Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Sociology, Department Of

| Goal | 1. Effective Teaching 🞤 |
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| | The Department of Sociology provides high quality teaching. |
| Objective (P) | 1. Faculty Teaching 🔎 |
| | The Department of Sociology provides high quality teaching that disseminates knowledge on social life, social change, and the causes and consequences of human behavior. |
| KPI Performance Indicator | Chair's Teaching Evaluation 🖋 🔎 |
| | Each Sociology faculty member will prepare annually the SHSU Faculty Evaluation System form that contains his/her academic activities (Research, Teaching and Service). This form will be used to assess faculty production in teaching. A score of 3.0 or more on the Chair's Rating of Teaching Effectiveness section of the FES Summary Report Form is considered satisfactory for tenured/tenure-track faculty (see attachment). It will be considered satisfactory if 80% of tenured/tenure-track faculty members and 70% of non- tenure-track faculty members obtain a score of 3.0 or greater. |
| Result | Chair's Teaching Evaulation DRAFT |
| KPI Performance Indicator | IDEA Student Ratings 🖋 🖉 |
| | At least 70% of the classes taught by the tenured/tenure- track faculty will have IDEA student teaching evaluation ratings at or above a score of 4.0, which is the minimum score required in the Department of Sociology Promotion and Tenure Manual (see attachment). At least 60% of the |

classes taught by non-tenure-track faculty will have IDEA student teaching evaluation ratings at or above a score of

4.0.

| Result | IDEA Student Ratings DRAFT <i>P</i> 88% of Sociology classes taught by tenure-track and tenured faculty were at or above a score of 4.0 on the IDEA student teaching evaluations, and 90% of Sociology classes taught by non-tenure-track were at or above a score of 4.0 on the IDEA student teaching evaluations (see attachment). |
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| Action | Faculty Teaching Effectiveness DRAFT The data of the IDEA student teaching evaluation ratings and the Chair's Rating of Teaching Effectiveness section of the FES Summary Report Form indicate that the desired results are exceeded. The Chair discussed the weaknesses with the minority of faculty members and suggested ways to remedy the situation. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness. |
| Goal | 2. Scholarly Research 🔎 |
| | The Department of Sociology will engage in high-quality scholarly activities. |
| Objective (P) | 1. Faculty Scholarly Research 🔎 |
| | The Faculty will produce high-quality research that investigates the structure of groups, organizations, and societies and how people interact within these contexts. |
| KPI Performance Indicator | Faculty Research Presentation 🔎 |
| | At least 80% of the tenured/tenure-track faculty will present their scholarship at professional conferences. Non- tenured-track faculty will be encouraged to present their scholarly works at professional conferences. |
| Result | Faculty Research Presentation DRAFT IF P 92% of the tenured/tenure-track faculty members presented a paper at a professional conference in 2014. Five non-tenured-track faculty members presented a paper at a professional conference (see attachment). |
| KPI Performance Indicator | Faculty Research Publications IPP At least 75% of the tenured/tenure-track faculty will publish at least one peer-reviewed journal article or equivalent, as determined by the Equivalence Chart in the Department of |

| | Sociology's Promotion and Tenure Manual(see attachment). |
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| Result | Faculty Research Publications DRAFT <i>P</i> 100% of the tenured/tenure-track faculty members published at least one peer-reviewed journal article or equivalent (see attachment). |
| KPI Performance I ndicator | Faculty Grant Activity 🔎 |
| | Sociology faculty members are encouraged to seek internal and/or external grant opportunities. At least 60% of the tenured/tenure-track faculty members will submit one internal and/or external grant proposal, with the expectation that the proposal(s) will be funded. |
| Result | Faculty Grant Activity DRAFT <i>P</i> 75% of the tenured/tenure-track faculty members submitted at least one internal or external grant proposal in 2014 (see attachment). |
| Action | Faculty Scholarly Research DRAFT The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved. The department will continue to encourage and support the faculty members to actively produce high-quality research. In particular, the department will revise the Department of Sociology's Promotion and Tenure Manual to encourage faculty to submit internal and/or external grant proposal. |
| Objective (P) | 2. Student Scholarly Research 🔎 |
| | Students in the Department of Sociology will produce scholarly research works with the support and mentoring of the faculty. |
| KPI Performance Indicator | Student Research Presentations DRAFT |
| | The Department of Sociology values nurturing students' academic maturity and professionalism beyond the classroom setting. Ten undergraduate and graduate students will attend and/or present their research works at the SHSU Undergraduate Symposium and/or regional and national professional conferences. |
| Result | Student Research Presentations DRAFT In 2014, 3 graduate students were co-authors with faculty members on 3 conference presentations. Additionally, one undergraduate student was a co-author with faculty on one conference presentation. |
| KPI Performance Indicator | Student Research Publications DRAFT |

