

Mission

Sociology is the study of social life, social change, and the causes and the consequences of human behavior. Sociology's subject matter ranges from the intimate family to the hostile mob, from crime to religion, from the division of race and social class to the shared beliefs of a common culture, from the sociology of religion to the sociology of education. Students are prepared to critically consider social problems such as crime, unemployment, violence, urban decay, poverty, discrimination, and social inequality.

Academic Year 2025-2026
BA in Sociology - BA-SOCI Learning Outcomes

Student Learning Outcome #1

Information Literacy: Students will locate, access, and synthesize scholarly and empirical sources relevant to sociological inquiry, demonstrating the ability to integrate credible information into academic work ethically and legally.

MEASURES	RESULTS	ACTIONS
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Assessment Method The Information Literacy student learning outcome was assessed using structured writing assignments designed to evaluate how effectively students synthesize academic and media sources, analyze core arguments, and evaluate contextual assumptions. Both courses utilized an identical underlying analytical rubric spanning five core dimensions: explanation of issues, evidence utilization, influence of context and assumption, student's position, and conclusions. • SOCI 4330 (Fall 2025): Students completed a two-part essay assignment based on academic reading material. The prompt required a comprehensive analysis of Du Bois's concept of "integrated mothering" and "Border Crosser" mothers, evaluating how race, class, and gender intersect to shape parenting practices. The assignment expected students to synthesize approximately 1,500 words of analytical prose without the use of automated writing software or direct quotations, emphasizing individual summarization and original interpretation. • SOCI 2301 (Spring 2026): Students composed a 700 to 800 word essay applying sociological concepts from Jackson Katz's media presentation regarding gender expectations and socialization. Students were required to locate, evaluate, and formally cite an external contemporary media example, such as a news article, to analyze how media narratives shape public understanding of relationship power dynamics, marital rape, or intimate terrorism. Direct - Assignment <i>Comparative Family Studies: SOCI 4330</i> Target An expected standard requires students to attain a 70 out of 100 points in each section of the grading rubric of the paper. Rubric for Discussion, Comparative Family Studies 10-30-25.docx	MET Summary For SOCI 4330, in this assessment, student performance was concentrated in the higher ranges, with 45 students there are 79% scoring in the capstone range of 85 to 100%, with 9 students earning a grade in the 80% range. An additional 7% scored in the milestone 1 range of 70 to 84%, while no students fell in the milestone 2 range of 55 to 69%. 4% of students scored in the benchmark range of 21 to 54%, and 10% of students were in the unacceptable range at 20% or below. This assessment occurred during the period when Lamar University policy still permitted recorded synchronous Zoom classes, which allowed students to revisit student questions and clarify expectations. This additional access to recorded content likely contributed to the strong concentration of scores in the upper performance levels. As I am an extremely hands-on professor who is always available for questions and feedback, my students are quite successful when these lines of communication are available. For SOCI 2301, the majority of students, 61%, scored in the capstone range, and 26% scored in the first milestone range of 70 to 84%. Of the 14 students who scored between 70% and 85%, 50% scored 80% or higher. The results showed that students performed strongly overall, with a substantial portion reaching the highest performance levels. However, my expectations are exceedingly high, and submissions were graded with very stringent standards. Across both courses, active instructional intervention and clear rubric scaffolding successfully guided the vast majority of students to a proficient understanding of information literacy application in sociological contexts. 2301 Assignment, Fagen, Literacy .docx 4330 Assignment, Fagen, Literacy .docx Performance Data Table.docx SLO1 Information Literacy Rubric 4330 2301.docx Analysis The assessment results show strong overall performance across both courses, alongside distinct pedagogical insights from the instructor regarding delivery modes and student demographics. For SOCI 4330, performance was heavily concentrated at the highest tier, with 76% of students scoring within the capstone range. This high level of achievement was supported by the pedagogical availability of recorded synchronous sessions, which allowed students to repeatedly review instructions, clarify expectations, and internalize the grading criteria. The primary area of concern in this upper-level course was an 11% non-completion rate, representing students who failed to submit the assignment and fell into the unacceptable range.	<i>No actions have been added.</i>
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	For SOCI 2301, 62% of students achieved capstone-level marks, and 26% achieved the upper milestone tier under highly stringent grading standards. Students demonstrated particular strength in articulating clear positions and drawing well-supported conclusions. However, the lower-division students encountered challenges with the more abstract elements of information literacy, specifically the critical evaluation of context and assumptions. Students frequently treated contextual background factors as passive narrative elements rather than active components of sociological reasoning. Furthermore, structural changes shifting virtual classes away from recorded synchronous formats restricted instructional access for non-traditional working students who could not engage during regular daytime hours	
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Student Learning Outcome #2

