



Sociology [SOCL]

Cycles included in this report:

Jun 1, 2020 to May 31, 2021

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Program Name: Sociology [SOCL]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/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.

There are no additional addresses.

3 Example of Program Improvement

2016-2017:

The B.A. in Sociology offers concentrations in general sociology or family and child studies. An increasing pool of highly qualified visiting lectures have been developed to assist regular faculty in offering a broad range of required and elective major courses.

2017-2018:

In an effort to improve the Sociology B.A. degree program within the Department of Social Sciences, a number of departmental Sociology professors met with IRE to improve the assessment items within this academic plan. By moving in this direction, the quality of our assessments and student learning outcomes have been enhanced.

2018-2019:

There have been efforts to enhance the collected data for this report. SOCL211 faculty developed a pre/post test. It was tested as a post test in the spring of 2019. It is to be implemented as a pre/post test in the fall of 2019. Additionally, SOCL211 faculty are developing a comprehensive departmental final for SOCL211. It is anticipated that in 2019-2020 a pre/post test will be developed for SOCL411. This may be more revealing than the current assessment that indicated a drop in scores that may have multiple explanations. SOCL320 scores increased from only 69.53% earning 32 or more points out of a possible 40 points to 81.91% in the spring of 2019.

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.

4 Program Highlights from the Reporting Year

2016-2017:

Students continue to meet benchmarks. New program coordinator appointed for Family and Child Studies.

2017-2018:

Program Coordinator for Family and Child Studies resigned around midterm of the spring 2018 semester. Temporarily, a faculty member became Family and Child Studies Coordinator. All of the resigning teacher's classes were covered by adjuncts and a faculty member. His vacant position

replacement started in the fall of 2018. The Sociology Program has continued to have a large number of students. The students are served by dedicated adjunct and full time faculty.

2018-2019:

A new coordinator was appointed for the Family and Child Studies Program beginning the fall of 2018. Both Sociology programs have continued to be programs with a large number of majors. During the spring of 2019, the Family and Child Studies program's name was updated to the Family Science program.

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 SOCL320. Ultimately, two sections of SOCL320 were taught in the summer of 2020. This temporarily corrected the issue. This academic year only one section was taught. It was online with synchronous 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).

Professional Organization (NCFR) Standing

The National Council on Family Relations has completed the review of submitted documentation and about to grant (in May 2021) the approval of the program for the next 5 years.

Enrollment

2020-2021 enrollment totaled to 170 students who register FMSC courses:

- 126 majors;
- 44 minors;
- Many Psychology students without declaring FMSC as a minor still take FMSC courses that prevent a reliable calculation of the exact number of minors;
- Additionally, Bachelor of General Studies, Concentration in Behavioral Sciences program students also take FMSC courses that adds an additional unmeasurable demand on the seats in FMSC courses.

Schedule/Courses

The FMSC class schedule was NOT a “fixed” one but floating, which meant classes were offered based on student’s surveys and previously offered history. The limitation was due to one full-time and one part-time faculty. **Courses’ sequences** recommended for a change in the Catalog are:

- A “**hard**” prerequisites for FMSC 423 Family Life Education Methods & Practice (i.e., enrollment to FMSC 423 *must require*):
 - all 200-300 level FMSC courses (simultaneous completion not allowed);
 - permission of the department head.
- A “**hard**” prerequisite for FMSC 481 Internship in Family Science is
 - FMSC 423 course and
 - permission of the department head.

Internship

FMSC internship program is designed to provide students with opportunities to explore the professional workplace in their professional area of interest while applying key concepts learned throughout their academic journey. The COVID-19 pandemic moved Internship online but not for all students.

A milestone of 21 students enrolled in the 2021-S FMSC 481 Internship course was reached. Interns were placed with local, state, regional, and **national(!)** organizations in **four** states including California, Louisiana, Missouri, and Texas; **65 organizations** on record partner with McNeese via Family Science Program. The 2021 partner organizations include (**bolded** are some national and regional organizations):

- **American Red Cross** – Louisiana Region
- A.V.E.C. (Acadiana Visitation and Exchange Center) Les Enfants
- **Camp Fire** National Headquarters
- Care Help of Sulphur
- Castleman Creek Elementary
- DeWanna’s Closet
- Educational and Treatment Council
- Eight Million Stories
- Faith House Acadiana
- Finally Family Homes
- Harbor Hospice
- Literacy Council SWLA
- **Louisiana Coalition Against Domestic Violence**
- **Make-A-Wish** Texas Gulf Coast & Louisiana
- New Life Counseling
- Share Care USA
- St. Elizabeth Foundation
- **United Way** of Acadiana
- **United Way** SWLA

Students/Events

Non-traditional students constitute almost half (44%) of the student body. Since 2016, the Family Science Program provided internship for 112 interns; for the entire duration of the program 36% receive a full-time job offer (or if only the last two years are taken into account, then 50% do); 46% apply for graduate school.

On Saturday, April 24, 2021, the first of its kind 100% student-lead **McNeese Family Science Conference** took place. It was a 3-hour divided in three 1-hour blocks with two or three thematically grouped sections with presentations by the current interns on the work they were doing in their internship. A panel discussion of interns, including Q&A at the end completed the program. A full account of the event is available online here: [Family Science Success Virtual Conference](https://wakelet.com/wake/BCGLDFDUR8gvHy8nc1f0q) (<https://wakelet.com/wake/BCGLDFDUR8gvHy8nc1f0q>)

Alumni

Potential for further development of the Family Science Program includes the work with alumni. Outgoing graduates (in an anonymous survey) state that they won't forget "The helpful professors," "how helpful Mrs. White is," "how high encouragement to keep going, even we are tired, can go a long way," and "I feel like I am very prepared for life and my career after participating in the Family Science Program."

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	
		#	%
Fall 2017	252	174	69.0%
Spring 2018	202	129	63.8%
Fall 2018	233	160	68.7%

Spring 2019	143	82	57.0%
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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%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. A scoring rubric will be utilized to establish the benchmark for this new assessment in SOCL 201 (pre-test/post-test). Strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' knowledge of theories of sociology. An analysis of the pre-test/post-test scores will be conducted to help us assess where improvements can be made in this student learning outcome.

2017-2018:

The current benchmark was met during the fall 2017 and spring 2018 semesters. During the fall of 2017, 69% of the students met the benchmark. In the spring of 2018, 63.8% of the students met this benchmark. In this particular vein, there was a lower percent meeting the benchmark in the spring 2018 semester. The plan for continuous improvement includes a process which will entail gathering some additional data for the SOCL 201 classes. By moving in this direction, it is anticipated that the future benchmark could be elevated to a higher percent of students (70%) meeting the benchmark number of answering three out of five questions on the pre-test/post-test assessment.

2018-2019:

The benchmark was once again met for the fall of 2018. There was a higher percent meeting the benchmark for the fall of 2018 than for the spring of 2019. The benchmark was not met for the spring of 2019. Initially, this seems to be a setback. However, a closer scrutiny of the data indicated that the pretest scores for the spring was exceedingly low. The average score for the spring 2019 pretest was only 1.86 out of a possible five. The pretest average for the fall of 2018 was 2.63.

The spring 2019 students appear to have entered the class with far less knowledge than the fall 2018 students. The fall 2018 students increased their post-test scores to an average of 3.23 (an increase of 27.81%). The spring 2019 students increased their average post-test scores to 2.65 (an increase of 42.47%).

The current plan for improvement includes continuing to use this assessment. There will also be an effort to explore if this difference in pretest from one semester to the next is an anomaly. The faculty will continue to strive to improve the students understanding of the material.

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.

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%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The pre/post test was developed. It was first used as a post test only in spring 2019. There were 32 students who took this post test. The average score was 3.86 out of a possible five points. This is meaningless. There is no pretest for comparison. It is to be implemented as a pre/post test in fall 2019. This data hopefully, will be useful in improving and/or evaluating the SOCL211 students' learning experience. The benchmark is that 60% or the students will correctly answer three of five questions on the post test.

