

Annual Goals for Sociology

2010-2011

Title:	Revise Cert. in Gerontology
Description:	Engage in discussion with Department Chairs in Psychology and Marketing/Management with the goal of evaluating the need for changes to the existing Certificate in Gerontology
Budget:	0.00
University Goals:	1
Strategic Goals:	
Responsibility:	Dept. Chair
Participation:	Dept. Faculty
Results:	<p>Based on discussion with Sociology faculty and additional discussion with the Department Chair's from Psychology and Management/Marketing, a curriculum proposal was developed to move PY 350 - Adult Development and Aging from the listing of required courses to the listing of elective courses and to move ED 299 - Human Growth and Development into the listing of required courses. An additional change, to include MG 330 - Principles of Management as a new elective course, was discussed. These changes are intended to allow student greater flexibility in completing the required courses within the Certificate in Gerontology and increased options for elective courses that are appropriate to their specific circumstances. ED 299 – Human Growth and Development is offered fall, spring and summer. PY 350 – is only offered fall, even-numbered years. In addition, ED 299 is consistently offered as an internet based course and therefore, available to non-traditional students and distance learning students seeking the Certificate. MG 330 – Principles of Management is being recommended as an elective within the Certificate in Gerontology due to the changing nature of services related to the elderly. Many individuals in this field are independent business owners and/or work in a business environment. This course will be offered to introduce students to management concepts and practices that can be applied in a geriatric field.</p>
Actions:	<p>The above changes to the Certificate in Gerontology were incorporated in a curriculum proposal that was subsequently submitted to and approved by the Arts and Sciences Department Chairs. The proposal was moved on to UNA's Undergraduate Curriculum Committee and will be discussed at its next</p>

meeting. This change was intended to allow the student greater flexibility in completing the required courses within the Certificate in Gerontology and increased options for elective courses appropriate to their specific circumstances. ED 299 – Human Growth and Development is offered fall, spring and summer. PY 350 – is only offered fall, even-numbered years. In addition, ED 299 is consistently offered as an internet based course and therefore, available to non-traditional students and distance learning students seeking the Certificate. MG 330 – Principles of Management is being recommended as an elective within the Certificate in Gerontology due to the changing nature of services related to the elderly. Many individuals in this field are independent business owners and/or work in a business environment. This course will be offered to expose students to the possibility of management/administration in a geriatric field.

Improvements:

Title:	SACS
Description:	In our effort to work with the University toward SACS reaffirmation, the Sociology Department faculty will ensure that all faculty academic transcripts are examined. Faculty competency will be demonstrated in support of UNA's goals to offer high quality programs and the initiative related to SACS readiness. In our effort to work with the University toward SACS reaffirmation, the Sociology Department faculty will ensure that our existing departmental goals and learning outcomes as well as the systems of assessment currently in place support UNA's goals to offer high quality programs and the initiative related to SACS readiness
Budget:	0.00
University Goals:	1,4
Strategic Goals:	
Responsibility:	Dept. Chair
Participation:	Dept. Faculty
Results:	Throughout the 2010-2011 academic year, the Department of Sociology faculty have meet all deadlines associated with ensuring that faculty credential checklists are accurate. The faculty have also reviewed all courses required in the major to ensure uniformity of learning outcomes and to ensure that a vehicle for assessment of those outcomes exists and put into systematic practice.
Actions:	The Department of Sociology faculty will continue our current process of

assessment but there is a need to refine the pre-test and post-test assessments to better measure the core competencies related to UNA's General Education Curriculum. The Department's SO 221 (Introductory Sociology) and SO 222 (Social Problems) courses will be part of that process.

Improvements: During the Summer 2011 terms, the pre-test and post-test assessments used in SO 221 and SO 222 will be redesigned to better reflect and assess outcomes associated with the General Education Curriculum. This redesign will be accomplished in time for the beginning of the 2011-2012 academic year.

Title: Student Involvement

Description: Organize student development activities designed to promote Sociology majors and their readiness for career paths and graduate level education.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Dept. Chair

Participation: Dept. Faculty

Results: A Career Development Workshop was developed. This workshop was organized by the faculty and students in the Sociology honorary (Alpha Kappa Delta). The event involved Ms. Jennifer Smith from UNA's Office of Career Planning and Development. It was held March 2, 2011.

Actions:

Improvements: The Department faculty will organize events similar to the one described above during upcoming Fall and Spring semesters.

Student Learning Outcomes for Sociology

2010-2011

Title: Soc. Imagination

Description: 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.

Budget: \$0.00

Core Competencies: 2,4

25% Online:

50% Online: 1

Core Competencies: 2,4

How Often: Every year

Assessed this Year? Yes

Responsibility: Dept. Chair

Participation:

Direct Assessments

MFT

Indirect Assessments

Graduating Senior Survey

Results: Fall, 2010 and Spring, 2011 Sociology graduates exceeded the national average Total Test Scaled Score on the Sociology MFT exam. The cohort score on the total test was 148. The national average on the total test was 148. Although the above results suggest our students are, overall, performing at the national average, the MFT Assessment Indicator addressing "deviance and social problems"--areas where social forces, culture, history and group experiences are addressed, shows our students performing below the national average (UNA percent correct = 42, national percent correct = 48). Graduating seniors were asked to respond to a series of questions designed to

measure critical thinking and understanding of the cultural and structural roots of social problems. Results from our survey of graduating seniors from the 2010-2011 cohort (N=18, administered before each student takes the MFT) suggest that 100% of them 'agreed' or 'strongly agreed' that our required courses, elective courses and instructors had trained them to better understand social forces and their influence on human society and behavior.

