

Assessment Reports Electronic Template*

Rosemont College --Undergraduate

Form updated: 3/10/09

I. General information:

Date of Report: **12/1/2009**
Semesters or Academic Years Covered: **Spring 2009**
Division: **Social Science**
Department: **Sociology**
Chair or Person Preparing the Report: **Stanley S. Clawar, Ph.D.**

II. Departmental Profile:

Number of Majors: **28**
Number of Faculty: 1 *full time*
 4 *part time*

Courses Offered in the Assessment Period:

SOC-0110	Social Problems
SOC-0120	Introduction to Social Work
SOC-0200	Social Theory: Classical
SOC-0210	Stratification & Mobility
SOC-0310	Forensic Sociology
SOC-0375	Courts & Legal System
SOC-0390	Substance Abuse
SOC-0400	Senior Seminar

Factors that Affect Assessment:

Syllabi did not state the assessment methods (i.e. vocabulary) and therefore students were not aware of the assessment prior to the start of the courses.

III. Assessment results

A. Learning Outcomes for Majors

Vocabulary list 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 section would be included in the comprehensive exams which would highlight the core concepts of three (3) of the core sociology courses.

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 the comprehensive exams issued in short answer format (for graduating seniors only), vocabulary portions of final quizzes given by 3 of the 4 adjuncts issued in short answer and/or matching format, and vocabulary lists submitted in 4 courses in glossary format.

C. Changes Based on Assessment

Adjuncts teaching courses beginning Fall 2009 were made aware of the vocabulary requirement, continued to highlight the importance of vocabulary to the students, and included recordable measures on their quizzes/exams.

Beginning Spring 2010, Assessment information (goals, objectives, and outcomes) will be included in all department syllabi.

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.

**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.*