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.

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

2016-2017:

This is a new assessment. Data tracking will begin next year.

2017-2018:

According to Greg Clark, 90% of the students made an "A" or "B" on their final exam in SOCL 211. This has surpassed any reasonable benchmark. The department does not have a departmental final for SOCL 211. Collecting data on the grade for the final exam is not an accurate measure considering there are different teachers and different finals. Based on this information this assessment will be discontinued.

2018-2019:

A comprehensive departmental final for SOCL 211 is being developed. The current plan is to begin using it during fall 2019. The benchmark is the average grade will be at least 70%. The final will be used to explore possible strengths and weaknesses in SOCL 211.

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.

Term	Students scoring 70% or higher		Average Score
	#	%	
Fall 2020	7/11	63.6%	70.54%
Spring 2021	13/16	81%	79.6%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. Based upon an analysis of the data collected from the final exam in SOCL 211, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the

students' ability to draw connections between social stratification systems and social problems /life outcomes. An analysis of the final exam scores will be conducted to help us assess where improvements can be made in this student learning outcome.

2017-2018:

Data tracking began this 2017-2018 academic year. Based upon the examination of SOCL 211 class data, approximately 30% of students earn a grade of "A" on their final exam, 60% earned a grade of "B", and 10% received a grade of "C" or "D". With the reporting of the aforementioned grades, the plan for continuous improvement includes the decision to discontinue this assessment.

2018-2019:

A comprehensive departmental final will be a new assessment for SOCL211. Currently, a department comprehensive final for SOCL211 is being developed. There are some difficulties to overcome. One faculty member covers 14 chapters; the other faculty member covers about seven chapters. It is anticipated that this final will be used in fall 2019. The anticipated benchmark is an average grade of 70%. It is anticipated that this measure will be used to improve the SOCL211 classes.

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.

10 Assessment and Benchmark SOCL 311 Pre-test & Post-test

Assessment: SOCL 311 pre-test & post-test scores for sociology majors.

Benchmark: 75% of students will correctly answer three of the five questions on the post-test, and there will be a 10% increase in correct answers on the post-test over the pre-test.

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

Outcome Links

Theories of Sociology [Program]

Students will demonstrate a knowledge of theories of sociology.

10.1 Data

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Term	# of students completing pre- and post-test	Average scores		% change from pre- to post-test
		Pre-test	Post-test	
Spring 2018	72	60.63	69.67	14.9%
Spring 2019	34	59.4	69.4	16.8%
Fall 2019	17	56.6	79.2	39.9%
Spring 2020	7*	57.2	82.5	44.2%

*Nine students completed the post-test, so the post-test average is skewed.

Term	# of students completing pre- and post-test	Students meeting benchmark		Average scores		% change from pre- to post-test
		#	%	Pre-test	Post-test	
Fall 2020	—	—	—	—	—	—
Spring 2021	13	10/13	77.0%	3.23/5	3.38/5	4.55%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. A scoring rubric will be utilized to establish the benchmark for this new assessment in SOCL 311 (pre-test/post-test). Strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' knowledge of theories of sociology. An analysis of the pre-test/post-test scores will be conducted to help us assess where improvements can be made in this student learning outcome.

2017-2018:

The current trend is in the desired direction. For instance, an evaluation of the data indicates that there was an increase of nine out of a possible 100 points on the post-test. With that being said, the plan for continuous improvement includes an additional year of monitoring and continued observation. Based upon the results of future assessments, a benchmark for this assessment will be established.

2018-2019:

Once again there was considerable improvement from the pretest (average 59.4) to the post-test (average 69.4) for spring 2019. This is an improvement of 16.83%. There was very little change from one academic year to the next. The current plan is to redesign the classes with more emphases on theory. The benchmark will be an average of 70% on the post-test.

