<div style="text-align:center">Sociology Learning Goals/Assessment – 2016-17</div>

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Sociology: The Learning Story

The sociology major uses the scientific method to study social groups and processes. Majors are intentionally exposed to the key social factors influencing human behavior, as well as the methods for critically analyzing social patterns and values by sequenced coursework.

As students proceed through their plan of study taking introductory, sociology fundamentals, and elective course work in specialty areas of the discipline, they are exposed to the theoretical explanations and empirical evidence regarding a variety of social arrangements and come to recognize that it is only possible to understand their own identities in the context of the social groups to which they belong. Majors learn that by examining the diversity of human experience we are ultimately able to locate and define ourselves, and how social inequalities, particularly those surrounding race, class and gender, directly impact their personal and social lives. Sociology course work also helps majors develop strong analytical and quantitative reasoning skills from their required statistics and research methods courses. Students continue to learn the power of the scientific method of inquiry as they engage in research in the community and how to use computer-based statistics packages for analyzing and interpreting social data. These experiences culminate with the development of a research project, often commissioned by organizations within the larger Decatur community in the senior year.

Beyond exposure to the discipline, students learn skills necessary to assess and critically evaluate the diversity of human experiences, especially the impact of diversity as characterized by race, class, and gender of groups. The integration of performance learning and experiential education throughout the sociology curriculum creates a pervasive theme that pushes students to examine questions of ethics and values as they study issues of social inequality and interpret the social forces producing such inequality. Whether studying race and ethnicity, criminology, deviance, or urban and/or environmental sociology, students learn to synthesize existing theoretical knowledge using research findings to develop practical solutions. Their training enables and empowers sociology majors to critically analyze complex, real-world problems, evaluate the merits of various solutions, and appreciate the role diversity plays in the analysis of human behavior, and its ethical implications for their personal and professional lives. In sum, the sociology major integrates the general education and major curriculum with pre-professional experiences and mentor relationships, to mirror the University goals of professionalism, citizenship, and a life of personal meaning and value by advocating and demonstrating the impact of life-long learning and service.

Sociology: A Program Snapshot

The sociology major has historically been housed under the Behavioral Sciences Department in the Social Sciences Division. During this time, the department was headed by Dr. Larry Troy, who died unexpectedly, leaving Dr. Laundra to pick up the entire teaching load with the help of a rotating list of short-term adjuncts for the next few years (2012-2016). Besides the teaching load, Ken had to oversee the quality and integrity of the program, do all the student advising, and search for colleagues to become long-term members of the team. During this time, restructuring and organizational changes in Behavioral Sciences were also made in which Sociology was taken out of this department and merged with Organizational Leadership, making it difficult to complete the annual department learning goals assessment, so the assessment was not completed during this transition year (2014-15).

To address the administrative and quality needs of Sociology and Organizational Leadership the two disciplines merged into a single department on August 1, 2015. Sociology was removed from the Behavioral Sciences Department but remains in the Social Sciences Division. The two disciplines are highly correlated as OL emphasizes sociological concepts, and as Sociology integrates skills also associated with OL, such as communication and leadership. Dr. Laundra remains the Program Director, as well as serving as the Division Chair, and has made efforts to more fully integrate the two programs (Sociology and OL), through cross-listing of courses.

Also, in August 2016 a second full-time faculty member, Dr. Jorge Chavez-Rojas joined the team. The sociologists, along with other faculty within the new department are committed to evaluating and improving the student assessment process and the program quality overall in the upcoming years.

In addition, Dr. Laundra has collaborated with other departments, and with the local community, to develop a new, interdisciplinary Criminal Justice program to be housed in our department. Keyria Rodgers, who helped to develop this program in collaboration with Dr. Laundra, will function as the program director for this new major beginning next Fall.

For Sociology, the goal of these program developments is to further integrate our sociology program into the larger University mission through additional collaborative curriculum (e.g. University Studies, Environmental Studies, Criminal Justice, Gender Studies minor).

