

Sociology, Department of

1. Effective Teaching

Goal Description:

The Department of Sociology provides high quality teaching.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

1. Faculty Teaching

Performance Objective Description:

The Department of Sociology provides high quality teaching that disseminates knowledge on social life, social change, and the causes and consequences of human behavior.

RELATED ITEM LEVEL 2

Chair's Ratings of Teaching

KPI Description:

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.

Attached Files

 [Evaluation Rubric-Teaching-2016-Blank](#)

Results Description:

One hundred percent of tenured/tenure track faculty and non-tenure track faculty members received a score of 3.0 or greater on the Chair's Rating of Teaching Effectiveness section of the FES Summary Report Form. Strengths of the faculty teaching include: developing well organized, comprehensive syllabi for all assigned courses; adhering to syllabi; teaching appropriate and relevant materials pertaining to subject matter(s) of courses; adhering to scheduled class meeting times; maintaining appropriate professional demeanor in teaching situations; using fair and appropriate grading practices; participating in the peer review of teaching process; and, engaging in professional development aimed at improving teaching effectiveness. Weaknesses for faculty teaching include: receiving complaints from students regarding slow responses to students' requests and unfair treatments for a couple of faculty; very few faculty participating in professional development activities; and, consistently maintaining at or above a score of 4 on student teaching evaluations in each class instructed.

Attached Files

 [2016 Teaching Data-Sociology-complete](#)

RELATED ITEM LEVEL 3

Faculty Teaching Effectiveness

Action Description:

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. Only 20% of the faculty participated in professional development opportunities to improve teaching effectiveness. This outcome is below targeted goal of 50% participation rate among all faculty. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness. Specifically, additional incentive and support will be provided for all faculty who participate in professional development opportunities to improve teaching effectiveness.

RELATED ITEM LEVEL 2

Faculty Professional Development Related to Teaching

KPI Description:

The Department of Sociology encourages and provides resources for faculty to engage in professional development related to teaching effectiveness. At least 50% of faculty will participate in professional development opportunities to improve teaching effectiveness.

Results Description:

Only five faculty members participated in professional development opportunities related to teaching effectiveness (20% of all faculty). This outcome is below the targeted goal of 50% participation rate among all faculty.

Attached Files

RELATED ITEM LEVEL 3

Faculty Teaching Effectiveness

Action Description:

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. Only 20% of the faculty participated in professional development opportunities to improve teaching effectiveness. This outcome is below targeted goal of 50% participation rate among all faculty. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness. Specifically, additional incentive and support will be provided for all faculty who participate in professional development opportunities to improve teaching effectiveness.

RELATED ITEM LEVEL 2

IDEA Student Ratings

KPI Description:

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.

Results Description:

86% 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 88% 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).

Attached Files

RELATED ITEM LEVEL 3

Faculty Teaching Effectiveness

Action Description:

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. Only 20% of the faculty participated in professional development opportunities to improve teaching effectiveness. This outcome is below targeted goal of 50% participation rate among all faculty. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness. Specifically, additional incentive and support will be provided for all faculty who participate in professional development opportunities to improve teaching effectiveness.

2. Scholarly Research

Goal Description:

The Department of Sociology will engage in high-quality scholarly activities.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

1. Faculty Scholarly Research

Performance Objective Description:

The Faculty will produce high-quality research that investigates the structure of groups, organizations, and societies and how people interact within these contexts.

RELATED ITEM LEVEL 2

Faculty Grant Activity

KPI Description:

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.

Attached Files

Results Description:

In 2016 academic year, 16 grant proposals with a total amount of \$6,279,043 were submitted by tenured/tenure track faculty members (69% of the tenured/tenure track faculty members). 63% of them were funded with a total amount of \$2,552,405 (see attachment).

