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**June 15, 2015**

**Academic Program Review**

Department of Sociology and Family Studies

Academic Programs Reviewed

B.A./B.S. Sociology

**Dr. Jerri H. Bullard**

**Department Chair**

**Part I**

**Departmental Assessment**

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution’s mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

The Department of Sociology and Family Studies has worked together to strengthen the department’s curriculum, build on existing programs, increase faculty and student research, increase the number of majors and minors, and support the General Education Curriculum. The Department of Sociology and Family Studies currently has 5.0 FTE faculty members. This includes 4.25 full-time faculty and.75 FTE through adjuncts and offers: a major in Sociology, a minor in Sociology, a minor in Family Studies, the Certificate in Family Life Education, the Certificate in Gerontology, coursework leading to the Child Life Specialist certification, and two areas of concentration—criminology and gerontology. In addition, the Department received approval from ACHE to offer a MS in Family Studies beginning fall 2014. Finally, all majors/certifications are available on-campus and online.

**Major Accomplishments 2012 – 2015**

* Received approval from ACHE (June, 2014) to offer the **Online** MS in Family Studies.

Enrollment for this program which began fall 2014 was 3 students. This number has increase to 6 full-time graduate students for spring 2015. Expected enrollment for summer is 7 full-time students.

* Certified Family Life Educator (CFLE) program--to date, 8 students have completed the certificate and 15 students are currently pursuing the certificate.
* Development of the Child Life Specialist program. Provided online coursework leading to the Child Life Specialist Certification. There is currently one student pursuing the Child Life Specialist Certification. This is an extremely competitive program due to the practicum hours required by the accrediting organization (450 supervised hours). The Department is currently working to expand practicum options for students and increase their opportunities.
* Faculty members in the department worked with the Department of Criminal Justice to restructure the Social and Behavioral Science Research (Dr. Andrea Hunt and Dr. Amber Paulk).
* Had a variety of undergraduate and graduate curriculum changes approved to implement the QEP in the department and strengthen the curriculum.
* Increased travel/development funds available to faculty through summer revenues.
  + The 1st Annual Sociological Research Symposium sponsored by Alpha Kappa Delta Sociology Honor Society was established by the Department, Spring 2014. The 2nd Annual Sociological Research Symposium sponsored by Alpha Kappa Delta Sociology Honor Society is planned in conjunction with Research Week, UNA, 2015.
  + The Department of Sociology and Family Studies experienced a 25.40% increase in majors from fall 2013 to fall 2014. The Department also experienced a 5.1% percent increase in majors from fall 2014 to spring 2015. As majors increase there is greater need to offer multiple sections of required courses. The Department has also consistently experienced an above average CHP. The average credit hour production for the Department was 1,702 from fall 2012 to fall 2014. The Department has experienced a 20% increase in CHP production spring semesters 2005 – 2014, a 12% increase in CHP production fall semesters 2004 – 2013, and a 13% increase in CHP production summer terms 2005 – 2013 (note: number of faculty = 4 to 4.5, often less due to reduction in teaching load, e.g. University Ombudsman)
  + The Department is one of the highest CHP/FTE producers for the summer sessions generating over $40,000 in revenues per year.
  + As of spring 2015 the Department had 79 majors in Sociology, 9 minors in Sociology, and 58 minors in Family Studies.
  + Examples of community outreach by faculty: Partnering with DHR, providing workshops for the In-Service Center, three faculty have completed Title IX Compliance training, coordination of the Student Campus Climate Survey Report, presentations for Lauderdale County Health Department for foster parents and social workers on issues related to cultural diversity, support for One Place through curriculum and practicums.
  + The Department has worked to establish a dual enrollment agreement with Deshler High School to offer 6 hours of Sociology credit on site 2015-2016 and is participating in the First 30 program with Florence City Schools.
  + Participation on state and national level committees by faculty include the ASA Task Force on Sociology Major, Executive Board of the Alabama Family and Consumer Sciences Association, AHEC Board of Directors.
  + List of online activities by the Department of Sociology and Family Studies:

1. Online M.S. in Family Studies
2. Online major in Sociology
3. Online minor in Sociology
4. Online minor in Family Studies
5. Online Certificate in Family Life Education (CFLE)
6. Online Certificate in Gerontology
7. Online Child Life Certification
   * All faculty in the Department utilize the Canvas course system for both online courses and on-campus courses.

**Annual Department Goals**

1. **Annual Department Goals: 2011-2012**
2. The Department of Sociology will develop curricular proposals to develop a Certified Family Life Educator certificate program.

