

**Major Assessment Findings and Curricular Improvements**  
**Department of Sociology**  
**Master's Program in \_\_\_ Sociology \_\_\_\_\_**  
**Doctoral Program in \_\_\_ N/A \_\_\_\_\_**  
**Certificate Program in \_\_\_ N/A \_\_\_\_\_**  
**AY2008-09 through AY2012-13**

**Assessment Measures**

The Department of Sociology uses the following measures to assess student learning outcomes:

Direct Measures

1. Graduate theses or seminar papers
2. Pass rates on graduate comprehensive exams
3. Student participation in internship courses and supervisor evaluations

Indirect Measures

1. Grades, course evaluations, and enrollment
2. Department program review
3. Student perception through individual advising/mentoring sessions

**Assessment Findings**

**Course Data**

The Department of Sociology analyzed course grades, evaluation, and enrollment data in Theories of Comparative Society for a five-year period (Fall 2008 through Fall 2012).

During this period, enrollment grew from a low of 2 students to 9 reflecting the recent growth of our graduate program since the course Theories of Comparative Society is one of our core requirements.

Characterize the performance of students in the course. Students performed very well in the course. In part this is a function of the small course enrollment which permits close individualize attention to each graduate student.

Course evaluation results for the past five years indicate that the course was well received by students. There is a very association between the course and instructor evaluations.

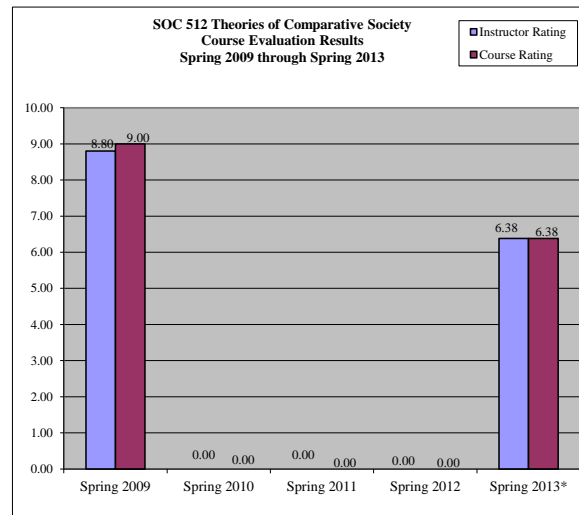
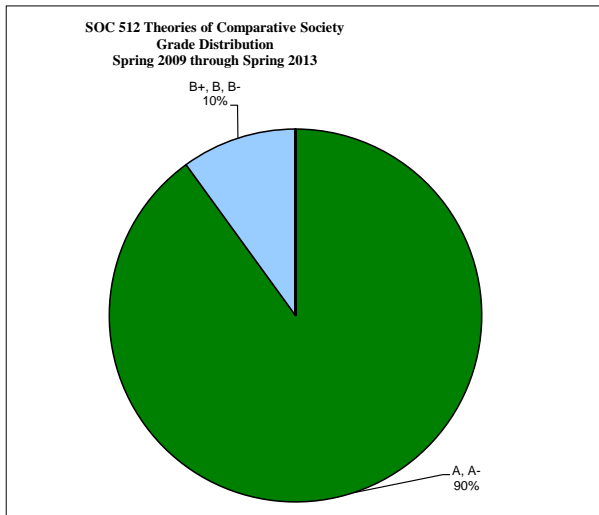
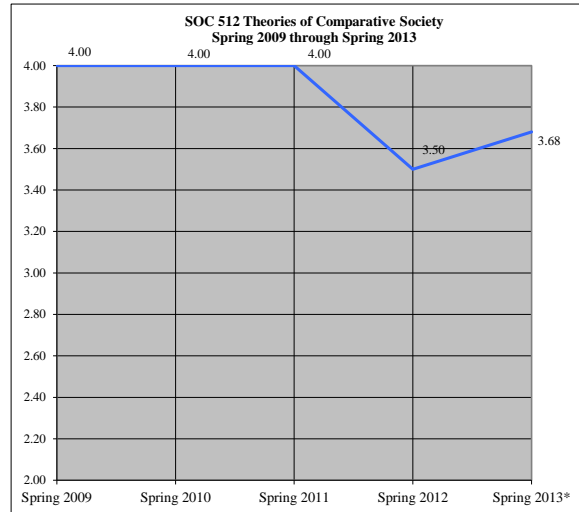
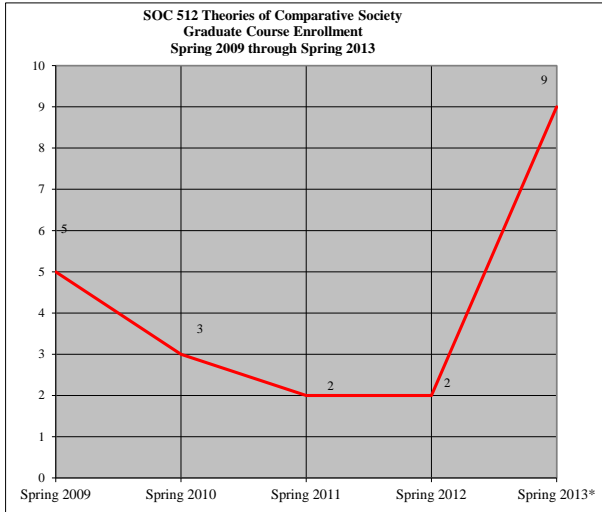
Student judgment of the course number was very high. Students report that a survey of sociological theories is an integral part of their graduate training.