| | The Department of Sociology values nurturing students' academic maturity and professionalism beyond the classroom setting. Five undergraduate and graduate students will be encouraged to co-author with faculty members to publish peer-reviewed journal articles (or equivalent, as determined by the Equivalence Chart in the Department of Sociology's Promotion and Tenure Manual). |
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| Result | Student Research Publications DRAFT Two graduate students have published at least one peer-reviewed journal article (or equivalent) with two faculty members. |
| Action | Student Scholarly Research DRAFT The data indicate that although both undergraduate and graduate students were engaged in scholarly research activities and produced scholarly research works with mentoring of the faculty, the target objectives were not met in 2014. In 2015, the department will continue to encourage and support Sociology students to engage in scholarly research activities with the support and mentoring of the faculty of the Department of Sociology. |
| F | . Service P aculty will provide service to the department, university, profession nd community. |
| Objective (P) | Provision Of Quality Service 🔎 |
| | Faculty in the Department of Sociology will provide service to the department, university, profession and community and engage in leadership roles in the profession. |
| KPI Performance Indicator | Service Activities & P |
| | Each Sociology tenured/tenure-track faculty member will prepare annually the SHSU Faculty Evaluation System form that contains his/her academic activities (Research, Teaching and Service). This form will be used to assess successful completion of service. A score of 3.0 or more on the Service section of the FES Summary Report Form is considered satisfactory. It will be considered satisfactory if 80% of tenured/tenure-track faculty members obtain a score of 3.0 or greater (see attachment). |
| Result | Service Activities DRAFT \mathscr{A} 100% of tenured/tenure-track faculty members obtained a score of 3.0 or greater on the Service section of the FES Summary Report Form. Strengths of the faculty included service to the department (i.e., attendance/participation in department activities/events, student recruitment, student |

mentoring, and committee service) and service to the

| | profession (i.e., membership in professional associations, attendance at annual meetings/conferences or professional associations, and completing ad hoc manuscript reviews). Weaknesses for a minority of faculty members included: service to the college (attendance/participation in college activities, such as CHSS Convocation and CHSS Colloquia) and service to the university (attendance/participation in university activities/events, such as the General Faculty Meeting (see attachment). |
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| KPI Performance | Leadership Roles In The Profession 🔎 |
| Indicator | The Department of Sociology encourages and provides resources for faculty to engage in leadership roles in the profession. At least 50% of the tenure-track and tenured faculty will take a leadership role in the profession at regional, state, national, and/or international levels. The leadership role includes officer and board members in state, regional, national, and/or international organization, as well as editorships (e.g., editor, associate/assistant editor, or editorial review board for journals). |
| Result | Leadership Roles In The Profession DRAFT & P 75% of the tenured/tenure-track faculty members held a leadership role in professional associations at the regional, state, national, and/or international levels. |
| Action | Provision Of Quality Service DRAFT P Both data of the Chair's Rating of the Service section of the FES Summary Report Form and the leadership roles in the profession indicate that the desired results are exceeded. The department will continue to encourage the faulty to provide excellent service to the department, college, and university, as well as to take leadership roles on the profession. |
| Goal | 4. Curriculum Enhancement 🎤 |
| | The Department of Sociology will provide students quality teaching through development and advancement of curriculum. |
| Objective (P) | 1. Curriculum Development 🔎 |
| | The Department of Sociology will develop and offer students various sociology courses via multiple delivery methods to accommodate the students' need. |
| KPI Performance Indicator | Graduate Program: New Course Development 🔎 |
| maiodior | The sociology graduate program has experienced a notable increase of student enrollment. New graduate courses will |

be developed to accommodate the increased students' needs and enrollment.

