

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Sociology BA

As of: 11/22/2016 09:40 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Mission / Purpose

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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.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 1: develop sociological imagination**

The student will demonstrate an ability to find, synthesize, summarize and critique, a sociological literature, and use it to support an argument.

#### Relevant Associations:

##### **Standard Associations**

##### **SACS (sections): 2010**

- 1 Institutional Effectiveness
- 1 educational programs, to include student learning outcomes
- 1 Institutional Mission
- 2 Quality Enhancement Plan
- 2.7.2 Program Content
- 2.7.3 General Education
- 2.7.4 Course work for Degrees
- 2.12 Quality Enhancement Plan
- 3 Institutional Effectiveness

##### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content

- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about “real-world” situations.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.
- 6.3 Communicate through electronic media.

### **Strategic Plan Associations**

#### **University of Louisiana at Lafayette**

2.3.3 Students KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.

### **Related Measures**

#### **M 1: Sociological Imagination**

If 70% of Sociological Synthesis (SOCI 301) students earn at least 70% of possible course credit, we will have achieved this Outcome/Objective.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

If 70% of Sociological Synthesis (SOCI 301) students earn at least 70% of possible course credit, we will have achieved this Outcome/Objective.

#### **Finding (2015-2016) - Target: Met**

74% of Sociological Synthesis students earned 70% or more of the course credit.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Make full use of New Technology in lecture halls and labs.**

Faculty will be offered instruction in the use of recently acquired pedagogical technology in the classrooms.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Research Methodology | **Outcome/Objective:** engage in social research

**Measure:** Sociological Imagination | **Outcome/Objective:** develop sociological imagination

**Measure:** Theory | **Outcome/Objective:** understand sociological theory

**Implementation Description:** Our more expert faculty will ensure that all faculty understand how to use the classroom technology to the best pedagogical advantage.

**Projected Completion Date:** 09/2017

**Responsible Person/Group:** Computer Liaison

**Additional Resources:** Occasional Technology upgrades and additions.

**Budget Amount Requested:** \$5,000.00 (recurring)

### **SLO 2: understand sociological theory**

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

## Relevant Associations:

### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
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- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.
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## Related Measures

### **M 2: Theory**

If 70% of Theory (SOCL 411) students earn at least 70% of possible course credit, we will have achieved this Outcome/Objective.

Source of Evidence: Written assignment(s), usually scored by a rubric

### **Target:**

The student learning objective will be considered met if a minimum of 70% of students score a 70% or higher.

### **Finding (2015-2016) - Target: Met**

90% of Theory students earned 70% or more of the course credit.

### **Related Action Plans (by Established cycle, then alpha):**

#### **Make full use of New Technology in lecture halls and labs.**

Faculty will be offered instruction in the use of recently acquired pedagogical technology in the classrooms.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Research Methodology | **Outcome/Objective:** engage in social research

**Measure:** Sociological Imagination | **Outcome/Objective:** develop sociological imagination

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**Additional Resources:** Occasional Technology upgrades and additions.

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### **SLO 3: engage in social research**

The Sociology major 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 and qualitative and/or quantitative methods

### Relevant Associations:

#### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 5.1 Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about “real-world” situations.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.
- 6.3 Communicate through electronic media.

#### **Strategic Plan Associations**

##### **University of Louisiana at Lafayette**

- 2.3.3 Students KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.

### Related Measures

#### **M 3: Research Methodology**

The student learning objective will be considered met if a minimum of 70% of students score a 70% or higher in the qualitative courses (SOCl 308 and 309) and the quantitative courses (SOCl 306 and 307).

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

The student learning objective will be considered met if a minimum of 70% of students score a 70% or higher.

##### **Finding (2015-2016) - Target: Met**

90% of the students in SOCl 306 and 307 scored at least 70%. 71% of the students in SOCl 308 and 309 scored at least 70%.

##### **Related Action Plans (by Established cycle, then alpha):**

##### **Make full use of New Technology in lecture halls and labs.**

Faculty will be offered instruction in the use of recently acquired pedagogical technology in the classrooms.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Research Methodology | **Outcome/Objective:** engage in social research

**Measure:** Sociological Imagination | **Outcome/Objective:** develop sociological imagination

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**Implementation Description:** Our more expert faculty will ensure that all faculty understand how to use the classroom technology to the best pedagogical advantage.

**Projected Completion Date:** 09/2017

**Responsible Person/Group:** Computer Liaison

**Additional Resources:** Occasional Technology upgrades and additions.

**Budget Amount Requested:** \$5,000.00 (recurring)

#### **SLO 4: adjustments to major requirements**

Beginning in the 2015-16 year the program requirements will be changed as follows. Required hours in English is reduced from 12 to 9. Students can now select from any level history course, provided they have the prerequisites. Required hours in Behavioral Science is increased from 9 to 12 credit hours as Sociology majors are now required to take an upper level Political Science course. All Sociology majors are now required to complete a Philosophy course and are no longer required to complete a course on computer proficiency. Finally, the 18 credit hour minor continues to be required, but students are now on allowed one "D" in the minor, with the requirement of a "C" or better in the remaining 15 credit hours.

#### Relevant Associations:

##### **Standard Associations**

###### **SACS (sections): 2010**

2.7.4 Course work for Degrees

##### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
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##### **Strategic Plan Associations**

###### **University of Louisiana at Lafayette**

2.3.3 Students KPI 11: Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.

#### Related Measures

##### **M 4: Major Requirements**

The new curriculum requirements will be implemented and tracked for new Sociology majors.

Source of Evidence: Curriculum/syllabus analysis of course to program

**Target:**

The target is to have Sociology majors take a Philosophy course and a Political Science course.

**Finding (2015-2016) - Target: Not Reported This Cycle**

Not enough data.

## **Analysis Questions and Analysis Answers**

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**How were assessment results shared and evaluated within the unit?**

Faculty receive an email in which these results are shared. Comments are welcomed and issues properly attended to.

**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

All prior action plans have been completed. Objectives were achieved.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

Apparently, judging by the improvement in our measures, we have learned what works, which seems to vary by course and instructor, each situation calling for it's own response.