Curriculum: Since the SO 222 (Social Problems) course is a required course, it is likely the best platform through which the faculty might reinforce our stated goal.

Actions: The fall 2011 offering of social problems will focus on linking each course unit to a graded written assignment where students will address a social problem (e.g., health, crime, poverty, family, etc.) in terms of its historical presence and its historical and contemporary causes in American society. Students will also be expected to express how this problem shapes social groups and individual experiences within those groups.

Improvements:

Title: Culture & Social Structure

Description: 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.

Budget: \$0.00

Core Competencies: 2,4

25% Online:

50% Online:

Core Competencies: 2,4

How Often: Every 5 years

Assessed this Year? No

Responsibility: Dept. Chair

Participation:

Direct Assessments

**Indirect
Assessments**

Graduating Senior Survey

Results:

Curriculum:

Actions:

Improvements:

Title:	Research
Description:	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.
Budget:	\$0.00
Core Competencies:	1,3,4,5
25% Online:	
50% Online:	
Core Competencies:	1,3,4,5
How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Dept. Chair
Participation:	
Direct Assessments	

MFT

Test administered in SO 310 - Methods of Social Research

Indirect Assessments

Graduating Senior Survey

Results:

The Sociology MFT exam contains an assessment indicator asking students questions specific to methodology and statistics. Graduating students in the 2010/2011 cohort scored 49 on this indicator. The national average on the indicator was 52. The Sociology Department's Methods of Social Research (SO 310W) course is required of all Sociology majors. A pre-test/post-test is administered to all students. Students enrolled in the Fall, 2010 offering achieved a 30% increase in scores. Students enrolled in the Spring, 2011 offering achieved a 49% increase in scores. Graduating seniors were asked to respond to a series of questions designed to measure perceived improvement in methodological skills. Results from our survey of graduating seniors (N=18, administered before each student takes the MFT) suggest that 90% and 95% of them 'agreed' or 'strongly agreed' that our required courses and instructors respectively had trained them to improve their methodological skills. Approximately 95% of the students 'agreed' or 'strongly agreed' that our elective courses had trained them to improve their methodological skills.

Curriculum:

These data are clearly mixed but the most substantive source of data is the MFT and this cohort, did not perform at a level at or above the national average. This is troubling in that research methods and statistical applications are central to the applied value of Sociology. Our students may think they are prepared and value their experience in the classroom but, compared to other students nationally, they are underperforming. Last year's cohort outperformed the national average on this MFT assessment indicator but the previous year's cohort underperformed. The Department must consider evaluating the content of the SO 310 course. The Department must also consider making the SO 311 course (a research applications course) a required course. A compromise solution may be implemented stemming from UNA's movement toward the QEP plan. If this plan is approved at the University level, the Department has already approved a plan to move the SO 310 course from a three credit-hour to a four-credit hour course and create a lab component to at least require students to study statistical applications.

Actions: Adoption of the QEP plan advanced by the Sociology Department could improve these MFT scores without radical alteration to the Sociology major.

Improvements:

Title: Theoretical Application

Description: 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.

Budget: \$0.00

Core Competencies: 2,4

25% Online:

50% Online:

Core Competencies: 2,4

How Often: Every year

Assessed this Year? Yes

Responsibility: Dept. Chair

Participation: Dept. Faculty

Direct Assessments

MFT

Indirect Assessments

Graduating Senior Survey

Results: The Sociology MFT exam contains an assessment indicator asking students

questions specific to general theory. Graduating students in our fall 2010 to Spring 2011 cohort scored 48 on this indicator. The national average on the indicator was 47 (please see previously uploaded excel file describing MFT Assessment Indicator data. Sociology majors enrolled in the required SO 423 - History of Social Thought course took part in the department's pre- and post-test assessment method during the fall 2010 semester (the course is a fall only offering). The class average on the pre-test was 41%. The class average on the post-test was 53%. Graduating seniors were asked to respond to a series of questions designed to measure perceived improvement in theoretical skills. Results from our survey of graduating seniors (N=18, administered before each student takes the MFT) suggest that 100% of them 'agreed' or 'strongly agreed' that our required and elective courses had trained them to improve their theoretical skills. 94% of our graduating seniors 'agreed' or 'strongly agreed' that the department's instructors had trained them to improve their theoretical skills.

Curriculum:	No curriculum changes are forthcoming related to this learning outcome.
Actions:	None
Improvements:	The assessment data suggest the faculty are doing a good job expressing and teaching general and applied theory as part of the Sociology major. Each year, MFT and graduating senior survey data are made available to the faculty and discussion is given to ways to improve our scores.

Title:	Student Support
Description:	Goal 5 - Students will be satisfied with the support they received while enrolled in the Sociology program.
Budget:	\$0.00
Core Competencies:	
25% Online:	
50% Online:	
Core Competencies:	
How Often:	Every 5 years
Assessed this Year?	No
Responsibility:	Dept. Chair
Participation:	

**Direct
Assessments**

**Indirect
Assessments**

Graduating Senior Survey

Results:

Curriculum:

Actions:

Improvements: