

Annual Departmental Plan Report

Program Information

Program/Department: Sociology
 Department Chair: Christine Shane
 Department Assessment Committee Contact:

*Please be as detailed as possible in your responses. We will use this information to fulfill our NECHE 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.	Students will be able to understand key sociological concepts	Annual	N/A – first year with new PLOs
2.	Students will be able to communicate sociological concepts effectively through the use of writing and/or oral skills	Annual	N/A – first year with new PLOs
3.	Students will be able to think critically about social issues and social theories	Annual	N/A – first year with new PLOs
4.	Students will be able to apply sociology to social life	Annual	N/A – first year with new PLOs
5.	Students will develop appropriate skills for conducting sociological research	Annual	N/A – first year with new PLOs

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	Project paper (SOC 3160)	4 th year	All majors	70% at 3 or 4 rating	N/A – pending analysis of data
2	Research proposal (SOC 3001)	3 rd year	All majors	70% at 3 or 4 rating	N/A – pending analysis of data
3	Project paper (SOC 3160)	4 th year	All majors	70% at 3 or 4 rating	N/A – pending analysis of data
4	Research proposal (SOC 3002)	3 rd year	All majors	70% at 3 or 4 rating	N/A – pending analysis of data
5	Literature review + field notes (SOC 3001)	3 rd year	All majors	70% at 3 or 4 rating	N/A – pending analysis of data

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)
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Alumni survey	Faculty; periodic review of survey results	(Sample size is too small to justify changes based on graduating student feedback. Discussions of how to increase sample size are ongoing.)
Graduating Student Feedback Survey	Faculty; periodic review of survey results	(Sample size is too small to justify changes based on graduating student feedback. Discussions on how to increase sample size are ongoing, such as by changing the date of survey administration, or making completion of the survey mandatory for graduating students.)

Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan
- 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.
- 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.

a. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention
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		(i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
No measure identified by the Sociology program		

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

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)
Graduation rate based on academic performance in core courses	Core courses are key to graduation of majors	Identify graduation rates based on academic performance in core courses; propose changes to improve graduation rates	N/A	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)
Sociology aims to increase the number of majors	Working with Admissions;	Will continue with new strategies identified in part B below

	Promote major in Introduction to Sociology courses	
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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)
Sociology aims to increase the number of majors	Low number of majors	Work with university staff to increase program visibility at high school recruitment events; promote on-campus program visibility to attract internal transferring students to the major	+10%	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.

Action Plan: 2015-2020

Proposed Changes	Tasks	Responsible Party and Deadlines
<p>I. Develop concentrations of study to promote a cohesive and innovative curriculum.</p>	<ol style="list-style-type: none"> 1. Examine current courses for logical groupings. 2. Review trends in concentrations and curriculum development with the context of salient issues within sociology and our nation. 3. Decide which courses need to be added or deleted in order to construct desirable and agreed up tracks of study. 4. Put forth the necessary paperwork to officially add and delete courses. 5. Consider how agreed upon curriculum changes will impact the two-year course rotation and adjust this accordingly. 	<ol style="list-style-type: none"> 1. February 2016 (everything done prior to this meeting) 2. February 2016 3. Beginning of April 2016 4. September 2016 5. September 2016 6. September 2016 7. September 2016 8. September 2016 9. Fall 2017

