

Undergraduate Degree Program Assessment Plan Cover Sheet (rev. 09):

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Plan No. 23a

Degree Program: Sociology
Department and College: Sociology & Anthropology
Degree type (AA, AS, BA, BS, BBA, BSE, BSW): BA
Prepared by: Terry Richard

Submitted to College Assessment Committee on _____

Approved on _____

Submitted to Provost Assessment Advisory Group on _____

Approved on _____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program? Include which core competencies are addressed by these goals where applicable (see list at <http://www.ualr.edu/provost/assessment/competencies.shtml>).

GOAL ONE. Students will demonstrate a sociological imagination. by the time they graduate(Seeing the general in the particular) Competencies -Social/Cultural Awareness; Verbal Literacy; Critical Thinking; Historical Consciousness; International Awareness

GOAL TWO. Students will be able to produce statistical reports and employ appropriate tabular analyses and parametric statistics. Competencies - Critical Thinking; Methods of Science, Intormational Technology; Verbal Literacy, Math.

GOAL THREE. Students will demonstrate mastery of IRB rules and codes of ethical research. Competencies - Moral and Ethical Consciousness, Verbal Literacy, Information Technology

GOAL FOUR. Sociology Graduates will demonstrate methodological/analytical skills by graduation which includes standard report writing
Competencies: Methods of Science; Verbal Literacy, Critical Thinking

GOAL FIVE. Students will apply micro or macro sociological theories to the world they live in.(ASA Task Force Goal) BRC Competencies - Social/Cultural Awareness: . Verbal Literacy,Critical Thinking; Historical Consciousness: International Awareness; Philosophy and Methods/Science

2. What are your learning objectives or outcomes associated with each student learning goal?

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LEARNING OBJ - ONE Subjects demonstrate a competent sociological analysis of a current event problem presented ; Goals 1 & 5

LEARNING OBJ - TWO Subjects can do a self- reflective assessment placing their life experiences within a sociological framework .Goals 1 & 5

LEARNING OBJ - THREE. Students must clearly demonstrate mastery of SPSS stat programs(Goals 2, 3 & 4)

LEARNING OBJ - FOUR Students will be able to correctly identify problems with research designs that require an IRB approval (Goal 3)

LEARNING OBJ - FIVE -Students will be able to employ ASA or APA report guidelines(Goal 3)

LEARNING OBJ - SIX: Student can conduct surveys, assist in questionnaire construction, conduct a focus group and identify issues in the reliability and validity of various types of research.(Goals 2 & 4)

LEARNING OBJ - SEVEN: . Students will define the role that theory plays in building a sociological perspective on the world we live in. (Goals 1 & 5)

LEARNING OBJ - EIGHT; Majors will be able to compare and contrast the basic theoretical orientations of functionalism, conflict theory and symbolic interactionism;(Goal 5)

LEARNING OBJ - NINE Sociology majors will demonstrate prior to their graduation an ability to connect sociological theories to the historical context of the times and cultures in which they were socialized; For example Students may be asked to describe and apply one or more of the basic theoretical orientations to events that have occurred in their lives.(Goals 1, 3 & 5)

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3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.)

GOAL ONE: Students required to write a pre/post auto-biography employing a Sociological Imagination.
Extensive: Pre/Post Assessment Paper:
Capstone Sociology Course 4387 - Use of Electronic filing of Sociological Imagination
Required Exams & Reports
GOAL TWO: Students produce multiple statistical reports in the Social Statistics and Applied classes utilizing various SPSS programs. These reports will be part of the student portfolio- Extensive: Exams SOCI 3381 & SOCI 4387
GOAL THREE: IRB Code of Ethics exam required of all students enrolled in the SOCI Research Methods class. IRB submission website provided to students.
Sample human subject consent forms provided to students as examples.
Exams included Case studies of research designs which DO or do NOT require IRB approval. Students were examined on their ability to apply the IRB ethical code to two case studies provided on an exam. SOCI 3381 & SOCI 4387
GOAL FOUR: Oral presentations of papers required in the Statistics 3381, Methods 3385 and capstone Applied Sociology 4387. Must conduct a focus group study in 4387, interview graduating seniors and produce reports on both activities.
GOAL FIVE: Term Papers and Oral Interview require all students to explain a current event employing at least one theoretical perspective in front of a faculty panel. SOCI 3382/83 & SOCI 4387