The Major in Sociology

A major in sociology provides the student with an understanding of the social causes of human behavior, as well as a familiarity with the basic processes of social life. Toward this end, course work focuses on both theoretical approaches to the study of human behavior and empirical research methods, including survey research and computer analyses. Students may choose to pursue a Bachelor of Arts or a Bachelor of Science degree. The sociology curriculum serves students who wish to 1) pursue social service as a career; 2) graduate study in sociology; 3) develop skills for careers in social service agencies such as law and law enforcement, counseling, administration, management, teaching, diversity training, and social, political or market research and; 4) complement academic specialization in other fields (such as business, law, communication, and nursing) with the group-level perspective on social behavior which is increasingly being demanded of professionals and managers. Students anticipating graduate study in sociology and social research are encouraged to elect additional course work in organizational leadership, psychology, history, political science, philosophy and communication.

A total of 124 semester credit hours are required to complete the Bachelor of Science or a Bachelor of Art degree in Sociology. It is made up of 2 parts:

1. University Graduation Requirements
2. Required Sociology Courses

1. University Graduation Requirements (91 credits)

Complete the required University graduation curriculum plus electives for a total of 124 credits.

2. Required Sociology Courses (33 credits)

Sociology 100. Introduction to Sociology
Basic Skills
SO201. Statistical Methods in the Behavioral Sciences
SO221. Methods of Social Research
SO250. Approaches to Sociological Theory
Fundamentals
SO320. Social Stratification
And one of the following: SO330, Sociology of Gender; SO310, Race and Ethnic Group or Relations; SO224, Poverty and Welfare
Capstone Course
SO450. Sociological Analysis
Additional Course Work
Students must choose four additional courses from Sociology, Communication, Organizational Leadership or the following approved courses from Human Services (HM316, HM317, HM318, HM319, HM321).

Required Sociology Courses (SO) (Credits)

SO100. Introduction to Sociology (3)
This course acquaints students with the discipline of sociology and the sociological perspective, with an emphasis on social problems and inequality related to class, race and gender. Students taking this course will learn how to view groups, communities, societies and major social institutions with what C. Wright Mills termed the "sociological imagination" in an effort to inform personal views and convictions about society within this broader analytical scope.

SO201. Statistical Methods in the Behavioral Sciences (3)
Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with PS201. Pre-requisite: PS130 or SO100. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics subscore 22 or higher or placement score of at least 3 on the QR placement or complete MA098.

SO221. Methods of Social Research (3)
Covers most techniques commonly used in sociological research. Emphasis placed on selecting research strategies appropriate to the task. Topics include ethics and logic of research, concept formation, operationalizing variables, choosing techniques of data collection, data analysis and writing the research report. Pre-requisite: SO100, SO201.

SO250. Approaches to Sociological Theory (3)
A study of the development of the discipline of sociology. Particular emphasis placed on the classic theories, which are analyzed in terms of the social context in which they were developed. Pre-requisite: SO100.

SO320. Social Stratification (3)
The study of the patterns of social, economic and political inequality among individuals, families and social groups. Particular attention paid to the causes and consequences of inequality and to such issues as social mobility, class consciousness and power. Prerequisite: SO100.

SO450. Sociological Analysis (3)
A required capstone course for sociology majors. Students in this course will review their sociological knowledge and analytical skills, and prepare a major paper. Pre-requisite: senior sociology major and satisfaction of the departmental writing proficiency.

Assessment Approach

This assessment plan is designed to determine the success of the Sociology curriculum at impacting the goals of both Millikin and the Sociology Major. This will be done on two levels: 1) are the students in aggregate progressing toward competence in the goals set by the Sociology faculty over their academic careers, and 2) are the Sociology (SO) faculty continually looking for opportunities to improve the ability of students to be successful by analyzing the trend results of the assessment over time and implementing needed changes.

