

Vermont State Colleges

2025 Policy 101

Program Review and Continuous Improvement Process

**Lead Writer of Report:** Janet Bennion, Professor of Sociology and Anthropology

**Introduction**

We are currently two full-time faculty (Melinda Mills, Janet Bennion), five adjuncts, and have 17 students, some of whom we share with Social Work and Anth, Arch, and Geography as double majors.

Consistent with its mission, the VTSU Sociology program strives for high quality education. Towards that end, we are adhering to the goal of engaging in practices designed to improve our program: our full-time faculty are continually updating their courses to make them current, designing new curricula, and attending conferences in their fields. We are consolidating coursework to save money and cutting out what is inefficient. We are updating outcomes and continue to look for ways to increase enrollment and retention. We are also dedicated to the intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, job placement, experiential learning, global travel, internships, certificates in Social Justice and Cannabis Studies, and promote citizenship and community service.

Our Sociology program teaches students sociological perspectives on social structure and culture, social change and conflict, globalization, international development, and sustainability. It provides students with the “flexible skills” required for a globalizing world. Many of our students go on to graduate or professional schools to study sociology, cultural anthropology, social work, law, international development, human services, environmental studies and criminology. Students in the Sociology Program are prepared for careers in many fields and for graduate studies. Also, they are educated and encouraged to be active participants in their communities, society and in the larger global community. Sociology students graduate with an appreciation and understanding of what sociologist C. Wright Mills called “the sociological imagination” – the deep interplay between individual experiences and the social forces of society.

Our students understand that while we are all products of the histories and the social forces placed on us, we also have the sociological and civic skills to shape and change the world around us. Further, our sociology students acquire an appreciation of diversity and develop a diverse worldview, which is particularly important and relevant in this age of rapidly increasing cross-cultural and global interactions. Also, our students develop an applied understanding of the social, cultural and political dynamics affecting relationships between groups, organizations, institutions and nations, and they are able to utilize social

research methods and sociological theoretical perspectives for the critical examination of contemporary society.

In spite of these steps towards improvement, we have experienced significant challenges over the last five years, since the last PreCip reports were filed by Janet Bennion for NVU and by Paul Derby for Castleton. These challenges included divestment of our vital affiliations with enrollment-boosting programs like Criminal Justice and Holistic Health, the Pandemic, the Unification Process (which moved programs from Johnson to Castleton), the loss of three key full-time faculty (Derby, Olson, and Lamy), and above all, the steady decline in enrollments experienced by all New England liberal arts and sciences programs.

## I. Student Success and Retention Data Review

The recent enrollment data sent to us by the Provost on 4/24/25 shows a total of 13.

|   |   |
|---|---|
| C.BA.SOC.CRM: CU Sociology: Criminology (BA)              | 2 |
| C.BA.SOC: CU Sociology (BA)                               | 2 |
| S.BA.SOC.CAN: VTSU Sociology - Cultural Anthropology (BA) | 1 |
| S.BA.SOC.CRM: VTSU Sociology - Criminology (BA)           | 2 |
| S.BA.SOC: VTSU Sociology (BA)                             | 6 |

However, this data does not show double majors, so it is incomplete. We have complained about this issue to the Provost for years now.

*(There should be some way that we can get accurate data on all our majors, even if they are listed as a “second” major. For example, some Sociology majors are doubling in Social Work, which is to be commended. But in this case, Social Work gets the credit for it. We must be able to figure out a way to show a student twice (in each major). If the administration continues to use our enrollment numbers to judge us, we need to be fully represented in your charts that are shown to NECHE, the BOT, and legislators.)*

The student success and retention data was drawn from the Institutional Analytics SharePoint site for AY 24-25. It indicates that we have gone from a combined 35 Sociology majors in 2019 (NVU and Castleton) to 13 in 2024-25. Castleton’s Sociology program went from 19 in 2019 to 13 in 2024-25. The current data for AY ’24 and ’25 show 13 students with a declared Sociology major and its concentrations (not including double majors not shown up on the SharePoint chart). With double majors we are actually looking at **17 total majors**. This compares favorably with the overall completion rate of 47%. With the exception of two Johnson students, all other majors are at Castleton (for a total of 13 officially, 17 counting double majors in Social Work). See the list Heather gave me on 4/24:

|         |         |           |              |                  |      |
|---------|---------|-----------|--------------|------------------|------|
| 1644068 | Billert | Masson    | C.BSW.SWK    | mxh01221@vsc.edu | SCAS |
| 1649230 | Bolio   | Elizabeth | C.BA.SOC.CRM | eab00271@vsc.edu | SCAS |

|         |            |          |              |                  |      |
|---------|------------|----------|--------------|------------------|------|
| 1654470 | Cincotta   | Matt     | S.BA.SOC     | mxc00841@vsc.edu | SCAS |
| 1691693 | Collins    | Mason    | S.BS.MBI.PRD | mjc00727@vsc.edu | SCAS |
| 1603306 | Colon      | Syrus    | C.BA.CRJ     | smc07091@vsc.edu | SCAS |
| 1153866 | Haggerty   | Ashley   | S.BA.SOC     | abh07100@vsc.edu | SCAS |
| 1636232 | Launchbury | Hannah   | C.BSW.SWK    | hll04120@vsc.edu | SCAS |
| 1669134 | Lavarnway  | Maddy    | S.BSW.SWK    | mdl00877@vsc.edu | SCAS |
| 1633948 | Macias     | Emily    | C.BSW.SWK    | eem05060@vsc.edu | SCAS |
| 1621644 | Richardson | Janaya   | C.BSW.SWK    | jxr09171@vsc.edu | SCAS |
| 1316675 | Rochon     | Kathryn  | S.BA.SOC     | kjh09180@vsc.edu | SCAS |
| 1683016 | Skillman   | Forest   | S.BA.SOC.CAN | fss00432@vsc.edu | SJON |
| 1706268 | Smart      | Jehoshua | S.BA.SOC     | jjs00755@vsc.edu | SCAS |
| 1594965 | Trombley   | Kaila    | S.BA.SOC     | ket07020@vsc.edu | SJON |
| 1673678 | Vanguilder | Ryan     | S.BA.SOC.CRM | rjv00375@vsc.edu | SCAS |
| 1539814 | Yelle      | Izzy     | C.BA.SOC.CRM | ixy12230@vsc.edu | SCAS |

The overall DFWI rate (the percentage of students in a course or program who receive a D, F, or withdraw) for SOC was 18.2% which is about department average. See Irene for the full Excel document.

For fall the DFWI breakdown per class showed SOC1010-04 and SOC1030 as particularly problematic. Both classes were taught by Melinda Mills. I shall reach out to her and see what factors may have contributed to so many “F” grades in these courses.

We were not given rates of transfer but completion rates are low compared to previous years.