	<p>6. Create written materials for the course catalog and to market the program concentrations of study.</p> <p>7. Creating plan for monitoring and assessing the outcomes of these changes.</p> <p>8. Create plan for reporting on the outcomes of the changes.</p> <p>9. Implement the concentrations of study</p>	
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<p>II. Develop the capstone course for our curriculum</p>	<p>1. Explore options for structure of the capstone. Consider how we might structure this to also facilitate other FSU goals such as service learning, project based learning, networking with community partners, meeting the needs of the local community, etc.</p> <p>2. Agree upon the structure for this course</p> <p>3. Decide on whether this course will be reserved for majors, also open to minors, or even open to non-majors and non- minors.</p> <p>4. Choose a name and course description for the</p>	<p>1. October 2016</p> <p>2. December 2016</p> <p>3. December 2016</p> <p>4. January 2017</p> <p>5. February 2017</p> <p>6. March 2017</p>
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	<p>capstone.</p> <p>5. Adjust the current proposal to accommodate the new course structure and description.</p> <p>6. Make necessary changes to all written curriculum materials and submit necessary changes to the course catalog.</p>	
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<p>III. Create a plan for ensuring that our majors obtain data analysis skills</p>	<p>1. Discuss the possible options and decide on a strategy.</p> <p>2. If the strategy requires working with other departments, set up meetings to speak with necessary parties.</p> <p>3. Make necessary changes to all written curriculum materials and submit necessary changes via official channels if required.</p> <p>4. Develop procedures to monitor new strategy</p> <p>5. Develop procedures to report on new strategy.</p> <p>6. Begin implementing new strategy</p>	<p>1. January 2016</p> <p>2. March 2016</p> <p>3. End of March 2016</p> <p>4. May 2016</p> <p>5. May 2016</p> <p>6. September 2016</p>
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<p>IV. Assess current recruitment initiatives and matriculation and develop a recruitment plan.</p>	<ol style="list-style-type: none"> 1. Invite Sean Ganas to an initial assessment meeting to discuss university recruiting. 2. Decide on supplemental materials to bolster university-wide initiatives. 3. Create supplemental materials to bolster university-wide initiatives. Make sure on website. 4. Develop a plan for monitoring our outputs and outcomes for these strategies 5. Report on the effectiveness of these strategies. 	<ol style="list-style-type: none"> 1. November 2016 2. Before spring break 2017 3. As needed 4. December 2016 5. Annually beginning May 2017
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<p>V. Evaluate experiential learning opportunities, including internships and processes for informing, setting up, monitoring, and evaluating participation in the internship program.</p>	<ol style="list-style-type: none"> 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. 3. Develop a plan for working with community agencies to develop additional opportunities, if 	<ol style="list-style-type: none"> 1. September 2017 2. November 2017 3. March 2017 4. March 2017 5. March 2017 6. March 2017 7. April 2017
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	<p>necessary. Consider which courses might have a logical experiential component.</p> <p>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 are aware of the benefits of engaging in experiential learning, including internships.</p> <p>5. Consider creating the position of internship director within the program.</p> <p>6. Discuss and agree upon which types of students we should be encouraging to take part in internships vs. other experiential learning opportunities.</p> <p>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</p>	<p>8. September 2017</p> <p>9. April 2017</p> <p>10. Annually beginning in April 2018</p>
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	<p>departmental emails to all majors, etc.)</p> <p>8. Implement strategies to increase participation of suitable majors.</p> <p>9. Develop procedures for monitoring effectiveness of strategy. Develop procedures for tracking number of majors engaged in the internship program annually.</p> <p>10. Report on changes in students enrolled in and completing an internship across the five year cycle of assessment.</p>	
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<p>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.</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. February 2016 2. March 2016 3. April 2016 4. April 2016 5. April 2016 6. September 2016
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	<ol style="list-style-type: none"> 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. 	<p>7. Annually beginning in the Spring 2017</p>
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<p>VII. Inventory, review, revise and create necessary materials/documents for retention and graduation. This review process should also include policies and procedures.</p>	<ol style="list-style-type: none"> 1. Assess which materials actually exist. 2. Identify materials/documents that should ideally exist in order to promote retention and graduation processes as well as smooth functioning of the Sociology Program. 3. Review the existing materials/documents and make necessary changes. 4. Create materials/documents that have been deemed necessary or desirable and do not currently exist. 5. Ensure that these materials/documents 	<ol style="list-style-type: none"> 1. February 2017 2. March 2017 3. April 2017 4. April 2017 5. Upload before September 2017
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	are available to students on our webpage.	
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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; Concentrations improve student options for careers in fields related to Sociology	Sociology program faculty	Tabled until next hiring process + improvements in recruitment	Concentration enrollment numbers	Track numbers enrolled in concentrations	Decision made to delay implementation of concentrations until faculty size allows for it
II. Develop the capstone course for our curriculum	Recommended by external evaluator; Capstone courses provide a summative academic experience	Sociology program 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; Increasingly, careers in sociology require strong quantitative skills	Sociology program faculty	Complete	N/A	N/A	Successful AUC proposal to split existing methodology course into separate qualitative and quantitative classes; new quantitative methodology course was