4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)

METHODS

ASSESSMENT VIA: Pre/Post Tests; Exams; Projects; Papers/Reports; Self Reflective Interviews, Focus Groups; Surveys
The Sociology Program assesses their program goals and outcomes via four required courses - Social Statistics(SOCI 3381), Sociological Theory(SOCI 3382), Research Methods(SOCI 3385) and a capstone course - Applied Sociology(SOCI 4387). Please note that in ALL of the four required courses that pre/post tests are conducted to determine the extent of learning and success in achieving our course objectives in addition to a variety of other testing mechanisms. These courses must be taken in sequence with the capstone course serving as the comprehensive assessment of all the learning objectives identified. The goals and the courses with associated methods are listed below.
GOAL ONE - Sociological Imagination pre/post assessment- students upon selecting a major in Sociology must write an auto-biography which is placed by students in an E-portfolio file for later comparative analyses. Students then rewrite their biography during their last semester in the capstone SOCI 4387 Applied Sociology course for a reflective look at themselves and the world sociologically.
GOAL TWO: Copies of student statistical reports reviewed by first the stat professor then later in the capstone course - the Assessment Committee members blindly review statistical reports to determine if students know how to utilize canned stat packages, can select the appropriate statistic and provided a correct interpretation of the data/statistic employed. 95% of all students

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passed this review. (Pre/Post tests) SOCI 3381 & SOCI 4387

GOAL THREE: ALL Sociology majors must pass the IRB Research Code of Ethics exams. Students are allowed to retake the exam multiple times to ensure that every student would pass the IRB Code of Ethics exam. SOCI 3385 Methods course

GOAL FOUR: Oral presentations required in ALL upper division courses with special emphasis in the core courses listed above. Goal Attainment scoring rubrics used to judge all students (example attached to report) SOCI 3381; SOCI 3382; SOCI 3385 & SOCI 4387

GOAL FIVE: SOCI 3382 requires extensive exam and term papers focusing on various sociological theories. In the capstone course Assessment committee members blindly review a testing of students ability to link a current event with a sociological theory. This addresses the issue of interrater reliability as well as content validity. Members use a standardized Goal Attainment scoring rubrics (attached to report).

Interrater reliability scores based on coefficient of agreement was just above 85%. However less than 65% of students received a "passing" score using the Goal Attainment rubrics indicating a problem with our graduating seniors.

DESIGN

Sequenced training for students in statistics, sociological theory and social science methods and a final comprehensive testing in the capstone course SOC 4387 Applied Sociology. The capstone course has been redesigned to serve as the primary assessment vehicle to measure the success of our design in imparting skills and knowledge. Goal Attainment measurement instruments are utilized in all core Sociology courses(3381 - 3382 - 3385 - 4387)

ASSESSMENT CYCLE

The four Core Sociology courses are offered each semester to allow students to graduate in a timely fashion. The main assessment course - Applied Sociology is offered each Spring and Summer to allow students flexibility in fulfilling the three other course prerequisites(3381,3382, 3385) to enter that capstone assessment course(4387).

STAKEHOLDER INVOLVEMENT STUDENTS/ALUMNI

Students are involved in the assessment process via the following initiatives:

- Students are trained in interviewing techniques and conduct face-to-face interviews with graduating seniors
- Students in the SOCI 4387 course conduct the Alumni Survey every three years for the department
- Students also have conducted departmental assessments for other CAHSS departments
- Students not only participate in an assessment focus group - they must organize and deliver a focus group with associated reports as well
- Students in Spring of 2010 are assisting in the construction of a graduate school survey to identify those courses and skills most required by our students going on to higher education institutions. Graduate schools that have accepted our students are the sampling frame.
- Students participate in exit interviews with the Departmental Chairperson to evaluate their experiences and perspectives on the Sociology major. (Questionnaire available on request)

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FACULTY

Faculty serve on a staggered basis as members of the SPAC group which visits core classes as the blind panel judges of student reports and oral presentations. Modifications to the Goal Attainment documents are generally made after their employment with the faculty.