As for retention data, Irene provided the following:

For fall 2023, I see only 3 new students that started in Sociology:  
 BA.SOC, 2 new students, and only 1 student returned in fall 2024 (50%).  
 BA.SOC.CRM, 1 new student, and 0 returned.

|              |                                   |   |         |
|--------------|-----------------------------------|---|---------|
| S.BA.SOC.CRM | VTSU Sociology - Criminology (BA) | 1 | %       |
| S.BA.SOC     | VTSU Sociology (BA)               | 2 | 1 50.0% |

## Minors:

For our Minors, we are showing the following rates:

Criminology 1

Sociology 33

Women’s Studies (women’s and Gender studies) 2

**Narrative:**

1. *Identify and interpret challenges and improvements resulting from merger and optimization processes.*

For a mid-sized-program, Sociology had graduated between 20-25 students annually, including double-majors. Due to declining enrollments system and nation-wide in recent years, these numbers have been down by 4-6 graduates from 2015-2019. In addition, we regularly advise and provide courses for contract majors, minors, and several courses and sections in the General Education requirements. However, over the years these double majors (and contract majors) have not been credited to our Program (or to the students who have earned the second major) in official VTSU data. We have brought this issue up repeatedly to the administration. It is our understanding this is due to the university (and VSC system) taking a “bottom line” approach to majors: while the student may be pursuing two majors, there’s only one tuition charge, so only the “first” major is recognized. Such an omission is misleading and not reflective of the Program’s real numbers and success. Incidentally, we tend to have very few students who declare a Sociology major at the time of their application to VTSU since these courses tend not to be offered as options in high school. We are also not promoted by Admission with the same vigor as professional studies programs are which we will have to change. Our connections to CRJ and SW should help with that problem. Students tend to choose Sociology as a major in their sophomore or junior years, after they have taken an introductory course in our major (e.g. Sociology, Anthropology, or Social Problems).

Further, we experienced major upheaval with a pandemic and the fallout from Optimization 1 and 2, with programs being reassigned to the Castleton Campus that directly impact Sociology presence at Johnson and Lyndon. Further, at Johnson, we had been aligned with Holistic Health and Criminal Justice; but the administration decided to put us into separate silos for simplicity and perhaps to save money. As a result, we lost 70% of our students. For Castleton, they had a robust collection of majors but over the last few years, following typical patterns in New England liberal arts and sciences colleges, fewer students were enrolling in Sociology. Further, three FTF were let go/resigned, with no real leadership on Castleton campus, where most of the Sociology students reside.

Sociology continues to foster collaborations with Social Work and AAG, and have met with the dean to make major modifications. Firstly, we consolidated our research and seminar courses with other Social Science programs to increase enrollment. Currently David Plazek teaches both courses. We also made course changes, course eliminations, alterations to minors and certificate programs, and changed the name on

the gender minor to be more inclusive. Six upper electives were identified as not having been taught in the last few years; thus, these were eliminated:

SOC2080 Thinking Bodies  
SOC 3410 Dismantling Rape Culture  
SOC 3610 Seminar in Advocacy  
SOC 3170 Power, Politics and Inequality  
SOC 3130 Mass Media and Society  
SOC 2240 Changing Family

Further, SOC Vicarious Trauma became SWK3XXX and Trauma Studies became housed in Social Work. Also, the Women's and Gender Studies Minor was changed to Gender, Sexuality, and Women's Studies; and added an emphasis on queerness and becoming more interdisciplinary. The Social Justice Certificate was created and became more interdisciplinary as well. The Cannabis Studies Certificate Program was retained. The minors we retained were:

Sociology Minor  
Criminology Minor  
Gender, Sexuality, and Women's Studies;

Currently there are 8 students enrolled in the Cannabis Studies Certificate Program. As the Social Justice certificate program is new, no enrollees have yet signed up.

*Describe specific strategies identified during merger and optimization to improve student academic success, retention, and on-time completion, including a timeframe, specific individuals to be involved, and the intended goal(s) to be achieved via these strategies.*

The Sociology Program is currently rewriting and redesigning our program webpage to reflect the recent changes and additions we have made to our programs (much of this will be discussed below). We've also made significant modifications that were mentioned above dropped courses, consolidated our research and seminar courses with Political Science and AAG, revamped minors and certificates, etc. In addition, Janet Bennion will be relocating from Johnson to Castleton campus which has been agreed to by the Chair, the Dean, and the Provost. This move would directly benefit the Sociology Program as well as the Anthropology, Archaeology, and Geography (AAG) Program, and likely would have positive impacts on other Social Science programs as well. As mentioned, the Sociology Program lost two full-time faculty members to retirement, and it will lose another in the next two years (he is currently teaching a reduced load as part of his stepped-down retirement). One of these faculty members also taught Anthropology courses for the AAG Program. The Castleton campus has no "true" Cultural Anthropologist (the other Anthropologist concentrates his studies in

Archaeology), and only one full-time Sociologist remains on the Castleton campus. Further, Sociology is not only a stand-alone major, but also an important contributor to the Social Work major and to the Center for Social Justice and Trauma Studies. These contributions are threatened by the lack of direct involvement by our Sociology faculty, something that Janet's move to Castleton could redress. The potential for the types of extracurricular activities that generate excitement and build participation (and student numbers in the major) is also lacking. This would be alleviated by her move to the Castleton campus.

We obviously have to work on recruitment. This requires Admissions enthusiastically promoting our program which will require one-on-one talks with staff about what website material, and talking points for promoting our program to high school students, brochures, as well as any other strategies for recruitment.

We are part of a powerful cohort of Sociology, Social Work, and Criminal Justice. We should be known as a signature program that is hosted at Castleton with collaborations in Social Work, CRJ, Cult Anth, Social Justice and Trauma Studies. It is all about PR and good will. If we can ignite the local community and business district, we can build a reputation of job placement and civic engagement that can be found at no other campus.

In addition, there are other ways we can improve enrollment and retention: the creation of a Students for Global Change club, a newsletter for students in Social Work and Sociology, a faculty-guided annual student trip for AAG and Soc students to Montreal to visit the Archaeology museum and various other cultural sites. We will also increase the number of travel opportunities to Africa and Martinique as well as domestic internship and fieldwork opportunities. I'd like to invite more students to conferences here in the Northwest (ASA and AAA). These smaller venues invite student involvement and would introduce them to grad school opportunities. We could also consider a new 1-credit course for majors to help first year students bond and get to know the major. We tried this at Johnson but then Optimization 2.0 moved many of the Anth students that were also involved in Sociology and it disrupted this cohort significantly. We can also remove unnecessary prereqs and provide a more coherent pathway for students to follow throughout their college experience. We also plan to provide more F2F+ courses from Castleton so that Johnson and Lyndon students can enjoy a greater selection of Soc and Anth courses. Right now very few Castleton Soc faculty offer this extension.

The 3-year course rotation plan/degree map (Appendix A), CCV pathway (Appendix E), program matrix (Appendix F), curriculum map (Excel doc, attached as a separate document), and curriculum crosswalk (G), E Series (H).

## **II. Student Outcomes and Assessment Plan**

Sociology has clearly articulated outcomes with an associated curriculum map (see attached), the matrix (E), and the crosswalk (G). Upon completion of the Sociology major, students will be able to:

1. employ the sociological imagination to understand societies and their place within them.
2. apply sociological theories with emphasis on global awareness, critical thinking, and cultural diversity to understand and address social problems and issues.
3. apply sociological research methods and demonstrate their ability to interpret, evaluate and generate sociologically relevant data to draw evidence-based conclusions.
4. demonstrate civic responsibility, accountability, and the skills to create a socially just, diverse, and sustainable world.
5. adopt a holistic, interdisciplinary approach to the study of human social life that integrates oral, written, visual, geographic, computer-based and media literacy skills.
6. demonstrate preparedness to further their education or enter careers that require interpersonal, multicultural knowledge and “people skills.” Sociology prepares students for many diverse careers including human services, education, law, diversity management, human resources, school counselor, government and international careers, research analysis, and criminal justice.

The Sociology assessment process involved co-opting the artifacts used by Paul Derby for Castleton and Janet Bennion for NVU. I edited and consolidated the senior survey and thesis assessment artifacts into one VTSU process. Two forms are now used for all seniors within the Seminar course environment: a survey filled out by the students and a thesis/oral assessment filled out by the Seminar instructor after the students hand in their report and deliver it orally. The survey rubric is used to streamline/quantify the student’s responses out of 24 points. The thesis/oral assessment is worth 20 points. Such Sociology artifacts and rubrics will relate to the Outcomes along the following lines:

1. Outcomes will be gathered at the end of every Spring semester during thesis presentations and final activities of the Seminar course. The process will combine outcomes into “like” categories; e.g., the sociological imagination goes with theory, connecting Outcomes 1 and 2. Outcomes 3 and 5 relate to research which is combined with senior thesis work requiring written and oral presentations. Outcomes 4 and 6 are connected with doing social activism, community service, and “praxis” in-the-trenches work, which deals directly with social issues in fieldwork and internships.
2. Thus, for each of the paired outcomes, we use the following assessment artifacts:
  - a. 1, 2: exam questions within each SOC1010 questions uniformly asking students to identify the sociological imagination/perspective and the top three Sociology theories (structural functionalism, social conflict, and symbolic interactionism). Mastery of these outcomes is manifested through

the responses of senior's assessment of their understanding of said theories on the survey instrument. The senior thesis will also indicate use of theory in the literature review section of the thesis.

- b. 3, 5: the senior thesis will be the evidence for demonstration of research methods, and oral/written presentation adequacy. Within the thesis and the presentation at the yearly senior seminar colloquium, students will demonstrate their holistic understanding of social phenomena through oral, written, visual, geographic, computer-based presentation.
- c. 4, 6: evidence of community service, internship, social activism actions are documented in a one-half page summary submitted by students for this in the senior seminar course as part of the grade

The rubric measures of the artifacts, involve a 1-4 point scale on various characteristics of the survey and thesis content with each category summed up and scores out of 20 and 24, respectively. Please see artifacts and rubrics in Appendix B (survey), C (survey rubric), and D (thesis/oral rubric).

### III. Program Review

*Intent: Programs are designed to support students in acquiring the knowledge, skills, and values expected of entry-level members of the field. They are prepared for employment or further education in the field of study. Consistently delivering a high-quality educational program requires thoughtful planning but also honest and meaningful evaluation that is broad-based, systematic, ongoing, and supported by committed program faculty. Faculty and other academic resources must allow adequate time for class preparation, student evaluation and advising, program development and review, and professional development. This process will likely improve a program's effectiveness in achieving its student outcomes.*

#### **Narrative:**

*Describe the program's most recent cycle of program review and improvement efforts, including constituents and external perspectives included in the process. Include in this narrative as applicable:*

The last review of outcomes occurred in 2019 within Prof. Paul Derby's Capstone Seminar in Sociology and in Prof. Janet Bennion's Seminar course at NVU. The Castleton cohort conducted a sociology graduate alumni survey, looking at data on jobs, careers, and the general application of sociological knowledge, perspectives and skills in the lives of our former students. Bennion's Seminar required students to also take a survey and be



assessed on their thesis work and oral presentation. In both cases, students showed enthusiastic support for the programs with very little advice on how to improve such programs: 89-91% were satisfied with their experience in the major, of which 83% used knowledge and skills learned in their sociology degree at their jobs.

For fall 2024, there were three ANTH/SOC grads from NVU and five Sociology grads from CU. These eight graduates were all sent the survey via email. Five of them responded with the following averages (rated 1-4):

I. Demonstrates knowledge of theories, methods, concepts and principles: 3

II. Demonstrates aptitude in writing in Sociology courses and thesis: 3

III. Demonstrates understanding of global awareness and cross-cultural phenomena: 4

VI. Demonstrates civic mindedness and community service: 4

VII. Demonstrates career goal-making and job-mindedness: 4

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VII. Overall program rating by senior: 3.5

Total = 21.5/24 or 89.5% competency

This December survey data show an 89.5% score of meeting expected standards of excellence. There were no December graduates' assessments given for thesis/oral presentation at Castleton but the two that were presented on Johnson campus scored 20/20 and 19/20; 100% and 95% of meeting standards.

For spring, five more graduating SOC seniors - Hannah Launchbury, Janaya Richardson, Ashley Haggerty, Elizabeth Bolio, and two double majors, Izzy Yelle and Emily Marcia. Each student was evaluated by the senior seminar instructor about their ability to write and present a senior thesis. Elizabeth, Hannah, and Janaya all received top scores of 20/20; I did not receive anything from the Social Work seniors, though I requested evaluations. We are going to need to have a stronger collaboration with our double majors! Each student was also asked to fill out a senior survey about their experiences in the program. I received four senior surveys back from the Sociology cohort. The trend was clearly favorable. All four seniors highly valued their experience with the program, as attested by the following tabulation table of the qualitative section:

Elizabeth = SA for all 8 areas

Ashley = SA for all 8 areas

Janaya = SA for 6 and 8 for two areas

This translated into an average of 4 for all categories:

Low .....High

I. Demonstrates knowledge of theories, methods, concepts and principles: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_X\_4

II. Demonstrates aptitude in writing in Sociology courses and thesis: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_X\_4

III. Demonstrates understanding of global awareness and cross-cultural phenomena: \_\_\_\_1 \_\_\_\_2 \_X\_3  
\_X\_4

VI. Demonstrates civic mindedness and community service: \_\_\_\_1 \_\_\_\_2 \_X\_3 \_\_\_\_4

VII. Demonstrates career goal-making and job-mindedness: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_X\_4

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VII. Overall program rating by senior: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_X\_4

Total = 22 /24 or 91.6% competency

The student's qualitative comments demonstrated a strongly favorable impression of the Sociology program with no changes or recommendations for improvement. They each showed a high degree of engagement, activism, and community service, and preparedness for grad school and career after graduation. Elizabeth, who wants to be a Forensic Criminologist, said this:

"I feel as though my Sociology degree had definitely prepared me for the job market. Throughout my years, we have been learning about how society is built and structured, focusing on how people engage in society as well. I think with this knowledge, I have a good grasp of where I want to be for work, what groups I would like to work with, and how to effectively communicate to build relationships in newfound careers. I think the department does a great job of preparing students for how to begin their careers, especially through the Sociology Senior Capstone course."

Hannah, a double major in SWK, will be working at the Dept of Children Youth and Families while also pursuing a Masters in Social Work. Though she had no improvements for the program, she did ask for double majors to have two advisors.

Janaya, is also a double major in SWK. She will be working with the Boys and Girls club after graduation, eventually getting a counseling masters with the intention of working in an elementary school. She notes,

"I think the program has prepared me for the job market well because I understand sociological theories and how society impacts policies, environment, and the people living in it. I think I have taken meaningful courses that have taught me about multiple areas of sociology. I think the department could offer more classes that are multidisciplinary, so students get to know more about the other majors that will be working in society with them."

The Sociology faculty are taking steps to address any shortcomings, especially in handling double majors. Each program must provide guidance in the form of a separate faculty advisor. The weakness lies in demonstrating knowledge of theory, methods, and the writing of the senior thesis. It is hoped that Dr. Bennion's presence on campus can help bring up those scores via more in-person lectures on theory and praxis. We also need more students to respond to the surveys making it a requirement of the class instead of voluntary.