						offered during SPR 19
IV. Assess current recruitment initiatives and matriculation and develop a recruitment plan.	Recommended by external evaluator; Current enrollment is insufficient, requiring a plan to improve it	Sociology program faculty; Admissions office	May 2020	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 2019
V. Evaluate experiential learning opportunities, including internships and processes for informing, setting up, monitoring, and evaluating	Recommended by external evaluator; Internships are high-impact practices that improve student outcomes including graduation	Sociology program faculty; Internship coordinator	Ongoing	N/A	N/A	No change - continued working with internship coordinator to provide opportunities to our students

participation in the internship program.	rates and employability					
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; A Sociology Club would improve recruitment and enrich student experiences	Sociology program faculty; interested students	Completed	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	Recommended by external evaluator; Having clear policies, and important documents available will increase retention and	Sociology program faculty; Office of Institutional Research	September 2017	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

also include policies and procedures.	graduation rates					<p>developed, and solicited some information from faculty regarding recruitment;</p> <p>Implemented yearly review of majors' progress towards graduation</p>
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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

H. ~~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.

Campus Climate

June 2019

Each department was asked to review the Campus Climate Survey information distributed by the Leading for Change Committee and determine what your department has been doing to contribute to the positive outcomes identified.

The survey data may be found through this link: <https://www.fitchburgstate.edu/offices-services-directory/institutional-research-and-planning/office-of-assessment/campus-climate-survey/>

Please list the feedback and recommendations that your department provided to the Leading for Change Committee, along with any additional plans that you might have to further explore this data.

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
<i>Program Learning Outcomes (PLOs)</i>	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 OR are not measurable.	PLOs not provided.	
<i>Expected Timing of Assessment</i>	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).	
<i>Assessment Tool Quality</i>	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.	
<i>PLO Assessment</i>	More than one PLO assessed and information is complete in the chart.	At least one PLO assessed 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.	
<i>Criteria for Success</i>	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.	
<i>Summary of Findings</i>	Measures used in from PLO assessment fully incorporated with additional evidence to formulate the	Very limited use of data from PLO assessment incorporated with additional evidence to	Used evidence other than PLO assessment to formulate the	No summary utilizing assessment data is evident.	

	summary and analysis supports the summary.	formulate the summary and analysis somewhat supports summary.	summary or analysis of the data doesn't seem to support summary.		
Assessment Plan for Program/Department					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Department or Program Assessment Plan</i>	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
<i>Activities and Adjustments to/Deviation from the Department/Program Assessment Plan</i>	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
<i>SSC Data for Current Review Period</i>	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.	
<i>SSC Data for Upcoming Review Period</i>	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and	SSC data discussed and some or part of the assessment, targets or interventions are	No SSC data analyzed and/or reported on.	

	based on information provided.	intervention seems to be appropriate based on information provided.	emerging but not fully appropriate.		
<i>Trend Data for Current Review Period</i>	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 point. No plan implemented.	No Trend data analyzed and/or reported on.	
<i>Trend Data for Upcoming Review Period</i>	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
<i>Only for those under Program Review Annual Reflection on Program Review</i>	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.	
<i>Only for those under External Accreditation Annual Reflection on Report/Letter from accrediting body.</i>	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	Key issues and/or performance standards are either not provided or there has been no	

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			progress plans stated.	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.