Critical Thinking Skills: Students will evaluate sociological information and its sources critically, determine the extent of information needed, and use information effectively and ethically to accomplish specific research or analytical purposes.

MEASURES	RESULTS	ACTIONS
Assessment Method: SOCI 3315 The Critical Thinking student learning outcome was evaluated through distinct analytical writing tasks requiring students to deconstruct structural inequalities, apply complex sociological theories, and evaluate empirical evidence. SOCI 3310: Students completed an in-depth, single-spaced discussion assessment of at least 500 words. The prompt required students to watch either Beyoncé's "Formation" or India.Arie's "I Am Not My Hair" video to perform a detailed cultural analysis of its lyrics and visual symbolism. Students then integrated their findings with the academic article Black Women, Beauty, and Hair, tracing how intersectional factors like race and gender shape prevailing beauty norms. The assignment prohibited direct external quotes or generative AI assistance, forcing original analytical engagement. SOCI 3365: Students authored a 10 to 12-page, double-spaced empirical research paper exploring a specific global stratification trend, such as tourism dynamics or the deglobalization debate. Using at least 10 peer-reviewed sociological sources, students formulated a research question and utilized empirical studies to examine systemic inequities. To evidence high-level critical thinking, papers had to identify contradictions in existing methodologies and apply theoretical frameworks using American Sociological Association (ASA) formatting guidelines. By methodically comparing perspectives and interrogating cultural frameworks, students	MET Summary SOCI 3310: A total of 79% of students performed at the capstone level, demonstrating strong mastery of critical thinking outcomes. An additional 11% performed at milestone 3, meaning that 90% of the students met or exceeded expectations. Only 4% scored at milestone 2 and 7% at benchmark. The results indicate that student learning in this course is strong in that most students are demonstrating advanced critical thinking skills across rubric dimensions. The high proportion of capstone-level performance suggests that students can effectively explain issues, evaluate evidence, analyze assumptions, articulate a position, and draw well-reasoned conclusions. The small percentage of students in the lower performance bands indicates difficulty with critical thinking and is limited to a small subset of the class. These results also reflect the period when synchronous recorded classes were still permitted, providing students with additional opportunities to review instructions and clarify difficult concepts. With that option no longer available, future instructional planning will need to account for the loss of this support mechanism. Some office hours will need to take place when students get home from work, as a large proportion of our non-traditional students, to allow more students to have access to live interaction.	<i>No actions have been added.</i>

demonstrate the evaluative, analytical, and integrative skills for Critical Thinking. Direct - Assignment <i>Sociology of Gender: SOCI 3310</i> Target An expected standard requires students to attain 70 out of 100 points in each section of the paper's grading rubric.	SOCI 3365: A total of 81.8% of the class (18 out of 22 students) met or exceeded the 70-point target line. This includes 12 students performing at the capstone level and 6 at the milestone 3 level. No students occupied the Milestone 2 range, while 18.2% (4 students) landed in the benchmark category due to a lack of engagement or incomplete submissions. Students struggled with connecting the individual level of social experience to macro-levels of systemic organization. Following formatting instructions. 3310 Assignment, Fagen, Critical Thinking.docx 3365 assignment.docx SLO2 Critical Thinking Rubric. 3310 3365.docx Analysis The student performance data across both course levels demonstrate strong critical thinking proficiency, with a vast majority of students achieving or exceeding the institutional target of 70 points. In SOCI 3310, 79% of students reached the capstone level, reflecting an advanced capacity to explain issues, evaluate evidence, and articulate coherent positions. The instructor noted particular strength in contextual analysis, with 88% of the cohort reaching capstone marks in the explanation of issues and assumption-filtering categories. This strong performance was aided by recorded synchronous sessions that allowed students to revisit instructions. The most notable area for improvement is the evidence category, where 6% of students scored at benchmark and 5% at the milestone two period. This indicates that some students struggle to select, interpret, or integrate evidence effectively. Additionally, the 8% benchmark performance in the conclusions category suggests that a small group of students needs support in drawing coherent, logically connected conclusions from their analysis. In SOCI 3365, 18 out of 22 students successfully met or exceeded the 70-point expectation threshold. Students excelled at breaking down complex technical writings on social stratification and translating them into original arguments. However, a baseline gap persisted for 4 disengaged students who fell into the benchmark category. The primary analytical struggles involved managing a full 10-page research paper, applying micro-level individual experiences to macro-level systemic organization, and adhering to strict ASA formatting rules.	
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Student Learning Outcome #3