Consistent with the stated goal, the Department of Sociology faculty built upon what has been a successful minor area of study in Family Studies by developing a curriculum modeled after the National Council on Family Relations' Family Life Educator Certificate (CFLE). The Sociology Faculty, in cooperation with academic programs across two colleges, developed the proposal to make efficient use of many courses currently offered at UNA and to meet the content areas required for CFLE certification. These proposals were recently approved at the June, 2012 meeting of the UNA Undergraduate Curriculum Committee.

1. The Department of Sociology will explore its options for development of a Master’s program either in Sociology or an applied area (e.g., Family Studies).

The NISP was developed and submitted to begin the approval process for the M.S. in Family Studies.

1. Organize student development activities for the Fall and Spring semesters designed to promote Sociology majors and their readiness for career paths and graduate level education.

The Sociology Honor Society (Alpha Kappa Delta) organized a luncheon seminar (Nov. 16, 2012) to focus on the proper use of the APA style. This type of seminar is also consistent with the Department's commitment to UNA's QEP. A second career seminar (Apr. 4, 2012) was with personnel from the UNA Office of Career Planning and Development. These two events attracted a total of 30 students (10 in fall and 20 in spring). The students, though not large in number, conveyed an appreciation of our efforts to promote student involvement through substantive activities. Department efforts to engage students outside the classroom are continuously prompted by data obtained from our semiannual Exit Survey given to graduating seniors. These data suggest that students would like more access to extracurricular activities. Involvement has continued to increase. See data on student participation in Research Week and the Annual Alpha Kappa Delta Sociology Research Symposium.

1. **Annual Department Goals: 2012-2013**
2. Submit Graduate Curriculum Proposal for Master’s Degree in Family Studies.

The NISP for the M.S. in Family Studies was submitted Spring 2013 followed by the development of the full proposal. Work continued throughout the Spring and Summer 2013.

1. Request replacement of faculty lost due to reduction in teaching loads (e.g., Director of BIS, University Ombudsman).

Permission was given to replace the faculty line vacated within the Department. A search was carried out resulting in the addition of a new faculty member beginning Fall 2013.

1. Re-evaluate Gen Ed assessment measures for So 221 and So 222.

Given changes in the curriculum and selection of a new text for So 221 both General Education assessment measures for these areas were reviewed and revised.

1. Seek approval from the National Council on Family Relations (NCFR) for CFLE.

A proposal was developed and submitted to the National Council on Family Relations for approval of the Certified Family Life Educator certification. This approval was received Spring 2013 and the certificate went into effect fall 2014.

1. **Annual Department Goals: 2013-2014**
2. The Department will work to create the course structure for the QEP by submitting a proposal for So 310 to be changed to a 4-hour class. Baseline data for QEP courses will be collected fall 2013 and spring 2014.

The structure of SO 310 was revised to a 4-credit hour class to allow for first-hand collection, analysis, and interpretation of data by students as part of the Department’s QEP. Baseline data was also collected in SO 222, SO 310, and SO 428 as part of the QEP implementation.

1. The Department of Sociology and Family Studies will develop and submit the formal ACHE proposal for the M.S. degree in Family Studies.

The formal proposal to ACHE for the M.S. degree in Family Studies continued through fall 2013. The proposal was submitted to ACHE Spring 2014.

1. Request new faculty line for M.S. in Family Studies to be implemented fall 2014.

A new faculty position was requested to provide additional support in the M.S. in Family Studies. A request was submitted to increase the half-time position within the department to a full-time position to provide support for the new M.S. in Family Studies. This request was approved beginning fall 2014.

1. **Annual Department Goals: 2014-2015**
2. The Department of Sociology and Family Studies implemented the M.S. degree in Family Studies by admitting the first cohort of students and offering graduate level courses in the program. The ability to offer this program is contingent upon adequate personnel qualified to teach in the field. A full-time faculty position is requested by the department to serve this area. Two graduate assistant positions are also requested to recruit high quality students to the program.

An additional faculty line was approved by the College of Arts and Science Budget Committee but was not approved by the university wide Strategic Planning and Budget Study Committee. This request will be submitted again in 2015-2016 as demand within the programs continues to increase. A college wide policy was developed for the allocation of graduate assistantships and the department fully expects to be awarded an assistantship during 2015-2016.

1. The Department of Sociology and Family Studies also requested an additional $200.00 to cover expenses associated with CFLE membership.

The Department of Sociology and Family Studies requested additional operational funds given the increase in certifications available and the increase in CHPs within the department. This request was bundled with a general request from the College of Arts and Sciences for a 25% budget increase for six departments within the college. This request was approved by the Strategic Planning and Budget Study Committee spring 2015.

1. The Department of Sociology and Family Studies will implement the QEP and begin collecting data for assessment.

The QEP was fully implemented fall 2014 and assessment data based on the established rubric in So 221, So 222, and So 428.

**1. Assess the department as it relates to students including enrollment and graduation data, and student services:**

The Department of Sociology and Family Studies experienced a 25.40% increase in majors from fall 2013 to fall 2014. The Department also experienced a 5.1% percent increase in majors from fall 2014 to spring 2015. As majors increase there is greater need to offer multiple sections of required courses. The Department has also consistently experienced an above average CHP. The average credit hour production for the Department was 1,702 from fall 2012 to fall 2014. The Department has experienced a 20% increase in CHP production spring semesters 2005 – 2014, a 12% increase in CHP production fall semesters 2004 – 2013, and a 13% increase in CHP production summer terms 2005 – 2013 (note: number of faculty = 4 to 4.5, often less due to reduction in teaching load, e.g. University Ombudsman). The Department is one of the highest CHP/FTE producers for the summer sessions generating over $40,000 in revenues per year. As of spring 2015 the Department had 79 majors in Sociology, 9 minors in Sociology, and 58 minors in Family Studies. A variety of services have been provided to students to enhance internship/practicum and research opportunities. The 1st Annual Sociological Research Symposium sponsored by Alpha Kappa Delta Sociology Honor Society was established by the Department, spring 2014. The 2nd Annual Sociological Research Symposium sponsored by Alpha Kappa Delta Sociology Honor Society was held in conjunction with Research Week, UNA, 2015.

**Table 1. Department of Sociology and Family Studies – Major and Minors 2008 -- 2015**

|  |  |  |  |
| --- | --- | --- | --- |
| **SEMESTER/YEAR** | **NUMBER OF MAJORS** | **MINORS-SOCIOLOGY** | **MINORS-FAMILY STUDIES** |
| **FALL 2008** | **59** | **38** | **1** |
| **SPRING 2009** | **77** | **44** | **2** |
| **FALL 2009** | **78** | **43** | **1** |
| **SPRING 2010** | **70** | **45** | **2** |
| **FALL 2010** | **81** | **33** | **15** |
| **SPRING 2011** | **78** | **51** | **23** |
| **FALL 2011** | **86** | **54** | **31** |
| **SPRING 2012** | **80** | **46** | **44** |
| **FALL 2012** | **88** | **36** | **61** |
| **SPRING 2013** | **78** | **35** | **60** |
| **FALL 2013** | **71** | **26** | **54** |
| **SPRING 2014** | **71** | **22** | **51** |
| **FALL 2014** | **84** | **15** | **58** |
| **SPRING 2015** | **79** | **9** | **58** |

**Table 2. SOCIOLOGY CHP/FTE FALL 2004 – 2014 AND PRACTICUM/INTERNSHIPS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR** | **2004** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** |
| **CHP** | **1,542** | **1,617** | **1,539** | **1,533** | **1,587** | **1,998** | **1,911** | **1,989** | **1,944** | **1,728** | **1,607** |
| **FTE** | **128.5** | **134.8** | **128.3** | **127.8** | **132.3** | **166.5** | **159.3** | **165.8** | **162.0** | **144.0** | **134** |

**PARTICIPATION IN PRACTICUM/INTERNSHIPS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** |
| **Number of Practicum/Internships** | 3 | 0 | 6 | 7 | 5 | 17 |

**2. Assess the department as it relates to faculty and staff activities throughout the previous reporting period including research, service, and faculty/staff development:**

As evidenced by the Sociology faculty's Summary Evaluation and Goal Planning Forms, which are completed and evaluated each spring, the faculty exceeded the departmental and University expectations. These reports are submitted each year in accordance with University policy.

**Table 3. Faculty Professional Activities 2010-Present**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Member** | **Paper Presentations at Professional Meetings** | **Research Articles/Published Works** | **Community Presentations/Workshops** |
| Alex Takeuchi | 9 | 3 | N/A |
| May Takeuchi | 5 | 3 | 1 |
| Amber Paulk | 19 | 7 | 7 |
| Andrea Hunt | 12 | 10 | 31 |
| Total | 45 | 23 | 39 |

Selected examples of faculty activities illustrating recognition, service, online instruction and community involvement:

* Dr. May Takeuchi was selected as a participant for the American Sociological Association’s Teaching and Learning Pre-conference Workshop, 2012.
* Dr. Alex Takeuchi has served the University as Ombudsman since 2010.
* Dr. Amber Paulk, Early Career Outstanding Faculty Award – Service.In Recognition of Outstanding Service in the College of Arts and Sciences, University of North Alabama (2015).
* Hunt, Andrea N. and Brittney Cooper. 2015. “Increasing Information Literacy and Cultural Competency through Structured and Creative Writing Assignments in Online Courses.” Presented Distance Learning/Technology Conference, University of North Alabama, Florence, AL, March.
* Revision of Departmental web page: <http://una.edu/sociology> and Facebook page: <https://www.facebook.com/UNA.sociology.family.studies>
* Hunt, Andrea N. 2014. “College and Career Readiness: What Can I Do Now?” Workshop for 128 freshmen students at Deshler High School, Tuscumbia, AL, October.
* Hunt, Andrea N. 2014. “Gender and Leadership Development.” Workshop for the Leading Edge Institute, Montgomery, AL, June.
* Paulk, A. (2013, December). Preventing child sexual abuse: How to recognize the warning signs. A town hall community meeting hosted by the Franklin County Board of Education at Vina High School, Vina, AL.
* Paulk, A. (2013, September). Positive discipline strategies for children ages 2 – 12. A parent education workshop hosted for parents in the Shoals community hosted by First United Methodist Day School, Florence, AL.
* Paulk, A. (2012, August). State-wide curriculum updates in Family and Consumer Sciences Education. Presentation to Family and Consumer Science Educators from Decatur City Schools, University of North Alabama, Florence, AL.

**3. Are facilities and resources adequate to address the goals and objectives of each program within the department? Explain why or why not:**

**Budget**

Current Budget:

* Annual departmental budget: $5, 556.00 (amount includes $500.00/faculty travel funds)
* Rollover funds when available
* Summer school revenues when available

The current budget is such that there are numerous constraints on the Department with regard to faculty travel, student support, and marketing. The Department has utilized revenue returned from summer school to supplement the departmental budget. This has allowed more faculty travel and acquisition of furniture for the departmental offices. A twenty-five percent increase in budget for the Department has been requested by the Dean of the College of Arts and Sciences.

If the department continues to grow at its current rate the space allocated will be an issue. At present there is not area for adjunct faculty or supplies.

1. **Budget Requests**
   1. Departmental access to Qualtrics--$500 ($7,000 has been approved by the Strategic Planning Budget Study Committee for university-wide license. This is awaiting approval by the President, etc.).
   2. Additional faculty for 2015-2016—this request was not approved by the Strategic Planning and Budget Study Committee.
   3. Graduate assistantships (2) for 2015-2016—allocation of graduate assistantships has been systematized by the College of Arts and Sciences. It is anticipated that this request will be fulfilled when enrollment in the graduate program reaches the minimum needed for an appointment.
   4. Additional faculty for 2016-2017—a request will be submitted in the next year for an additional faculty member to meet the demand presented by undergraduate and graduate enrollment increases.
   5. Increase in operating budget of 10-20% for 2016-2017—a request was presented by the College of Arts and Sciences to increase the departmental budget 25%.
2. **Notable achievements by the department (students, faculty, staff):**

**Accomplishments 2012 – 2015**

1. Approval and implementation of the MS in Family Studies
   * 1. Dr. Amber Paulk, Director
     2. First cohort began fall 2014
2. Changed name to Department of Sociology and Family Studies
3. Significant curricular changes implemented to support the M.S. degree in Family Studies and to refine departmental offerings in Sociology.
4. Development of the Certified Child Life Specialist (CFLE)program
5. Development of the Child Life Specialist program.
6. Implementation of the QEP with a sequence of three courses focused on student research—So 221, So 222, So 428.
7. Redesign of the Social and Behavioral Science Research Center with Criminal Justice (Dr. Andrea Hunt and Dr. Amber Paulk)
8. Established the Annual Sociological Research Symposium sponsored by Alpha Kappa Delta Sociology Honor Society, spring 2014.
   * 1. Approximately 20 students in 2014 and 17 students in 2015 presented their research in the field in a round-table discussion format.
9. 20% increase in CHP production spring semesters 2005 – 2014; 12% increase in CHP production fall semesters 2004 – 2013; 13% increase in CHP production summer terms 2005 – 2013 (note: number of faculty = 4 to 4.5, often less due to reduction in teaching load, e.g. University Ombudsman)
10. Number of majors in Sociology (79), minors in Sociology (9), and minors in Family Studies (58) as of spring 2015.
11. Increase in community involvement: over 30 instances of invited commentary for media or specific groups.
12. Dual Enrollment course offerings, Deshler High School, Tuscumbia, AL 2015-2016
13. Participant, First 30 Program, Florence High School, Florence, AL 2015
14. A university site license was obtained for Qualtrics which will enable faculty and students to engage in different forms of survey research.
15. The Department received the Community Involvement and Outreach Award by the College of Arts and Sciences spring 2015.

**5. How has the department addressed recommendations from the previous program review?**

The previous program review recommended the following:

* Contributions of our new faculty member—The department has replaced two faculty lines in the time period of this analysis. In each instance the new faculty have taken on responsibilities that have contributed significantly to the department.
* Articulate goals for student organizations—Goals for Alpha Kappa Delta have been articulated and the Annual Alpha Kappa Delta Sociology Research Symposium implemented.
* Study curriculum change options for the current Undergraduate Applications in the

Social Sciences (SO 311) course—Both So 310 and So 311 have been restructured to meet expectations associated with the QEP. Additional research emphasis has been added to So 222 and So 428

* Study options to develop concentrations in Family Studies and Social Psychology—A minor in Family Studies has been added along with the M.S. in Family Studies. Additional courses in social psychology have been added as electives within the major. These are So 342—The Self and Social Interaction, So 443—The Sociology of Intimate Relations, So 444—Sociology of Intimate Relations.

Requirements for the Minor:

Family Development (HES 443)

Marriage and Family (SO 223/WS 223)

Parenting and Socialization (SO 301)

Aging and Society (SO 308)

Three hours from the following:

Gender Communication (COM 386/WS 386) Psychology of Close Relationships (PY 450)

Sociology of Gender and Sexual Behavior (SO 300/WS 300) Social Psychology of Intimate Relationships (SO 443/WS 443)

Three hours from the following:

Domestic Violence (CJ 330) Substance Abuse (CJ 390) Abusive Behaviors (NU 324)

Services to Families and Children (SW 420)

* Evaluate current rotation of courses from in-class to distance learning offerings—A template was developed by the Department to format all courses offered through 2017. This template may be accessed through the Departmental Website.
* Pursue curriculum proposal to include Introduction to Anthropology (SO 231) as an

Area IV elective—No action was taken on this recommendation.

**6. Briefly describe the department’s vision and how it aligns with the University’s strategic plan:**

The Department will continue to expand and work to meet the needs of the student body. It is anticipated that an emphasis will be placed on the following as the department moves forward:

* 1. Increase the recruitment of students and marketing of all our programs
  2. Actively pursue community involvement
  3. Increase the number of students in internships
  4. Increase the number of students attending professional conferences
  5. Increase the number of students involved in research
  6. Assist in the professional development of our graduates, i.e., resume development, professional dress and behavior.

**Part II**

**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

**7. Name of Program:** Sociology

**8. Coordinator of Program:** Dr. Jerri H. Bullard

**9. Mission Statement of Program:** The Department of Sociology's mission is to serve the University, community and region through our collective effort, combined knowledge and unique skills as a group of educators in the scientific discipline of Sociology. The academic major aims to prepare students for citizenship in the global world by giving them a better understanding of their social, cultural, economic and physical environment and a set of conceptual and research tools to build upon that understanding.

**10. Program Overview:**

**10.1 Brief overview of program**

The Department of Sociology and Family Studies has worked together to strengthen the department’s curriculum, build on existing programs, increase faculty and student research, increase the number of majors and minors, and support the General Education Curriculum.

**10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.**

**Student Learning Outcomes and/or Program Goals**

* 1. Goal 1 - Understand the sociological imagination and the conceptual links between individual and group experiences and broader social forces and between social forces and history.
  2. Goal 2 - Understand issues, such as generally agreed upon social problems, relative to the forces of culture and social structures, the relationships between individuals, groups and society, effects of stratification systems and apply to those issues the macro and micro levels of analysis.
  3. Goal 3 - Understand how to conduct, interpret and apply sociological research, review and understand the existing research literature, critically assess the advantages and disadvantages of research methods specific to research questions.
  4. Goal 4 - Understand the role of sociological theories and demonstrate the ability to discuss, apply, and describe some basic theories or theoretical orientations and apply them to issues of interest.
  5. Goal 5 - Students will be satisfied with the support they received while enrolled in the Sociology program.

**Long Term Strategic Goals**

* 1. To consistently produce students that score above national averages on the core sociological knowledge and critical thinking components of the nationally standardized MFT exam.
  2. Greater than 50% of department faculty will exhibit a commitment to research and scholarly activity as demonstrated through attendance or presentation at professional association meetings.
  3. All faculty will engage in professional service to the University and community.

