

2. Students will understand and use basic statistics and have competency in using statistical software packages
3. Students will understand the causes and consequences of inequalities and be able to evaluate strategies to address inequality.
4. Students will be able to read critically and think independently about social issues and social policy.

- b. *If your department/program does NOT have any student learning outcome statements yet, please check here_____.*

2: How and When will the Learning Outcomes be assessed?

- a. *Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.*

Student learning outcome #1 was assessed in SOC 301, Qualitative Research Methods at several points during the semester and at the end of the semester using direct measures. The instructor reports that "Learning was assessed through two essay exams and through completion of a group research project which required students to conduct original (interview) research, analyze their data, and present their findings in the format of a journal article." However, no rubrics are used and instructor does not specify criteria or standards for different levels of performance.

Student Learning Outcome #2 was assessed using direct measures in SOC 307, Quantitative Research Methods. Achievement of this learning outcome is assessed throughout the semester and at the end with quizzes, homework assignments, and a research project. Instructor uses a point system (based on deducting points from a perfect 100) to assess each part of the homework assignments and research project. The typical assignment has 8-10 things that are assessed.

Student Learning Outcome #3 was assessed using direct measures in SOC 392, Poverty: Policy and Perspectives. Progress toward outcomes is assessed through weekly response papers. Summative assessment occurs at the end of the semester on the basis of one of several options (eg. research paper, service learning project, etc.). Instructor does not use rubric to evaluate levels of performance.

Student Learning Outcome #4 was assessed using direct measures in SOC 363, Food Culture and Society. Student learning was assessed at three points during the semester on the basis of

essays (posted in the student's electronic portfolio). A rubric was used to distinguish excellent, good, satisfactory, marginal and failing levels of performance on several dimensions (clarity and focus of thesis, clarity and development of reasoning, understanding and use of supporting materials, etc.).

- b. *If your department/program did NOT assess any outcomes in the past year, please check here_____.*

Our assessment of outcomes has not been systematic or consistent. Improving the clarity, consistency, and effectiveness of assessment and using it for programmatic improvement (Q3) are goals for the coming year.

3: How did you use the Assessment results to Improve Student Learning?

- a. *Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.*

To date, we have had only informal conversations related to changes in teaching, courses and curriculum, conversations that have not been terribly productive, lacking the kind of assessment data that NEASC rightly identifies as essential.

- b. *If your department has NOT reviewed any assessment results in the past year, please check here_____.*