ADJUNCT FACULTY and former graduates have been contacted to serve as part of the focus group planned for fall of 2010. Faculty were all involved in creating the questions for the two Theory classes as well as helping with the focus group open ended questions

GRADUATE SCHOOLS

Students and faculty in Spring of 2010 are assisting in the construction of a graduate school survey to identify those courses and skills most required by our students going on to higher education institutions. Graduate schools that have accepted our students are the sampling frame.

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Curriculum Assessment Map: Degree Program Assessment

(NOTE: This is a template only. You may delete columns, change the format to landscape, or otherwise modify the layout as best fits your needs. However, the final map must include all goals and objectives, in which courses they will be addressed and how they will be assessed. Attach additional pages as needed.)

Emphasis: Extensive Somewhat Little None
Assessed: Exam Paper Project Other Not Assessed

Courses and Activities	How Outcomes are Addressed and Assessed	Goal #ONE-FIVE					
		Outcome # 1.	Outcome # 2.	Outcome # 3	Outcome #4	Outcome# 5	Outcome # 6.
3381	Emphasis:	Little	None	Extensive	Somewhat	Extensive	None
	Assessed:	Paper	Not Assesse	Exam	Exam	Paper	Not Assesse
3385	Emphasis:	Somewhat	Somewhat	Extensive	Extensive	Extensive	Extensive
	Assessed:	Paper	Other	Project	Exam	Paper	Exam
3382	Emphasis:	Extensive	Somewhat	None	Little	Extensive	None
	Assessed:	Paper	Other	Not Assesse	Other	Paper	Not Assesse
4387	Emphasis:	Extensive	Extensive	Extensive	Extensive	Extensive	Extensive
	Assessed:	Paper	Project	Exam	Other	Paper	Project
	Emphasis:	Extensive	Extensive	Extensive	Extensive	Extensive	Extensive
	Assessed:	Exam	Exam	Exam	Exam	Exam	Exam
	Emphasis:	Extensive	Extensive	Extensive	Extensive	Extensive	Extensive
	Assessed:	Exam	Exam	Exam	Exam	Exam	Exam
	Emphasis:	Extensive	Extensive	Extensive	Extensive	Extensive	Extensive
	Assessed:	Exam	Exam	Exam	Exam	Exam	Exam
	Emphasis:	Extensive	Extensive	Extensive	Extensive	Extensive	Extensive
	Assessed:	Exam	Exam	Exam	Exam	Exam	Exam

<p>Please Explain "Other"</p> <p style="text-align: center;">FINDINGS:</p> <p>Goal One: At present we lack a critical mass of pre/post autobiographies to determine the effectiveness of this goal. We intend to continue to collect a random sample of essays provided by our students for a four year period from 2008- 2011 at which point we will then determine if this objective is fulfilling the expectations of our faculty and students</p> <p>Goal Two: Survey questions to graduating seniors on utility of statistics and methods computer training have indicated that there needs to be more emphasis on HOW to use</p>

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these courses as marketable skills in the labor market. Capstone course analysis indicated that the scores earned via Assessment Committee members showed that students selected the appropriate statistic and provided a correct interpretation of the data. 95% of all students passed this review.

- Students have commented in the focus group reports that they find the redesign of the Applied course to be extremely beneficial in pulling all of their training at UALR together. The effectiveness of utilizing the capstone course as the final assessment of student skills has been scored high particularly for the statistical reporting element

Goal Three: Graduating Senior survey addresses the utility of understanding IRB Code of Ethics rules for research with human subjects . 100% of students pass the IRB exams. Based on surveys over the past two years - students see this as an investment in time which does not seem relevant to the work conducted in their research.

Goal Four: Students have commented thru both the graduating senior survey and Exit Interviews - on how they see an increasing emphasis on making oral reports in their classes over the last yearj. They also noted that in general this has been a good preparation for their jobs and self confidence in public speaking

Goal Five: Copies of student reports provided were reviewed by SPAC faculty to determine if students could correctly employ at least one theory to a current event. There are still problems with the writing skills of our students although there was a palpable improvement in the scoring on the Theory Goal Attainment rubrics used.

Goal Five: Copies of student reports are provided to faculty members and blindly reviewed. The SPAC members determine if students selected the appropriate theory and provided a correct interpretation utilizing the theory selected . Goal attainment scores varied from 4-9 out of a 10 scale scoring mechanism. Five students in Fall of 2009 were required to retake this assessment to demonstrate some ability to link theory to current events.