**10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

**Table 1. Department of Sociology and Family Studies – Major and Minors 2008 -- 2015**

|  |  |  |  |
| --- | --- | --- | --- |
| **SEMESTER/YEAR** | **NUMBER OF MAJORS** | **MINORS-SOCIOLOGY** | **MINORS-FAMILY STUDIES** |
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| **SPRING 2014** | **71** | **22** | **51** |
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**Table 2. SOCIOLOGY CHP/FTE 2004 – 2013**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR** | **2004** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** |
| **CHP** | **1,542** | **1,617** | **1,539** | **1,533** | **1,587** | **1,998** | **1,911** | **1,989** | **1,944** | **1,728** |
| **FTE** | **128.5** | **134.8** | **128.3** | **127.8** | **132.3** | **166.5** | **159.3** | **165.8** | **162.0** | **144.0** |

**PARTICIPATION IN PRACTICUM/INTERNSHIPS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** |
| **Number of Practicum/Internships** | **3** | **0** | **6** | **7** | **5** | **17** |

**10.4 Evaluate the adequacy of library resources available to support your program:**

**Subject areas included in the assessment**

***Sociology***

The following information was provided by the University Library Services as part of the M.S. in Family Studies proposal. The most well-represented area – works from the sociological perspective – comprise 79% of current materials and nearly 72% of historical materials (Table 2). Therefore, Table 3 breaks down the sociology subject area by LC and Dewey classification ranges, with included call numbers noted where a subset was used to isolate works related to family studies from a broader range of call numbers.

Table 3 LC and Dewey Classification – Sociology

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Current**  **(2000-present)** | **Historical**  **(1940-1999)** | **Precursors**  **(Before 1940)** |
| Social Sciences, general works (H1 –H99) | 69 | 467 | 8 |
| Work and family;  Mothers—Employment;  Women—Employment—United States  (HD4904.25, HD6055, HD6095) | 17 | 58 | 0 |
| Personal Finance (HG179) | 5 | 50 | 0 |
| Sociology (HM) | 284 | 1,443 | 60 |
| Social history and conditions, Social problems (HN) | 228 | 1,121 | 29 |
| The family, Marriage, Women (HQ1-HQ2044) | 859 | 3,035 | 80 |
| Families—assistance for; Adoption;  Aged (Public Welfare); Family violence  (HV697; HV875; HV1450-HV1494; HV6626) | 50 | 262 | 1 |
| Families; Family Relationships; Family dissolution;  Families—Social Welfare; Family relationships—home economics; Parenting  (306.85; 306.87; 306.88; 362.82; 646.78; 649.1) | 18 | 48 | 0 |
| **TOTALS** | 1,530 | 6,484 | 178 |

Works in the collection from a sociological perspective are dominated by the HQ classification. The Library of Congress holds “[the] HQ classification [to be] the core of the family studies collection[.]” (<http://www.loc.gov/acq/devpol/colloverviews/family.html>)

***Other Subject Areas***

Of the additional current materials examined, psychology, education, and medicine account for 9%, 5%, and 7% respectively. Slightly higher percentages (10.6%, 9%, and 8.6% respectively) are seen in historical materials (Table 2), but are likely not as valuable for historical perspective on the family studies discipline as are the sociological works noted above. Table 4 breaks these areas down by subject heading and call number.

Table 4 - LC and Dewey Classification – Other Subject Areas

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Current**  **(2000-present)** | **Historical**  **(1940-1999)** | **Precursors**  **(Before 1940)** |
| Affection, Feeling, Emotion (BF511-BF593) | 71 | 217 | 9 |
| Counseling psychology;  Psychology of sex, Sexual behavior  (BF636.5; BF692-BF692.5) | 7 | 43 | 0 |
| Developmental psychology—including infant psychology, child psychology, adolescence, adulthood  (BF712-BF724.85) | 57 | 601 | 15 |
| Differential and developmental psychology;  Applied psychology—Interpersonal relationships;  Applied psychology—Counseling and interviewing;  (155; 158.2; 158.3) | 46 | 93 | 1 |
| Educational Psychology (LB1050.9-LB1091) | 37 | 488 | 24 |
| Child study—Child development--Education  (LB1101-LB1139) | 33 | 253 | 29 |
| Education—Educational psychology (370.15) | 18 | 64 | 0 |
| Family health (RA418.5.F3) | 0 | 3 | 0 |
| Family relationships—psychiatry; Family psychotherapy;  Family violence--psychopathology  (RC455.4.F3; RC488.5; RC569.5.F3) | 8 | 95 | 0 |
| Child health, Child health services;  Physiology of children and adolescents;  Nutrition and feeding of children and adolescents; Diseases of children and adolescents—including Mental disorders, Child psychiatry  (RJ101-RJ103; RJ125-RJ145; RJ206-RJ235; RJ370-RJ550) | 126 | 678 | 2 |
|  | 403 | 2,535 | 80 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Sociology*** | | ***Social Work*** | | ***Psychology*** | |
| *Allocation* | *Expenditures* | *Allocation* | *Expenditures* | *Allocation* | *Expenditures* |
| *2013/14* | *$4,420* | *n/a* | *$2,946* | *n/a* | *$3,821* | *n/a* |
| *2012/13* | *$4,494* | *$51* | *$2,907* | *$247* | *$3,756* | *$1,249* |
| *2011/12* | *$4,599* | *$3,163* | *$2,698* | *$727* | *$3,685* | *$5,506* |
| *2010/11* | *$5,367* | *$2,458* | *$3,167* | *$483* | *$4,318* | *$3,236* |
| *2009/10* | *$5,135* | *$2,239* | *$2,955* | *$1,778* | *$4,179* | *$3,215* |
| *2008/09* | *$4,208* | *$1,712* | *$2,946* | *$1,727* | *$3,951* | *$2,978* |
| *2007/08* | *$4,504* | *$3,140* | *$2,638* | *$1,778* | *$4,232* | *$2,424* |