Attached Files

RELATED ITEM LEVEL 3

Faculty Scholarly Research

Action Description:

The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved except faculty research publication. Although the result for faculty research publication was lower than the target goal (75%), three additional faculty members had 5 peer-reviewed journal articles or book chapters accepted for publication in 2017. The department will continue to encourage and support the faculty members to actively produce high quality research. In particular, the department has established the Sociology Research Stipend Program to encourage faculty to submit internal and/or external grant proposal.

RELATED ITEM LEVEL 2

Faculty Research Presentation

KPI Description:

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.

Attached Files

 [Evaluation Rubric-Research-2016-Blank](#)

Results Description:

100% of the tenured/tenure track faculty members made a total of 64 presentations at professional conferences in 2016. Three non-tenured track faculty members presented 4 papers at a professional conference (see attachment).

Attached Files

 [2016 Scholarly Research Data-Sociology.](#)

RELATED ITEM LEVEL 3

Faculty Scholarly Research

Action Description:

The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved except faculty research publication. Although the result for faculty research publication was lower than the target goal (75%), three additional faculty members had 5 peer-reviewed journal articles or book chapters accepted for publication in 2017. The department will continue to encourage and support the faculty members to actively produce high quality research. In particular, the department has established the Sociology Research Stipend Program to encourage faculty to submit internal and/or external grant proposal.

RELATED ITEM LEVEL 2

Faculty Research Publications

KPI Description:

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).

Attached Files

 [Evaluation Rubric-Research-2016-Blank](#)

 [Instructions for FES research or equivalence scoring_](#)

Results Description:

In 2016, 62% of the tenured/tenure track faculty members published 25 peer-reviewed journal articles, book chapters, or books. In addition, 62% of the tenured/tenure track faculty members had a total of 24 peer-reviewed journal articles, book chapters, or books accepted for publication (see attachment).

Attached Files

 [2016 Scholarly Research Data-Sociology.](#)

RELATED ITEM LEVEL 3

Faculty Scholarly Research

Action Description:

The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved except faculty research publication. Although the result for faculty research publication was lower than the target goal (75%), three additional faculty members had 5 peer-reviewed journal articles or book chapters accepted for publication in 2017. The department will continue to encourage and support the faculty members to actively produce high quality research. In particular, the department has established the Sociology Research Stipend Program to encourage faculty to submit internal and/or external grant proposal.

RELATED ITEM LEVEL 1

2. Student Scholarly Research

Performance Objective Description:

Students in the Department of Sociology will produce scholarly research works with the support and mentoring of the faculty.

RELATED ITEM LEVEL 2

Student Research Presentations

KPI Description:

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.

Results Description:

In 2016, six graduate students were a coauthor with faculty members on nine conference presentations. Additionally, twenty-eight undergraduate students were a coauthor with faculty on twenty conference or poster presentations.

Attached Files

 [2016 Scholarly Data-Sociology](#)

RELATED ITEM LEVEL 3

Student Scholarly Research

Action Description:

The data indicate that although both undergraduate and graduate students were actively engaged in scholarly research activities such as conference presentations, only one of them produced scholarly research publication with mentoring of the faculty. In 2017, 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.

RELATED ITEM LEVEL 2

Student Research Publications

KPI Description:

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).

Results Description:

One former graduate student has published one peer-reviewed journal article (or equivalent) with one faculty member.

Attached Files

 [2016 Scholarly Data-Sociology](#)

3. Service

Goal Description:

Faculty will provide service to the department, university, profession and community.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Provision Of Quality Service

Performance Objective Description:

Faculty in the Department of Sociology will provide service to the department, university, profession and community and engage in leadership roles in the profession.

RELATED ITEM LEVEL 2

Leadership Roles In The Profession

KPI Description:

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).

Attached Files

 [Evaluation Rubric-Services-2016-Blank](#)

Results Description:

54% of the tenured/tenure track faculty members held a leadership role in professional associations at the regional, state, national, and/or international levels. Examples of leadership roles include, but not limited to: elected or appointed officers in professional associations, editorial board member for professional journal, or editor/Coeditor of professional journal.