To measure student learning with respect to the above goals, artifacts from designated courses that intentionally measure our individual learning goals, using written assignments submitted as part of the regular assignments, are evaluated by the sociology faculty. A random sample of three students from each population are given a rating of green (3 points), yellow (2 points) or red (1 point). Green implies the learning goal has been achieved, yellow that the students have made progress toward the goal, and red means the students are new to or significantly below acceptable levels on the goal.

Additionally, students are asked by each sociology faculty to submit these artifacts to the University Studies/IN Assessment Committee in electronic form to the Assessment website, as instructed by the IN Assessment Committee for archiving, analysis and accreditation purposes.

The sociology faculty will review the artifacts annually to determine the number of students in each rubric category and record artifact scores. The Sociology Program Director will then develop the percentages and averages as defined on the assessment grid below and prepare the annual report for the University and accrediting bodies, to include trend performance over time by July 1 each year.

Student Learning Goals

The learning goals for the Sociology major are:
1. Students will demonstrate the ability to analyze personal and social experiences by applying the sociological imagination.
2. Students will demonstrate the ability to use sociological analysis to explain the structural inequalities of race, class, and gender.
3. Students will demonstrate the ability to design a sociological research project, and communicate its findings in accordance with the professional standards of the discipline.

The sociology faculty is committed to the Millikin mission and has designed a curriculum that intentionally prepares majors for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who are capable of thinking critically from a sociological perspective. The Sociology learning goals fit with the Millikin University Mission in the following ways.

Sociology graduates achieve the goal of *professional success* by demonstrating their ability to:
a. analyze personal and social experiences by applying the sociological imagination,
b. use sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships, and
c. design a sociological research project, and communicate its findings in accordance with the professional standards of the discipline.

Sociology majors will develop a discipline-based understanding of *citizenship in a global environment* goal by:
a. using sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships, and
b. designing a sociological research project, and communicating its findings in accordance with the professional standards of the discipline.

Sociology majors discover and develop a *personal life of meaning & value* as they:
a. analyze personal and social experiences by applying the sociological imagination, and
b. use sociological analysis to explain the structural inequalities of race, class, and gender, and their interrelationships.

Assessment Methods and Data
To measure our learning goals we use two basic tools for analysis:

1. RANDOM ARTIFACT ASSESSMENT: A randomized collection and analysis of student work assigned in class, where we assess (aggregate) student responses to questions posed to gauge student learning of our three major learning goals.

2. STUDENT EVALUATION FORM: A newly-developed Student Evaluation Form for Sociology that has been developed to:
    a. supplement the online student evaluations distributed by the University. Because we are finding that the very low numbers of students completing MU's SIR's results in unreliable data for evaluating faculty, we decided to supplement that data with our own student evaluation form, which is distributed in class using past protocols (where the form is distributed and collected in class by someone other than the professor, and where the professor is not present; confidentially and anonymously). Our student evaluation purposely poses the exact same questions as asked in the online University SIR, for comparative purposes.
    b. include some specific, closed and open-ended questions geared toward measuring specific course concepts, to be used as part of this annual program assessment of student learning. Since we are already spending class time for student feedback, we felt that adding some additional questions

toward this end would be the most efficient and useful way to enhance our program assessment strategy going forward.

Learning Goal 1 is assessed in Sociological Analysis SO450, the capstone course, which is only populated by senior sociology majors, making the course preferable over other sociology courses that invite students to engage in the sociological perspective. This goal will be assessed through an analysis of the final paper, which asks students to write specifically to this learning goal (the sociological imagination) by employing major sociological theories and concepts in either 1) a program evaluation or 2) conducting original research tied to these theories and concepts. The assignment also requires students in this course to reflect on personal experiences that would suggest a learned appreciation for the sociological perspective. Three final papers will be randomly selected for assessment.