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 class had been redesigned with more emphases on theory. There is a fairly low rate of students participating in the pre and post test. Currently, the plan is to increase the students' participation by redesigning the class. The benchmark for next year will be for 70% students to increase their scores by 10% or more from the pretest to the post test.

2020-2021:

The students exceeded the benchmark for proficiency over 77% of the sociology students were proficient on the post-test. There was very limited improvement from pretest to post-test. It was only 4.55% improvement. If proficiency is met in 2021-2022, the course will be dropped from the assessment. There will be sufficient evidence that the program is successfully preparing the majors. There are too many courses being assessed in the sociology program. Reducing the number of assessed courses will allow the assessment team to dedicate more time to assessing the courses that are being assessed. During the 2021-2022 academic year, the students will be provided with more guidance and study aids.

11 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: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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.

11.1 Data

Term	Students that scored at least 32 points	
	#	%
Fall 2017	16/23	69.53%
Spring 2018	—	—
Fall 2018	—	—
Spring 2019	27/33	81.81%
Fall 2019	—	—
Spring 2020	8/23	34.78%
Fall 2020	—	—
Spring 2021	29/36	80.0%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. A scoring rubric will be utilized to establish the benchmark for this new assessment in SOCL 320 (writing assignment).

Strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to formulate and to express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

2017-2018:

The benchmark was almost met; there were 69.6% of the students reaching this benchmark. Based upon an analysis of reported data, the plan for continuous improvement involves monitoring the data for at least another year. This tracking of the data may lead to a refinement of this benchmark number and/or the rubric used to assess this assignment.

2018-2019:

The benchmark was not only met; it was surpassed by almost 10%. This was the first time the benchmark has been met in SOCL320. It appears that the faculty may have improved the learning experience for this class. The current assessment and benchmark will be utilized for 2019-2020. This will be used to evaluate the stability and even continued improvement of the students who attend this class in the future.

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 be asked for suggestions.

12 Assessment and Benchmark SOCL 411 Final Paper

Assessment: SOCL 411 final paper grades for sociology majors.

Benchmark: 70% of sociology majors will score 75% or higher on the final paper.

Prior to 2020-2021, the benchmark was students will earn, on average, 30 of the 40 possible points (75%).

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

How Your Assignments Will Be Graded (2019)(1) SOCL411 Rubric

Outcome Links

Theories of Sociology [Program]

Students will demonstrate a knowledge of theories of sociology.

12.1 Data

Term	# of students	Average Score
Fall 2017	33	29.5
Fall 2018	51	28.3
Spring 2019	35	23.0
Fall 2019	7	31.14
Spring 2020	14	34.64

Term	Students scoring 75% or higher	
	#	%
Fall 2019	5/7	71.0%
Spring 2020	13/14	93.0%
Fall 2020	6/8	75.0%
Spring 2021	6/6	100%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. A scoring rubric will be utilized to establish the benchmark for this new assessment in SOCL 411 (final paper). Strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' knowledge of theories of sociology.

2017-2018:

The average score for these students was 29.15 points. Based upon the current benchmark being earning 30 of the possible 40 points, this benchmark was almost reached. Based upon an analysis of reported data, the plan for continuous improvement involves monitoring the data for at least another year. This tracking of the data may lead to a refinement of this benchmark number and/or the rubric used to assess this assignment.

2018-2019:

The benchmark was almost met in fall 2018 when the average was 28.33 with a benchmark of 30. However, the average score was only 23.03 for spring 2019. This does not necessarily

mean that the students learned less. These students could have entered the class with less background knowledge than the prior semester's students. Additionally, consultation with SOCL411 faculty revealed that the final paper had been modified to a higher standard. This data will continue to be tracked using the more rigorous standard. Also, the plan is to begin using a pre-post test during 2019-2020. This measurement should assist in identifying teaching and learning problems that faculty can then take into account by modifying the course.

