Sociology [SOCL]

Cycles included in this report:
Jun 1, 2023 to May 31, 2024

Program Name: Sociology [SOCL]

Reporting Cycle: Jun 1, 2023 to May 31, 2024

1 Is this program offered via Distance Learning?

100% Distance and Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2019-2020:
There was obvious improvement from the pretest (average 56.6) to the post-test (average 79.2) for fall 2019. This is an improvement of 39.9%. There was even more improvement (44%) in the spring of 2020. This is a remarkable improvement over prior years. The post test prior to this year was usually around 69% with a pretest in the mid 50s. The class had been redesigned with more emphases on theory.

2020-2021:
Overwhelmingly, the students' performances dropped during the fall of 2020. Virtually always there was consistence improvement during the spring 2021 assessments over the fall 2020. The drop can likely be related to both the students and faculty experiencing two major hurricanes during the fall of 2020. It is extremely impressive that the performance improved significantly in one semester. This highlights the resilience of the McNeese family.

2021-2022:
Student performance has dramatically improved in SOCL411 and 311. During the most recent three semesters, SOCL411 students have had 100% of the students reaching the benchmark. SOCL311 students had 100% of the students reaching the benchmark in the 2021-2022 academic year. This appears to be a result of modifications to the classes. There is also a general increase in the number of students completing the evaluation instruments. In some classes, students are prevented from accessing other assignments until they have completed the pre/post tests. This appears to be increasing the participation.

2022-2023:
There appears to be enhancement for the percent of improvement from pretest to post-test for SOCL201. Fall 2022 saw the highest ever percent of improvement from pretest to post-test.The Spring 2023 was the next highest 2020. This may be a result of encouraging students to access the resources for the class.

2023-2024:
One of the biggest improvements has been the online 320. The teacher was new last year to teaching online with no required meetings online or face to face. This was a difficult adjustment of teaching style for him. However, it appears that he has been very successful this second year with 100% of the majors meeting the benchmark on the evaluation. It is great that we now have 320 being taught on an annual basis for our online majors.

4 Program Highlights from the Reporting Year

2019-2020:
The General Sociology Program continues to have a large number of majors in both the traditional and online versions. The recent reduction in overloads/adjuncts and the retirement of one sociology faculty member has resulted in courses being offered less often. Most courses have been offered on a rotational bases that met the students needs. The exception was Socl320. Ultimately, two sections of SOCL320 were taught in the summer of 2020. This has corrected the issue. The three sociology faculty are dedicated to serving the students and department.

In the 2019-2020 Catalog, the Family and Child Studies Concentration was renamed into Family Science Concentration inline with the guidelines of the professional organization, the National Council on Family Relations (NCFR). No changes on the content of the concentration. The application for NCFR's approval of the Family Science Program (FMSC) was prepared. Enrollment has become steady over 100 students each semester. For example, from 88 students in Fall 2018, the number of students grew up to 115 in Spring 2020. The schedule of FMSC classes has been adjusted to offer FMSC courses on a rotation basis: every course to be taught every other semester. A critical sequence of FMSC 423 methodological courses preceding the Capstone course of FMSC 481 Internship are offered in the similar manner: FMSC 423 is in the Fall, FMSC 481 is in the Spring. The Internship achieved a milestone of having 50+ local organizations used to place interns in accordance to their professional interests (i.e. working with children, adolescents, adoption/foster care, older adults, with those in later life, etc). Students report feeling more connected to each other and to the FMSC because of the advanced use of technology in the classroom by FMSC faculty.

2020-2021:
The Sociology Program has General Sociology (online and face-to-face) and an online Family Science Concentration. Starting March 2020 all classes in Sociology have only been online. This is due to Covid and hurricanes. Eventually, face-to-face classes will resume.

The General Sociology Program continues to have a large number of majors in both the traditional and online versions. The sociology classes have continued to be taught less often. This started with the reduction in overloads/adjuncts and the recent retirement of one sociology faculty member. Most courses have been offered on a rotational bases that met the students' needs. The exception has continued to be SOCL 320. Ultimately, two sections of SOCL 320 were taught in the summer of 2020. This temporarily corrected the issue. This academic year only one section was taught. It was online with sychronous meetings. This can be difficult for totally online students. The three sociology faculty are dedicated to serving the students and department.

The discipline of Family Science is focused on strengthening families through education, research, service, and advocacy. The family science undergraduate students are preparing for careers as helping professionals in many areas including family life education, case management, human service administration, social work, teaching, counseling, healthcare, and community advocacy. Graduates of the McNeese Family Science Program become Family Life Educators and are eligible for professional certification via the premier professional organization, the National Council on Family Relations (NCFR).

Attached is the 2021 end-of-year report for the Family Science program.

2021-2022:
The Sociology program has General Sociology (online and face-to-face) and an online Family Science concentration. Starting March 2020 all classes in Sociology were online. This was due to Covid and hurricanes. Some face-to-face classes were offered in sociology during the 2021-2022 academic year. The number of students registering for sociology classes face-to-face and online has been smaller than in prior years.

The General Sociology program has a decrease in majors in both the traditional and online versions. Most courses have been offered on a rotational bases that met the students' needs. The exception has continued to be SOCL 320. This academic year only one section was taught. It was face-to-face. This resulted in students graduating without taking SOCL 320. It is being taught online this summer. Currently, a faculty member has agreed to start teaching SOCL 320 in both formats. There are three sociology faculty dedicated to serving the students and department.

Attached is the 2022 end-of-year report for the Family Science program.

2022-2023:
The Sociology program has General Sociology (online and face-to-face) and an online Family Science concentration. The number of students registering for sociology classes face-to-face and online has continued to be low.

HBEH200 was offered the Fall of 2022 for the first time. The goal was to have about 200 students in HBEH200. The actual number was about a quarter of the goal.

The Sociology program has a decrease in majors in both the traditional and online versions for a couple of years. This appears to be an issue for colleges in general. Most courses in Sociology at McNeese have been offered on a rotational bases that met the students' needs. The exception was SOCL 320. This academic year SOCL320 was taught asynchronously online. This format allows all Sociology students to take SOCL320 before graduating. Currently, the faculty member has agreed to start teaching SOCL 320 in this format once a year. There are three sociology faculty dedicated to serving the students and department.

Attached is the 2023 end-of-year report for the Family Science program.

2023-2024:
The Sociology program has General Sociology (online and face-to-face) and an online Family Science concentration. The number of students registering for sociology classes face-to-face and online has continued to be low.

HBEH200 was offered the Fall of 2023 for the second time. The goal was to have about 50 students in HBEH200.

The Sociology program has a decrease in majors in both the traditional and online versions for a couple of years. This appears to be an issue for colleges in general. Most courses in Sociology at McNeese have been offered on a rotational bases that met the students' needs. The exception was SOCL 320. This academic year SOCL320 was taught asynchronously online for the second time in recent years in the Spring . This format allows all Sociology students to take SOCL320 before graduating. Currently, the faculty member has agreed to continue teaching SOCL 320 in this format once a year. There are three sociology faculty dedicated to serving the students and department.

Files:

2021 Family Science Program Annual EOY Report
2022 Family Science Program Annual EOY Report
2023 Family Science Program Annual EOY Report
2024 Family Science Program Annual EOY Report

5 Program Mission

The purposes of the Bachelor of Arts degree in sociology are:
- Students will broaden their knowledge and increase their understanding of humankind's past and present social endeavors through an academic understanding of various societies, cultures, social theories, and social philosophies.
- Students will be provided with a solid liberal arts background and program of study leading to a Bachelor of Arts degree in sociology which prepares them for careers and graduate-level study in sociology and related areas. All students will be required to receive instruction in statistics, languages, theory, and various human/social sciences.
- To offer students the opportunity to obtain a minor in sociology and/or acquaint themselves with sociology. The department offers a minor in sociology to all students.
- To serve the University, the academic community, and Southwest Louisiana through teaching, research, community service and University service. Faculty are encouraged to engage in research and publication.

6 Institutional Mission Reference

This degree supports the University's fundamental mission to offer baccalaureate curricula in service to the residents and employers of the SWLA region and beyond. It provides opportunities for student internships in local industry and prepares students to become effective in academic and professional environments.

7 Assessment and Benchmark SOCL 201 Pre-test & Post-test

Assessment: SOCL 201 pre-test & post-test scores.

Benchmark: 75% of students will correctly answer three of the five questions on the post-test, and there will be a 75% increase in correct answers on the post-test over the pre-test.

Prior to 2020-2021, the benchmark was 60% of students will correctly answer three of the five questions on the post-test, and there will be a 75% increase in correct answers on the post-test over the pre-test.
Prior to 2019-2020, the benchmark was 60% of students will correctly answer three of the five questions.

Outcome Links

Theories of Sociology [Program]
Students will demonstrate a knowledge of theories of sociology.

7.1 Data

Term	# of students completing pre- and post-test	Students meeting benchmark		Average scores		% change from pre- to post-test
		#	%	Pre-test	Post-test	
Fall 2019	210	132	63.0%	1.56/5	2.7/5	73.0%
Spring 2020	187	128	68.0%	1.66/5	3.16/5	90.0%
Fall 2020	179	111	62.0%	1.77/5	3.16/5	78.0%
Spring 2021	143	109	76.0%	1.8/5	3.24/5	80.0%
Fall 2021	165	125	76.0%	1.87/5	3.45/5	84.0%
Spring 2022	143	109	76.0%	1.8/5	3.24/5	80.0%
Fall 2022	145	112	77.0%	1.7/5	3.35/5	97.0%
Spring 2023	113	82	72.0%	1.65/5	3.11/5	85.0%
Fall 2023	164	114	69.0%	1.60/5	3.27/5	104.37%
Spring 2024	148	124	84.0%	2.03/5	3.91/5	92.61%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
During both semesters the current benchmark of 60% of the post test students correctly answering three of the five questions was met. The benchmark for improving in proficiency from pretest to post test was 75%. This was not met in the fall 2019 since it was only 73%. It was greatly surpassed in the spring of 2020 at 90%.

This assessment will continue to be used. The plan for improvement includes raising the benchmark for proficiency on the post test of answering three of the five questions correctly to 75%. The benchmark for improving from the pretest to the post test will remain at 75% since it was not met in the fall of 2019.

2020-2021:
During the Fall 2020 semester, the current benchmark of 75% of the post-test students correctly answering three of the five questions was not met. This benchmark was met in the spring 2021 semester. The benchmark of improving scores from pretest to post-test was 75% improvement. This was met in both semesters.

This assessment will continue to be used. Neither the proficiency nor benchmarks will be changed for next year. The faculty plans on increasing the resources and tools in the Moodle sites for the students.

2021-2022:
During the Fall 2021 semester and Spring 2022 semester, the current benchmark of 75% of the post-test students correctly answering three of the five questions was met. The benchmark of improving scores from pretest to post-test was 75% improvement. Both benchmarks were met in both semesters.

This assessment will continue to be used. Neither the proficiency nor benchmarks will be changed for next year. The faculty plans on increasing the resources and tools in the Moodle sites for the students. The plan also includes stressing to the students that the provided resources and tools are important to student success.

2022-2023:
The current proficiency benchmark of 75% of the students correctly answering three of the five posttest questions was met in the Fall of 2022. It was not met in the Spring of 2023. The benchmark of 75% of improvement from pretest to posttest was exceeded in both semesters. NOTE: The data from the Fall 2022 HBEH200 was included with the SOCL201 data.

This assessment will continue to be used. Neither the proficiency nor benchmarks will be changed for 2023-2024. The faculty plans on increasing the resources and tools in the Moodle sites for the students. The plan also includes stressing to the students that the provided resources and tools are important to student success. The plan includes sending email reminders concerning the available resources.

2023-2024:
The current proficiency benchmark of 75% of the students correctly answering three of the five posttest questions was not met in the Fall of 2023. It was met in the Spring of 2024. The benchmark of 75% of improvement from pretest to posttest was greatly exceeded in both semesters. NOTE: The data from the Fall 2023 HBEH200 was included with the SOCL201 data.

This assessment will continue to be used. Neither the proficiency nor benchmarks will be changed for 2024-2025 cycle. The faculty plans on increasing the resources and tools in the Moodle sites for the students. The plan also includes stressing to the students that the provided resources and tools are important to student success. The plan includes sending email reminders concerning the available resources.

8 Assessment and Benchmark SOCL 211 Pre-test and Post-test

Assessment: SOCL 211 Pre-test and Post-test scores.

Benchmark: 80% of students will correctly answer four of the five questions on the post-test, and there will be a 30% increase in correct answers on the post-test over the pre-test.

Prior to 2020-2021, the benchmark was 60% of students will correctly answer four of the five questions on the post-test, and there will be a 30% increase in correct answers on the post-test over the pre-test.
Prior to 2019-2020, the benchmark was 60% of students will correctly answer three of the five questions.

Outcome Links

Social Problems [Program]
Students will draw connections between social stratification systems & social problems/life outcomes.

8.1 Data

Term	# of students completing pre- and post-test	Students meeting benchmark		Average scores		% change from pre- to post-test
		#	%	Pre-test	Post-test	
Fall 2019	39	—	—	3.02/5	3.86/5	27.8%
Spring 2020	52	—	—	3.77/5	4.27/5	13.3%
Fall 2020	60	59	98.0%	3.91/5	4.42/5	13.0%
Spring 2021	65	57	88.0%	3.07/5	4.14/5	34.8%
Fall 2021	62	41	66.0%	3.3/5	3.89/5	18.0%
Spring 2022	65	57	88.0%	3.07/5	4.14/5	34.8%
Fall 2022	70	48	68.0%	2.88/5	3.94/5	36.8%
Spring 2023	44	37	84.0%	3.03/5	4.15/5	36.96%
Fall 2023	62	47	76.0%	2.64/5	3.99/5	51.13%
Spring 2024	50	42	84.0%	3.15/5	4.31/5	36.82%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The students overwhelmingly were proficient on the post test. The fall was 90% and the spring was 98% proficient on the post test. The proficiency met the benchmark both semesters. The fall 2019 students increased their post-test scores to an average of 3.86 over the pretest scores of 3.02 (an increase of 28%). The spring 2020 students increased their average post-test scores to 4.27 over the pretest scores of 3.77 (an increase of 13.3%). Neither one of these met the benchmark of increasing by at least 30%. The benchmark for proficiency will be raised to correctly answering four out of the five questions on the post tests. The benchmark of increasing the score by at least 30% from the pretest to the post test will continue to be used. The department will work at increasing the number of students who complete this evaluation. The rate of participation was low.

2020-2021:

The current proficiency is correctly answering four out of five questions on the post-tests. Overwhelmingly, the students were proficient on the post-tests. The fall was 98% and the spring was 88% proficient on the post test. The fall 2020 students increased their post-test scores to an average of 4.42 over the pretest scores of 3.91 (an increase of 13%). This did not meet the benchmark for score improvement. Fall 2020 was difficult for many students who survived two major hurricanes. During the spring of 2020, students increased their average post-test scores to 4.14 over the pretest scores of 3.07 (exceeding the benchmark of 30% improvement by improving the score to 34.8%). Proficiency will continue to be correctly answering four out of the five questions on the post tests. The benchmark of increasing the score by at least 30% from the pretest to the post test will continue to be used. The department will work at increasing the number of students who complete this evaluation. The rate of participation was low. Also, more tools and learning aids will be added to Moodle.

2021-2022:
The current proficiency is correctly answering four out of five questions on the post-tests. The students were not proficient on the post-tests in the Fall 2021. Only 66% were proficient, the benchmark was set at 80%. In the fall the benchmark of improving by 30% from pretest to post test also was not met. In the Spring, 88% of the students were proficient. This met the benchmark that 80% of the students would be proficient. The spring 2022 students increased their post-test scores to an average of 4.14 over the pretest scores of 3.07 (an increase of 34.8%). This did meet the benchmark for score improvement. Proficiency will continue to be correctly answering four out of the five questions on the post tests. The benchmark of increasing the score by at least 30% from the pretest to the post test will continue to be used. Also, more tools and learning aids will be added to Moodle. The faculty will stress that the students may benefit from using the provided tools.

2022-2023:
The current proficiency is correctly answering four out of five questions on the post-tests. The benchmark was set at 80% of the students would be proficient on the post-test. The students did not meet this benchmark in the Fall of 2022. Only 68% were proficient on the post-test in the Fall. In the Fall the benchmark of improving by 30% from pretest to post test was met. In the Spring of 2023, 84% of the students were proficient. This met the benchmark that 80% of the students would be proficient. The spring 2023 students increased their post-test scores to an average of 4.15 over the pretest scores of 3.03 (an increase of 36.96%). This did meet the benchmark for score improvement. Proficiency will continue to be correctly answering four out of the five questions on the post tests. The benchmark of increasing the score by at least 30% from the pretest to the post test will continue to be used. Also, more tools and learning aids will be added to Moodle. The faculty will stress that the students may benefit from using the provided tools. Emails will be sent to remind the students that the tools are available and a key to success.

2023-2024::
The current proficiency is correctly answering four out of five questions on the post-tests. The benchmark was set at 80% of the students would be proficient on the post-test. The students did not meet this benchmark in the Fall of 2023. Only 76% were proficient on the post-test in the Fall. In the Fall, the benchmark of improving by 30% from pretest to post test was greatly exceeded. Fall 2023 was the greatest improvement ever produced using this assessment. It was 51.13 %. In the Spring of 2024, 84% of the students were proficient. This met the benchmark that 80% of the students would be proficient. The spring 2024 students increased their post-test scores to an average of 4.31 over the pretest scores of 3.15 (an increase of 36.82%). This did meet the benchmark for score improvement. Proficiency will continue to be correctly answering four out of the five questions on the post tests. The benchmark of increasing the score by at least 30% from the pretest to the post test will continue to be used. Also, more tools and learning aids will be added to Moodle. The faculty will stress that the students may benefit from using the provided tools. Emails will be sent to remind the students that the tools are available and a key to success.

9 Assessment and Benchmark SOCL 211 Final Exam

Assessment: SOCL 211 Final Exam grades for sociology majors.

Benchmark: 70% of sociology majors will earn a 70% or more on the comprehensive final exam, and the average score of sociology majors on the comprehensive exam will be 70% or higher.

Prior to 2020-2021, the benchmark was students will earn an average score of 70%.

Outcome Links

Social Problems [Program]
Students will draw connections between social stratification systems & social problems/life outcomes.

9.1 Data

2019-2020:
There were 48 students that scored 70% or higher on the final exam. The data gathered found that the average grade was 74.38% in the fall of 2019 and 74.6% in the spring of 2020.

2021-2022:
There were 23/36 students that scored 70% or higher on the final exam. The data gathered found that the average grade was 66.76% in the fall of 2021 and 79.6% in the spring of 2022.

Term	Students scoring 70% or higher		Average Score
	#	%	
Fall 2020	7/11	63.6%	70.54%
Spring 2021	13/16	81.0%	79.6%
Fall 2021	10/20	50.0%	66.76%
Spring 2022	13/16	81.0%	79.6%
Fall 2022	2/3	66.6%	71%
Spring 2023	4/5	80%	76%
Fall 2023	5/7	70%	76%
Spring 2024	3/8	37%	83%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
A "comprehensive" departmental final was developed. It was based on the chapters covered by the teacher who does not cover 14 chapters. The data collected and analysis was not based on the most recent suggestion by the IRE. The department just became aware of the recommendations. An obvious improvement for 2020-2021 will be to follow this recent suggestion.

2020-2021:
The departmental comprehensive final was used in all SOCL211 classes. It covered only the chapters covered by the instructor covering the least number of chapters. This kept students from being tested over chapters that were not covered in their class.

In the fall of 2020, the benchmark of 70% or more of the sociology majors would answer 70% or more of the questions correctly was not met. Only 63.6% of the sociology majors scored 70% or greater. The average score for sociology majors was 70.54%. This did reach the second benchmark that the average score would be 70% or greater.

During the spring of 2021, both benchmarks were met. The average score for sociology majors was 79.6%. Eighty-one percent of the students were proficient at answering 70% or more of the post-test questions correctly. This was a substantial improvement over the semester with two hurricanes.

The current benchmarks will continue to be used. There will an effort to increase scores by providing more learning resources for the students to use in the Moodle classes.

2021-2022:
The departmental comprehensive final was used in all SOCL211 classes. It covered only the chapters covered by the instructor covering the least number of chapters. This kept students from being tested over chapters that were not covered in their class.

In the fall of 2021, the benchmark of 70% or more of the sociology majors would answer 70% or more of the questions correctly was not met. Only 50.0% of the sociology majors scored 70% or greater. The average score for sociology majors was 66.76%. This did not meet the second benchmark that the average score would be 70% or greater.

During the spring of 2022, both benchmarks were met. The average score for sociology majors was 79.6%. Eighty-one percent of the students were proficient at answering 70% or more of the post-test questions correctly. This was a substantial improvement over the Fall semester. There appears to be a pattern with spring students doing better than fall students.

The current benchmarks will continue to be used. There will an effort to increase scores by providing more learning resources for the students to use in the Moodle classes. There may need to be some investigation about the spring and fall pattern.

The current benchmark of 70% of sociology majors will earn a 70% or more on the comprehensive final exam, and the average score of sociology majors on the comprehensive exam will be 70% or higher will continue to be used.

2022-2023:
The departmental comprehensive final was used in all SOCL211 classes. It covered only the chapters covered by the instructor covering the least number of chapters. This kept students from being tested over chapters that were not covered in their class.

In the Fall of 2022, the benchmark of 70% or more of the sociology majors would answer 70% or more of the questions correctly was not met. Only 66.6% of the sociology majors scored 70% or greater. The average score for sociology majors was 71%. This did meet the second benchmark that the average score would be 70% or greater.

During the Spring of 2023, both benchmarks were met. The average score for sociology majors was 76%. Eighty percent of the students were proficient at answering 70% or more of the post-test questions correctly. This was a substantial improvement over the Fall 2023 semester. There appears to be a pattern with spring students doing better than fall students. There may need to be some investigation about the spring and fall pattern.

The current benchmark of 70% of sociology majors will earn a 70% or more on the comprehensive final exam, and the average score of sociology majors on the comprehensive exam will be 70% or higher will continue to be used.

2023-2024:
The departmental comprehensive final was used in all SOCL211 classes. It covered only the chapters covered by the instructor covering the least number of chapters. This kept students from being tested over chapters that were not covered in their class.

In the Fall of 2023, the benchmark of 70% or more of the sociology majors would answer 70% or more of the questions correctly was met. Seventy one percent of the sociology majors scored 70% or greater. The average score for sociology majors was 76%. This did meet the second benchmark that the average score would be 70% or greater.

During the Spring of 2023, only one benchmark was met. The average score for sociology majors was 83%. This exceeded the benchmark of the average score being 70%. Only 37% of the sociology majors were proficient at answering 70% or more of the post-test questions correctly. This fell far short of the benchmark of 70% or more of the majors would make 70% or greater.

The current benchmark of 70% of sociology majors will earn a 70% or more on the comprehensive final exam, and the average score of sociology majors on the comprehensive exam will be 70% or higher will continue to be used.

Plans for improvement include attempting to increase student engagement. Additionally, emails will be used in an effort to guide and assist the students.

10 Assessment and Benchmark SOCL 320 Writing Assignment

Assessment: SOCL 320 writing assignment grades for sociology majors.

Benchmark: 72% of sociology majors will earn at least 32 of the possible 40 points.

Files:

QEP ASSESSMENT SOCL 320 Fall 2017 (Carol Campbell) SOCL320 Rubric

Outcome Links

Communication [Program]
Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

10.1 Data

Term	Students that scored at least 32 points	
	#	%
Fall 2017	16/23	69.53%
Spring 2018	—	—
Spring 2019	27/33	81.81%
Spring 2020	8/23	34.78%
Spring 2021	29/36	80.0%
Spring 2022	9/15	60.0%
Spring 2023	7/9	77.0%
Spring 2024	13/13	100%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The benchmark was not met in the spring of 2020. Meeting the benchmark would have required a doubling of the students earning 32 points. The average score was 32.17 out of a possible 40 points. Covid interrupted the spring 2020 semester. This was a face to face class. This could have effected the completion of this assignment, student performance and/or the class dynamics. The current recommendation is to continue using the same benchmark and assessment for 2020-2021. This will allow for exploration and a chance to gain insight concerning this wide range of results.

2020-2021:
The benchmark was that 72% of the students would be proficient by earning at least 32 of the possible 40 points on the assignment.The benchmark was met with 80% of the students earning 32 or more points on the assignment. One possible improvement will be to improve the written instructions for the assessment assignment. Faculty who have been teaching 320 will asked for suggestions.

2021-2022:
The benchmark was not met in the spring of 2022. This was a face to face class. The current recommendation is to continue using the same benchmark and assessment for 2022-2023. This will allow for exploration and a chance to gain insight concerning this wide range of results.

2022-2023:
The benchmark was that 72% of the students would be proficient by earning at least 32 of the possible 40 points on the assignment. The benchmark was met with 77% of the students earning 32 or more points on the assignment. This is remarkable considering the fact that this was the first time this faculty member taught an asynchronous online class. SOCL320 has a history of outcomes going up and down. This may need to be investigated if it continues. The faculty member plans to restructure this class in the future which hopefully will have lead to more consistent outcomes.

2023-2024:
The benchmark was that 72% of the students would be proficient by earning at least 32 of the possible 40 points on the assignment. The benchmark was greatly exceeded with 100% of the students earning 32 or more points on the assignment. This is remarkable considering SOCL320 has a history of outcomes going up and down. A few more cycles like this may result in SOCL320 being dropped from this report. The same benchmark will be used next year.

11 Assessment and Benchmark SOSC 499 Capstone Assignment

Assessment: SOSC 499 research paper prospectus grades for sociology majors.

Benchmark: 100% of students will successfully (earn a B or better) develop a prospectus for future research as their capstone assignment in SOSC 499.

Files:

GRADING RUBRIC FOR SOSC 499

Outcome Links

Critical Thinking [Program]
Students develop critical thinking skills.

11.1 Data

Traditional Program:

Term	Students that earned a B or higher		Benchmark met?
	#	%	
Fall 2018	1/2	50%	No
Spring 2019	4/4	100%	Yes
Fall 2019	—	—	—
Spring 2020	—	—	—
Fall 2020	2/2	100%	Yes
Spring 2021	1/2	50%	No
Fall 2021	—	—	—
Spring 2022	2/2	100%	Yes
Fall 2022	0/1	0%	No
Spring 2023	1/1	100%	Yes
Fall 2023	—	—	—
Spring 2024	2/2	100%	Yes

Online Program:

Term	Students that earned a B or higher		Benchmark met?
	#	%	
Fall 2018	2/3	67%	No
Spring 2019	2/2	100%	Yes
Fall 2019	2/2	100%	Yes
Spring 2020	5/5	100%	Yes
Fall 2020	1/1	100%	Yes
Spring 2021	2/2	100%	Yes
Fall 2021	2/2	100%	Yes
Spring 2022	5/5	100%	Yes
Fall 2022	1/2	50%	No
Spring 2023	1/1	100%	Yes
Fall 2023	—	—	—
Spring 2024	2/2	100%	Yes

11.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
SOSC 499 is offered every Fall and Spring Semesters. During the present reporting period, no students majoring in SOCL took the SOSC 499 class, while seven students majoring in SOCO took the capstone course. In analyzing the data from the Fall and Spring SOSC 499 courses, five of the seven SOCO students scored above 90% on the SOSC 499 assignment, while the remaining two SOCO students scored 87 and 85. The scores on the capstone project are listed below:

SOCL students: no SOCL student took SOSC 499
SOCO students: 95, 92 (Fall 2019); 94, 93, 90, 87, 85 (Spring 2020)

The data suggest that all of the SOCL students have a good understanding of how to critically apply their knowledge in a theoretical way to a research endeavor. The plan for continuous improvement will center on refining the SOSC 499 assignment to enhance the quality of the assessment.

2020-2021:
The SOSC capstone assignment used to assess the QEP outcome of demonstrating competency in professional writing involved each SOCL student developing a prospectus for future research (please see the attached assignment). Simply put, this assignment allowed the student to demonstrate his or her competency with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem.

During the 2020-2021 reporting period, seven SOCL students were enrolled in SOSC 499 (3 students during the Fall 2020 term--one SOCL, two SOCO; 4 students during the Spring 2021 semester--two SOCL, two SOCO). The final scores for the capstone project are as follows:

Fall 2020: 94 (SOCL), 90 (SOCL), 85 (SOCO) (Average score was 89.66)
Spring 2021: 94 (SOCO), 93 (SOCL), 90 (SOCO), 70 (SOCL) (Average score was 86.75)

After analyzing the data, it is apparent that most students have an excellent command of how to analyze and assess a contemporary social problem by utilizing their critical thinking skills that they have acquired by taking classes at McNeese. For the student that scored poorly on this assignment, I found that the paper that she submitted was very similar to a capstone project that was submitted to my SOSC 499 by another student during the Spring 2020 semester. Finally, some students could have done better by addressing the various components found in the required assignment (i.e., methodological approach; sampling concerns; data analysis; etc.). Overall, although the current empirical assessment results are fine for the SOCL/SOCO students enrolled in SOSC 499, I will continue to make an effort to encourage students to seek my guidance if they have any questions about the important elements of the required assignment for this SOSC capstone class.

2021-2022:
The SOSC capstone assignment used to assess the QEP outcome of demonstrating competency in professional writing involved each SOCL student developing a prospectus for future research (please see the attached assignment). Simply put, this assignment allowed the student to demonstrate his or her competency with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem.

During the 2021-2022 reporting period, eight students were enrolled in SOSC 499 (two SOCO students for the Fall 2021 semester; two traditional SOCL students and four SOCO students for the Spring 2022 semester). The final scores for the Capstone assignment are as follows:

Fall 2021: 90 (SOCO), 86 (SOCO)
Spring 2022: 94 (SOCL), 80 (SOCL), 86 (SOCO), 86 (SOCO), 86 (SOCO), 80 (SOCO)

After analyzing the data, it was noted that the Fall 2021 average for the two SOCO students was 88%, while the Spring 2022 averages were 87% for the two SOCL students and 84.5% for the four SOCO students. An assessment of the capstone projects reveal that most of the students were able to articulate how they would use a particular research methodological approach to study or to understand a given problem that has sociological relevance. On a side note, it should be stated that some students did have some issues with explaining the rationale for their sampling and data collection choices. In short, although the current empirical assessment results are fine for the SOCL/SOCO students enrolled in SOSC 499, my plan for continuous improvement will include a rough draft assignment that will be due at the approximate midpoint of the semester.

2022-2023:
The SOSC capstone assignment used to assess the QEP outcome of demonstrating competency in professional writing involved each SOCL student developing a prospectus for future research (please see the attached assignment). Simply put, this assignment allowed the student to demonstrate his or her competency with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem.

During the 2022-2023 reporting period, five students were enrolled in SOSC 499 (two SOCO students and one SOCL student for the Fall 2022 semester; one traditional SOCL student and one SOCO student for the Spring 2023 semester). The final scores for the Capstone assignment are as follows:

Fall 2022: 87 (SOCO), 82 (SOCO), 75 (SOCL)
Spring 2023: 93 (SOCL), 87 (SOCO)

After analyzing the data, it was noted that the Fall 2022 average for the two SOCO students was 84.5%, while 75% was the average for the one SOCL student. During the Spring 2023 semester, 93% was the average for the SOCL student, while the SOCL online student scored a 87% on their capstone project. An assessment of the capstone projects reveal that most of the students were able to articulate how they would use a particular research methodological approach to study or to understand a given problem that has sociological relevance (i.e., 80% of the students scored above 80% on the capstone assignment). On a side note, it should be stated that some students did have some issues with explaining the rationale for their sampling and data collection choices. In short, although the current empirical assessment results are fine for the SOCL/SOCO students enrolled in SOSC 499, my plan for continuous improvement will include a refinement of the current capstone assignment.

2023-2024:
The SOSC capstone assignment used to assess the QEP outcome of demonstrating competency in professional writing involved each SOCL student developing a prospectus for future research (please see the attached assignment from previous assessment periods). In short, this assignment allowed the student to demonstrate his or her competency with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem.

During the 2023-2024 reporting period, four students were enrolled in SOSC 499 (two SOCO students and two SOCL students for the Spring 2024 semester; no SOCL students were enrolled in SOSC 499 during the Fall 2023 semester). The final scores for the Capstone assignment are as follows:

Spring 2024: 95 (SOCO), 94 (SOCO), 85 (SOCL), 82 (SOCL)

After assessing the data, it was found that the Spring 2024 average for the two SOCO students was 94.5%, while 83.5% was the average for the two SOCL students. An analysis of the capstone projects reveal that all of the students were able to express how they would use a particular research methodological approach to assess a given problem that has sociological relevance (i.e., 100% of the students scored above 80% on the capstone assignment).

My plan for continuous improvement will center on changing the benchmark for the assessment of the SOSC 499 final project. The benchmark will be:
"85% of students will earn a score of 85% or higher on the SOSC 499 capstone assignment"

In my professional opinion, by elevating the desired performance objectives and/or benchmark and by providing constructive feedback during the learning term, this will equip and empower the student learners with the skills needed to be successful critical thinkers as they embark on their professional journey in life.

Files:

SOSC 499 assignment Spring 2021
SOSC 499 Rubric Spring 2021

End of report