

Annual Goals for Sociology

2011-2012

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| Goal 1: | CFLE Certificate |
| Description: | The Department of Sociology will develop curricular proposals to develop a Certified Family Life Educator certificate program |
| Budget: | 0.00 |
| University Goals Supported: | 1,5 |
| Strategic Goals Supported: | |
| Responsibility: | Dept. Chair |
| Participation: | Dept. Faculty |
| Results: | 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. |
| Actions/Improvements: | The next step in this process will be to notify the Alabama Commission on Higher Education of our new Certificate program. |
| Future Actions/Improvements: | |

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| Goal 2: | Graduate Program |
| Description: | The Department of Sociology will explore its options for development of a Masters program either in Sociology or an applied area (e.g., Family Studies). |
| Budget: | 0.00 |
| University Goals | 1,5 |

Supported:

Strategic Goals

Supported:

Responsibility: Dept. Chair

Participation: Dept. Faculty

Results: Given her prior experience in preparing a NISP and the actual proposal to develop the graduate studies program in Criminal Justice, Dr. Jerri Bullard worked to create a tentative NISP to develop the second graduate program to come out of the Department of Sociology. That NISP is attached as evidence of the Department meeting its stated goal. The proposal will be discussed and no doubt revised when the Department faculty meet again at the beginning of the Fall, 2012 semester.

Actions/Improvements:

**Future
Actions/Improvements:** A statement describing response or action is not relevant given the stated goal was to explore development of a new graduate program. This goal will involve another year of activity.

Goal 3: Student Involvement

Description: 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.

Budget: 0.00

**University Goals
Supported:** 1,2

**Strategic Goals
Supported:**

Responsibility: Dept. Chair

Participation: Dept. Faculty

Results: Dr. May Takeuchi accepted responsibility for organizing student activities consistent with the stated goal. Under her capable direction, the Sociology Honorary (Alpha Kappa Delta) organized a luncheon seminar (Nov. 16, 2012) where Dr. Robert Koch spoke to the group about proper use of the APA style. This type of seminar is also consistent with the Department's commitment to UNA's QEP. Dr. May Takeuchi also organized a luncheon seminar (Apr. 4, 2012) where Ms. Jennifer Smith, from the the UNA Office of Career

Planning and Development, spoke to students about the relationships between their academic studies in Sociology and career opportunities.

Actions/Improvements: 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. However, when access and opportunities are provided, student involvement is generally low. This however will not dissuade the Department faculty from continuing to offer these activities.

**Future
Actions/Improvements:**

Long-Term Goals for Sociology

2011-2012

| Title: | MFT Goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Description: | To consistently produce students that score above national averages on the core sociological knowledge and critical thinking components of the nationally standardized MFT exam. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Budget: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| University Goals: | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accomplished: | <p>The Major Field Test (MFT) in Sociology was administered to a total of 21 students during the spring 2012 semester. Results from this administration are reported in Table 1. 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). 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. Historically, 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. Table 1. Spring 2012 MFT Results</p> <table><tr><th></th><th>Number</th><th>Mean</th><th>Sub 1</th><th>Sub 2</th><th>Respondents</th><th>Score</th><th>S.D.</th></tr><tr><td>Core</td><td>21</td><td>149.0</td><td>13.0</td><td>48.0</td><td>51.0</td><td>National</td><td>7,819</td></tr><tr><td>Critical</td><td></td><td>147.6</td><td>12.2</td><td></td><td></td><td></td><td></td></tr><tr><td>UNA Cohort</td><td></td><td>48.1</td><td>47.4</td><td></td><td></td><td></td><td></td></tr></table> <p>*Data includes Seniors from Domestic Institutions -- August 2006 to June 2011</p> | | Number | Mean | Sub 1 | Sub 2 | Respondents | Score | S.D. | Core | 21 | 149.0 | 13.0 | 48.0 | 51.0 | National | 7,819 | Critical | | 147.6 | 12.2 | | | | | UNA Cohort | | 48.1 | 47.4 | | | | |
| | Number | Mean | Sub 1 | Sub 2 | Respondents | Score | S.D. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core | 21 | 149.0 | 13.0 | 48.0 | 51.0 | National | 7,819 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical | | 147.6 | 12.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UNA Cohort | | 48.1 | 47.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spent: | \$0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Title: | Faculty Scholarly Activity |
| Description: | 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. |
| Budget: | 0 |
| University Goals: | 1,2,5 |
| Accomplished: | As evidenced by the Sociology faculty's Summary Evaluation and Goal Planning Forms, which are completed and evaluated each Spring, the faculty exceed this established goal. These reports are submitted each year in accordance with University policy. |

Spent: \$0.00

Title: Faculty Service

Description: All faculty will engage in professional service to the University and community.