2019-2020:

The fall of 2019 was the first time that the benchmark of the average grade being 75% or at least 30 points was met. The average score was 31.14. The average score was even higher (34.64 points) in the spring of 2020. Currently, there is the likely hood that the assignment will be improved by changing to a more current event and including three theories.

There is also a plan to develop a pre/post tests for this course for next year. This may eventually replace the final paper in this report.

2020-2021:

During both the fall and the spring semester, the benchmark of at least 70% of the students being proficient by earning a grade of 75% or higher was met. This benchmark was also met in the 2019-2020 academic year. This provides consistent evidence that the program is adequately preparing majors. The program evaluators propose that 411 will be dropped from the assessment process if the benchmark is met the academic year 2021-2022. This will reduce the number of classes being assessed to a more reasonable level.

13 Assessment and Benchmark SOCL 413 American Dream Assignment

Assessment: SOCL 413 American Dream assignment grades for sociology majors.

Benchmark: 70% of sociology majors will score 75% or higher on the assignment.

Prior to 2020-2021, the benchmark was students will earn, on average, 30 of the 40 possible points (75%).

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

How Your Assignments Will Be Graded (2019)(1) SOCL413 Rubric

Outcome Links

Social Problems [Program]

Students will draw connections between social stratification systems & social problems/life outcomes.

13.1 Data

Academic Year	# of students	Average score
2017-2018	121	33.35
2018-2019	121	37.06
Fall 2019	19	35.47
Spring 2020	17	37.4

Term	Students scoring 75% or higher	
	#	%
Fall 2019	17/19	89
Spring 2020	16/17	94
Fall 2020	20/24	83
Spring 2021	8/9	89

13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. A scoring rubric will be utilized to establish the benchmark for this new assessment in SOCL 413 (American Dream Assignment). Strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to draw connections between social stratification systems and social problems/life outcomes.

2017-2018:

The 121 students earned on average 33.35 of the possible 40 points. The benchmark was met. Based upon an analysis of reported data, the plan for continuous improvement will include the monitoring of the data for at least another year. This tracking of the data may lead to a refinement of this benchmark number and/or the rubric used to assess this assignment.

2018-2019:

The benchmark was met for the second consecutive academic year. There appears to be continued improvement based on the average grades for this assessment. This indicates that course modifications and pedagogy are beneficial to the students. Continued improvement is expected as the course is improved and developed. The use of this assessment is continuing for the next year. The benchmark will likely be increased for 2020-2021 if this pattern continues. The new benchmark for 2020-2021 may be an average of 33 points out of 40.

2019-2020:

The benchmark has now been successfully met for three consecutive years. The course improvements have been useful in maintaining the student performance. The use of this assessment will continue next academic year. A new and higher benchmark will be in place next year.

2020-2021:

The benchmark was exceeded for the fourth consecutive year. Over 80% of the sociology majors were proficient during the academic year 2020-2021. It appears that this class and the classes taken prior to this class has prepared the sociology majors for success. This assessment will be continued into the academic year 2021-2022. That will be the last year that this course and assessment will be used if the results are similar to the past four years. This will allow the program evaluators to use their time more fruitfully.

14 Assessment and Benchmark SOCL 413 Writing Assignment

Assessment: SOCL 413 writing assignment-comparative social stratification in three countries.

Benchmark: 70% of sociology majors will score 75% or higher on the assignment.

Prior to 2020-2021, the benchmark was students will earn, on average, 30 of the 40 possible points (75%).

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

How Your Assignments Will Be Graded (2019)(1) SOCL413 Rubric

Outcome Links**Communication [Program]**

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

14.1 Data

Academic Year	# of students	Average Score
2017-2018	121	31.77
2018-2019	74	34.53
Fall 2019	6	39.5

Spring 2020	17	30.29
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Term	Students scoring 75% or higher	
	#	%
Fall 2019	6/6	100%
Spring 2020	13/17	76%
Fall 2020	15/24	62.5%
Spring 2021	7/9	77%

14.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin next year. A scoring rubric will be utilized to establish the benchmark for this new assessment in SOCL 413 (writing assignment). Strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to formulate and to express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

2017-2018:

The students earned an average of 31.77 of the possible 40 points. The current benchmark was met. As a result of this finding, our plan for continuous improvement includes the step to monitor this assessment item for at least another year. Based upon the 2018-2019 data, a new benchmark and/or rubric may be developed.

