2009-2010 Program Learning Outcome (PLO)-based student learning results in support of the Eight Guiding Principles of General Education. Guiding Principles are articulated in the table title. PLO learning results are drawn from 2009-2010 PLO Reports. Alignments are based on curriculum maps provided in the 2010 Program Assessment Plans.

Table Scientific Literacy: *To have a functional understanding of scientific, technological and quantitative information, and to know both how to interpret scientific information and effectively apply quantitative tools.*

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
Applied Mathematics	#1: Solve mathematical problems using analytical methods. #2: Solve mathematical problems using computational methods.	Sophomore/junior; first upper division courses for sequence for major	Pleased with student work and focus group feedback
Biology	Graduates will have demonstrated an understanding of the tenets of modern biology and an understanding of how cellular functions are integrated from the molecular level to the cellular level, through to the level of the organism, populations, and functioning ecosystems.	25% junior, 75% senior	68-72% of students were judged to meet at least medium proficiency for two key criteria: comprehensiveness and scientific accuracy of response. This is below the goal of at least 80% of students at medium or higher proficiency.
Chemistry	*Fundamental knowledge and skills*. Students are able to describe the major concepts and theoretical principles in chemistry. They can identify the central ideas underlying the principle subfields of chemistry – analytical, organic, inorganic, and physical chemistry – as well as the broader interdisciplinary subfields of biological, environmental and materials chemistry. Students are able to operate modern chemical instrumentation, perform chemical syntheses and carry out other essential chemical experiments with strict adherence to sound laboratory techniques as well as good safety and hygiene practices. They know how to use modern, web-based methods to effectively search the scientific literature.	Upper division, typically junior or senior	On average student responses to assessment prompts fall half way between fair and good.
Cognitive Science	Students will demonstrate the ability to a) interpret / evaluate / synthesize information in	Second semester sophomore and junior	In general, students were at the second-highest of four levels of assessment, i.e. “students exhibited some degree

Major	PLO	Year of Students Assessed	Student Learning Conclusion
	research papers, b) design a cognitive science research project, and c) write clearly and scientifically.		of ability". In terms of different aspects of ability, students were slightly better at the design component compared with literature review and writing criteria of the rubric.
Philosophy Minor	Upon completion of the Philosophy Minor Program a student should be able to 1) distinguish between logically valid and invalid deductive arguments, 2) translate verbal statements into symbolic expressions having correct logical form, and 3) give proofs of elementary propositions of logic.	Lower division	Students are making adequate process fulfilling parts 1 and 3 of the PLO. The data do not clearly confirm that the philosophy minors are adequately fulfilling part 2 of the PLO. Students exhibited strong performance in theorem proving, which is typically one of the most challenging parts of an undergraduate curriculum.
Physics	Students will be able to apply basic physical principles---including classical mechanics, electricity and magnetism, quantum mechanics, and statistical mechanics---to explain, analyze, and predict a variety of natural phenomena.	Upper division	62% of the solutions were acceptable or better. When restricted to Physics majors/minors, this number improves somewhat to 66%. One common theme from this analysis is that our students have a tendency to be distracted by the abstract and advanced mathematics, missing some of the basic physical principles as a result.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.

Decision Making: *To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem solving.*