| Result | Graduate Program: New Course Development DRAFT P |
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| | In 2014, three new graduate courses were proposed and approved by the Academic Affairs Council. The three courses are: SOCI 5319 Sociology of Entrepreneurship, SOCI 5321 Cultural Sociology, and SOCI 5325 Seminar in Food and Society. |
| | In 2014, the Graduate Certificate in Community Development (15 semester credit hours) was approved by the Texas Higher Education Coordinating Board and will be available for students to register in the fall of 2015. |
| KPI Performance | Undergraduate Program: New Course Development 🔎 |
| Indicator | Undergraduate Program: New Course Development |
| | New undergraduate courses will be developed and offered to students. |
| KPI Performance Indicator | Undergraduate Program: Promoting Online Instructional Delivery 🔎 |
| | The need for online sociology courses has been increasing among students. More online courses will be offered in the 2014-2015 academic year. |
| Result | Undergraduate Program: Promoting Online Instructional Delivery DRAFT |
| | 1. Two sociology courses are newly offered as an online format: SOCI 3342 (Sociology of Religion) and SOCI3325 (Gender and Inequality). |
| | 2. To meet the increasing demand for online courses, more online sections were offered. In the 2014-15 academic year, 84 online and 79 in-person sections were offered. Similar figures for the 2013-14 academic year were 74 and 73, respectively. |
| KPI Performance Indicator | Course Development In ACE Format. DRAFT 🔎 |
| | The Department will encourage professors to offer their courses in ACE format. |
| Result | Course Development In ACE Format DRAFT In the Fall of 2014, the following courses have been designated as ACE courses: SOCI 3376 (Rural and Urban Sociology), SOCI 4075 (Readings in Sociology), and SOCI 5355 (Seminar in Social Inequality). |
| | In the Spring of 2015, the following courses have been designated as ACE courses: SOCI 3376 (Rural and Urban Sociology) and SOCI 3325 (Gender and Inequality). |

| Action | Curriculum Development DRAFT 🎤 |
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| | The results indicate the objective is achieved by developing and offering new courses and increasing online or ACE format courses. The department will continue to make efforts in curriculum development to accommodate the increased students' enrollment and their needs. |
| Objective (P) | 2. Curriculum Advancement 🔎 |
| | The Department of Sociology will promote guidance and support for students' degree plans and class schedules. |
| KPI Performance Indicator | Number Of Students Advised DRAFT Both undergraduate and graduate students will received appropriate guidance and support for degree plans and |
| | class schedules. |
| Result | Number Of Students Advised DRAFT In 2014, 249 undergraduate students were individually advised by the Director of the Undergraduate Studies. All graduate students were advised by the Director of Graduate Studies before registering for a course. Notes of the advisement were entered in Degree Works. |
| Action | Curriculum Advancement DRAFT P The results indicate the objective is met by providing guidance and support to all seniors, majors, and graduate students with regard to degree plans and class schedules. |

Previous Cycle's "Plan for Continuous Improvement"