We anticipate the specific improvements in learning outcomes as demonstrated by future assessment results would include better student understanding of SLOs, more students undertaking internships and civic engagement courses, enrollment and participation by students in new certificate programs designed by sociology faculty, and greater appreciation of job and career opportunities for students graduating with a degree in Sociology. Perhaps in the capstone course the professor could have a section to go over what jobs you can get with this major.

We also were able to tap into the ways in which our first years are connecting to concepts in SOC1010, thanks to the survey provided by Melinda Mills, attached in Appendix I. This data shows that students aptly demonstrated a fundamental understanding of the sociological imagination and basic theoretical concepts.

*Describe the process and frequency for regular curricular review, especially as such reviews involve consideration of student learning outcomes data. Identify the constituents involved in the process.*

The Sociology Program meets on a regular, monthly basis through program, department, and committee meetings, as well on a daily basis given the close quarters and collegial interaction program members maintain. We will continue to discuss areas of improvement, ideas for boosting student achievement, and the offering of internships and teaching techniques that can improve assessment scores.

*Any curriculum revisions or other programmatic changes that have been made as a result of using evidence regarding student learning, pathways to and from the program, feedback from program graduates, post-graduation outcomes, employer surveys, or other evaluations of the currency and relevance of program requirements and content.*

Faculty in the Sociology Program meet regularly for Department and Program meetings during the academic year and hold an end-of-the-year Program Retreat to discuss and evaluate the currency and relevance of program requirements and content. We also conduct periodic Sociology Graduate Surveys to determine these

data (see Appendix C) and review the results of the surveys of our graduating seniors. Our findings demonstrate that overall Sociology students respond positively to the Program's curriculum, faculty expertise, and teaching, and advising quality. However, many students seem to be unclear of our Program's SLOs and their prospects for jobs and careers with a degree in Sociology. Many also desire greater opportunities for internships and other experiential learning activities and courses. We have begun and will continue to address these concerns. We are posting the outcomes in our syllabi and on the Sociology website and strive to incorporate them into the lecture to make certain students are aware of these vital components to our program. We are also providing our students with numerous experiential learning opportunities and activities, by student demand. In their surveys, they uniformly express a desire for more travel, internship activities, and out-of-class learning activities. This will be a priority in the future.

*Any needed academic resources and support identified via the optimization and/or program review process related to attainment of the program's outcomes.*

We would love to have an additional full-time Sociology faculty to provide additional courses, support, and fresh ideas to the program.

*Any other program assessment and improvement accomplishments from the past five years as reported in annual program progress reports to the college's chief academic officer and/or including progress on program improvement recommendations from the last PReCIP review.*

We made major modifications to the program, as mentioned in the initial narrative, above. We will continue to encourage innovation in the classroom, quality instruction, and opportunities for learning outside the classroom in the form of travel, internships, and fieldwork. We will continue to modify our program as needed, creating more courses from other disciplines to the certificates and minors to make them more attractive to students on all campuses. We are also increasing the use of distance education in our offerings in the form of asynchronous online courses and FTF+ offerings.

## **Continuous Improvement Plan**

### **1. Continuous Program Improvement Goals**

We will work on the following goals to improve our program:

- a. Place Dr. Bennion on the Castleton campus to provide a solid, consistent presence of a full-time faculty for the students' needs.

- b. Change the curriculum to be in line with competitive sociology programs across the nation, infusing more rigor, fieldwork opportunities, and internship, and an Intro to the Major course for first years.
- c. Provide a greater website presence by adding student highlights, photos of fieldwork and international trips, and photos and bios of all instructors.
- d. Create a Students for Global Change club and a social justice certification program, to attract students interested in activism and community service.
- e. Collaborate strongly with our sister programs of Social Work and AAG to promote greater enrollment and engagement of our students.
- f. Better understanding by students of SLOs (On the issue of the “term” SLOs: it could be a matter of asking the questions differently of our Sociology majors. If you ask them if they know the SLOs many are likely to say no. If you ask them if they understand the “sociological imagination” or other key Program goals [SLOs], most are likely to say yes.)
- g. Understanding by students on how to apply sociology knowledge and skills to jobs, careers, work upon graduation.

*For each goal, share what you did to advance that goal this year and what steps still need to be taken to meet it. If a goal has changed, please note that and describe why.*

- a. As mentioned, we made major modifications to our program by consolidating research and seminar, readjusting certificates and minors to appeal to a great student body, and dropped untaught courses.
- b. We need to also appeal to more non-majors in Psychology, Holistic Health, and the other Social Sciences.
- c. We have created a 3 to Finish course rotation (Appendix A) that can be shared with students to help them plan their semester but also to encourage them to finish in three years.

## APPENDIX A

Vermont State University Working 2024-2025 Undergraduate Catalog

### **Degree Map for BA.SOC**

First Year - Fall

ENG 1061 – English Composition 3 cr

SOC 1010 - Introduction to Sociology 3 cr

CNX 1XXX - Connections Seminar 1 course 4 cr

GED XXXX - Humanistic Perspective general education course 3 cr

GED XXXX - Mathematics general education course 3 cr

First Year - Spring

GED XXXX - Arts and Aesthetics general education course 3 cr

GED XXXX - Natural Science general education course 4 cr

GED XXXX - General education elective 3 cr

XXX XXXX - Elective 3 cr

Select one:

ANT 1010 - Introduction to Cultural Anthropology 3 cr OR

SWK 1010 - Introduction to Human Services 3 cr

#### Second Year - Fall

CNX 2020 - Reading and Writing Across the Curriculum 3 cr

GED XXXX - Digital Literacy and Computing general education course 3 cr

GED XXXX - General education elective 3 cr

PRG XXXX - Program elective 3 cr

XXX XXXX - Elective 3 cr

#### Second Year - Spring

Program elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

#### Third Year - Fall

SOC 4020 - Sociological Theory 3 cr

SSC 4010 – Social Science Applied Research

PRG XXXX - Program elective 3 cr XXX XXXX - Elective 3 cr

Elective 3 cr XXX XXXX - Elective 3 cr

#### Third Year - Spring

PRG XXXX - Program elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Select one:

SOC 3810 - Internship in Sociology 1-12 cr SOC 4810 –

Internship in Sociology 1-12 cr XXX XXXX –

Elective Internship or Study Abroad

ANT3820 Anthropological Fieldwork

#### Fourth Year - Fall

PRG XXXX - Program elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Fourth Year - Spring

SSC 4740 – Social Science Seminar 3 cr (**CNX3** embedded)

Elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX –

Elective 3 cr XXX XXXX -

Detailed 3-year rotation map:

**FALL 2025**

| <u>Prefix</u> | <u>Number</u> | <u>Title</u>                   | <u>Instructor</u> |
|---------------|---------------|--------------------------------|-------------------|
| SOC-1010-S01  |               | Intro to Sociology             | Mills, M.         |
| SOC-1010-S02  |               | Intro to Sociology             | Lamy, P.          |
| SOC-1010-S03  |               | Intro to Sociology             | Bennion, J.       |
| SOC-1010-S04  |               | Intro to Sociology             | Mills, M.         |
| SOC-1030-S01  |               | Social Problems                | Mills, M.         |
| SOC-1050-S01  |               | Intro to Trauma Studies        | Bremel, A.        |
| SOC-2040-S01  |               | Race, Ethnicity, Class, Gender | Kern, A           |
| SOC-2240-S01  |               | The Changing Family            | Mills, M.         |
| SOC-2560-S01  |               | Cannabis, Culture & Conscious  | Lamy, P.          |
| SOC-3040-S01  |               | Soc Movements, Culture & Activ | Kern, A           |
| SOC-3050-S01  |               | Gender and Society             | Bennion, J.       |