Attached Files

 [2016 Service Data-Sociology-complete](#)

RELATED ITEM LEVEL 3

Provision of Quality Services

Action Description:

In 2016, 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.

RELATED ITEM LEVEL 2

Service Activities

KPI Description:

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).

Attached Files

[Evaluation Rubric-Services-2016-Blank](#)

Results Description:

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, committee service, and commencement) 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).

Attached Files

[2016 Service Data-Sociology-complete](#)

RELATED ITEM LEVEL 3

Provision of Quality Services

Action Description:

In 2016, 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.

4. Curriculum Enhancement

Goal Description:

The Department of Sociology will provide students quality teaching through development and advancement of curriculum.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

1. Curriculum Development

Performance Objective Description:

The Department of Sociology will develop and offer students various sociology courses via multiple delivery methods to accommodate the students’ need.

RELATED ITEM LEVEL 2

Course Development In ACE Format.

KPI Description:

The Department will encourage professors to offer their courses in ACE format.

Results Description:

In the Fall of 2016, the following courses have been designated as ACE courses: SOCI3324 (two sections of Social Inequality), SOCI3325 (Gender and Inequality), SOCI3365.02 (Sociology of Health and Illness), SOCI3376 (Rural and Urban Sociology), and SOCI5355 (Seminar in Social Inequality)

In the Spring of 2017, the following courses have been designated as ACE courses: SOCI3365.01 (Sociology of Health & Illness), SOCI3324 (Social Inequality), SOCI 3376 (Rural and Urban Sociology), SOCI 3324 (Social Inequality).

RELATED ITEM LEVEL 3

Enhance Curriculum Development

Action Description:

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.

RELATED ITEM LEVEL 2

Graduate Program: New Course and Program Development

KPI Description:

New graduate courses and certificate programs will be developed to accommodate the increased students’ needs and enrollment.

Results Description:

In 2016, two new graduate courses: SOCI 5100 (Proseminar) and SOCI 5350 (The Community Practitioner) and the 18-hour Graduate Certificate in Sociology was proposed and approved by the Academic Affairs Council. In addition, THECB has also approved the online Graduate Certificate in Sociology with an implementation date of January 1, 2018

RELATED ITEM LEVEL 3

Enhance Curriculum Development

Action Description:

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.

RELATED ITEM LEVEL 2

Undergraduate Program: New Course and Program Development

KPI Description:

New undergraduate courses will be developed and offered to students.

Results Description:

In 2016, three new undergraduate courses were proposed and approved by the Academic Affairs Council. These new courses are: SOCI 4327 (Sociology of Everyday Life), SOCI 4338 (Social Gerontology), and SOCI4430 (Sociology of Migration).

RELATED ITEM LEVEL 3

Enhance Curriculum Development

Action Description:

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.

RELATED ITEM LEVEL 2

Undergraduate Program: Promoting Online Instructional Delivery

KPI Description:

The need for online sociology courses has been increasing among students. More online courses will be offered in the 2016-2017 academic year.

Results Description:

1. In the 2016-2017 academic year, three sociology courses were newly offered as an online format: SOCI4339 (Senior Seminar), SOCI3327 (Popular Culture), and SOCI3384 (Economy and Society)

2. To meet the increasing demand for online courses, more online sections were offered. In the 2016-2017, 92 online and 75 in-person sections were offered. Similar figures for the 2014-2015 academic year were 84 and 79, respectively; for the 2015-2016 academic year were 87 and 72, respectively.

RELATED ITEM LEVEL 3

Enhance Curriculum Development

Action Description:

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.

RELATED ITEM LEVEL 1

2. Curriculum Advancement

Performance Objective Description:

The Department of Sociology will promote guidance and support for students' degree plans and class schedules.

RELATED ITEM LEVEL 2

Number Of Students Advised

KPI Description:

Both undergraduate and graduate students will receive appropriate guidance and support for degree plans and class schedules.

Results Description:

In 2016, 193 undergraduate students were individually advised by the Director of the Undergraduate Studies. about 80 graduate students were advised by the Director of Graduate Studies before registering for a course. Notes of the advisement were entered in Degree Works.

RELATED ITEM LEVEL 3

Curriculum Advancement

Action Description:

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.

RELATED ITEM LEVEL 1

3. Experiential Learning

Performance Objective Description:

The Department of Sociology will provide multiple opportunities for students to apply classroom experience to work and service outside of the classroom.

RELATED ITEM LEVEL 2

Career Readiness Opportunities

KPI Description:

The Department will provide and/or promote three events for students to encourage the development of career skills in applied sociology and to develop social networks that will promote career opportunities.

Results Description:

1. The internship program sponsored three internship orientation sessions on March 7, 8 and 9. One student attended. The session covered the application and placement process for internships in applied sociology.
2. The program promoted the “Discover Your Strengths” workshop, sponsored by the Department of Leadership Initiatives. One student attended and met with the internship director to discuss personal career goals after the workshop.
3. The program sponsored a session on “What Can I Do With A Sociology Degree?” on April 11th. Drs. Melissa Tackett-Gibson and Jason Konefal led the session. It covered topics related to graduate school admissions processes and career opportunities for sociology graduates. Materials included a review of information on job titles and placement prospects for sociology majors from the Department of Labor.
4. Sociology majors and minors were encouraged via email to attend “Backpack to Briefcase” workshops sponsored by the Department of Communications and Career Services.
5. On April 26th the program sponsored an Alumni/Student Reception. The reception was held with the intention of building a strong student/alumni network. Regional alumni and sociology majors and minor were invited to the event. It included remarks from a sociology honors student and a distinguished alumna. Both discussed career goals, motivations and the role of sociology in shaping career decisions. Thirty-seven alumni, students, faculty/staff and family members were in attendance. Scholarship recipients and student leaders were recognized at the event.

RELATED ITEM LEVEL 3

Enhance Experiential Learning

Action Description:

Dr. Melissa Tackett-Gibson was hired to serve as the Director for the Sociology Internship Program in January, 2017. In the Spring of 2017, seven events were held to provide opportunities for students to apply classroom experience to work and services outside of the classroom. Although only one student was placed at the local internship site, the Internship Director was able to establish relationships with 4 agencies who are able to host interns. A new initiative-an interpreter track was established to allow students to work toward proficiency and certification as court, school, medical and social services interpreters. A copy of the internship program plan for activities for 2017-2018 is attached.

Attached Files

 [InternshipProgram_Action_Plan_2018_final](#)

RELATED ITEM LEVEL 2

Internship Program

KPI Description:

The Department will provide formal opportunities for students to intern at local and regional agencies and organizations. The program will place 10 students in internship positions.

Results Description:

1. The program developed a survey to solicit employer recommendations from departmental alumni. The survey yielded information on potential positions at four locations.
2. Employer recruitment materials, including a Intern Supervisor’s Manual, sample job descriptions and an discussion of applied sociology have been developed.
3. The program identified 75 agencies in the Greater Houston and Huntsville Area. Recruitment efforts are currently ongoing. They include phone calls and mailing of employer recruitment materials. To date 10 agencies have been contacted. Three are able to host interns.
4. The program initiated an interpreter track that will allow undergraduate majors and minors to work toward proficiency and certification as court, medical and social service interpreters. To date two students have been advised on program participation. An additional student will complete the training for court interpreter certification at the end of the summer semester.
5. The program has worked with MasterWords, an interpreter placement agency, in an effort to place students in internships. Currently, MasterWords will provide the initial proficiency exams to our interns and provide internship opportunities as available.

6. One student, a minor in Community Leadership, has been placed at the Eleanor & Charles Garrett Center on Transition and Disability Studies in the College of Education. This intern will be assisting faculty in the Department of Language, Literacy and Special Populations in advocacy efforts for individuals with disabilities.