Budget: 0

**University
Goals:** 2,4,5

Accomplished: As evidenced by the Sociology faculty's Summary Evaluation and Goal Planning Forms, which are completed and evaluated each Spring, the faculty exceed this established goal. These reports are submitted each year in accordance with University policy.

Spent: \$0.00

Student Learning Outcomes for Sociology

2011-2012

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| Outcome 1: | 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 Supported: | 2,4 |
| Assessed How Often: | Every year |
| Assessed this Year? | Yes |
| Responsibility: | Dept. Chair |
| Participation: | |
| Direct Assessments | |
| Indirect Assessments | Graduating Senior Survey |
| Results: | Fall, 2011 and Spring, 2012 Sociology graduates exceeded the national average Total Test Scaled Score on the Sociology MFT exam. The cohort score on the total test was 149. The national average on the total test was 147.6. 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 2011-2012 cohort (N=19, 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

Actions/Improvements:

Other

Actions/Improvements:

Future Actions:

Outcome 2:

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
Supported:**

2,4

Assessed How Often:

Every 5 years

Assessed this Year?

No

Responsibility:

Dept. Chair

Participation:

Direct Assessments

MFT

Pre- and Post-Test measures embedded in SO 221 and SO 222

Indirect Assessments

Results:

Curriculum

Actions/Improvements:

**Other
Actions/Improvements:**

Future Actions:

Outcome 3: 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
Supported:** 1,3,4,5

Assessed How Often: Every year

Assessed this Year? Yes

Responsibility: Dept. Chair

Participation:

Direct Assessments

MFT

Indirect Assessments

Graduating Senior Survey

Data are being collected presently for five year report.

Results: The Sociology MFT exam contains an assessment indicator asking students questions specific to methodology and statistics. Graduating students in the 2011/2012 achieved a score greater than 50% correct. The national average on the indicator was 51.4% correct. 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 on-line Fall, 2011 offering achieved a 28% increase in scores. Students enrolled in the in-class Spring, 2012 offering achieved a

32% increase in scores. This course is no officially designated at the Sociology Department's Level II QEP course. It is extremely important that students have exposure to more than three weekly hours of methodology instruction. The Department will likely move toward developing a four credit course with a designated laboratory experience for PASW (formerly SPSS) instruction. 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=19, administered before each student takes the MFT) suggest that 100% of our students 'agreed' or 'strongly agreed' that our required courses and instructors respectively had trained them to improve their methodological skills. Approximately 80% of the students 'agreed' or 'strongly agreed' that our elective courses had trained them to improve their methodological skills.

**Curriculum
Actions/Improvements:**

During the 2012-2013 academic year, Dr. Robertson will create a curriculum proposal to move the SO 310W course from three credit hours to four credit hours.

**Other
Actions/Improvements:**

Future Actions:

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| Outcome 4: | 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 Supported: | 2,4 |
| Assessed How Often: | Every year |
| Assessed this Year? | Yes |
| Responsibility: | Dept. Chair |
| Participation: | |
| Direct Assessments | MFT |

Indirect Assessments

Exit Survey

Results:

Sociology majors graduating Fall, 2011 and Spring, 2012 are 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, 94.7% of the graduating students (N=19) either "agree" or "strongly agreed" with the statement. 100% of our graduates either "agree" or "strongly agreed" with the statement that our elective courses in Sociology improved students' theory skills. These results are consistent with the nationally normed MFT data. UNA's Sociology Department graduates scored 48.0 on the Core Sociology subscore. The national average score on the subscore was 48.1 The Critical Thinking subscore, a measure of knowledge application--including theory, for UNA's Sociology Department graduates was 51.0. The national average score on the subscore was 47.4. Our students have occasionally lagged behind this national indicator so we are pleased to see this improvement.

Curriculum

Actions/Improvements:

Other

Actions/Improvements:

Future Actions:

These data suggest that this department is meeting its goals. The Department faculty will continue to assess this goal and discuss ways to maintain and/or improve upon this high level of performance.

Outcome 5:

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 Supported:

Assessed How Often: Every 5 years

Assessed this Year? No

Responsibility:

Participation:

Direct Assessments

Indirect Assessments

Results:

Curriculum

Actions/Improvements:

Other Actions/Improvements:

Future Actions: