2016-2017 Assessment Cycle COLA_Sociology BA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission
Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."
The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission
Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".
Sociology focuses on human behavior in the context of culture and society. Its task is to understand human beings – what they do and why they do it. Sociologists try to bring into focus the familiar and the mysterious behavior of people and make the behavior understandable. Though no one has yet arrived at a total understanding of human behavior, sociology offers the adventure of acquiring understanding beyond the point we reach in our usual day to day existence. Students learn about people as social beings and gain an understanding of the relationship between society and the individual. Given that such an understanding is essential to successful social interactions, whether in business, leisure, or personal relations, sociology is an important facet of a college education. The curriculum is designed to provide students with an integrated body of knowledge leading to careers in, for example, community service, social work, counseling, marketing research, criminal justice and personnel management. The curriculum offers a strong background for persons who wish to enter such professional schools as law, social work, theology and business, as well as graduate training in sociology and other closely related fields.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Sociology majors will demonstrate an ability to find, synthesize, summarize and critique, a sociological literature, and use it to support an argument.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Capstone Assignment	Final Synthesis projects will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured as 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale.	

Goal/Objective	Student satisfaction with the sociology program
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Assessment Measures	

Assessment Measure	Criterion	Attachments
Indirect - Exit Interviews	Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology Faculty. Success will be measured by 70% of graduating students reporting satisfaction with the sociology program on four assessment items: 1) overall satisfaction 2) required coursework satisfaction 3) pedagogical satisfaction 3) advising satisfaction. Satisfaction will be measured as a yes/no, with comments for additional explanation.	

Goal/Objective	Promote academic excellence and career readiness in sociology majors
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Exit Interviews	Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of graduating students reporting acceptance into graduate schools and/or job acquisition due to completion of the sociology program.	

Goal/Objective	The sociology major should be able to: a. define theory and describe its role in building sociological knowledge b. compare and contrast the mainstream paradigms of sociological theory c. demonstrate the historical/cultural context in which sociological theories were developed
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Exit Interviews	Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of graduating students achieving acceptable, good, or excellent performance ratings on a five point scale when answering a randomly selected question on theoretical paradigms. Students will not be alerted ahead of time that they will be assessed on theoretical knowledge, which effectively makes the assessment a "pop quiz" of the ability to demonstrate mastery of sociological knowledge.	
	Direct - Capstone Assignment	Combined final synthesis and method projects (a two-semester capstone project) will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale	

Goal/Objective	Sociology majors should be able to: a. identify basic methodological approaches and describe the general role of methods in building sociological knowledge b. formulate empirical research questions and identify materials, research and data relevant to a research question c. perform rudimentary analyses of qualitative and/or quantitative data d. demonstrate an understanding of the role of evidence in qualitative and/or quantitative methods

Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Capstone Assignment	Final research methods projects will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured as 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Sociology majors will demonstrate an ability to find, synthesize, summarize and critique, a sociological literature, and use it to support an argument.

Goal/Objective	Sociology majors will demonstrate an ability to find, synthesize, summarize and critique, a sociological literature, and use it to support an argument.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Capstone Assignment	Final Synthesis projects will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured as 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale.

Assessment Findings					

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Capstone Assignment	Has the criterion Final Synthesis	The sociology program committee	Soci_301_Assessment_Spring_2017.docx	- Pedagogical Change : Explore new

	projects will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured as 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale. been met yet? Met	evaluated Final Synthesis projects in Spring 2017. The committee found that 87% of students achieved acceptable, good, or excellent performance ratings and therefore exceeded our standard for success. Success is measured at 70%.		technological opportunities such as provided by Office 365 for peer/cloud collaboration in composition. - Pedagogical Change : Explore training additional instructor for the teaching rotation to provide continuity across all sections of the synthesis course.