Overview of Result:

- One student completed an internship during the summer semester. She worked for the Center for Community Engagement while completing training to become licensed as a court interpreter. She also shadowed professional interpreters in courtroom settings.
- One student has been placed for the fall semester at the Garrett Center on Transition and Disability Studies in the College of Education.
- Four employers have been recruited for student placements. Additional recruiting efforts are ongoing.

RELATED ITEM LEVEL 3

Enhance Experiential Learning

Action Description:

Dr. Melissa Tackett-Gibson was hired to serve as the Director for the Sociology Internship Program in January, 2017. In the Spring of 2017, seven events were held to provide opportunities for students to apply classroom experience to work and services outside of the classroom. Although only one student was placed at the local internship site, the Internship Director was able to establish relationships with 4 agencies who are able to host interns. A new initiative-an interpreter track was established to allow students to work toward proficiency and certification as court, school, medical and social services interpreters. A copy of the internship program plan for activities for 2017-2018 is attached.

Attached Files

 [InternshipProgram_Action_Plan_2018_final](#)

5. Program Effectiveness

Goal Description:

The Department of Sociology provides quality and effective programs that make long-lasting impacts in students' lives.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Short- and Long-Term Impacts

Performance Objective Description:

The Department of Sociology provides high quality programs that make both short-and long-term positive impacts in students' lives after graduation.

RELATED ITEM LEVEL 2

1. Short Term Impact: Student Exit Survey

KPI Description:

Fifty percent of graduates from Sociology BA/BS and MA programs will report positive educational experience they had in the Department of Sociology at SHSU.

Results Description:

The Graduate Director and Graduate Committee implemented an exit survey of graduates from Sociology MA program during the 2016-2017 academic year. Results indicate that a majority of 2016-2017 graduates were happy with the quality of the Masters Program in Sociology. Nine graduating students completed the survey. All students except one that completed the survey reported positive educational experiences in the MA program.

Due to time and manpower constraints, the exit survey of graduates from Sociology BA/BS programs will be postponed to the 2017-2018 academic year.

RELATED ITEM LEVEL 3

Short Term and Long-Term Impacts

Action Description:

The data of both exit survey of Sociology MA graduates and alumni indicate that the desired results are exceeded. The Sociology programs not only made a positive impact in students' lives on an immediate and short-term basis, but also produced long lasting impacts in students' lives.

RELATED ITEM LEVEL 2

2. Long Term Impact: Alumni Survey

KPI Description:

Fifty percent of alumni will report that they are satisfied with the overall educational experience they had in the Department of Sociology at SHSU.

Results Description:

We conducted an online survey over 1,612 Sociology alumni through Survey Monkey in the Spring 2016. 302 of them responded to the survey. After online surveys, we also sent 1,535 mailed surveys and only received 51 responses. Among 353 responses, 73.1 percent of them reported that they were very satisfied with the overall educational experience they had in the Department of Sociology at SHSU. An additional 22.2% reported they were “somewhat satisfied”. Only about 2% reported “somewhat dissatisfied” and “very dissatisfied” with the program. Alumni were also asked “How often has your education in Sociology been relevant or useful in your life?” Fifty one percent of them reported “almost always”, 32.2% reported “sometimes”, 11.3% reported “every once in a while”, 3.5% reported “rarely”, and 1.7% reported “never”. About 83.6% of them reported that they would recommend or strongly recommend a degree in Sociology from SHSU to others. (See attached file for more details.)

