

**Annual Key Assessment Findings and Curricular Improvements  
Department of Sociology  
Undergraduate B.A. Program in Sociology**

**Key Assessment Findings**

*Please report findings from data that you display in this section.*

- *Programs with specialized accreditation data should insert tables or figures with such data (e.g. pass rates on professional licensure exams) and discuss this data.*

*N/A*

- *Schools/Departments should present data regarding passage or failure on comprehensive exams.*

*The Department of Sociology offers its senior comprehensive exams twice a year. While some students might fail the exam in the Fall. In the past few years, all students who retook the exam in the Spring passed.*

- *Schools/Departments should present data in tables based upon rubrics for key assessments. Describe the findings in the text as well, i.e. what is the pattern of the results?*

*The Department of Sociology has three tools to assess students. The first is our senior comprehensive exam we offer twice a year. Students who fail the exam in the Fall pass the exam in the Spring. This is accomplished through intense mentoring problems headed by the department faculty. All majors with a GPA in sociology of 3.2 or higher are invited to complete a senior thesis supervised by a principal and secondary reader. Students worked for most of their senior year under the close supervision of the two readers. The last assessment tool consists of a focus group session conducted with graduating seniors just before graduation. Their feedback is used by the department for continued programmatic improvement*

- *Briefly present data from other sources if needed.*

**UNDERGRADUATE COMPREHENSIVE EXAMINATION RESULTS  
SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIOLOGY  
AY2009-2010 to AY2013-2014**

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2009-2010		0.00%	9	100.00%		0.00%		0.00%	<b>9</b>
AY2010-2011		0.00%	22	100.00%		0.00%		0.00%	<b>22</b>
AY2011-2012	2	10.00%	18	90.00%		0.00%		0.00%	<b>20</b>
AY2012-2013		0.00%	17	100.00%		0.00%		0.00%	<b>17</b>
AY2013-2014	6	33.33%	12	66.67%		0.00%		0.00%	<b>18</b>
<b>TOTAL</b>	<b>8</b>	<b>9.30%</b>	<b>78</b>	<b>90.70%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>86</b>

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "High Pass" includes both "High Pass" and "Pass with distinction".
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.

### **Curricular Improvements**

***Briefly describe improvements to the curriculum or student supports that will be introduced subsequent to the findings, if any. Comment on the effects of recent curricular improvements in light of data if known. For example, the improvements may include changing the structure of particular courses, requiring prerequisite courses or skills, providing special advisement, introducing earlier experiences with parts of what become key projects or papers.***

The Department of Sociology dedicate considerable amount of effort to re-organize the curriculum to capitalize on existing department expertise and resources while providing a more current learning experience to our students. The essence of this re-organization consisted of maintaining the same number of credits required for graduation and the same number of core requirements while specifying fields of interests within the sociology major. Sociology students can complete the major and specialize in Public Policy, Global and Comparative Studies, and Crime, Justice and Pre-Law. In conjunction with this effort, several courses were dropped from the curriculum and few new ones were instituted. Thus far, students have reactive positively to these curriculum changes judging from the recent increase in the number of declared majors and in the positive feedbacks we have received from graduating seniors about the availability and number of courses offered. Finally, we have revitalized our internship course to provide students with meaningful experiential learning opportunities in our field.

The most noticeable curriculum improvement since our last report is the creation of a new minor, the global migration minor program.

