

Learning Outcome	Data Collection and Analysis	Results of Evaluation	
Students will demonstrate knowledge of the disciplines of geography, sociology, and political science in terms of its history, content, purpose and methodologies.	1) Senior Portfolios (see Appendix) 2) Internal grades in the core social science major	Ten students completed this degree. An examination of the portfolios shows that the students demonstrate the knowledge of these disciplines. Also, an assessment of the core courses for these students indicates that these students performed well in GEO 201 (N=10, collective GPA=3.4); GEO 303 (N=10, collective GPA=3.2); SOC 101 (N=10, collective GPA=3.2); SSC 470 (N=10, collective GPA=3.3); PSC 103 (n=10, collective GPA=3.4); and PSC 201 (n=10, collective GPA=3.3).	Due to th teaching geograph however portfoli TaskStre portfoli
Students will be able to understand the impacts of social structures/institutions on their lives.	1) Senior Portfolios 2) Internal grades in the core social science major	Students' portfolios were reviewed, and there are some weaknesses translating conceptual approaches to practical experiences. However, as indicated above, the students	The Div Commit studies more pra degrees

BS in Social Sciences

		performed well in the core courses.	the App by Acad the fall c assessme an easier to year. Evaluati division Assessm Sciences
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STUDENT PORTFOLIO
B.S. in Social Science Degree Programs
Sociology, Geography and Social Science Concentrations

For your professional development and as part of on-going assessment of the Social Science Division at Delta State University, students must maintain a portfolio of their activities and progress in the Division. Your portfolio will consist of the items listed below, and will be maintained using TaskStream on-line software. See the link from the Division's webpage to access TaskStream.

Your portfolio should include each of the following:

(1) **Statement of Purpose:** In this statement, you detail why you selected Social Sciences as a major, what you hope to learn as a student in Social Sciences and what you intend to do with your degree. The statement should be approximately one page long. You should complete and post your Statement of Purpose to your portfolio during your first semester as a Social Sciences major.

(2) **Résumé:** Your résumé presents a summary of your professional activities, including employment, education, participation in campus and community groups, academic honors, and other professional accomplishments. It should be prepared following a standard format, and should be at least one page long. You should post your résumé during your first semester as a Social Sciences major, and update it regularly thereafter.

(3) **Annual Indicator of Academic Work:** To demonstrate your academic progress in the Social Sciences program, each year you will select a term paper or project from one of your Social Sciences courses. You should choose a paper that you believe demonstrates your understanding of important ideas and concepts in your discipline. You should post at least one paper or project to your portfolio at the end of each year that you are in the Social Sciences degree program.

(4) **Annual Statement of Progress:** In this statement, you reflect on your activities over the previous year, and assess how they have contributed to your advancement in the program and to your ability to achieve the goals you presented in your Statement of Purpose. You should demonstrate how your courses have helped you to develop a social science perspective, and how you apply this perspective in your campus and community activities. The Statement of Progress should be approximately two-to-three pages long. You should post a Statement of Progress at the end of each year that you are in the Social Sciences degree program.

(5) **Final Report:** The Final Report summarizes and assesses your overall experience in the Division of Social Sciences. You should evaluate how your courses have benefited you and assess how they have prepared you for your desired job and for your future. You should also provide a general assessment of the quality of your education, and the strengths and weaknesses of your degree program. You should complete and submit your Final Report two weeks before the end of the semester in which you intend to graduate. The Final Report is submitted in lieu of the Annual Statement of Progress for the final year.

PROPOSAL FOR AN ASSESSMENT COMMITTEE STRUCTURE IN THE DIVISION OF SOCIAL SCIENCES

In order to increase the ability of the faculty in the Division of Social Sciences to assess the effectiveness of its teaching and programs, this proposal recommends the creation of an assessment structure consisting of a Programming & Evaluation Committee, Degree Program Assessment Committees for each degree program, a Research & Teaching Committee, and a Divisional & College Service Committee.

The **PROGRAMMING & EVALUATION COMMITTEE** consists of the Chair of the Division of Social Sciences (Committee Chair), the chairs of each Degree Program Assessment Committee, and other members as appointed by the Division Chair.

The mission of the Programming & Evaluation Committee is:

- (1) To coordinate the development and administration of assessment tools for the Division of Social Sciences, which measure student progress through their degree program, student satisfaction with their degree program, alumni satisfaction with their degree program, and community/employer satisfaction with the Social Sciences program;
- (2) To oversee and coordinate the activities of the Degree Program Assessment Committees, the Research and Teaching Committee, and the Divisional and College Service Committee;
- (3) To periodically analyze and evaluate the results provided by the assessment tools, and link these to learning objectives as stated in course syllabi and program objectives, and learning outcomes as measured in the assessment tools;

- (4) To periodically review the Division's teaching curriculum and requirements in each degree program, and to recommend changes in the curriculum and requirements based on the data received from assessment tools.

The Programming & Evaluation Committee will meet at least twice per year to review the assessment reports and to make appropriate adjustments to the Division of Social Science's teaching program. Every three years, the Programming & Evaluation Committee will conduct a comprehensive review of the assessment reports for the previous three years, and use these to set priorities and program changes for the Division.

The **DEGREE PROGRAM ASSESSMENT COMMITTEES** consist of faculty in each degree program, appointed by the Chair of the Division of Social Sciences. The degree programs are: BS in Social Sciences (including concentrations in applied development studies, sociology, geography, and social sciences); BSE in Social Science Education; BA in Political Science; BS in Criminal Justice; MS in Community Development; MS in Criminal Justice; and MSE in Education.