Attached Files

 [Sociology Alumni Survey Update 07-19-17-final](#)

RELATED ITEM LEVEL 3

Short Term and Long-Term Impacts

Action Description:

The data of both exit survey of Sociology MA graduates and alumni indicate that the desired results are exceeded. The Sociology programs not only made a positive impact in students’ lives on an immediate and short-term basis, but also produced long lasting impacts in students’ lives.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

During the 2015-2016 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 2016-2017 cycle include:

(1) Regarding Teaching: The Department will continue to encourage professors to take advantage of professional development activities related to teaching. The new undergraduate minor in Community Leadership will begin in the fall 2016. As a new initiative, a Clinical Professor/Director of the Sociology Internship Program will be hired and join the department in the Fall of 2016. The new hire will teach the Internship in Sociology course (SOCI 4379). Both the new minor and internship program support our efforts in curriculum development to increase enrollment and meet students’ needs.

Additionally, in 2015-2016 the Department Assessment Coordinator and the Director of Undergraduate Studies were not able to successfully conduct “item-by-item” analysis of the entry-level assessment data. In 2016-2017, the Department Assessment Coordinator will meet with SHSU Online to try to overcome the technical difficulties regarding Blackboard’s capacity to effectively retrieve and report the necessary data for item by item analysis. This will allow the Department to identify strengths and weaknesses item by item, as well as differentiate potential differences in online and in-person delivery systems related to core concept comprehension.

Regarding the mid-level assessment, the Undergraduate Committee and Department Assessment Coordinator will work with the professors who teach this course to adjust the evaluation rubric to allow for enhanced inter-item analysis of the strengths and weaknesses of the two main areas, Content and Writing Style, with the three criteria in each area.

Regarding the exit-level assessment, based on the results reported in the item by item analysis, the department will work with the professors to rectify the deficiency of student learning outcomes in the core area of research methods.

Finally, regarding the graduate program, the Graduate Director and Graduate Committee will implement the rubric for the thesis track for the first time. Following the 2016-2017 academic year, the rubric will be evaluated and modified as necessary. Additionally, the Graduate Director and Graduate Committee implemented a pilot exit survey during the 2015-2016 academic year. At the completion of the 2016-2017 academic year, data from the exit survey will be analyzed. These data will be used to aid the design of the program. The Sociology MA program is scheduled for its comprehensive program performance review during the 2016-2017 academic year. The review will consist of self-study and external assessments. The findings of this review will be used to improve the program beginning with the 2017-2018 academic year.

(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.

(3) Regarding Service: The Department will continue its commitment and level of support and activity in the area of service at all levels. The hiring of a new Internship director is an example of this continued commitment.

(4) Regarding Curriculum Enhancement: In 2016-2017, a new minor in Community Leadership (undergraduate level), the Graduate Certificate in Community Development (15 semester credit hours), and 18-hour Graduate Certificate in Sociology will be available for students to register in the

Fall of 2016.

(5) Regarding Program Outcome/Impact: A new goal designed to measure the long-term outcomes of the undergraduate and graduate programs has been created. An exit survey for graduates from the Sociology MA program and an online survey for all Sociology alumni were conducted in 2015-2016. Results from these surveys will be continued to be used to develop strategic plan for the department including the hiring of an internship director. In Fall 2017 the Department Assessment Coordinator in collaboration with the Director of Undergraduate Studies will develop an exit-level evaluation protocol to administer to matriculating undergraduate to assess the strengths and weaknesses of the undergraduate program, including a one-year follow up survey to capture the job market success of our graduates.

Update of Progress to the Previous Cycle's PCI:

During the 2016-2017 assessment cycle, the results reveal that all the desired performance indicators in research, teaching, and service were met. The only indicators we did not meet were “faculty professional development related to teaching” and “student research publications.” Additionally, a Clinical Professor/Director of the Sociology Internship Program was hired in January 2016 to provide more internship opportunities for students as well as promote both graduate and undergraduate programs. A new tenure-track faculty with area of expertise in race and stratification was hired and will join the Department in the Fall of 2017. As a result of diligent efforts to increase enrollment and meet students’ needs, the latest admission data show that the number of admissions for Sociology MA program went up 200% and similar numbers for Sociology BA and BS programs went up 94% and 40%, respectively, from Fall, 2016 to Fall, 2017. The following section summarizes the performance results under each specific goal.