**SPRING 2026**

| <u>Prefix</u> | <u>Number</u> | <u>Title</u>                     | <u>Instructor</u> |
|---------------|---------------|----------------------------------|-------------------|
| SOC-1010-S01  |               | Intro to Sociology               | Mills, M.         |
| SOC-1010-S02  |               | Intro to Sociology               | Visnesky/Kern     |
| SOC-1010-S03  |               | Intro to Sociology               | Bennion, J.       |
| SOC-1010-S04  |               | Intro to Sociology               | Mills, M.         |
| SOC-1030-S01  |               | Social Problems                  | Mills             |
| SOC-1050-S01  |               | Intro to Trauma                  | Bremel/Olson      |
| SOC-2130-S01  |               | Community in American Society    | Mills             |
| SOC2710-S01   |               | Sociology of Hip-Hop             | Mills             |
| SOC2550-S01   |               | Vicarious Trauma and Self-Care   | Kurath            |
| SOC2560-S01   |               | Cannabis, Culture, and Conscious | Lamy              |
| SOC3150-S01   |               | Sports and Society               | Lamy?             |
| SOC-3210-S01  |               | Criminology                      | Brougham          |
| SOC-3060-S01  |               | Sexuality and Intimacy           | Bennion           |
| SOC-4720-S01  |               | Senior Seminar                   | Derby             |
| SOC-4020-S01  |               | Sociology Theory                 | Olson, L          |

**FALL 2026**

| <b><u>Prefix</u></b> | <b><u>Title</u></b>            | <b><u>Instructor</u></b> |
|----------------------|--------------------------------|--------------------------|
| SOC-1010-S01         | Intro to Sociology             | Mills, M.                |
| SOC-1010-S02         | Intro to Sociology             | Lamy, P.                 |
| SOC-1010-S03         | Intro to Sociology             | Bennion, J.              |
| SOC-1010-S04         | Intro to Sociology             | Mills, M.                |
| SOC-1030-S01         | Social Problems                | Mills, M.                |
| SOC-1050-S01         | Intro to Trauma Studies        | Bremel, A.               |
| SOC-2040-S01         | Race, Ethnicity, Class, Gender | Kern, A                  |
| SOC-2550-S01         | Vicarious Trauma & Self Care   | Kurath, M.               |
| SOC-2560-S01         | Cannabis, Culture & Conscious  | Lamy, P.                 |
| SOC-3040-S01         | Soc Movements, Culture & Activ | Kern, A                  |
| SOC-3050-S01         | Gender and Society             | Bennion, J.              |

**SPRING 2027**

| <b><u>Prefix</u></b> | <b><u>Number</u></b> | <b><u>Title</u></b>              | <b><u>Instructor</u></b> |
|----------------------|----------------------|----------------------------------|--------------------------|
| SOC-1010-S01         |                      | Intro to Sociology               | Mills, M.                |
| SOC-1010-S02         |                      | Intro to Sociology               | Visnesky/Kern            |
| SOC-1010-S03         |                      | Intro to Sociology               | Bennion, J.              |
| SOC-1010-S04         |                      | Intro to Sociology               | Mills, M.                |
| SOC-1030-S01         |                      | Social Problems                  | Mills                    |
| SOC-1050-S01         |                      | Intro to Trauma                  | Bremel/Olson             |
| SOC-2130-S01         |                      | Community in American Society    | Mills                    |
| SOC-2210-S01         |                      | Deviant Behavior                 | Brougham                 |
| SOC2710-S01          |                      | Sociology of Hip-Hop             | Mills                    |
| SOC2550-S01          |                      | Vicarious Trauma and Self-Care   | Kurath                   |
| SOC2560-S01          |                      | Cannabis, Culture, and Conscious | Lamy                     |
| SOC3150-S01          |                      | Sports and Society               | Lamy?                    |
| SOC-3210-S01         |                      | Criminology                      | Brougham                 |
| SOC-3060-S01         |                      | Sexuality and Intimacy           | Bennion                  |
| SOC-4720-S01         |                      | Senior Seminar                   | Derby                    |
| SOC-4020-S01         |                      | Sociology Theory                 | Olson, L                 |

**FALL 2027**

|              |                    |           |
|--------------|--------------------|-----------|
| SOC-1010-S01 | Intro to Sociology | Mills, M. |
| SOC-1010-S02 | Intro to Sociology | Lamy, P.  |



|              |                                |             |
|--------------|--------------------------------|-------------|
| SOC-1010-S03 | Intro to Sociology             | Bennion, J. |
| SOC-1010-S04 | Intro to Sociology             | Mills, M.   |
| SOC-1030-S01 | Social Problems                | Mills, M.   |
| SOC-1050-S01 | Intro to Trauma Studies        | Bremel, A.  |
| SOC-2040-S01 | Race, Ethnicity, Class, Gender | Kern, A     |
| SOC-2240-S01 | The Changing Family            | Mills, M.   |
| SOC-2550-S01 | Vicarious Trauma & Self Care   | Kurath, M.  |
| SOC-2560-S01 | Cannabis, Culture & Conscious  | Lamy, P.    |
| SOC-3050-S01 | Gender and Society             | Bennion, J. |
| SOC-4020-S01 | Sociology Theory               | Olson, L    |

## APPENDIX B

### VTSU Student Survey Outcomes Assessment

[To be administered in SOC4720 Senior Seminar course to all exiting seniors prior to graduation.]

#### Instructions:

We are requesting your help in evaluating the Sociology majors as part of a college-wide assessment program. Please take a few minutes to answer the questions in this survey. The information you provide will help us improve the programs. A copy of our program outcomes are in Appendix A at the end for your interest.

Please answer the questions in the space provided and return this form to Janet Bennion, jbb10020@vsc.edu.

**Name:** \_\_\_\_\_

**Semester and year of graduation:** \_\_\_\_\_

**Concentration in the major:** \_\_\_\_\_

**Minors or Certificates:** \_\_\_\_\_

#### Part I: Quantitative Assessment

Listed below are a number of statements about your learning experience in the Sociology major. For statements 1-8 indicate the extent to which you agree with each statement by circling the appropriate alternative

SA – means you **strongly agree** with the statement

A - means you **agree** with the statement

N - means you **neither** with the statement

D - means you **disagree** with the statement

SD - means you **strongly disagree** with the statement

1. I learned the theories, concepts, and principles of the major content areas (Sociological Perspective, Structural Functionalism, Social Conflict theory, Symbolic Interactionism, etc.)

|    |   |   |   |    |
|----|---|---|---|----|
| SA | A | N | D | SD |
|----|---|---|---|----|

2. I can critically evaluate theories, methods, and principles of the social sciences as they apply to real-life scenarios and social problems.

|    |   |   |   |    |
|----|---|---|---|----|
| SA | A | N | D | SD |
|----|---|---|---|----|

3. The writing assignments in my Sociology courses helped me develop my general writing skills.

|    |   |   |   |    |
|----|---|---|---|----|
| SA | A | N | D | SD |
|----|---|---|---|----|

4. I can understand and apply sociological research methods and generate sociologically relevant data to draw evidence-based conclusions and I feel prepared to conduct my own sociological research.

|    |   |   |   |    |
|----|---|---|---|----|
| SA | A | N | D | SD |
|----|---|---|---|----|

5. I have a greater understanding cultures other than my own than I had when I began the Sociology major. (I would like to include this as well: “I have a greater understanding of my own culture/s than I had when I began the Sociology major.”)