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
Applied Mathematics	#1: Solve mathematical problems using analytical methods. #2: Solve mathematical problems using computational methods.	Sophomore/junior; first upper division courses for sequence for major	Pleased with student work and focus group feedback
Core 1	Critique diverse perspectives from scientific, historical, artistic, and personal standpoints and craft written arguments that draw connections between the arts and sciences.	Freshman	Students were not performing as well on the Cumulative Essay as anticipated with 49% of sampled essays earning a passing grade or better (as judged against a rubric calibrated to grades) on this capstone assignment for this foundational course.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
History	Critically read, analyze, and synthesize primary and secondary sources.	Senior	Students are fairly competent in evaluating secondary sources and are less skillful in analyzing primary sources.
Media Arts Program Minor	Understand and acquire (through hands-on projects) the principal attributes and mechanics of art technique(s) in medium of choice.	Various	Instructors learned what methods of instruction and techniques of material presentation were viewed as effective by the students.
Merritt Writing Program	Students will be able to demonstrate thorough engagement with the iterative processes of reading, writing, and speaking.	Lower division, freshman and sophomore	Student self-report data indicate incremental improvements in PLO understanding and skill. However, implementation processes call into question the validity and reliability of these results. Portfolio-based student learning results will not be available until after Spring 2010.
Physics	Students will be able to apply basic physical principles---including classical mechanics, electricity and magnetism, quantum mechanics, and statistical mechanics---to explain, analyze, and predict a variety of natural phenomena.	Upper division	62% of the solutions were acceptable or better. When restricted to Physics majors/minors, this number improves somewhat to 66%. One common theme from this analysis is that our students have a tendency to be distracted by the abstract and advanced mathematics, missing some of the basic physical principles as a result.
Political	Students will understand the processes, theories,	Upper division	The evidence indicates that the students have grasped

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Science	and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.		much of the process, theories, and empirical regularities of American politics (the relevant area of emphasis given the composition of the focus group and the nature of the exam in which the questions were embedded). What is less clear is whether the students understand the distinction between facts, theories, and systematic data.
Sociology	Design and evaluate empirical sociological research.	Upper division	Students demonstrated acceptable performance on all four of the criteria assessed, falling primarily into the satisfactory to good range in use of evidence, use of research methods, and writing style. Scores for the use of sociological concepts criterion were slightly better than good. The data suggest some attention to building student ability to conduct research is necessary.
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.

Communication: *To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication*.

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
Core 1	Critique diverse perspectives from scientific, historical, artistic, and personal standpoints and craft written arguments that draw connections between the arts and sciences.	Freshman	Students were not performing as well on the Cumulative Essay as anticipated with 49% of sampled essays earning a passing grade or better (as judged against a rubric calibrated to grades) on this capstone assignment for this foundational course.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
History	Critically read, analyze, and synthesize primary and secondary sources.	Senior	Students are fairly competent in evaluating secondary sources and are less skillful in analyzing primary sources.
Literature & Cultures	Interpret texts with due sensitivity to both textual and contextual cues	Senior	On the basis of eleven essays, it appears that the majority of our [senior] students are reaching the target score, indicating that most of our students are, in fact, suitably able readers of literary texts.
Merritt Writing Program	Students will be able to demonstrate thorough engagement with the iterative processes of reading, writing, and speaking.	Lower division, freshman and sophomore	Student self-report data indicate incremental improvements in PLO understanding and skill. However, implementation processes call into question the validity and reliability of these results. Portfolio-based student learning results will not be available until after Spring 2010.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Sociology	Design and evaluate empirical sociological research.	Upper division	Students demonstrated acceptable performance on all four of the criteria assessed, falling primarily into the satisfactory to good range in use of evidence, use of research methods, and writing style. Scores for the use of sociological concepts criterion were slightly better than good. The data suggest some attention to building student ability to conduct research is necessary.
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.

Self and Society: *To understand and value diverse perspective in both the global community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting.*

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
Biology	Graduates will have demonstrated an understanding of the tenets of modern biology and an understanding of how cellular functions are integrated from the molecular level to the cellular level, through to the level of the organism, populations, and functioning ecosystems.	25% junior, 75% senior	68-72% of students were judged to meet at least medium proficiency for two key criteria: comprehensiveness and scientific accuracy of response. This is below the goal of at least 80% of students at medium or higher proficiency.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
History	Critically read, analyze, and synthesize primary and secondary sources.	Senior	Students are fairly competent in evaluating secondary sources and are less skillful in analyzing primary sources.
Literature & Cultures	Interpret texts with due sensitivity to both textual and contextual cues	Senior	On the basis of eleven essays, it appears that the majority of our [senior] students are reaching the target score, indicating that most of our students are, in fact, suitably able readers of literary texts.
Political Science	Students will understand the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.	Upper division	The evidence indicates that the students have grasped much of the process, theories, and empirical regularities of American politics (the relevant area of emphasis given the composition of the focus group and the nature of the exam in which the questions were embedded). What is less clear is whether the students understand the distinction between facts, theories, and systematic data.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Sociology	Design and evaluate empirical sociological research.	Upper division	Students demonstrated acceptable performance on all four of the criteria assessed, falling primarily into the satisfactory to good range in use of evidence, use of research methods, and writing style. Scores for the use of sociological concepts criterion were slightly better than good. The data suggest some attention to building student ability to conduct research is necessary.
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.