Problem Solving: Students will analyze social issues by evaluating and explaining the problem, applying sociological terms and theories, and proposing evidence-based strategies for addressing or ameliorating the issue.

MEASURES	RESULTS	ACTIONS
Assessment Method The question(s) solicit an essay discussion that will incorporate a critical perspective on sources of structural and cultural forms of violence (e.g., both real & and symbolic forms) and SES-defined crimes (e.g., street vs. white-collar) and how society and the Courts respond to a different set of criminals and victims based on SES contingent resources. Responses should demonstrate the students' capacity for critical thinking and problem-solving by incorporating sociological theory(s) and concepts from the assigned course materials to articulate an explanation that shows a multidimensional (e.g., Structural-macro/Cultural-micro) and sociologically broader understanding of the issue beyond popular media characterizations. In addition, students should also evaluate what history tells us about strategies for reducing violent crime and develop suggestions for structural responses and cultural adaptation strategies to reduce violent crime within the law. The response should consider different perspectives on the topic and demonstrate the student's ability to synthesize evidence and perspectives from multiple sources in a logical order to sustain statements. Direct - Assignment <i>Criminology: SOCI 3380</i> Target An expected standard requires students to attain 70 out of 100 points in each section of the grading rubric of the essay discussion. Problem Solving Grading Rubric--SOCI 3380.docx	MET Summary SOCI 3380: A total of 66.58% of students met or exceeded the 70-point learning expectations by scoring in the capstone (48.48%) or upper milestone (18.10%) ranges. The remainder of the class scored below the target threshold, with 9.09% placing in the secondary milestone range and 24.24% failing to submit the assessment, landing in the benchmark range. SOCI 3390: A total of 90.90% of students (50 out of 55) met or exceeded the target learning expectations by scoring 70 points or higher. This high success rate was driven by 48 students at the capstone level and 2 students at the milestone 3 level. No students occupied the middle milestone 2 tier, while 5 students (9.09%) failed to reach the basic 70-point target and fell into the benchmark group due to non-submission SLO3_Problem Solving Grading Rubric_3380_3390.docx Sociology 3390 Assessment Exam Question.pdf Sociology Program Assessment 3380 Criminology Exam.docx Analysis The student performance data across both course levels demonstrate a high concentration of top-tier proficiency alongside a distinct structural gap at the baseline level. In SOCI 3380, students excelled at advanced critical thinking and synthesis. Nearly half the class (48.48%) achieved Capstone status, showing an ability to evaluate complex criminal justice data and theoretical paradigms. Using the target threshold of 70 points, a combined 66.58% of the undergraduates successfully achieved or exceeded expectations by demonstrating strong analytical capabilities and applying criminological frameworks. Nearly half the class reached elite proficiency at the capstone level. Conversely, 24.24% of the cohort failed to reach the 70-point target baseline due to a failure to complete and submit the assessment, exposing a significant deficit in foundational comprehension and introductory concepts. In SOCI 3390, Students performed exceptionally well at the highest level of assessment. 87.27% of the class (48 students) achieved Capstone Level 4 status, scoring between 85 and 100. This proves that the primary instructional delivery was highly effective for the bulk of the cohort,	<i>No actions have been added.</i>

	allowing them to reach elite proficiency. The primary area of struggle is the critical drop-off at the bottom of the cohort. 9.09% of students (5 students) failed to reach basic milestones, scoring under 54. This underperforming benchmark group is larger than both middle tiers combined, highlighting a lack of steady, mid-level progression and a failure to support struggling learners.	
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Student Learning Outcome #4

Inquiry and Analysis: Students will formulate sociologically informed questions, collect and interpret data, and apply theoretical frameworks to analyze patterns and relationships within social phenomena.