1. Regarding Effective Teaching: Almost all of the desired performance indicators in teaching were met except “faculty professional development related to teaching.”

For the undergraduate BA/BS programs, during this assessment cycle, the Department Assessment Coordinator and the Director of Undergraduate Studies successfully completed “item-by-item” analysis of the entry-level and the mid-level assessments. The item-by-item analysis revealed that the entry-level students understand well the basic concepts related to Component Area IV, but do not understand well the basic concepts related to Component Area V. The Department was not successful at evaluating student comprehension between online and in-person delivery methods during this cycle. Regarding the mid-level assessment, the Department Assessment Coordinator worked with the professors who teach this course to adjust the evaluation rubric to allow for enhanced analysis of the strengths and weaknesses of the two main component areas, Content and Writing Style, with three criteria in each area. The effort was successful as all selected student papers exceeded the minimum requirement. Regarding the exit-level assessment, the Department Assessment Coordinator worked with the professors to rectify the deficiency of student learning outcomes in the core area of research methods. The effort was successful as the students' performance exceeded the minimum requirement.

For the graduate program, thesis rubrics were implemented during the 2016-2017 academic year. In summer 2017, the Graduate Committee reviewed the results and found no need for revisions to the rubrics. The 18-hour Graduate Certificate in Sociology was approved by the Texas Higher Education Coordinating Board (THECB) with an implementation date of January 1, 2018. The Graduate Committee is continuing to collect data from the exit survey. A preliminary analysis of the data has been undertaken, and found that students rate the program positively. As the number of respondents is still low (n=14), the Graduate Committee has delayed a more comprehensive analysis of the data for another academic year. The M.A. program in Sociology underwent an external review during the 2016-2017 academic year. The findings of the external review inform the plan for continuous development for the 2017-2018 academic year.

2. Regarding Research: Almost all of the desired performance indicators in research were met except “student research publications”. During this assessment cycle, we had a significant increase in students’ involvement in conference or poster presentations. A total of 34 students were a co-author with faculty on 20 conference or poster presentations. We expect that some of these presentations will turn into research publications. In addition to internal grant awards, three faculty members received two USDA grant awards.

3. Regarding Services: All performance desired indicators were met.

4. Regarding Curriculum Enhancement: During the 2016-2017 assessment cycle, two new graduate and three undergraduate courses were proposed and approved by ACC. Ten classes were offered in ACE format and 92 online classes were offered. The 18-hour Graduate Certificate in Sociology was approved by THECB with an implementation date of January 1, 2018. Additionally, eight students were placed in internship sites.

5. Regarding Program Effectiveness: Results from both exit and alumni surveys reported positive educational experience they had in the Department of Sociology at SHSU.

6. Regarding the Center for the Rural Studies, with the departure of the Director of the Center for Rural Studies, the Department, working with the Dean’s office, decided to revisit the mission and goals of the Center and plan to develop a strategic plan for the Center during the 2017-2018 academic year.

Plan for Continuous Improvements

Closing Summary:

Built upon on the results of the 2016-2017 assessment cycle, plans for continuous improvement in the 2017-2018 cycle include:

1. **Regarding Teaching:** The Department will provide incentives and strongly encourage faculty to attend at least one professional development activity related to teaching per year. The Director of the Sociology Internship Program will work closely with the Center for Community Engagement to recruit more students to be placed in internship sites. Two new tenure-track faculty members will be hired and join the Department

in the Fall of 2018. Both new hires will expand and diversify our class offerings.

Regarding the undergraduate BA/BS programs' entry-level assessment, the Department Assessment Coordinator will continue to meet with SHSU Online and the instructors to ensure that all sections of the entry-level courses provide clean data for analysis. The Undergraduate Committee will meet with the instructors who teach these courses to improve the teaching and student comprehension regarding the four deficient conceptual areas in Component Area IV: Social and Behavior Sciences. The Department will maintain the existing criterion (85%) for the percentage of students meeting the minimum requirement for the desired learning outcome for the 2017-2018 assessment period.