Assessment List Findings for the Assessment Measure level for Student satisfaction with the sociology program

Goal/Objective	Student satisfaction with the sociology program
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Indirect - Exit Interviews	Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology Faculty. Success will be measured by 70% of graduating students reporting satisfaction with the sociology program on four assessment items: 1) overall satisfaction 2) required coursework satisfaction 3) pedagogical satisfaction 3) advising satisfaction. Satisfaction will be measured as a yes/no, with comments for additional explanation.

Assessment Findings	

	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Indirect - Exit Interviews	Has the criterion Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology Faculty. Success will be measured by 70% of graduating students reporting satisfaction with the sociology program on four assessment items: 1) overall satisfaction 2) required coursework satisfaction 3) pedagogical satisfaction 3) advising satisfaction. Satisfaction will be measured as a yes/no, with comments for additional explanation. been met yet? Met	The sociology program committee, composed of sociology faculty, evaluated exit interview data collected by the Department Head in Fall 2016. Students were asked four questions about their satisfaction with the sociology program. 1) Is the student satisfied overall with the program? Explain. The committee found that 100% of graduating students reported overall satisfaction with the sociology program. 2) Could program requirements be harder? Explain. The committee found that 50% of graduating students reported that program requirements could be harder. 3) Could pedagogy be improved? Explain. The committee found that 100% of graduating students reported that pedagogy could be improved. 4) Could advising be improved?		- Curricular Change : Explore increasing the program requirements in terms of research and grant writing and emphasis on publication. - Curricular Change : Explore changing program requirements to include coursework on discrimination, and reinstating/ requiring the social work course, internship course, and death and dying course for students in an applied track. - Pedagogical Change : Explore improving pedagogy to require interaction in online course offerings, limiting and deepening theoretical coverage to prepare for graduate work, and changing the MWF theory course to a 1 or 2 day/week course to facilitate deep discussion. - Professional development/training: Explore improving pedagogy and advising through professional development and training of instructors and advisors.

		Explain. The committee found that 25% of graduating students report that advising could be improved. Overall, the committee found that the objective was met (item 1), but that improvements could be made in terms of requirements, pedagogy, and advising.		

Assessment List Findings for the Assessment Measure level for Promote academic excellence and career readiness in sociology majors

Goal/Objective	Promote academic excellence and career readiness in sociology majors
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Assessment Measures			
	Assessment Measure	**Criterion**	
	Indirect - Exit Interviews	Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of graduating students reporting acceptance into graduate schools and/or job acquisition due to completion of the sociology program.	

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Indirect - Exit Interviews	Has the criterion Student comments during exit interviews will be evaluated by a program assessment committee,	The sociology program committee, composed of sociology faculty, evaluated exit interview data collected by the Department Head in		- Assessment Process: Results Discussed / Shared: Explore sharing the 100% success rate with the full

		composed of sociology faculty. Success will be measured by 70% of graduating students reporting acceptance into graduate schools and/or job acquisition due to completion of the sociology program. been met yet? Met	Fall 2016. Students were asked about their plans for graduate school and/or employment in their field of study after graduation. The committee found that 75% of graduating students had been accepted into graduate programs and the remaining 25% had been offered employment in their field of study. More specifically, of the students going on to attend graduate school, 2/3 indicated they would be pursuing a masters degree in social work, and 1/3 indicated they would be pursuing a doctorate in sociology. Of the students who found employment in their field of study, 100% of these students reported that completing the 6 credit internship in the sociology program led directly to their job offer. Overall, the committee found that the objective was met with 100% of students reporting acceptance into graduate schools and/or job acquisition due to completion of the sociology program.		program faculty.