Learning Goal 2 is assessed in SO 320 Social Stratification, our required fundamentals course, through an analysis of the final paper, which asks students to reflect on various forms of social inequality such as race, class and gender, by employing learning materials from the course relevant to these subjects. Although other courses in sociology speak to this learning goal, these courses were not determined to be an appropriate measure of learning in the discipline. For example, although SO 100 contains content on race, class and gender issues, this course serves predominantly freshmen and non-sociology majors. Other courses like Environmental Sociology, Sociology of Popular Culture & Media, and Deviance, are cross-listed as IN courses and also have many non-majors which makes them poor choices for measuring learning of our majors. A random sample of 3 proposals from Sociology majors will be assessed.

Learning Goal 3 is assessed by evaluating the proposal for a research project that students submit while they are students in SO221, Methods of Sociological Research. A random sample of 3 proposals from Sociology majors will be assessed.

All three goals are also assessed using the Student Evaluation Form for Sociology.

See Assessment Rubric and Student Evaluation Form for Sociology below.

Assessment Rubric

Learning Objectives	Nominal (1 point)	Adequate (3 points)	Excellent (5 points)
Goal 1: Ability to analyze personal & social experiences by applying the sociological imagination. (Capstone Assignment/SO 450)	Fails to understand or use the sociological imagination in problem solving or interpreting personal & social experiences. Fails to adhere to the ethical principles & standards of sociology, & shows minimal ability to match personal values to life goals.	General understanding & ability to evaluate personal & social experiences using the sociological imagination. Can, with minimal ethical errors or deviations from professional standards, apply their knowledge & skills to serve professional & community needs.	Demonstrates thorough & insightful ability to evaluate personal & social experiences using the sociological imagination. Rigorous & conscientious appreciation of how the ethical principles & standards of sociology impact society as shown in their professional & community activities.
Goal 2: Ability to use sociological analysis to explain the structural inequalities race, class, & gender. (Term Paper for SO320)	Minimal understanding of the effects of race, class & gender on society, inability to develop hypotheses or solve problems using a sociological analysis.	General understanding & ability to evaluate the impact of race, class, & gender on society, some evidence of the ability to create hypotheses or solve problems using sociological analysis.	In-depth synthesis of perspectives of race, class, & gender & their societal impact, & can readily develop hypotheses & solve problems using sociological analysis.
Goal 3: ability to design a sociological research project, and communicate its findings in accordance with the professional standards of the discipline. (Research Proposal for SO221)	Proposal fails to demonstrate an ability to design a research project and communicate its findings.	Proposal adequately demonstrates an ability to design a research project and communicate its findings.	Proposal demonstrates an ability to design a research project and communicate its findings to an excellent degree...

Student Evaluation Form for Sociology

Instructions: Please answer these questions as honestly as you can, so we can use this feedback to improve our classes in a way that will help future students get the most out of the class. Your evaluation of my class is important to me, and I read *all* your responses, *especially your written comments*, to make the class better each year. Your sincere effort in this evaluation is greatly appreciated! It should take about 5-7 minutes.
DO NOT WRITE YOUR NAME ON THIS SURVEY!

Course Organization & Planning Instructions: *circle the number that best represents your agreement or disagreement with each of the following statements*	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The instructor was prepared for each class	5	4	3	2	1
The instructor used class time well	5	4	3	2	1
The instructor demonstrated command of the subject matter	5	4	3	2	1

Communication	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The instructor had enthusiasm for the course	5	4	3	2	1
The instructor had challenging questions or problems	5	4	3	2	1
The instructor was accessible to you when needed	5	4	3	2	1

Overall	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Overall, the instructor for this course was excellent	5	4	3	2	1
Overall, this course was excellent	5	4	3	2	1

Compared to other courses you've had at Millikin, how would you rate this ***course*** (circle one number)?

One of the best	Pretty good	Average	Not very good	One of the worst
5	4	3	2	1

What is one thing you either LIKED or DISLIKED about this ***course*** (course content, NOT the instructor/professor)?
_____
_____

Compared to other professors/instructors you've had at Millikin, how would you rate ***the instructor/professor***?