MEASURES	RESULTS	ACTIONS
Assessment Method The Inquiry & Analysis student learning outcome was evaluated in both semesters using the Research Project Presentation assignment as the assessment artifact. This assignment required students to execute independent sociological research on a topic of their choice. Students will complete a semester-long mixed-methods research project in which they design a research question, collect original qualitative and quantitative data, conduct analyses, and present findings in both written and oral formats. Assessment will be based on a multi-stage project that includes a project proposal & Abstract, data collection, data analysis for both quantitative and qualitative data, findings presentation, interpretation, and communication. Direct - Assignment <i>Research Methods: SOCI 4380</i> Target An expected standard requires students to attain 70 out of 100 points in each session of the grading rubric of the analysis project. New Rubric Reserach Methods-Final Project.docx	NOT MET Summary Fall 2025: Approximately 79% of students successfully met or exceeded the 70-point target expectation threshold, combining the 15 students in the capstone tier and 4 students in the Milestone 3 category. Only 1 student scored in the developing milestone 2 range, while 4 students (17%) fell into the benchmark tier due to incomplete work or non-submission. Spring 2026: Only 46% of the class met or exceeded the 70-point learning expectations, with 6 students achieving capstone marks and 5 placing in the upper milestone tier. The remaining 54% of the cohort failed to meet the target threshold, with 6 students demonstrating only developing competency at the milestone 2 level and 7 students landing in the lowest benchmark range due to missing presentation assignments SL04_Inquiry and Analysis_4380.docx Analysis Student performance data across the two semesters reveal a substantial shift in achievement levels, heavily influenced by changing institutional mandates regarding virtual course delivery and student engagement. In the Fall 2025 semester, 79% of participating students met or exceeded expectations by scoring 70 points or higher. Most students demonstrated advanced proficiency in synthesizing multiple sources, evaluating evidence, and organizing their research presentations. The primary drivers of lower performance in this cohort were a small group of non-submissions and students who struggled to fully develop deep analytical discussions or connect evidence to broader interpretations. In the Spring 2026 semester, student performance dropped significantly, with only 46% of the class meeting or exceeding the 70-point target threshold. While higher-	Other - [instructional and pedagogical interventions] Not Started Lower performance levels were frequently associated with incomplete assignments, missing presentations, or limited development of analytical discussion. To improve student performance related to Inquiry & Analysis, examples of strong research presentations will be issued, and additional analytical discussion will be incorporated into the course to provide students with clearer models of successful work. Continued emphasis will be placed on interpreting research findings, organizing conclusions, and strengthening analytical discussion throughout the semester. Students will continue to have opportunities for feedback and support from me during the research development process through class instruction, assignment guidance, and office hours. Additional efforts will be made to encourage students to utilize available feedback opportunities and seek assistance earlier in the research process. These changes are intended to strengthen inquiry, analytical reasoning, interpretation of findings, and overall research communication skills. It should be noted in this semester I followed Lamar's new mandate about live lectures not allowed to be mandatory and did not require students to meet with me virtually to discuss the research project. This meeting became optional, and I believe therefore grades were impacted and were lower in 2026 as compared to the 2025 section of students who completed the exact same assignment.

	performing students continued to demonstrate strong analytical reasoning, a large portion of the class fell into the lower milestone 2 (25%) and benchmark (29%) tiers. Students frequently struggled to complete all required components of the presentation, synthesize deeper analytical interpretations, or articulate the active limitations and implications of their research. The instructor noted that this performance deficit was heavily tied to a new institutional mandate during Spring 2026 that prohibited mandatory live virtual lectures. Under these guidelines, the previously required student-instructor research consultation meetings became strictly optional. Because students were no longer required to meet virtually to discuss their ongoing research development, baseline participation dropped, leading directly to a higher volume of incomplete submissions or missing assignments compared to the Fall 2025 cohort.	
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Student Learning Outcome #5

Quantitative Literacy: Students will interpret and represent quantitative data accurately, apply appropriate statistical methods to draw conclusions, evaluate assumptions in data analysis, and communicate quantitative evidence effectively in sociological research.