Ethics and Responsibility: *To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility.*

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
History	Critically read, analyze, and synthesize primary and secondary sources.	Senior	Students are fairly competent in evaluating secondary sources and are less skillful in analyzing primary sources.
Political Science	Students will understand the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.	Upper division	The evidence indicates that the students have grasped much of the process, theories, and empirical regularities of American politics (the relevant area of emphasis given the composition of the focus group and the nature of the exam in which the questions were embedded). What is less clear is whether the students understand the distinction between facts, theories, and systematic data.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.
Sociology	Design and evaluate empirical sociological research.	Upper division	Students demonstrated acceptable performance on all four of the criteria assessed, falling primarily into the satisfactory to good range in use of evidence, use of research methods, and writing style. Scores for the use of sociological concepts criterion were slightly better than good. The data suggest some attention to building student ability to conduct research is necessary.

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.

Leadership and Teamwork: *To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others.*

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
Cognitive Science	Students will demonstrate the ability to a) interpret / evaluate / synthesize information in research papers, b) design a cognitive science research project, and c) write clearly and scientifically.	Second semester sophomore and junior	In general, students were at the second-highest of four levels of assessment, i.e. "students exhibited some degree of ability". In terms of different aspects of ability, students were slightly better at the design component compared with literature review and writing criteria of the rubric.
Core 1	Critique diverse perspectives from scientific, historical, artistic, and personal standpoints and craft written arguments that draw connections between the arts and sciences.	Freshman	Students were not performing as well on the Cumulative Essay as anticipated with 49% of sampled essays earning a passing grade or better (as judged against a rubric calibrated to grades) on this capstone assignment for this foundational course.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
Media Arts Program Minor	Understand and acquire (through hands-on projects) the principal attributes and mechanics of art technique(s) in medium of choice.	Various	Instructors learned what methods of instruction and techniques of material presentation were viewed as effective by the students.
Merritt Writing Program	Students will be able to demonstrate thorough engagement with the iterative processes of reading, writing, and speaking.	Lower division, freshman and sophomore	Student self-report data indicate incremental improvements in PLO understanding and skill. However, implementation processes call into question the validity and reliability of these results. Portfolio-based student learning results will not be available until after Spring 2010.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.

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Sociology	Design and evaluate empirical sociological research.	Upper division	Students demonstrated acceptable performance on all four of the criteria assessed, falling primarily into the satisfactory to good range in use of evidence, use of research methods, and writing style. Scores for the use of sociological concepts criterion were slightly better than good. The data suggest some attention to building student ability to conduct research is necessary.
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.

Aesthetic Understanding and Creativity: *To appreciate and be knowledgeable about human creative expression, including literature and the arts.*

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Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
Literature & Cultures	Interpret texts with due sensitivity to both textual and contextual cues	Senior	On the basis of eleven essays, it appears that the majority of our [senior] students are reaching the target score, indicating that most of our students are, in fact, suitably able readers of literary texts.
Media Arts Program Minor	Understand and acquire (through hands-on projects) the principal attributes and mechanics of art technique(s) in medium of choice.	Various	Instructors learned what methods of instruction and techniques of material presentation were viewed as effective by the students.
Physics	Students will be able to apply basic physical principles---including classical mechanics, electricity and magnetism, quantum mechanics, and statistical mechanics---to explain, analyze, and predict a variety of natural phenomena.	Upper division	62% of the solutions were acceptable or better. When restricted to Physics majors/minors, this number improves somewhat to 66%. One common theme from this analysis is that our students have a tendency to be distracted by the abstract and advanced mathematics, missing some of the basic physical principles as a result.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.