SA                      A                      N                      D                      SD

6. I have demonstrate civic responsibility through community service, internship, fieldwork, or other projects and events to create a just, diverse, and sustainable world.

SA                      A                      N                      D                      SD

7. My courses within the major have enabled me to present my ideas verbally better than I could when I began the department major. (“The courses I took within the major have enhanced or strengthened my presentation skills.”)

SA                      A                      N                      D                      SD

8. I can evaluate the academic rigor and sophistication of an argument put forth to explain social phenomenon.

SA                      A                      N                      D                      SD

## **Part II: Qualitative Assessment**

Please provide, in sentence form, your lived experience in the major, addressing the following questions:

9. Please share what volunteering, civic engagement, advocacy, activism, or related work that you have engaged in during your time in the program.

10. Briefly describe your short term plans following graduation (e.g., undecided, employment, graduate work)

11. What are your long-term plans (i.e., your career/occupational goals.)?

12. Based on your experiences as a Sociology major, what changes, additions or modifications in the program would you recommend?

13. How well do you think the program has prepared you for the job market, and what can the department do to better prepare students to begin their careers?

## APPENDIX C

### VTSU Sociology Program Senior Survey Rubric

Low .....High

1. I. Demonstrates knowledge of theories, methods, concepts and principles: \_\_\_\_1  
\_\_\_\_2 \_\_\_\_3 \_\_\_\_4
- 2.
3. II. Demonstrates aptitude in writing in Sociology courses and thesis: \_\_\_\_1 \_\_\_\_2  
\_\_\_\_3 \_\_\_\_4
- 4.
5. III. Demonstrates understanding of global awareness and cross-cultural phenomena: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4
- 6.
7. VI. Demonstrates civic mindedness and community service: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3  
\_\_\_\_4
- 8.
9. VII. Demonstrates career goal-making and job-mindedness: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3  
\_\_\_\_4
- 10.

---

- 11.
12. VII. Overall program rating by senior: \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4
- 13.
14. Total = /20

## APPENDIX D

### A. Oral Communications and Thesis Assessment Rubric

### VTSU Sociology Program

## Oral Communications and Thesis Assessment Rubric

Low .....High

### **I. Clarity of Purpose and Overall organization:** \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4

Presentation is convincing and compelling

Shape and structure clear

Presentation is cohesive

### **II. Supporting evidence and analysis:** \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4

References are evident and used appropriately

Social issue identified and effectively analyzed

### **III. Language & Syntax and Delivery:** \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4

Smooth presentation with no dysfluencies

Speaks clearly and loudly and engages well with audience

Appears confident

### **VI. Audience Engagement:** \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4

Aptly applies disciplinary concepts and methods

Analysis reflects contemporary social forces

---

### **VII. Use of Supportive Technology or Materials (optional)** \_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_4

Materials enhance presentation

Materials are appropriate to topic

Materials are professional & well-planned

Total = /20

## APPENDIX E

Associate of Science in Behavioral Science at CCV

to a

Bachelor in Sociology at VTSU

This transfer pathway will help you plan courses at the Community College of Vermont (CCV) that will meet major specific requirements at Vermont State University (VTSU). Transfer students from CCV who have obtained an Associate of Arts or an Associate of Science degree will have the VTSU general education program requirements waived. Transfer courses from regionally accredited institutions will be accepted if grades are C- or better.

| Associate of Science in Behavioral Science at CCV   | Bachelor of Science in Anthropology and Sociology at VTSU           |
|---|---|
| General Education—Connections 1 Seminar<br>Any eligible course in this category                     | Elective/VTSU general education requirement waived for CCV graduate |
| General Education—Written Expression<br>Any eligible course in this category                        | Elective/VTSU general education requirement waived for CCV graduate |
| General Education—Digital and Computing Literacy<br>Any eligible course in this category            | Elective/VTSU general education requirement waived for CCV graduate |
| General Education—English<br>ENG 1061 English Composition   | ENG 1071 College Writing  |
| General Education—Mathematics<br>Choose MAT 2021 Statistics or Any eligible course in this category | MAT 2021 Statistics   |
| General Education—Arts and Aesthetics<br>Any eligible course in this category                       | Elective/VTSU general education requirement waived for CCV graduate |

|   |  |
|---|--|
| General Education—Human Perspectives<br>Any eligible course in this category  | Elective/VTSU general education requirement waived for CCV graduate  |
| General Education—Social Science<br>Choose SOC1010 Intro to Sociology or any eligible course in this category   | SOC1010 Intro to Sociology or ANT 1010 Introduction to Cultural Anthropology   |
| General Education—Natural Science<br>Any eligible course in this category   | Elective/VTSU general education requirement waived for CCV graduate  |
| Choose SWK 1010 Introduction to Human Services or CRJ 1010 Introduction to Criminal Justice or PSY 1130 Introduction to Substance Use Disorders or PSY 1050 Human Growth & Development      | PSY-1010 Introduction to Psychology  |
| Behavioral Science Electives:<br><br>Choose 12 credits from ANT, CRJ, HIS, POS, PSY, SOC, SSC or SWK<br><br>Choose SOC-1010 Introduction to SociologyINT 2860 Professional Field Experience | Elective/VTSU general education requirement waived for CCV graduate  |
| Electives: 6 credits Behavioral Science Electives:<br><br>Choose 12 credits from ANT, CRJ, HIS, POS, PSY, SOC, SSC or SWK<br><br>Choose SOC-1010 Introduction to Sociology                  | General Elective   |
| Total CCV Credits: 60Electives: 6 credits   | General Elective   |
| Total CCV Credits: 60   | Work closely with your CCV advisor and your VTSU Admissions Counselor when planning and choosing your CCV electives to ensure optimum transferability. |
|   |  |
|   |  |