During the 2013-2014 cycle the assessment results reveal that we met the desired performance indicators in research, teaching, and service. Our plans for continuous improvement in the 2014-2015 cycle include: (1) Regarding teaching we will raise the desired performance level of the IDEA student teaching evaluation rating for each tenure and nontenure track faculty members from 3.8 to 4.0. For the Chair's teaching evaluation indicator, the Chair will conduct an item by item analysis of the Chair's rubric criteria scores to identify pedagogical weaknesses for each faculty member and improve pedagogical proficiency. To accomplish this objective, we will suggest and provide support for various interventions, including travel support for teaching conferences, online tutorials, American Sociological Association teaching support documents, and/or peer evaluation interventions from the PACE Center. (2) Regarding research we will increase the desired results from 70% to 90% of tenured and tenure-track faculty publishing at least one peer-reviewed journal article, or equivalent (as determined by the Equivalence Chart in the Department of Sociology's Promotion and Tenure Manual). This change in indicator is based on the Sociology Department's Promotion and Tenure Manual, which indicates that tenured and tenure-track should average at least one peer-reviewed journal article or equivalent to satisfy tenure and post-tenure review requirements. In line with increased emphasis regarding intramural and extramural grant funding by the University, College, and Department, and given that we achieved our desired indicator for faculty grant activity during the 2013-2014 cycle, we will raise the desired performance indicator from 50% to 60%. To facilitate the desired indicator of

increased grant activity, we will develop a departmental summer research support initiative. Regarding students scholarly research activities, the department will continue to provide support in the form of mentorship for research activities and travel support to present their research at professional conferences. (3) Regarding service the results for the 2013-2014 cycle indicate that the Sociology faculty members are very active in service at the department, college, university, professional association, and community levels. We will continue to support faculty to maintain their high level of service commitment.

In the 2013-2014 cycle we included a new goal, curriculum enhancement, to provide students quality teaching through development and advancement of curriculum. We developed and implemented new graduate and undergraduate courses and instructional delivery methods. We enhanced course schedule flexibility for undergraduate students by offering the core courses on both a Tuesday/Thursday and Monday/Wednesday schedule. We will continue to engage curriculum enhancement based on students' expressed needs. Regarding the graduate program, the department has introduced a new track (thesis track) starting in fall 2014. We will develop the assessment tools to evaluate student's learning outcomes regarding this track. The Department and Graduate Committee will conduct a survey to (1) assess students' needs, their level of preparation for graduate studies, and (2) to develop a strategic plan to improve students' learning, student retention, and matriculation.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

All plans for continuous improvement for the 2013-2014 cycle were implmented except Goal 2, Objective 1, KPI 2 regarding faculty research puplication. We adopted an incremental approach to improve faculty research productivity.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

During the 2014-2015 cycle the assessment results reveal that we met almost all of the desired performance indicators in research, teaching, and service. The only indicator we did not meet was "student research presentations and publications." Our plans for continuous improvement in the 2015-2016 cycle include:

(1) Regarding Teaching: The Department will continue to encourage professors to take advantage of professional development activities related to teaching. As a new initiative, the Department will develop a new undergraduate minor in Community Leadership. Additionally, the OATDB Coordinator in collaboration with the Director of Undergraduate Studies and the instructors for the SOCI2399: Writing in Sociology course will develop and test a protocol to assess the mid-level learning goal. Additionally, the OATDB coordinator in coordination with the Director of Undergraduate Studies will adjust both the entry-level and exit-level assessment protocols to allow for item-by-item analysis to thereby identify specific strengths and weaknesses in meeting the core learning objectives in the undergraduate BA and BS programs. Finally, the Department will develop performance measurement rubrics for the MA Thesis.

(2) Regarding Research: The Department will provide additional encouragement and resources to professors to support student travel to professional meetings for presentations and for student publications. The Department Promotion and Tenure Committee will adjust the intramural and extramural portion of the Department Promotion and Tenure Manual to better reflect the differential value of internal and external grants as related to application to promotion and tenure.

(3) Regarding Service: The Department will continue its commitment and level of support and activity in the area of service at all levels. The new minor in Community Leadership is an

example of this continued commitment.

(4) Regarding Curriculum Enhancement: The Department will propose a new minor in Community Leadership.

(5) Regarding Program Outcome/Impact: A new goal will be created and implemented designed to measure the outcomes of the undergraduate and graduate programs. In Fall 2015 the OATDB Coordinator in collaboration with the Director of Undergraduate Studies and the Director of Graduate Studies will develop an exit-level evaluation protocol to administer to matriculating undergraduate and graduate students to assess the strengths and weaknesses of the respective programs, including a one-year follow up survey to capture the job market success of our graduates.