Annual Departmental Plan Report

Program Information

Program/Department: Sociology/Behavioral Sciences
Department Chair: Dr. Christine Shane
Department Assessment Committee Contact:

Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by May 31 each academic year.

Program Learning Outcomes (PLOs) (Educational Objectives)

I.   **List all PLOs and the timeline for assessment.**

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Tools and Terminology	Annual	2014-15
2.	Writing Skills	Annual	2014-15
3.	Problem Solving	Annual	2014-15
4.	Critical Thinking Skills	Annual	2014-15
5.	Social Science Research	Annual	2014-15
6.			

II.   PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
1	Exam	1st year; 3rd year; 4th year	All enrolled in targeted classes	Rubric category of "Proficient"	Discussions on best strategies to close the loop are ongoing.
2	Paper	1st year; 3rd year; 4th year	All enrolled in targeted classes	Rubric category of "Proficient"	Discussions on best strategies to close the loop are ongoing
3	Exam; Paper	1st year; 3rd year; 4th year	All enrolled in targeted classes	Rubric category of "Proficient"	Discussions on best strategies to close the loop are ongoing
4	Exam; Paper; Oral presentation	1st year; 3rd year; 4th year	All enrolled in targeted classes	Rubric category of "Proficient"	Discussions on the best strategies to close the loop are ongoing
5	Exam; Paper	1st year; 3rd year; 4th year	All enrolled in targeted classes	Rubric category of "Proficient"	Discussions on the best strategies to close the loop are ongoing

March 2018

III. **Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence? (close the loop)
Alumni survey	Faculty	Discussions on changes are ongoing.
Capstone (in progress)		

Assessment Plan for Program/Department

I. Insert the program or department Assessment Plan

(Revised after workshop with Merri Incitti)

LO Code	Sociology Learning Outcomes (SOC LOs)	Alignment to Department/Division/LA&S LOs or ELOs
SOC 1	Students will be able to understand key sociological concepts	
SOC 2	Students will be able to communicate effectively through… a) …using effective writing skills b) …using effective oral skills	
SOC 3	Students will be able to think critically about social situations through… a) …identifying and deconstructing their own biases	

	b) …critiquing social systems c) …critiquing social theories	
SOC 4	Students will be able to apply sociological knowledge to social situations through… a) …recognizing the effect of diverse social and cultural forces on behavior b) …analyzing the dynamics of social change	
SOC 5	Students will be able to develop the appropriate skills in doing sociological research through… a) …planning and carrying out new research b) …reading and interpreting existing research c) …analyzing existing data and reporting their results	

PLO #	Assessment description (written project, oral presentation with rubric, etc.)	Timing of Assessment (annual, semester, bi-annual, etc.)	When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)	To which students will assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)
SOC 1	Exams, Oral Presentation	Bi-annual	Each Semester	Exams (all), Presentations (some classes)	
SOC 2	Papers, other writing assignments	Bi-annual	Each Semester	All	
SOC 3	Exams, papers, other projects	Bi-annual	Each Semester	All Classes	
SOC 4	Exams, papers, other projects	Annual	Fall Semester - Social	All	

			Theory course		
SOC 5	Assignments, research proposal	Annual	Fall Semester - Basic Skills of Social Research Course	All	

II.   Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

(The new learning objectives, and methods of direct assessment in the above tables were revised after the workshop with Merri Incitti. These Learning Objectives are written to be more student-focused than before, as well as more directly assessable.)

III.   If you do not have a plan, would you like help in developing one?

☐   Yes

University Data

I.   SSC Data

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.
Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

For future semesters, our goal is to increase enrollment numbers in the major.

    a.   What was the focus this year?

[implementation of this item is in progress – see above]

Student Success Measure	Implemented Intervention	Update on Implemented Intervention

(data point from SSC)		(i.e. change in target, satisfied with outcome, not satisfied, will continue or not)

b. What will your focus be for the upcoming year?*

[During the meeting with Merri Incitti we were informed that our full Assessment Plan must be submitted in October 2018; we will use our program meetings in early Fall 2018 to determine which of the SSC data points to focus on during AY 2018-2019]

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)

*Note: Programs may wish to monitor or review the same data point over multiple years.