One of the best	Pretty good	Average	Not very good	One of the worst
5	4	3	2	1

What is one thing you either LIKED or DISLIKED about the ***instructor/professor***?
_____
_____

What would you suggest I do DIFFERENTLY for future classes, to improve the experience for students?
_____
_____

Are you a sociology major or minor (circle one)?   1 YES   2 NO

Did you take this course to fulfill a University Studies (IN) requirement (circle one)? 1 YES   2 NO

Consider your understanding of the following concepts BEFORE and AFTER you took this course, and rank your understanding on the following scale, where **0 = *Not at All*** and **10 = *Very Well*** (circle one number for each):

	BEFORE COURSE		AFTER COURSE	
	Not at all	Very well	Not at all	Very well
The Sociological Imagination	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
Stratification/Inequality	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
Multiculturalism/Diversity	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
Sociological Methods/ Research Design	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	
OTHER _____ (*only answer if concept provide*)	0 1 2 3 4 5 6 7 8 9 10		0 1 2 3 4 5 6 7 8 9 10	

Assessment Results: Random Artifact Assessment

Learning Goal 1 – Using the appropriate rubric (below) we analyzed student answers to the final paper for SO450, which includes a question specifically written for this learning goal. The sample papers were scored on a five-point scale, and received an average of 4.0

Learning Goal 2 – Using the appropriate rubric we analyzed student answers to a final paper for SO 320 (Social Stratification), which includes a question specifically written for this learning goal. The sample papers were scored on a five-point scale, and received an average of 3.90

Learning Goal 3 – Using the appropriate rubric we analyzed research proposals for Sociology majors in SO221. The sample proposals were scored on a five-point scale, and received an average of 3.50

Summary of Assessment of Student Learning for the Learning Goals

	2011-2012	2013-2014	2014-2015	2015-16	2016-17
Learning Goal 1	4.30	4.30	Not available	4.40	4.0
Learning Goal 2	3.50	Not available	Not available	Not available	3.90
Learning Goal 3	3.20	3.67	Not available	3.50	3.50

*data unavailable for some years

Multiple-Year Trend for the Assessment of Student Learning in Sociology
Percent of Students Achieving at an Acceptable Level

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Learning Goal 1	100	67	100	NA	100	NA	100	100
Learning Goal 2	86	100	83	NA	NA	NA	NA	100
Learning Goal 3	80	67	83	NA	100	NA	100	100

Assessment Results: Sociological Concepts

Sociological Concept 1 (Sociological Imagination):

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sociological Imagination-BEFORE	2.95	56	2.110	.282
	Sociological Imagination-AFTER	7.64	56	1.566	.209

Paired Samples Test

		Paired Differences					Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Sociological Imagination-BEFORE - Sociological Imagination-AFTER	-4.696	2.335	.312	-5.322	-4.071	.000	

Sociological Concept 2 (Social Stratification/Inequality):

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Stratification and Inequality-BEFORE	5.33	12	3.085	.890
	Stratification and Inequality-AFTER	8.17	12	1.586	.458

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Stratification and Inequality-BEFORE - Stratification and Inequality-AFTER	-2.833	2.855	.824	-4.647	-1.019	-3.438	11	.006

Sociological Concept 3: (Multiculturalism/Diversity):

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Multiculturalsm and Diversity-BEFORE	5.60	20	2.741	.613
	Multiculturalism and Diversity-AFTER	8.65	20	1.040	.233

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Multiculturalsm and Diversity-BEFORE - Multiculturalism and Diversity-AFTER	-3.050	2.645	.591	-4.288	-1.812	-5.156	19	.000

Sociological Concept 4: (Sociological Methods/Research):

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Research Methods and Design-BEFORE	5.14	7	3.436	1.299
	Research Methods and Design-AFTER	8.43	7	1.134	.429

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Research Methods and Design-BEFORE - Research Methods and Design-AFTER	-3.286	3.251	1.229	-6.293	-.279	-2.674	6	.037