2018-2019:

The students earned an average of 34.53 out of 40 possible points. The benchmark was met. There has been improvement in the average scores from the academic year of 2017-2018 to 2018-2019. This is for only the second consecutive year. Data will be gathered and analyzed for 2019-2020. This will be used to find if there is still continued improvement as the course develops. In 2020-2021 the benchmark may be raised to an average of 33 out of a possible 40 points.

2019-2020:

The students earned an average of 39.5 in the fall of 2019 and 30.29 in the spring of 2020 out of the 40 possible points. The benchmark was met both semesters. There has been improvement in the average scores from the academic year of 2017-2018 to 2018-2019 to the fall of 2019. There was a drop in the average score in the spring of 2020. Perhaps covid during the spring of 2020 resulted in this drop. Data will be gathered and analyzed for 2020-2021. This will be used to explore and hopefully find that this drop was not an on going change. It is expected that the improved scores will continue during a normal semester.

2020-2021:

The benchmark was not met in the fall of 2020. Only 62.5 % of the students were proficient in the fall. This drop in performance was likely due to students being stressed by two hurricanes during the semester. During the spring of 2021, 77% of the students were proficient. The benchmark has been met every semester except for the fall of 2020 for the last four academic years. This assessment and benchmark will be used for the academic year of 2021-2022. If 70% or more of the students are proficient in 2021-2022, assessing SOCL 413 will cease. There is enough evidence that the students are prepared for and successful in this course. This will give the program evaluators and faculty more time to concentrate on other concerns, such as Gen Ed Redesign and assessment.

15 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: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

GRADING RUBRIC FOR SOSC 499

Outcome Links

Critical Thinking [Program]

Students develop critical thinking skills.

15.1 Data

Term	Students that earned a B or higher	
	#	%
Fall 2015	43	98%
Spring 2016	26	98%
Fall 2016	11	100%
Spring 2017	11	100%
Fall 2017	21	95%
Spring 2018	29	97%

Traditional Program:

Term	Students that earned a B or higher		Benchmark met?
	#	%	
Fall 2016	4	100%	Yes
Spring 2017	4	100%	Yes
Fall 2017	—	—	—
Spring 2018	—	—	—
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

Online Program:

Term	Students that earned a B or higher		Benchmark met?
	#	%	
Fall 2016	7	100%	Yes
Spring 2017	7	100%	Yes
Fall 2017	—	—	—
Spring 2018	—	—	—
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

15.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Current benchmark met. Based upon the results of this student learning outcome, we have decided to take a step to analyze the strengths and weaknesses of the students' work on this capstone assignment. A rubric will be developed to help us assess where improvements can be made in this student learning outcome.

2017-2018:

The current benchmark was virtually met. The current plan is to begin using a recently developed rubric. It is anticipated that this said rubric will reveal where new student learning outcomes can be developed and utilized.

2018-2019:

The benchmark has been consistently met by sociology majors for every semester except for the fall of 2018 since the fall of 2016. During the fall of 2018 both traditional students and online students experienced a drop in students earning a "B" or higher. Only one (50%) traditional student and only two (67%) online students earned a "B" or "A". During the spring of 2019, it returned to both groups having 100% earned a "B" or greater. Perhaps this is a cohort of students with a weaker background. It is possible that there was some change in the class structure or pedagogy. This faculty member has retired. They have not been asked to give feedback. The anticipated plan is to continue use of this measure and to analyze the future students who will be taught by a different faculty member. The benchmark will remain at 100% for 2019-2020.

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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

SOSC 499 assignment Spring 2021

SOSC 499 Rubric Spring 2021

End of report