II. Trend Data
Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement. Number of graduates, number of majors, credit production, substitutions etc.

a. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Number of majors/minors	Met with Admissions to discuss strategies for increasing enrollment	Majors 2015: 30 Majors 2016: 24 Majors 2017: 25

		Majors 2018: 27
		Minors 2015: 46 Minors 2016: 57 Minors 2017: 55 Minors 2018: 51

b. What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Number of majors/minors	Increasing the number of majors and minors is key to the stability and success of sociology program, and so it is our primary focus	Implementing strategies discussed during Admissions meeting	N/A	Yes

*Note: Programs may wish to monitor or review the same data point over multiple years.

Program Review Action Plan or External Accreditation Action Letter/Report
Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. **Programs that fall under Program Review:**
   i.   Date of most recent Review: Fall 2015
   ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

4. Action Plan: 2015-2020

Proposed Changes	Tasks	Responsible Party and Deadlines
I. Develop concentrations of study to promote a cohesive and innovative curriculum.	1. Examine current courses for logical groupings.	February 2016 (everything done prior to this meeting)
	2. Review trends in concentrations and curriculum development with the context of salient issues within sociology and our nation.	February 2016
		Beginning of April 2016
	3. Decide which courses need to be added or deleted in order to construct desirable and agreed up tracks of study.	September 2016
		September 2016
		September 2016
	4. Put forth the necessary paperwork	September 2016

	to officially add and delete courses.	September 2016
	5. Consider how agreed upon curriculum changes will impact the two-year course rotation and adjust this accordingly.	
	6. Create written materials for the course catalog and to market the program concentrations of study.	
	7. Creating plan for monitoring and assessing the outcomes of these changes.	

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	8. Create plan for reporting on the outcomes of the changes.	Fall 2017
	9. Implement the concentrations of study	
II. Develop the capstone course for our curriculum	1. Explore options for structure of the capstone. Consider how we might structure this to also facilitate other FSU goals such as service learning,	October 2016 December 2016 December 2016

	project based learning, networking with community partners, meeting the needs of the local community, etc. 2. Agree upon the structure for this course 3. Decide on whether this course will be reserved for majors, also open to minors, or even open to non-majors and non- minors. 4. Choose a name and course description for the capstone. 5. Adjust the current proposal to accommodate the new course structure and description. 6. Make necessary changes to all written curriculum materials and submit necessary changes to the course catalog.	January 2017 February 2017 March 2017

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III. Create a plan for ensuring that our majors obtain data analysis skills	1. Discuss the possible options and decide on a strategy. 2. If the strategy requires working with other departments, set up meetings to speak with necessary parties. 3. Make necessary changes to all written curriculum materials and submit necessary changes via official channels if required. 4. Develop procedures to monitor new strategy 5. Develop procedures to report on new strategy. 6. Begin implementing new strategy	January 2016 March 2016 End of March 2016 May 2016 May 2016 Septembe 2016
IV. Assess current recruitment initiatives and matriculation and develop a recruitment plan.	1. Invite Sean Ganas to an initial assessment meeting to discuss university recruiting. 2. Decide on supplemental materials to bolster university-wide initiatives.	November 2016 Before spring break 2017 As needed

	3. Create supplemental materials to bolster university-wide initiatives. Make sure on website.	December 2016
	4. Develop a plan for monitoring our outputs	

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	and outcomes for these strategies	
	5. Report on the effectiveness of these strategies.	Annually beginning May 2017
V. Evaluate experiential learning opportunities, including internships and processes for informing, setting up, monitoring, and evaluating participation in the internship program.	1. Create a list of experiential learning opportunities available to our majors, including internships.	
	2. Determine types of opportunities that are desirable and if additional opportunities need to be facilitated or developed in consultation with community agencies and partners or via development of new courses.	September 2017 November 2017 March 2017 March 2017
	3. Develop a plan for working with community agencies to develop	

	additional opportunities, if necessary. Consider which courses might have a logical experiential component. 4. Create a list of all the ways we currently share information experiential learning opportunities, including internships, with our majors and consider how these processes could be standardized and/or improved. Brainstorm additional strategies for ensuring that our majors	