Provide similar information for other key courses. Use a parallel format, referring to the attachments, describing enrollment, student performance, course evaluations.

The other two courses selected for this report were Minority Relations and Terrorism and Religion. These two courses fulfill the courses requirements for our three graduate concentrations global and comparative, public policy, and crime and justice concentrations. The assessment findings for the two courses also support the pattern of assessment associated with the theory course.

**COURSE SUMMARY DATA: DEPARTMENT OF SOCIOLOGY**  
**SOC 512 Theories of Comparative Society**

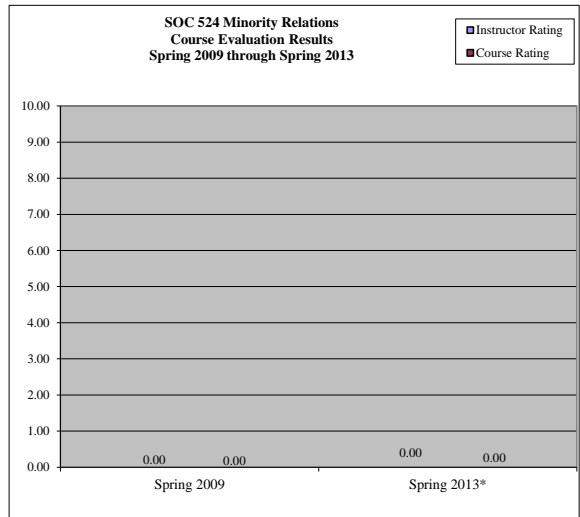
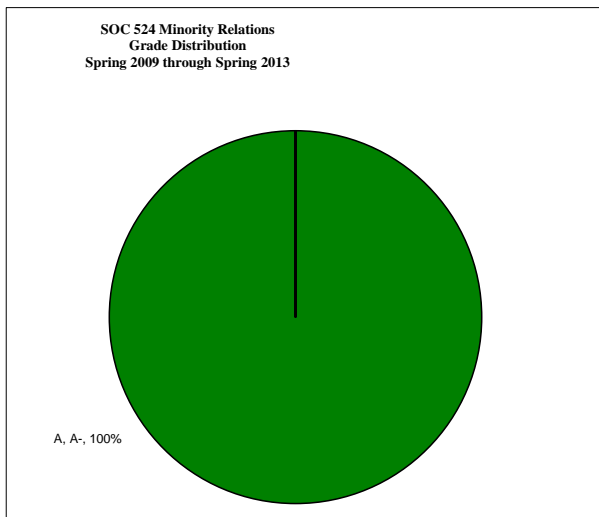
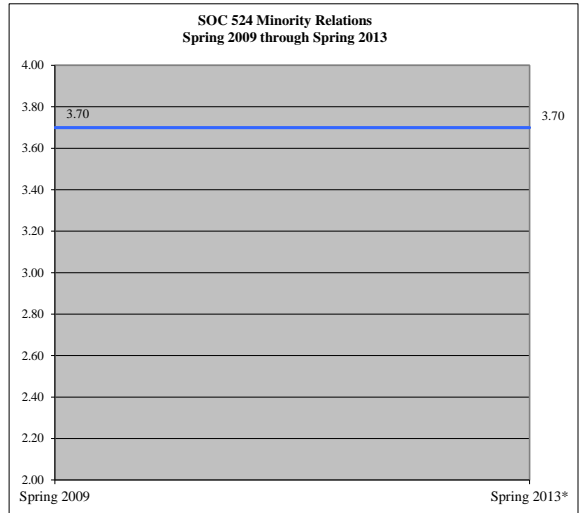
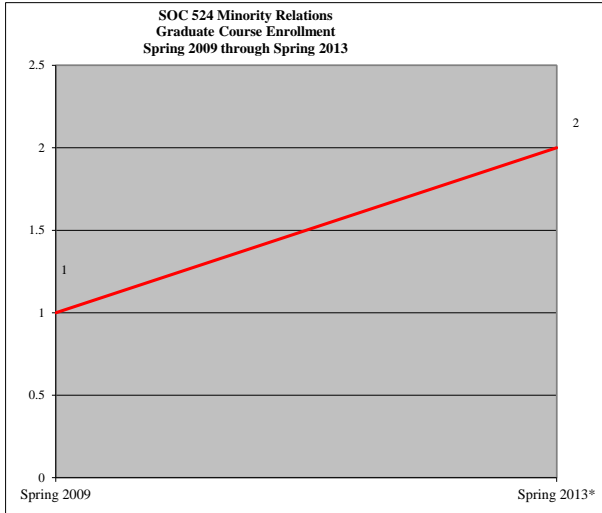
Term	Graduate Course Enrollment	Course Grade		Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	Course Eval.		Instructor Rating		Course Rating	
											#	%	Avg.	StDev.	Avg.	StDev.
Spring 2009	5	4.00	0.00	5							5	100.00%	8.80	1.30	9.00	1.22
Spring 2010	3	4.00	0.00	3							0	0.00%				
Spring 2011	2	4.00	0.00	2							0	0.00%				
Spring 2012	2	3.50	0.28	1	1						0	0.00%				
Spring 2013*	9	3.68	0.25	7	1						8	88.89%	6.38	0.92	6.38	0.92