Assessment List Findings for the Assessment Measure level for The sociology major should be able to: a. define theory and describe its role in building sociological knowledge b. compare and contrast the mainstream

paradigms of sociological theory c. demonstrate the historical/cultural context in which sociological theories were developed

Goal/Objective	The sociology major should be able to: a. define theory and describe its role in building sociological knowledge b. compare and contrast the mainstream paradigms of sociological theory c. demonstrate the historical/cultural context in which sociological theories were developed
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measure	Criterion
Indirect - Exit Interviews	Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of graduating students achieving acceptable, good, or excellent performance ratings on a five point scale when answering a randomly selected question on theoretical paradigms. Students will not be alerted ahead of time that they will be assessed on theoretical knowledge, which effectively makes the assessment a "pop quiz" of the ability to demonstrate mastery of sociological knowledge.
Direct - Capstone Assignment	Combined final synthesis and method projects (a two-semester capstone project) will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Exit Interviews	Has the criterion Student comments during exit interviews will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured by 70% of graduating students achieving acceptable, good, or excellent performance	The sociology program committee, composed of sociology faculty, evaluated exit interview data collected by the Department Head in Fall 2016. Students were asked to randomly select an open-ended question on theoretical paradigms from a box and to respond verbally with an answer.		- Assessment Process: Targets / Criteria for Success changed: Explore adding more randomly selected questions to the assessment. Although students met the target in this cycle, selecting only one random question could artificially inflate or deflate student mastery of sociological knowledge by chance or luck of the draw. Explore adding more questions to the

		ratings on a five point scale when answering a randomly selected question on theoretical paradigms. Students will not be alerted ahead of time that they will be assessed on theoretical knowledge, which effectively makes the assessment a "pop quiz" of the ability to demonstrate mastery of sociological knowledge. been met yet? Met	Students were not alerted ahead of time that they would be assessed on theoretical knowledge during the exit interview, which effectively made the assessment a "pop quiz" on the ability to demonstrate mastery of sociological knowledge. The answers were evaluated by the program assessment committee on a five point scaled. The committee found that 100% of graduating students achieved acceptable, good, or excellent performance ratings in their ability to demonstrate mastery of sociological knowledge. Overall, the committee found that the objective was met with 100% of students achieving success, especially for items a and b.	assessment. - Assessment Process: Targets / Criteria for Success changed: Explore using a pre-test/post-test in required Theory course as an assessment tool. This may be able to more accurately assess item c in the objective: demonstrate the historical/cultural context in which sociological theories were developed.
	Direct - Capstone Assignment	Has the criterion Combined final synthesis and method projects (a two-semester capstone project) will be evaluated by a program assessment committee,	This objective was new for the 16/17 assessment cycle and requires a two semester sequence to collect sufficient data for assessment. Part		- Assessment Process: Continuous monitoring: At the conclusion of Fall 2017, this objective will be able to be assessed. Sufficient data from across a two-semester process of building

	composed of sociology faculty. Success will be measured by 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale been met yet? Not met	one has been introduced in the Spring 2017 semester, and part two is being implemented in Fall 2017.		the capstone project are necessary before assessment can be completed. The expectation is that 70 % of students will produce a publishable capstone project.

Assessment List Findings for the Assessment Measure level for Sociology majors should be able to: a. identify basic methodological approaches and describe the general role of methods in building sociological knowledge b. formulate empirical research questions and identify materials, research and data relevant to a research question c. perform rudimentary analyses of qualitative and/or quantitative data d. demonstrate an understanding of the role of evidence in qualitative and/or quantitative methods

Goal/Objective	Sociology majors should be able to: a. identify basic methodological approaches and describe the general role of methods in building sociological knowledge b. formulate empirical research questions and identify materials, research and data relevant to a research question c. perform rudimentary analyses of qualitative and/or quantitative data d. demonstrate an understanding of the role of evidence in qualitative and/or quantitative methods
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measures table:

Assessment Measure	Criterion
Direct - Capstone Assignment	Final research methods projects will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured as 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale.