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	are aware of the benefits of engaging in experiential learning, including internships. 5. Consider creating the position of internship director within the program. 6. Discuss and agree upon which types of students we should be encouraging to take part in	March 2017 March 2017 April 2017 September 2017 April 2017

	internships vs. other experiential learning opportunities. 7. Assess whether all necessary written materials to promote experiential learning opportunities, including participation in internships, have been created. Create necessary materials and consider how this should be shared (online, during advising sessions, announcements in our classes, via departmental emails to all majors, etc.) 8. Implement strategies to increase participation of suitable majors. 9. Develop procedures for monitoring effectiveness of strategy. Develop procedures for tracking number of majors engaged in the internship program annually.	

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	10. Report on changes in students enrolled in and completing an	Annually beginning in April 2018

	internship across the five year cycle of assessment.	
VI. Restructure the Sociology Club to ensure that it functions to enrich the experiences of FSU students, while also serving as a recruitment tool into the major.	1. Identify the current purpose, function, structure, operations and challenges of the club. 2. Brainstorm and list potential functions, purposes, structure, operations, and strategies for recruitment that will allow the club to reach its full potential for providing enriching experiences for FSU students. 3. Choose the most viable strategies to implement. 4. Develop an implementation plan. 5. Develop a monitoring plan for tracking the growth of the club. 6. Begin implementing strategies. 7. Report on impact of strategies.	February 2016 March 2016 April 2016 April 2016 April 2016 September 2016 Annually beginning in the Spring 2017

VII. Inventory, review, revise and create necessary materials/documents for retention and graduation. This review process should also include policies and procedures.	Assess which materials actually exist. Identify materials/documents that should ideally exist in order to promote retention and graduation	February 2017 March 2017

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	processes as well as smooth functioning of the Sociology Program. Review the existing materials/documents and make necessary changes. Create materials/documents that have been deemed necessary or desirable and do not currently exist. Ensure that these materials/documents are available to students on our webpage.	April 2017 April 2017 Upload before September 2017

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
I. Develop concentrations of study to promote a cohesive and innovative curriculum	Recommended by external evaluator	Sociology faculty	AUC proposals will be made in Fall 2018 to implement concentrations, which will be online by Spring 2019	Concentration enrollment numbers	Track numbers enrolled in concentrations	Faculty agreed on two concentrations to implement as a pilot program
II. Develop the capstone course for our curriculum	Recommended by external evaluator	Sociology faculty	Tabled until next hiring process + improvements in recruitment	N/A	N/A	Faculty concluded that a capstone course cannot be offered currently due to inadequate staffing, and advice from administration that a capstone course would not run without ten enrolled students; capstone project may be revived if we

						can build capstone into the job description of the next departmental hire and if recruitment efforts are successful
III.　Create a plan for ensuring that our majors obtain data analysis skills	Recommended by external evaluator	Sociology faculty	Complete	N/A	N/A	Successful hiring process with job description including teaching a departmental quantitative methods course; successful AUC proposals for said quantitative methods course
IV.　Assess current recruitment initiatives and matriculation and develop a recruitment plan	Recommended by external evaluator	Sociology faculty; Admissions office	Ongoing – Fall 2018	Support from Admissions	Tracking enrollment in the major	Faculty met with staff from Admissions on 11-21-17 and were promised that several

						initiatives would be explored or implemented; no further contact has occurred since that meeting. Followup meetings will be scheduled in Fall 2018
V. Evaluate experiential learning opportunities, including internships and processes for informing, setting up, monitoring, and evaluating participation in the internship program.	Recommended by external evaluator	Sociology faculty; Internship coordinator	Ongoing	N/A	N/A	No change - evaluation of internships continues to be done by the internship coordinator
VI. Restructure the Sociology Club to ensure that it functions to enrich the experiences of FSU students, while also serving as a recruitment tool into the major.	Recommended by external evaluator	Sociology faculty; interested students	Complete, pending increases in enrollment	N/A	N/A	Faculty discussed the SOC Club on 3/20/18 and agreed that, due to low student interest and low enrollment,