Development of Personal Potential: *To be responsible for achieving the full promise of their abilities, including psychological and physical well-being.*

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Anthropology	Assess and apply fundamental anthropological knowledge, including terminology, concepts, intellectual traditions, and theoretical approaches.	Sophomore to senior	All students demonstrating at least adequate achievement relative to rubric.
Chemistry	*Fundamental knowledge and skills*. Students are able to describe the major concepts and theoretical principles in chemistry. They can identify the central ideas underlying the principle subfields of chemistry – analytical, organic, inorganic, and physical chemistry – as well as the broader interdisciplinary subfields of biological, environmental and materials chemistry. Students are able to operate modern chemical instrumentation, perform chemical syntheses and carry out other essential chemical experiments with strict adherence to sound laboratory techniques as well as good safety and hygiene practices. They know how to use modern, web-based methods to effectively search the scientific literature.	Upper division, typically junior or senior	On average student responses to assessment prompts fall half way between fair and good.
Core 1	Critique diverse perspectives from scientific, historical, artistic, and personal standpoints and craft written arguments that draw connections between the arts and sciences.	Freshman	Students were not performing as well on the Cumulative Essay as anticipated with 49% of sampled essays earning a passing grade or better (as judged against a rubric calibrated to grades) on this capstone assignment for this foundational course.
Literature & Cultures	Interpret texts with due sensitivity to both textual and contextual cues	Senior	On the basis of eleven essays, it appears that the majority of our [senior] students are reaching the target score, indicating that most of our students are, in fact, suitably able readers of literary texts.
GASP Minor	Describe art works in technical or theoretical terms.	Upper division	While it is difficult to extract from a single course the entire GASP curriculum's results, we are confident that students are ending the semester considerably better equipped to describe cultural productions in various media, assess their meanings, and analyze their value critically.
History	Critically read, analyze, and synthesize primary and secondary sources.	Senior	Students are fairly competent in evaluating secondary sources and are less skillful in analyzing primary sources.

Major	PLO	Year of Students Assessed	Student Learning Conclusion
Media Arts Program Minor	Understand and acquire (through hands-on projects) the principal attributes and mechanics of art technique(s) in medium of choice.	Various	Instructors learned what methods of instruction and techniques of material presentation were viewed as effective by the students.
Merritt Writing Program	Students will be able to demonstrate thorough engagement with the iterative processes of reading, writing, and speaking.	Lower division, freshman and sophomore	Student self-report data indicate incremental improvements in PLO understanding and skill. However, implementation processes call into question the validity and reliability of these results. Portfolio-based student learning results will not be available until after Spring 2010.
Physics	Students will be able to apply basic physical principles---including classical mechanics, electricity and magnetism, quantum mechanics, and statistical mechanics---to explain, analyze, and predict a variety of natural phenomena.	Upper division	62% of the solutions were acceptable or better. When restricted to Physics majors/minors, this number improves somewhat to 66%. One common theme from this analysis is that our students have a tendency to be distracted by the abstract and advanced mathematics, missing some of the basic physical principles as a result.
Psychology	Students who complete the Psychology major will show knowledge of the key substantive content of the field of psychology, including memory and thinking, sensory psychology and physiology, developmental psychology, clinical and abnormal psychology, and social psychology.	Graduating senior	Strong evaluative conclusions about student learning based on the ETS major field test are not warranted, substantially because of the small sample size of entirely volunteer students, at least some of whom may have been poorly motivated. However, taken at face value, more than half the students performed at a level well-below average by any standard. In the interviews, students expressed substantial satisfaction with the Psychology program.
Sociology	Design and evaluate empirical sociological research.	Upper division	Students demonstrated acceptable performance on all four of the criteria assessed, falling primarily into the satisfactory to good range in use of evidence, use of research methods, and writing style. Scores for the use of sociological concepts criterion were slightly better than good. The data suggest some attention to building student ability to conduct research is necessary.
Spanish Minor	Students completing the minor in Spanish possess Spanish writing skills equivalent at least to the advanced level of the ACTFL Proficiency Guidelines: the student will be able to write about a variety of topics with significant precision and detail, and to produce organized compositions and short research papers.	Upper division students completing the minor	The direct and indirect evidence shows that all students reached an advanced level of written Spanish.