Assessment Findings table:

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Capstone e	Has the criterion Final	The sociology	Assessment_for_SOCI308_and_309_Qualitative_Sociological_Methods_1.docx	- Student/Faculty

		Assignment	research methods projects will be evaluated by a program assessment committee, composed of sociology faculty. Success will be measured as 70% of students achieving acceptable, good, or excellent performance ratings on a five point scale. been met yet? Met	program committee evaluated final research methods projects in Spring 2017. The committee found that aside from those whose medical problems prevented them from completing the course, 80% of students achieved acceptable, good, or excellent performance ratings and therefore exceeded our standard for success. Success is measured at 70%.		Support (for Educational Programs): Explore acquiring qualitative data analysis software for the sociology research lab. We have submitted a STEP grant request for it, and if approved will immediately include it in the methods course to bring student experience into the modern world. Quite literally, students are being trained using methods from the 1980's to learn qualitative data analysis because of the lack of appropriate software in the lab. - Assessment

					Process: Measures changed: Explore adding an additional assessment item better designed to capture item d: demonstrate an understanding of the role of evidence in qualitative and/or quantitative methods.

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?
Please select all that apply. If "other", please use the text box to elaborate.
Distributed via email (selected)
Presented formally at staff / department / committee meetings (selected)
Discussed informally (selected)
Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle)
Once per cycle (selected)
Results were not shared this cycle

3) With whom were assessment results shared?
Please select all that apply.

Department Head (selected)
Dean / Asst. or Assoc. Dean (selected)
Departmental assessment committee (selected)
Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Our primary action plan in the last cycle was to fully implement and train our faculty in the use of new classroom technologies. Not enough time has passed to accumulate sufficient data for a comprehensive analysis of the effects of that implementation and training, and the classroom size is too small for most of our classes to be able to take advantage of the technology. However, the faculty teaching quantitative methods lecture and lab are quite satisfied with the new technology.

That being said, at the end of the 15/16 cycle and beginning of the 16/17 cycle, several program objectives were refined and assigned new assessment measures. One example was the decision to link the synthesis and methods courses and require a capstone project that bridged across the two. Another example was the decision to implement exit interviews with the intent to also assess objectives. The changes at the start of this cycle were, in part, due to a newly developed understanding of the purpose and methods of assessment. These new or refined objectives were developed and implemented and assessed as a team, and frequent informal and formal meetings on the subjects covered by these objectives occurred throughout this assessment cycle. Some of the pedagogical issues addressed by students in their exit interviews in this cycle have already been resolved with the departure of two especially problematic faculty members who were resistant to pedagogical improvement. The remaining team members have received professional development training, both formal and informal. In 16/17, three program members had already received training from the Distance Learning program, in 17/18 four additional program members will do so. The training provided by the DL program is an excellent form of professional pedagogical development and has improved the performance of even seasoned and highly popular instructors. In addition, an enthusiastic senior mentoring program is underway to prepare the two newly hired and one newly promoted faculty member in best practices in the classroom. The team also met to design a uniform plan of teaching the synthesis course that serves as the gateway to both methods courses and as part one of the capstone project. Although the unit is currently short one full-time instructor, a senior faculty member with excellent pedagogical skills has undertaken the extra course load to model best practices for junior faculty as well.

The perceivable effects of our action plans are that our students are satisfied and successful in all but one of the five objectives; the fifth has insufficient data to allow for assessment.

5) What has the unit learned from the current assessment cycle?

We refined our understanding of what was needed for assessment. We also refined our understanding of what was needed in our (relatively new) Synthesis (301) course. Informal reports from professors indicate that students who took 301 in the Spring, after implementation of our refined understanding, are better prepared for the next level of required methodological coursework. We have also learned the value of teamwork when it comes to assessment, that it is too large an undertaking for only one or a few, and that we need not be defensive in our approach to assessment. We have always been concerned about improving the learning outcomes for our students, and part of what we have learned is how to articulate and measure and refine that in an ongoing process. We have learned that students themselves are quite creative with ideas for improvement and the exit interview process is an excellent vehicle for tapping into that catalyst.

Attachments