						the reconstituting of the SOC Club is not a priority. This decision may be revised if enrollment increases.
VII. Inventory, review, revise and create necessary materials/documents for retention and graduation. This review process should also include policies and procedures.	Recommended by external evaluator	Sociology faculty; Office of Institutional Research	Summer 2018	Support from Institutional Research and Admissions	N/A	Faculty met with staff from Admissions on 11-21-17 and discussed retention. Staff discussed a graduation survey that is being developed, and solicited some information from faculty regarding recruitment. It is unclear when institutional research will become available. Efforts to create these

						recruitment documents are planned for this summer.

    iii.   If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

☐   Yes

II. Programs with external Accreditation:
    i.   Accreditor:
    ii.   Date of last review:
    iii.   Date of next review and type of review:
    iv.   List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.

UARC Peer Review of the Program Annual Report

Program: _____ Date of Review: _____

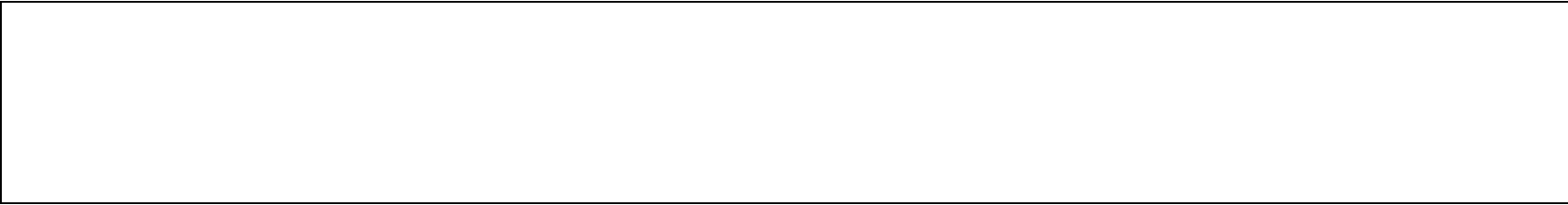| Program Learning Outcomes (PLOs)					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Program Learning Outcomes (PLOs)	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements	PLOs not provided.	

			OR are not measurable.		
Expected Timing of Assessment	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
Assessment Tool Quality	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
PLO Assessment	More than one PLO assessed and information is complete in the chart.	At least one PLO assed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
Criteria for Success	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
Summary of Findings	Measures used in from PLO assessment fully incorporated with additional evidence to formulate the summary and analysis supports the summary.	Very limited use of data from PLO assessment incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	Used evidence other than PLO assessment to formulate the summary or analysis of the data doesn't seem to support summary.	No summary utilizing assessment data is evident.	
Assessment Plan for Program/Department					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Department or Program Assessment Plan	Assessment Plan provided. Has clearly stated process	Assessment Plan provided. Has somewhat clear process	Assessment Plan provided, the process is not clear	No Assessment Plan provided.	

	with reasonable expectations.	and/or somewhat reasonable expectations.	and/or the expectations are not reasonable.		
Activities and Adjustments to/Deviation from the Department/Program Assessment Plan	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
University Data					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
SSC Data for Current Review Period	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/ department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	
SSC Data for Upcoming Review Period	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	SSC data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No SSC data analyzed and/or reported on.	
Trend Data for Current Review Period	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/ department for at least one Trend data	No Trend data analyzed and/or reported on.	

			point. No plan implemented.		
Trend Data for Upcoming Review Period	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	

Action Plane or External Accreditation Action Letter/Report					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Only for those under Program Review *Annual Reflection on Program Review*	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.	
Only for those under External Accreditation *Annual Reflection on Report/Letter from accrediting body.*	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some discussion of on-going progress stated.	Key issues and performance standards provided with vague ideas regarding on-going progress plans stated.	Key issues and/or performance standards are either not provided or there has been no progress or plans stated for progress.	
Comments:					

NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.