Discussion

For the first assessment procedure, we took a sample of 3 artifacts for each goal and assessed them according to the rubric. We then calculated the average score for the artifacts for each learning goal, and split the range into three equal parts: 1.00-2.39 = Nominal (Red); 2.40-3.79 = Adequate (Yellow); 3.80-5.00 = Excellent (Green). Using this methodology, the mean score for Learning Goal #1 was 4.00 (Excellent/Green), Learning Goal #2 was 3.90 (Excellent/Green), and Learning Goal #3 was 3.50 (Adequate/Yellow). We also show a multiple-year trend for the percentage of artifacts receiving at least a 3 (Adequate). Assessment results show that students remained at the Excellent level for Learning Goals #1 and #2, and remained at Adequate for Learning Goal #3.

Our new sociologist began teaching for us in Fall 2016, so we are now offering additional courses that help us to measure our success; specifically, we can now use SO 320 (Social Stratification) to measure Learning Goal 2 more precisely. In these meetings, we discussed these trends and our collective approach in maintaining an average score of at least 4.0 on each of the three learning goals, as well as discussing adding an appropriate assignment from SO 320 (Social Stratification) as an artifact for assessing Learning Goal #2.

For the second assessment procedure, preliminary results from our new database of student learning derived from our new Student Evaluation Form for Sociology show (statistically significant) improvements in conceptual learning in all 4 concepts measured. These scores were obtained by performing comparative means tests (paired sample t-test) of aggregate scores for each concept measured for the course designated for that concept used during the assessment period (1 year). Results are shown above.

Examining qualitative, open-ended comments from students on the Student Evaluation Form also reveals mostly positive remarks regarding the proficiency of sociology professor to convey these fundamental concepts in a manner in which most students can grasp them. These comments can be found in the individual sociology professor's annual self-evaluation (we do not code all the open-ended comments for statistical analysis).

Assessment Results Analysis

Overall, the Sociology program continues to be a huge success as enrollments continue to grow, and as scores for all three learning goals remain between 83-100 for the past several years. The faculty has worked hard to revise their course assignments to better measure our program learning goals and are now able to measure Learning Goal 2 with the additional faculty (Dr. Chavez) who now teaches Social Stratification.

Performance Learning in Sociology

Performance learning experiences are offered in the following courses:

Sociological Analysis/Capstone (SO 450): Students have a choice to either 1) develop an original research proposal and conduct that study or 2) spend 10 hours volunteering at a local social service agency and conduct a program evaluation or 3) attend the Chicago Center for Urban Life & Culture for part or all of the semester. Students choosing either option are required to integrate major sociological concepts learned from other sociology courses in a final paper/portfolio.

Environmental Sociology (SO 390): Students are required to perform 8 hours of service collaboration with a local environmental agency or program, such as Good Samaritan/Mercy Gardens (community

gardening), Dennis Lab School (gardening with 3rd graders), the Environmental Affairs Council (project development, river and street cleanups) or other approved agencies in the community. Students reflect on this service learning experience in a final paper that requires considerations of ethical issues tied to course concepts that are consistent with Learning Goal 3 (SO 390 is also cross listed as an IN 350 course).

Juvenile Delinquency (SO 211): Students attend at least one Teen Court session where at-risk youth in the community stand before their peers in a mock jury setting. Students then reflect on their observations in a final paper that requires them to relate their observations to course theories and concepts.

Sociology/Criminal Justice Internship (SO 470): Students are placed at a local social service or criminal justice agency where they spend 120 hours of volunteer time observing and interacting with clientele in these programs, and then reflect on their experience in a substantial portfolio that includes a final paper, tying to at least 3 major sociological concepts from sociology courses they've taken in the past.

Sociology Club: Students are invited to actively participate in the Sociology Club where regular projects, events (social activism or educational events) are planned and implements by members.

Next Steps

In the Fall, the sociology faculty will meet to discuss our goals and assessment, analyzing current data and trends, to determine if any changes to curriculum or programming are deemed necessary going forward.

Submitted by: Kenneth Laundra on 06/05/2017