Each year, a large part of the materials budget is allocated to the academic departments to be used for the purchase of library resources in their discipline(s). Table 7 provides data on the amount allocated to the relevant departments from 2007/08 until 2013/2014. Also included are actual expenditures from these allocations for 2007/08 through 2012/13. It should be noted that periodicals and electronic resources are not funded by the departmental allocations. Additionally, many books and media are purchased from the general materials fund in support of these departments. Purchases in these categories are not reflected in the expenditures information included in Table 7.

Table 7 - Sociology, Social Work, Psychology & HES Department Allocations & Expenditures\*

\*Allocations and expenditures are rounded to the nearest whole dollar.

**10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

**N/A**

**11. Program Evaluation Including Appropriate Documentation**

**11.1 Means of assessing each Student Learning Outcome:**

**Table 5. MFT Outcomes Sociology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR** | **OVERALL MFT SCORE** | **SUBSCORE 1—CORE SOCIOLOGY** | **SUBSCORE 2—CRITICAL THINKING** | **NUMBER TESTED** |
| 2010-2011 | 148 | 47 | 47 | 20 |
| 2011-2012 | 149 | 48 | 51 | 21 |
| 2012-2013 | 151 | 49 | 51 | 26 |
| 2013-2014 | 146 | 46 | 47 | 21 |
| 2014-2015 | 145 | 44 | 47 | 15\* |

**\***Online students were exempted from testing.

**11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

Goas 1, 2, and 4 are assessed using the MFT, a nationally normed exam, in Sociology. Historically, UNA students have performed at or above the national average on the MFT. For example, students in the Department of Sociology at the University of North Alabama achieved a higher mean score than the national cohort (149.0 and 147.6, respectively). Graduating seniors are also asked to respond to a series of questions designed to measure critical thinking and understanding of the cultural and structural roots of social problems. Scores for the sub-areas were also at the national average or higher. The UNA cohort was found to have a mean score significantly higher in the area of critical thinking. In the past scores in this area have lagged below the national average but as a result of increased emphasis in all courses this score has significantly improved. Analysis of recent administrations indicates a slight decline in scores for overall, core sociology, and critical thinking.

Additional data is provided by the MFT with regard to sub-disciplines in Sociology. These include General Theory, Methodology and Statistics, Criminology and Deviance, Social Stratification, Race, Ethnicity, and Gender, Social Institutions, Social Psychology, Gender and Global. From 2012 to present there was a slight decline in the mean percent correct for Methodology and Statistics (52 to 37). As a result, several changes have been implemented in the coursework in this area to reverse this trend. Included in the changes are 1) increasing SO 310 to a four credit hour course, 2) changes in prerequisites for So 310, and the implementation of the QEP which encompasses a three course sequence-So 222, So 310, and So 428.

Data for assessing goal 3 is provided in the results above. In addition, the Department of Sociology and Family Studies has fully implemented the QEP which focuses on student research literacy. Three courses within the Department, SO 222—Social Problems, SO 310—Methods of Sociological Research, and SO 428—Modern Sociological Theory, have been modified to emphasize the acquisition of skills and knowledge associated with student research. Baseline data has been collected and provided to the QEP Director. Data will be collected each semester and compared with this baseline information to determine student outcomes in this area. The Department also partnered with the Department of Criminal Justice to restructure the Social and Behavioral Science Research Center.