MEASURES	RESULTS	ACTIONS
Assessment Method The Quantitative Literacy student learning outcome was evaluated in SOCI 4385: Social Data Analysis using structured, computer-assisted data analysis projects as primary assessment artifacts. Both semesters utilized an identical five-dimensional scoring system derived from the institutional rubric: interpretation, representation, application/analysis, assumptions, and communication. • Fall 2025 (Assignment 2): Students conducted bivariate and multivariate correlation analyses using a representative sub-sample dataset of 1,490 cases from the 2006 General Social Survey (GSS_2006_N2.csv) to examine social justice trends in the United States. Students used Intellectus Statistics software to execute data management tasks, identify levels of measurement, and build three separate statistical plans: Pearson Correlation, Spearman Correlation, and Partial Correlation. To earn a high score, students had to convert variables into correct statistical models, explicitly state null and alternative hypotheses, verify underlying assumptions, and interpret the significance and direction of resulting correlation coefficients in a formal written report.	MET Summary During the Fall 2025 session of SOCI 4385, the programmatic target was not met, with only 61.5% of the cohort achieving the 70-point threshold. This baseline deficit was primarily driven by student non-submission and incomplete data management plans, where 38.5% of the class fell into the lowest performance bands due to missing work. Following instructional adjustments that integrated enhanced software modeling and targeted support for navigating statistical assumptions, student engagement increased substantially in Spring 2026. The proportion of students achieving capstone-level mastery rose to 53.8%, and the overall percentage of students meeting or exceeding the 70-point expectation rose to 73.1%. This marked upward shift represents an 11.6% net increase in student proficiency across the assessment cycles. By implementing virtual support strategies and structured technical guidance, the course successfully reduced the impact of student procrastination and statistics anxiety, pulling the programmatic average safely above the institutional target line. Assignment 2 Correlation Analyses.docx Assignment 3 Z-Tests.docx	<i>No actions have been added.</i>

• Spring 2026 (Assignment 3): Students explored gender stratification by examining whether institutional sexism significantly existed in 2006 U.S. society. Utilizing another sub-sample dataset from the 2006 GSS (GSS_2006_N3.csv), students ran three separate independent samples z-tests comparing socioeconomic status indicators (education, income, and occupational prestige) between men and women. To demonstrate advanced quantitative literacy, students had to contrast z-test strategies against t-tests, run Shapiro-Wilk tests to check the assumption of normality, summarize Levene's tests for homogeneity of variance, interpret two-tailed significance outputs, and evaluate alternative non-parametric options like the Mann-Whitney U Test. Direct - Assignment <i>Social Data Analysis: SOCI 4385</i> Target An expected standard requires students to attain a 70 out of 100 points in each session of the grading rubric of analysis project. Quantitative Literacy Rubric-4385.docx	SLO5 Quantitative Literacy Rubric 4385.docx Analysis The student performance data across both semesters reflect varying levels of cohort achievement when mapped to the core dimensions of the quantitative literacy rubric. In Fall 2025, 46.2% of the class reached the capstone tier, demonstrating a high proficiency in converting relevant variables into appropriate mathematical models and using correlation analyses to form deep judgments. These top-performing students skillfully explicated unstandardized coefficients and significance parameters in connection with their underlying hypotheses. However, a notable portion of the small cohort lagged behind; 38.5% of the class fell below the target threshold of 70 points, indicating that multiple students struggled with foundational data management steps or failed to submit their data plans correctly. In Spring 2026, the overall success rate improved, with 53.8% of the expanded cohort achieving capstone marks. These students excelled in the application/analysis and assumptions dimensions of the rubric. They successfully verified the assumption of normality via Shapiro-Wilk tests, navigated the complexities of two-tailed testing, and accurately evaluated the structural limits of their datasets. Despite the high number of capstone submissions, a critical performance gap persisted at the lower end of the class, where 4 students scored in the benchmark range and 3 placed in the lower milestone tier. These underperforming students frequently struggled with the communication and interpretation criteria of the rubric. They either drew incorrect conclusions when statistical assumptions were violated or fell back on quasi-quantitative phrasing rather than providing direct numerical support from their z-test outputs.	
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Student Learning Outcome #6

