabulary portions of quizzes given by 2 of the 6 adjuncts issued in short answer and/or matching format, and vocabulary lists submitted in 4 courses (taught by the Chair of the Department) in glossary format.

C. Changes Based on Assessment

Beginning Fall 2012, all adjunct professors will continue to be expected to provide vocabulary results from selected measures at the end of each semester in order to enlarge the overall sample.

D. Recommendations for Improving the Assessment Process

Include learning outcomes in all syllabi; continuous review of outcomes and testing measures in courses; and streamline and standardized vocabulary testing measures. Additionally, all courses will, orally and in writing, review key vocabulary throughout the semester.

A more detailed analysis might be necessary and based upon research and application papers where student work would be broken into sections and analyzed for mastery.

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