**Exit Survey**

Goal 5 is assessed through the Graduating Senior Survey. All Sociology majors graduating 2009-2014 were required to complete the Graduating Senior Survey. The survey is administered before students take the Major Field Test. In response to the question asking whether required courses in the Sociology major trained students in theory and improved their theory skills the majority of those surveyed (N=107) either "agree" or "strongly agreed" with the statement. The mean score for this item was a 4.65/5.0. The mean score for the statement that our elective courses in Sociology improved students' theory skills was 4.65/5.0. Mean scores were similar on statements related to methodological skills, critical thinking skills, understanding of social forces, and understanding of complex material. The only area in which a mean score was obtained for this cohort was “provided the opportunity for extracurricular activities which led to your personal and professional growth.” The mean score for this item was 3.81/5.0.

**11.3 Program improvements made as a result of these assessments:**

Changes have been implemented in the coursework in methodology and statistics to reverse a decline in MFT scores in this area. Included in the changes are 1) increasing SO 310 to a four credit hour course, 2) changes in prerequisites for So 310, and the implementation of the QEP which encompasses a three course sequence-So 222, So 310, and So 428. In addition, more majors have been encouraged to take a statistics course as preparation for our M.S. in Family Studies.

Analysis of recent administrations of the MFT indicates a slight decline in scores for overall, core sociology, and critical thinking. The Department will work to determine the cause of this shift and if appropriate, implement changes to reverse the trend. With implementation of the M.S. in Family Studies it is expected that increased numbers of students will choose to focus on statistics as preparation for the graduate program.

As a result of the findings associated with the lower mean score for extracurricular activities the department has worked to increase extracurricular activities for majors. This has been possible as faculty lines have been replaced. With more faculty the department is able to provide additional learning/experiential opportunities to students. A good example is the implementation of the Annual Alpha Kappa Delta Sociological Research Symposium each spring. This provides students with the opportunity to apply their research skills, communication skills, develop professional contacts, and interact with other students in the discipline. In addition we have encouraged students to take advantage of our CFLE and internship opportunities. To date, 8 students have completed the Certified Family Life Educator (CFLE) program and 15 students are currently pursuing the certificate.

**11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

As a result of the assessments above the department has implemented several changes. Documentation for these changes is as follows:

* + - 1. Catalog description reflecting change in credit hours for So 310

SO  310W.  (4)  Methods of Social Research. An introduction to the selection and formulation of research problems; project design and sampling procedures; data collection and preparation of reports. Three class periods, and one 1-hour laboratory period per week. Prerequisite: SO

221and SO 222. Course fee: $30.00. (Fall, Spring)

* + - 1. Increase in extracurricular activities for majors—implementation of the Annual Alpha Kappa Delta Sociological Research Symposium. Approximately 37 students have participated and presented research at the 1st and 2nd Annual Alpha Kappa Delta Sociological Research Symposiums.
      2. Increased involvement of students in practicum/internship experiences.

**12. Planning**

**12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:**

General Goals/Activities for the Department:

* 1. Increase the recruitment of students and marketing of all our programs
  2. Actively pursue community involvement
  3. Increase the number of students in internships
  4. Increase the number of students attending professional conferences
  5. Increase the number of students involved in research
  6. Assist in the professional development of our graduates, i.e., resume development, professional dress and behavior.
  7. Continue to develop the Child Life Specialist Certification (available intern hours needed for certification—450)
  8. Pursue CAPACS (Commission on the Accreditation of Programs in Applied and Clinical Sociology) Accreditation
  9. Programing for UNA/Dept. of Communications radio station

**12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:**

2015-2016—Request one additional faculty line to handle increase in enrollment at both the undergraduate and graduate level. Have all faculty engage in one or more faculty development opportunities.

2016-2017—Work with the University to provide adequate space for the Department and the Social and Behavioral Science Research Center. Increase student and faculty involvement in providing research and data services to external entities.

2017-2018—Collaborate with other departments in the College of Arts and Sciences to expand graduate education.

2018-2019—Request additional faculty line and establish collaboration with new medical facility in the area to open opportunities for Child Life Specialist. Faculty member would serve dual appointment with UNA and local medical facility.

**13. Program Recommendations**

**13.1 Recommendations for changes which are within the control of the program:**

1. Continue marketing the major, minors, and M.S. in Family Studies

2. Increase student participation in internships/practicums

3. Increase participation and collaboration in student research

**13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution’s mission and strategic plan:**

1. Development of study abroad or extracurricular programs for students
2. Increase in faculty lines
3. Increase the number of graduate assistantships available
4. Obtain adequate space for Department faculty, staff, and the Social and Behavioral Science Research Center