Integrative Learning: Students will connect sociological concepts to personal experiences and disciplinary knowledge, transfer learning across contexts, integrate multiple forms of communication, and engage in reflection and self-assessment to demonstrate holistic understanding.

MEASURES	RESULTS	ACTIONS
Assessment Method The SOCI 4390 (Fall 2025) course will be used to assess this SLO through 10-page midterm and final papers. The students are	NOT MET Summary Fall 2025: A total of 76.7% of the class (23 out of 30 students) successfully met or exceeded the 70-point target	Other - [instructional and pedagogical interventions] Not Started To strengthen learning outcomes and reduce the performance divide, future instruction

challenged to use the theoretical models taught up to the midterm to analyze their own lives or any social phenomena of their choosing. Papers will be graded based on theoretical analyses, demonstration of understanding of the theories and concepts, ability to apply those theories and concepts accurately to real-life examples, and, throughout the papers, analysis of how their lives and social surroundings are connected to and embedded in much larger social patterns. For Spring 2026, student learning was assessed using a timed essay question embedded within a formal examination. The prompt required an advanced historical and conceptual synthesis of classical and contemporary theory. Specifically, students had to hypothetically place Karl Marx into contemporary society and evaluate how he would view subsequent revisions of his theories by Conflict theorists (Ralf Dahrendorf and C. Wright Mills) and Critical Theorists from the Frankfurt School. Students were evaluated on four rubric dimensions: connections to experience, connections to discipline, transfer, and integrated communication. Direct - Assignment <i>Social Theory: SOCI 4390</i> Target An expected standard requires students to attain a 70 out of 100 points in each session of the grading rubric of the theory project. Integrative Learning Rubric--SOCI 4390.docx	expectation threshold by scoring in the capstone (17 students) or milestone 3 (6 students) categories. Of the remaining cohort, 1 student demonstrated developing competency in the milestone 2 range, while 6 students (20%) finished in the benchmark range. Spring 2026: A total of 68% of the participating cohort met or exceeded learning expectations by achieving scores at the Milestone 3 level or higher. This population was composed of 20 capstone students and 3 upper-milestone students. Additionally, 2 students scored in the Milestone 2 range, while 9 students (26%) placed at the benchmark level due to foundational skill deficiencies or examination non-attendance. 4390 assignment, Fagen.docx 4390 Assignment, Harden.docx SLO6 Integrative Learning Rubric 4390.docx Analysis The student performance data across both semesters indicate a strong concentration of high-performing students alongside distinct institutional and student engagement challenges. In Fall 2025, a strong majority of the 30 enrolled students performed at or above expectations, which the instructor attributed to intense one-to-one instructional work between faculty and students. Students demonstrated particular strength in classroom discussions of theoretical concepts and standard examinations. However, a persistent pocket of students required additional support, particularly with the mechanical and structural demands of long-form academic writing. Students specifically struggled to successfully navigate the macro-to-micro transition, failing to move smoothly between concrete examples and abstract analyses while adhering to formatting guidelines. In Spring 2026, 59% of the cohort demonstrated advanced capstone-level mastery on the timed exam essay, showcasing strong analytical and reflective competencies under timed constraints. However, a significant performance divide emerged, with 26% of the class landing in the benchmark tier. This lower-tier performance was primarily driven by severe student disengagement and non-submission; 4 of the 9 benchmark students failed to take the examination entirely, including 1 student who had completed no prior coursework.	should include low-stakes writing opportunities before high-stakes assessments. Writing sample responses, modeling integrative reasoning, and offering brief in-class workshops or on synthesis and application would help students at the benchmark level build confidence and competence.
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