Regarding the midlevel assessment, the Undergraduate Committee and Department Assessment Coordinator will continue to perform the analysis of the two main component areas (Content and Writing Style) to identify strengths and weaknesses. In addition, item-by-item analysis of the three criteria in each component area will be carried out to identify specific strengths and weaknesses with the main areas. The Department will maintain the existing criterion (75%) for students meeting the minimum requirement for the desired learning outcome overall, in each component area, and in the three items per component area in the 2017-2018 cycle.

Regarding the exit-level assessment, although student performance in all three student learning outcome areas is above the minimum requirement, the Undergraduate Committee and Department Assessment Coordinator will continue to work with the professors who teach this course to maintain the high levels of learning outcomes in theory and sociological thinking and improve the student learning outcomes in the core area of research methods. Based on improved exit-level performance, the Department will raise the existing criterion of 75% to 80% for students meeting the minimum requirement for the desired learning outcome overall and in each of the three core areas in the 2017-2018 cycle.

Finally, regarding the graduate program, several initiatives will be taken based on the results from the external review:

a) Development of a Vision Statement for the Program: The graduate director will facilitate a series of workshops over the next year and a half with graduate faculty in the department to develop a vision for the program. Based on these workshops, in the Spring of 2018, the graduate committee will begin drafting a vision statement for the M.A. program. The vision statement will then be presented to the graduate faculty for discussion, amendments, and approval in the Fall of 2019. Beginning in the Spring of 2019, the graduate program vision will guide program and course development, and be incorporated into marketing and recruiting materials.

b) Development of Graduate Course Guidelines: The graduate committee will undertake a curriculum review of the graduate classes in the M.A. program in Sociology. This will include a review of expectations, readings, assignments, and course structure. The outcome will be guidelines for graduate courses in the M.A. program in terms of class organization, workload, and expectations.

c) Development of a Pro-Seminar: A one-credit hour required pro-seminar will be developed for new students in the M.A. program. In the pro-seminar, students will be provided with the tools and resources to be successful graduate students. The course curriculum will include orientation materials, faculty introductions, resources and strategies on graduate student success, and professionalization. The course will also help form a cohort identity among incoming students. Form B has been submitted in Spring 2017 for this new course.

d) Development of Graduate Assistant Guidelines: A set of guidelines for graduate assistants (GAs) and undergraduate assistants will be developed. These guidelines will outline responsibilities and expectations of GAs and undergraduate assistants.

2. Regarding Research: The Department will continue to provide additional encouragement and resources to professors to support student travel to professional meetings for presentations and for student publications as well as external grant applications.

3. Regarding Service: The Department will continue its commitment and level of support and activity in the area of service at all levels.

4. Regarding Curriculum Enhancement: In addition to a new minor in Community Leadership (undergraduate level) and the Graduate Certificate in Community Development (15 semester credit hours), the 18-hour Graduate Certificate in Sociology will be available for students to register in the Spring of 2018. The director of the internship program will continue to establish more internship opportunities for students. A grant proposal will be prepared and submitted to seek external funding support for covering students' internship-related expenses.

5. Regarding Program Outcome/Impact: The Department will begin to conduct an exit survey

for graduates of the Sociology B.A./B.S. programs and continue to administer the exit surveys for graduates of the Sociology M.A. program to assess the strengths and weaknesses of these programs, including a one-year follow up survey to capture the job market success of our graduates. The internship director will plan several events to develop dialogues between current students and Sociology alumni.

6. Regarding the Center for the Rural Studies, with the departure of the Director of the Center for Rural Studies, the Department, working with the Dean’s office, will reevaluate the mission and goals of the Center and develop a strategic plan for the Center in the next few years.