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

**COURSE SUMMARY DATA: DEPARTMENT OF SOCIOLOGY**  
**SOC 524 Minority Relations**

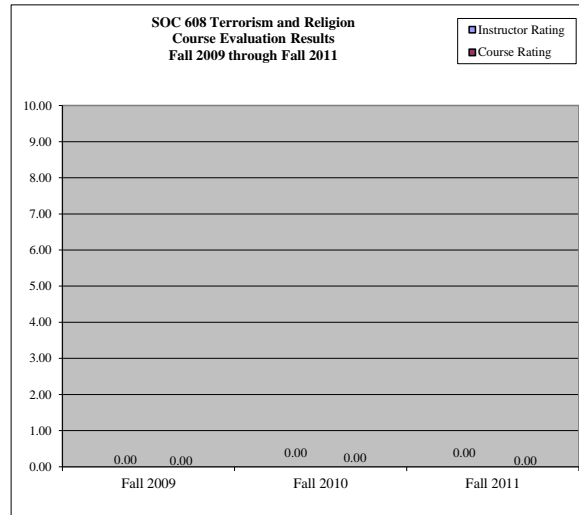
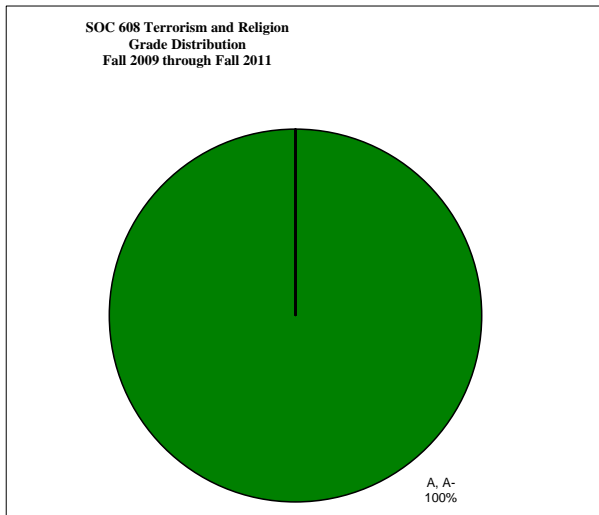
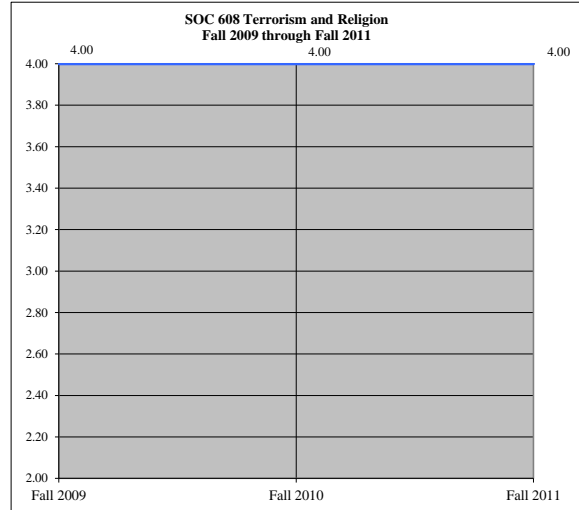
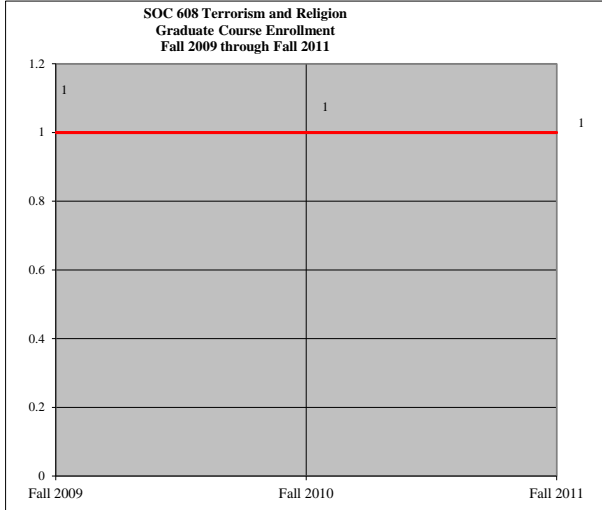
Term	Graduate Course Enrollment	Course Grade		Grade Distribution							Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	Course Eval.		Instructor Rating		Course Rating	
											#	%	Avg.	StDev.	Avg.	StDev.
Spring 2009	1	3.70	0.00	1							0	0.00%				
Spring 2013*	2	3.70	0.00	2							0	0.00%				



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

**COURSE SUMMARY DATA: DEPARTMENT OF SOCIOLOGY**  
**SOC 608 Terrorism and Religion**

Term	Graduate Course Enrollment	Course Grades									Course Evaluation Results					
		Course Grade		Grade Distribution						Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.
Fall 2009	1	4.00		1							0	0.00%				
Fall 2010	1	4.00		1							0	0.00%				
Fall 2011	1	4.00		1							0	0.00%				



## Milestone Data

One of the advantages of running a small graduate program is that students received close supervision and individualized attention resulting in the high passing percentages in our graduate comprehensives.

