

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: SOCIOLOGY
Degree: BS (CRIM/CJ Option)
Chair: James Loy
Academic Year Plan: 2007 / 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
Upon completion of program, students are expected to (know and be able to do):	List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.	Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.	Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.
1. Describe the role of culture and social structure in shaping individual lives and be able to provide and recognize examples of this process.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B
2. Describe the nature of United States society along major institutional axes (family, education, religion, criminal justice, etc.) in a comparative context.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B
3. Explain the effects of race, class, gender and other forms of difference on life chances and be able to provide at least three significant examples of these effects relevant to criminology and/or criminal justice. In addition, students should be able to recognize the effects of difference at	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B
4. Frame a criminological or criminal justice question of some public significance and outline a process by which the question posed might be empirically answered.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	See Appendix B for specific information on the assessment method proposed for this outcome objective.
5. Locate sources of sociologically relevant information about crime and criminal justice and make informed judgments about the reliability and credibility of available data.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B
6. Translate publicly available data (census data, polling data, crime and criminal justice data, etc.) into discursive English to highlight in a theoretically informed way trends and relationships between variables.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B
7. Read literary and non-quantitative accounts of human life in order to draw conclusions regarding their sociological significance for understanding crime and criminal justice and their value as evidence in such inquiries.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B
8. Employ broad sociological theory (what Mills calls "usable sociological traditions") to provide an original analysis of current circumstances as they relate to the causes of crime, its consequences, and/or the criminal justice system.	Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.	See Appendix A for curriculum map.	Methods under development, e.g., Appendix B

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Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?
1.				
2.				
3.				
4. 80% of majors should meet or exceed expectations.				
5.				
6.				
7.				
(Or attach specialized or professional accreditors' standards)				