The mission of each Degree Program Assessment Committee is:

- (1) To develop and administer assessment tools for their degree program. Each program should have three assessment tools, which provide objective measures of student outcomes;
- (2) To collect and compile data from the assessment tools at the end of each academic year, and prepare and submit a report to the Programming & Evaluation Committee summarizing the information and data collected through the various assessment tools
- (3) To make recommendations to the Programming & Evaluation Committee on changes and improvements to their degree program.

Each Degree Program Assessment Committee should meet at the beginning of fall and spring semesters to prepare assessment tools for that semester, and should meet at the end of the school year to compile assessment results and prepare the final report.

The **RESEARCH & TEACHING COMMITTEE** is comprised of faculty in the Division of Social Sciences involved in research initiatives, and members are appointed by the Chair of the Division of Social Sciences.

The mission of the Research & Teaching Committee is

- (1) To document research conducted by faculty in the Division of Social Sciences, and in particular document how this research is used in the courses taught through the Division of Social Sciences;
- (2) To make recommendations on how research conducted in the Division of Social Sciences and on campus can be used in Social Sciences courses.

The Research & Teaching Committee should meet at least once per year, and should keep records of research projects conducted by faculty in the Division of Social Sciences. The Committee should solicit from faculty information on how they incorporate research into their courses, and should document and archive this information. Every three years, prior to the comprehensive review, the Research & Teaching Committee should compile this information and prepare a report for the Programming & Evaluation Committee in which they note the use of research in Social Sciences courses and make recommendations for future use of research in these courses.

The **DIVISIONAL & COLLEGE SERVICE COMMITTEE** is comprised of at least three members of the faculty of the Division of Social Sciences, appointed by the Chair.

The purpose of the Divisional and College Service Committee is:

- (1) To document the activities of Social Sciences faculty on service committees in the Division of Social Sciences, and pertinent committees in the College of Arts and Sciences. In particular, the committee should assess the effect this service has on courses and students in the Division of Social Sciences;
- (2) To make recommendations on how the service activities of faculty in the Division of Social Sciences can be used to improve the coursework and student experiences in Social Sciences courses.

The Divisional & College Service Committee should meet at least once per year, and should keep records of service activities conducted by faculty in the Division of Social Sciences. The Committee should solicit from faculty information on how their service activities improve their courses, and should document and archive this information. Every three years, prior to the comprehensive review, the Divisional & College Service Committee should compile this information and prepare a report for the Programming & Evaluation Committee in which they note service activities carried out by Social Sciences faculties and how these activities contribute to Social Sciences courses, and make recommendations for future use of service activities in these courses.

Grading Rubric for BSSS

The following rubric will be used as a guideline in grading both the book review and final project. However, I've listed the specifics that I'm looking for in both assignments.

Book Review: The main points of the book review are 1) indicate the main thesis, 2) its importance to social sciences, 3) discuss its theoretical connections, 4) describe the original research, 5) discuss the synthesis of others' work, and 6) write about your own reflections.

Final Project: The main points of the project paper are 1) a definition of the situation, 2) the importance of it for the school/district, 3) an action plan for addressing this issue, and 4) a plan for evaluating the effectiveness of your strategy.

Qualities & Criteria	Poor (C, D, or F)	Good (B)	Excellent (A)
Introduction Main thesis/ the definition of the situation	There is no reference to the main thesis, or clearly defined issue.	The writer makes the reader aware of the overall thesis/problem, challenge or topic to be examined.	The writer introduces the topic and its main thesis or issue, and lays the groundwork to the direction of the paper.
Body Structure/Flow	The review/project has little to no direction, with disjointed subtopics.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The review/project flows from general ideas to specific conclusions and/or vice versa. All sections follow a logical order. Transitions tie sections together as well as individual paragraphs.
Content Weaving together literature through synthesis that provide explanation	The writer has omitted major sections of pertinent content or content runs-on excessively. The writer quotes other material excessively. The ideas presented have little significance to the sociology of education or the audience reader.	The writer includes all the major sections of pertinent content, but does not cover them in as much depth or detail as the reader expects. The significance to sociology of education is evident.	The writer covers the appropriate content in depth without being redundant. The writer cites sources when specific statements are made. The significance of quotes, when used, is apparent. The review/project is at least 5 pages (undergraduates) or 10 pages (graduates) or group project (7 pages).

<p>Clarity of Writing</p>	<p>It is difficult for the reader to understand what the writer is trying to express. Writing is convoluted. The paper contains spelling and grammatical errors as well as improper punctuation.</p>	<p>The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is repetitive.</p>	<p>The writing is clear and concise. The writer uses the active voice where appropriate. There are few, if any, errors in spelling, grammar and punctuation.</p>
<p>Conclusion(s) Synthesis of Ideas (book review) and Culminating in a Research Question or Suggestions for Further Research (project paper)</p>	<p>There is little or no indication that the writer tried to synthesize the information (book review). No question(s) or suggestions are offered to the reader that discuss the importance of this project for sociology of education.</p>	<p>The writer provides concluding remarks that show an analysis and synthesis of ideas (book review). Some of the main points are addressed but not all of them.</p>	<p>The writer makes succinct and precise arguments based on the theoretical perspectives in sociology of education. Insights into the problem/topic are appropriate. Conclusions and all main points are strongly supported within the review/project.</p>
<p>Source Citations Proper APA or MLA format</p>	<p>The writer does not include in-text citations for statements made in the review or paper. References which were included in the References or Works Cited list were not cited in the text.</p>	<p>The writer cites sources within the body of the review and includes a corresponding References or Works Cited list. Some formatting problems exist, or some components are missing.</p>	<p>The writer includes all necessary citations in the body of the review. The references in the list match the in-text citations and all were properly encoded in APA or MLA format.</p>