### Comment on Passage of Comprehensive Exams

**GRADUATE COMPREHENSIVE EXAMINATION RESULTS  
SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIOLOGY  
AY2008-2009 to AY2012-2013**

#### Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	2	100.00%		0.00%		0.00%	<b>2</b>
AY2009-2010		0.00%	1	100.00%		0.00%		0.00%	<b>1</b>
AY2010-2011		0.00%	3	100.00%		0.00%		0.00%	<b>3</b>
AY2011-2012		0.00%	2	100.00%		0.00%		0.00%	<b>2</b>
AY2012-2013		0.00%	2	100.00%		0.00%		0.00%	<b>2</b>
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>10</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>10</b>

#### Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	2	67.00%	1	33.00%		0.00%	<b>3</b>
AY2009-2010		0.00%	1	100.00%		0.00%		0.00%	<b>1</b>
AY2010-2011		0.00%		0.00%		0.00%		0.00%	<b>0</b>
AY2011-2012		0.00%		0.00%		0.00%		0.00%	<b>0</b>
AY2012-2013		0.00%		0.00%		0.00%		0.00%	<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>3</b>	<b>75.00%</b>	<b>1</b>	<b>25.00%</b>	<b>0</b>	<b>0.00%</b>	<b>4</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.
- 4) Level of the comps, i.e. Master's and doctoral, is based on the milestone activities; if there is no specification of the level in the record, students' degree level is used to determine the level.

## Progression Data (Attachment X)

### Comment on Enrollment

Our graduate enrollments have remained relatively constant between 2008 and 2012. The number of graduate students enrolled in our program needs to be put in perspective with the number of full-time permanent faculty in the department. The department consists of three tenured faculty members and, recently, one clinical position. In the last two years one of the three tenured professors was on sabbatical. It is extremely rare to find graduate programs with large enrollments and the number of faculty we maintain in the department.

### Comment on Time to Degrees/ Graduation Rates

Despite the challenges associated with limited faculty, the department has a very high percentage of on time graduation rates among our fulltime graduate students.

**GRADUATE PROGRESSION AND GRADUATION  
SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIOLOGY  
Graduate Cohort Fall 2008 through 2012  
Master's Program**

	Graduate Cohort Size	Returned To CUA in Fall 2009		Returned To CUA in Fall 2010		Returned To CUA in Fall 2011		Returned To CUA in Fall 2012		Returned To CUA in Fall 2013		Graduated in One Year		Graduated in Two Years*		Graduated in Three Years*		Graduated in Four Years*		Graduated in Five Years*	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2008	3	3	100.0%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	33.0%	2	67.0%	2	67.0%	2	66.7%
Fall 2009	1			1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%		
Fall 2010	2					2	100.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%				
Fall 2011	1							1	100.0%	0	0.0%	0	0.0%	0	0.0%						
Fall 2012	3									2	66.7%	0	0.0%								

\*Two to five years of graduation rates are cumulative.

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session or the fall semester. For example, cohort 2008 consists of students first enrolled in summer 2008 or fall 2008.

## Curricular Improvements

*In this section, provide narrative describing the curricular improvements introduced, and if possible provide comments on the effects of these improvements 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. In some instances, there will be extensive changes of requirements or course offerings). A brief overview of these changes should be noted here.*

In the past few years the department has introduced new graduate courses and has revised the content of existing ones. For instance, a new course on the sociology of religion and national development has been very popular with students since it was first offered about a year ago. Every semester, the department either offers a new course or revives an existing course not offered in a while. Finally, our graduate students are encouraged to take an internship before graduation. This practice has resulted in high employment rates among students seeking work after graduation.

With respect to research, we encourage every graduating student to present at a professional conference, often at the Eastern Sociological Society. Students have participated in faculty research and even published jointly with faculty mentors.

Lastly with regards to advisement, the department developed a graduate tracking sheet to assure on time graduation.