|   |
|---|
| Additional Courses to be taken at Vermont State University  |
| Required Core Courses (22 credits)  |
| SOC1010 Intro to Sociology  |
| ANT 1010 Intro to Cultural Anthropology or SWK 1010 Intro to Human Services   |
| SOC 4020 Social Theory  |
| SSC 2510 Social Science Research Methods or SSC4010 Advanced Research Methods   |
| <a href="#">SSC 4720 - Senior Seminar Capstone</a>  |
| Any appropriate fieldwork or internship component   |
| Electives (18 credits)  |
| <p><i>Electives are required only for students NOT choosing a program concentration. Take 15 credits from the following courses:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">ANT 1010 - Introduction to Cultural Anthropology</a> <b>3 cr</b></li> <li>• <a href="#">ANT 2080 - Native American Cultures</a> <b>3 cr</b></li> <li>• <a href="#">ANT 2110 - Science, Pseudoscience, and Popular Culture</a> <b>3 cr</b></li> <li>• <a href="#">ANT 2210 - Anthropology and the Environment</a> <b>3 cr</b></li> <li>• <a href="#">ANT 2710 - Special Topics in Anthropology</a> <b>3 cr</b></li> <li>• <a href="#">ANT 3020 - Religion, Culture &amp; Alternate Realities</a> <b>3 cr</b></li> <li>• <a href="#">ANT 3030 - Comparative Cultures</a> <b>3 cr</b></li> <li>• <a href="#">ANT 3060 - Anthropology of Food &amp; Ethnocuisine</a> <b>3 cr</b></li> <li>• <a href="#">ANT 3130 - Culture &amp; Personality</a> <b>3 cr</b></li> <li>• <a href="#">ANT 3170 - Presenting the Past</a> <b>3 cr</b></li> <li>• <a href="#">ANT 4020 - Multicultural Health, Illness &amp; Healing</a> <b>3 cr</b></li> <li>• <a href="#">ANT 4910 - Independent Study in Anthropology</a> <b>1-4 cr</b></li> <li>• <a href="#">CRJ 3010 - Victimology</a> <b>3 cr</b></li> <li>• <a href="#">CRJ 3050 - Law and Society</a> <b>3 cr</b></li> <li>• <a href="#">PSY 2040 - Social Psychology</a> <b>3 cr</b></li> <li>• <a href="#">SOC 1030 - Social Problems</a> <b>3 cr</b></li> </ul> |

- [SOC 1050 - Introduction to Trauma Studies](#) **3 cr**
- [SOC 2040 - Race, Ethnicity, Class, and Gender](#) **3 cr**
- [SOC 2080 - Thinking Bodies](#) **3 cr**
- [SOC 2130 - The Community in American Society](#) **3 cr**
- [SOC 2210 - Deviant Behavior](#) **3 cr**
- [SOC 2230 - Death And Dying](#) **3 cr**
- [SOC 2240 - The Changing Family](#) **3 cr**
- [SOC 2550 - Vicarious Trauma and Self-Care](#) **3 cr**
- [SOC 2560 - Cannabis, Culture, and Consciousness](#) **3 cr**
- [SOC 2710 - Special Topics in Sociology](#) **3 cr**
- [SOC 2900 - Independent Study](#) **1-3 cr**
- [SOC 3040 - Social Movement, Culture & Activism](#) **3 cr**
- [SOC 3050 - Gender Studies](#) **3 cr**
- [SOC 3060 - Sexuality and Intimacy](#) **3 cr**
- [SOC 3130 - Mass Media and Society](#) **3 cr**
- [SOC 3150 - Sport and Society](#) **3 cr**
- [SOC 3170 - Power, Politics, and Inequality](#) **3 cr**
- [SOC 3210 - Criminology](#) **3 cr**
- [SOC 3410 - Dismantling Rape Culture](#) **3 cr**
- [SOC 3610 - Seminar in Advocacy](#) **4 cr**
- [SOC 3720 - Advocacy, Activism, and Social Change](#) **3 cr**
- [SOC 3810 - Internship in Sociology](#) **1-12 cr**
- [SOC 3820 - Sociology Proctorship](#) **1-12 cr**
- [SOC 4810 - Internship in Sociology](#) **1-12 cr**
- [SOC 4910 - Independent Study in Sociology](#) **3 cr**
- [SWK 1010 - Introduction to Human Services](#) **3 cr**
- [SWK 2011 - Human Behavior In The Social Environment I](#) **3 cr**

- [SWK 2012 - Human Behavior In The Social Environment II](#) **3 cr**
- [SWK 2020 - Family Violence](#) **3 cr**
- [SWK 2030 - Human Sexuality](#) **3 cr**
- [WGS 1020 - Introduction to Women's And Gender Studies](#) **3 cr**

### **Criminology Concentration (BA.SOC.CRM)**

*15 credits required*

*Take 15 credits for the concentration plus the program core.*

- [CRJ 3010 - Victimology](#) **3 cr**
- [CRJ 3050 - Law and Society](#) **3 cr**
- [SOC 2040 - Race, Ethnicity, Class, and Gender](#) **3 cr**
- [SOC 2210 - Deviant Behavior](#) **3 cr**
- [SOC 3210 - Criminology](#) **3 cr**

### **Cultural Anthropology Concentration (BA.SOC.CAN)**

*12 credits required*

*Take 12 credits for the concentration plus the program core.*

- [ANT 1010 - Introduction to Cultural Anthropology](#) **3 cr**
- *Take 3 of the following courses:*
- [ANT 2080 - Native American Cultures](#) **3 cr**
- [ANT 2210 - Anthropology and the Environment](#) **3 cr**
- [ANT 2710 - Special Topics in Anthropology](#) **3 cr**
- [ANT 3020 - Religion, Culture & Alternate Realities](#) **3 cr**
- [ANT 3030 - Comparative Cultures](#) **3 cr**
- [ANT 3060 - Anthropology of Food & Ethnocuisine](#) **3 cr**
- [ANT 3130 - Culture & Personality](#) **3 cr**
- [ANT 4020 - Multicultural Health, Illness & Healing](#) **3 cr**

- [ANT 4910 - Independent Study in Anthropology](#) **1-4 cr**

**Credits Required for Major: 30-33**

—

Estimated number of additional credits at VTSU: 60

12-23-20

## APPENDIX F

### Curriculum and Learning Outcomes Crosswalk

**You must download this from OneDrive and save your own copy. This is a shared link and should not be altered as is.**

*Directions: Identify which program curriculum or aligned co-curricular learning experiences address each of the program's learning outcomes. Where relevant, indicate whether a curriculum requirement provides an introductory, applied, or mastery learning experience. Also, where relevant, identify specific course learning outcomes.*

#### REVIEW OF OUTCOMES:

1. employ the sociological imagination to understand societies and their place within them.
2. apply sociological theories with emphasis on global awareness, critical thinking, and cultural diversity to understand and address social problems and issues.
3. apply sociological research methods and demonstrate their ability to interpret, evaluate and generate sociologically relevant data to draw evidence-based conclusions.
4. demonstrate civic responsibility, accountability, and the skills to create a socially just, diverse, and sustainable world.
5. adopt a holistic, interdisciplinary approach to the study of human social life that integrates oral, written, visual, geographic, computer-based and media literacy skills.
6. demonstrate preparedness to further their education or enter careers that require interpersonal, multicultural knowledge and "people skills." Sociology prepares students for many diverse careers including human services, education, law, diversity management, human resources, school

counselor, government and international careers, research analysis, and criminal justice.

