





6. A

Some number of Methods/Capstone faculty will exchange course syllabi, assignments, a narrative of a favorite assignment, and two examples of student work on the favorite assignment. After reviewing colleagues' work, each faculty member would exchange constructive criticisms, praise, and queries with several others. The goal would be to learn new ideas for assignments, readings, and course organization; and receive constructive criticism and suggestions on current practices. Each faculty participant would then write a 1-2 page ¥

7. A	_____	materials or sources they learned about; 3. Their overall suggestions for improving our Methods/Capstone offerings and courses.
8. H		survey of sociology student learning, student responses to assignments, course materials, faculty reports
9.	( )	Qualitative and Quantitative
10.	( )	Chair and faculty teaching SOC 100 and SOC 300
11.		Spring
		Faculty reports shared collectively and summarized by assessment lead(s); used to identify knowledge gaps, share results with other department faculty and make any needed revisions at the assignment, course, or program level.

**Year 3: 2023-2024**

1.	( )	PLO 3: possess knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged; PLO 4: work collaboratively in diverse groups, learn to value civic engagement, and, when appropriate to their educational path, successfully engage in community service; PLO 5: demonstrate knowledge of local, national, and global policies and practices that contribute to environmental degradation; the unequal distribution of the consequences of environmental degradation; and strategies for developing sustainable alternatives
2.	_____ ?	Yes
3.	_____	diversity, social justice
4. C		Several social justice and diversity classes offered during the 2023-2024 assessment cycle
5.		Example from SOC 320: 1. Read and interpret various quantitative measures of inequality and poverty. 2. Engage in open minded discussions of diverse cultural beliefs and perspectives. 3. Critically analyze institutional sources of inequalities and cultural representations of oppressed groups while working <sup>f</sup>

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