**Assessment of student learning objectives has been done primarily in the SSC4740 Social Science Seminar (SOC4720 legacy course).**

*Sample:*

|                                     | Program<br>req course 1  | Program<br>req course 2   | Program<br>req: field<br>experience   | Program req:<br>elective course<br>options/<br>categories | Program req:<br>capstone<br>seminar<br><br>ANT4720   | (Additional col<br>umns for<br>additional<br>program req's) |
|-------------------------------------|--|---|---|---|--|---|
| <b>Program<br/>Outcome<br/>1-2</b>  | SOC1010<br>Introductory<br>knowledge of<br>theories, i.e.,<br>sociological<br>imagination,<br>methods,<br>principles | SOC4020<br>Sociology<br>Theory;<br>Advanced<br>knowledge of<br>theories and<br>principles                 |   |   | Mastery<br>knowledge of<br>theories, and<br>principles   |   |
| <b>Program<br/>Outcome<br/>3</b>    | SOC1010<br>Introduction<br>to methods<br>and scientific<br>process   | SSC4010<br>Research<br>Methods<br>continued<br>skills in oral<br>presentation,<br>and written<br>research |   |   | Mastery skills<br>in<br>methodologie<br>s, principles,<br>and oral<br>presentation,<br>and written<br>research |   |
| <b>Program<br/>Outcome<br/>4, 6</b> | SOC 1030,<br>SOC 2040, or<br>3050<br><br>Social Justice  | Any SOC<br>elective: civic<br>mindedness,<br>global<br>awareness,<br>social justice                       | SOC4810/ANT<br>3820: applied<br>work in<br>internships or<br>fieldwork;<br>community<br>service and<br>social justice |   | Mastery in<br>career<br>planning,<br>community<br>service, and<br>social justice                               |   |
| <b>Program<br/>Outcome<br/>5</b>    | ANT1010,<br>SOC1010<br>Introduction  | Any SOC<br>upper elective<br>relating to  | SOC4810/AN<br>T3820: applied<br>work in the   |   | Mastery in the<br>integration of<br>oral, written,   |   |

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  | to<br>diversity/cross<br>cultural<br>phenomena | holistic<br>analysis of<br>human<br>behavior | “trenches,”<br>with real-life<br>experiences |  | visual,<br>presentation<br>of thesis work |  |
|--|--|--|--|--|---|--|

**\*For all required program courses or required elective options, identify those specific course-level objectives below that are necessary to support program outcomes (i.e. considered part of a common course syllabus or core, regardless of the individual course section taught).**

*Sample, following crosswalk above:*

| <b>Program Req.<br/>Course/Elective</b> | <b>Course-level learning objective</b>   |
|---|--|
| <b>SOC1010</b>                          | <ul style="list-style-type: none"> <li>• Students will familiarize themselves with sociology theory, methods, and perspectives.</li> <li>• Students will meet with others in the major and familiarize themselves with the requirements.</li> <li>• Students will complete an intensive reading of the article provided about ethics, methods, and perspectives of sociology.</li> <li>• Students will apply theory to everyday human interactions and social problems.</li> </ul>   |
| <b>Req. Course 2</b>                    | <b>Objective 3:</b>  |
| <b>SSC4740 or SOC4720</b>               | <ol style="list-style-type: none"> <li>1. Students will identify potential career paths and internship opportunities in anthropology and sociology.</li> <li>2. Students will complete a 20-page sociological thesis on any social phenomena of interest using sociology theory, methods, and process. The students will present their work at the April Student symposium (April 28) in a 10-minute presentation in front of their peers, family, and faculty.</li> <li>3. Students will demonstrate a collegiate level of behavioral science knowledge of the philosophy, ethics, and methodologies of anthropology and sociology, bringing to fruition years of disciplined study and practice, "offering every student the opportunities to synthesize prior knowledge, [and]</li> </ol> |

|  |  |
|--|--|
|  | <p>engage in free-flowing discourse" (Schmid 1993:219).</p> <p>4. Demonstrate an ability to integrate, synthesize, critique, and apply the concepts, theories, and methods articulated in the Sociology curriculum.</p> <p>5. Complete a survey of career and graduate school options, a polished resume/vita and letter of inquiry, and a developed plan for professional employment.</p> |
|  |  |

| Former College/University Program               | Former Catalog Year(s) Requirement    | VTSU 23-24 Catalog Course Equivalent           |
|---|---------------------------------------|--|
| First Year Experience                           | Gen Ed first year's event requirement | CNX1   |
| <b>SOC4720 Capstone Seminar</b>                 | senior seminar experience             | <b>SSC4740 Social Science Seminar</b>          |
| <b>ANT4720 Senior Seminar</b>                   | senior seminar experience             | <b>SSC4740 Social Science Seminar</b>          |
| <b>SOC3260 Social Theory</b>                    | theory                                | <b>SOC4020 Sociology Theory</b>                |
| <b>POS3025/ANT3120/PSY2410 Research Methods</b> | research methods                      | <b>SSC4010 Social Science Applied Research</b> |
| <b>SOC4710 Sociology Research</b>               | research methods                      | <b>SSC4010 Social Science Applied Research</b> |
| <b>SOC4810/ANT3820</b>                          | internships/fieldwork                 | <b>SOC4810 Sociology Internship</b>            |

## APPENDIX G

### C. Program Outcomes Assessment Matrix

As mentioned, outcomes will be gathered at the end of every Spring semester during thesis presentations and final activities of the Seminar course. The process will combine outcomes into “like” categories; e.g., the sociological imagination goes with theory, connecting Outcomes 1 and 2. Outcomes 3 and 5 relate to research which is combined with senior thesis work requiring written and oral presentations. Outcomes 4 and 6 are connected with doing social activism, community service, and “praxis” in-the-trenches work, which deals directly with social issues in fieldwork and internships.

|                    | <b>Changes made as a result of using the data/evidence during the past cycle as discussed in Section III.</b> | <b>Evidence to be collected in next PReCIP cycle - (Consider direct and indirect evidence)</b>                    | <b>Responsible Parties</b>          | <b>Assessment Schedule (distributed across a 5-year program review cycle)</b> | <b>Plan for Taking Action to “Close the Loop” through the next cycle</b>               |
|--------------------|---|---|-------------------------------------|---|--|
| <b>Outcome 1-2</b> | <i>As this is the first year of implementation, no changes have been made.</i>                                | Responses made by students in their senior Survey which touches on student knowledge of theories and perspectives | Faculty teaching SSC4740 or SOC4720 | Collect rubric score data every spring semester within SSC4740 or SOC4720     | Program faculty will use its analysis of assessment results to improve outcomes yearly |
| Outcome 3, 5       | <i>As this is the first year of implementation, no changes have been made.</i>                                | senior thesis will provide evidence of research methods, and oral/written presentation adequacy                   |                                     |   | Program faculty will use its analysis of assessment results to improve outcomes yearly |
| Outcome 4, 6       | <i>As this is the first year of implementation, no changes have been made.</i>                                | Survey will contain evidence of community service, internship, social activism                                    |                                     |   | Program faculty will use its analysis of assessment results to improve outcomes yearly |
|                    |   |   |                                     |   |  |



## APPENDIX H

### E Series

#### OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS (FOR NON-EXTERNALLY-ACCREDITED PROGRAMS)

|  |  |   |  |   |
|--|--|---|--|---|
| <p>(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.</p> <p><b>On the program website:</b><br/> <a href="https://vermontstate.edu/academic-programs/sociology-ba/">https://vermontstate.edu/academic-programs/sociology-ba/</a></p> | <p>(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p> <p><b>Senior survey and thesis/oral assessment</b></p> | <p>(3) Who interprets the evidence? What is the process? <b>Annually by the Sociology program coordinator and instructor of SSC4740/SOC4720</b></p> | <p>(4) What changes have been made as a result of using the data/evidence? Though the data show 89-91% competency; we will be working more closely with students on their schedules, thesis work, and seminar experience with Dr. Bennion providing in-person attention to career workshops, research methods, and</p> | <p>(5) Date of the most recent program review. <b>May 15, 2025.</b></p> |
|--|--|---|--|---|

|  |  |  |                         |  |
|--|--|--|-------------------------|--|
|  |  |  | thesis<br>presentations |  |
|--|--|--|-------------------------|--|