

Sociology BA/BS Program

Annual Program Report

Year:	2021-2022
Program:	Sociology
Contact Person (include email & phone#)	B. Garrick Harden, gharden@lamar.edu , 706-825-2962

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

1. We continued following and reviewing, when necessary, the course carousel successfully to meet the needs of our students.
2. We have focused on increasing rigor regarding analytic and critical thinking skills without sacrificing student enrollment.
3. We have been building distinct lines of concentrations within the SOCI program, such as our concentration in Medical Sociology.
4. We continue to teach both cutting edge sociological research within the context of the intellectual history of our discipline so that students will understand how ideas and schools of thought evolve over time.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

1. We have successfully established a Medical Sociology track of study.
2. We continue to update our course offerings to remain relevant and up-to-date on the latest research.
3. We successfully secured a grant from the Center for Resiliency and hosted a series of panels for LU and the broader community to discuss the struggles and triumphs of people facing a variety of social and personal hardships in the face of broader social problems 2021-2022.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
To develop a Sociological Imagination to view the social world.	Students demonstrate that they understand the Sociological Imagination and how to apply it to various social issues.	Every Sociology course at LU applies the Sociological Imagination to a wide variety of social topics. This means that assessment occurs through an assortment of different exams, papers, projects, and other academic activities throughout students' sociological education at LU.	Students' performance in each course offering under the Sociology Program. Students must be able to successfully apply the sociological imagination on exams, papers, and other academic projects in order to graduate from the Sociology Program.	Sociology majors and minors must make a C or higher in Data Analysis, Research Methods, and Social Theory. Exit Exams are administered at the end of each Sociology major's senior year in order to assess the program's success in teaching this knowledge and skill. Success on the Exit Exam is defined as a score of 5 out of 7 possible points.	The average score for Sociology majors on the Exit Exam is 6.1, meaning that according to our assessments, we are exceeding expectations.	The data tell us that, while we are exceeding expectations, there is still room for improvement. The Sociological Imagination is so important to the discipline of Sociology that it is a part of every class in our program. Sociology majors should be making perfect scores on measures of their knowledge of and ability to apply the Sociological Imagination. I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.
To develop theoretical and critical thinking skills.	Students can write critical analyses of social environments.	While every sociology class at LU works as mini-assessments of students'	In the Social Theory class, students must successfully apply sociological	Sociology majors and minors must make a C or higher in Data Analysis, Research	The average score for Sociology majors on the Exit Exam is 6.1, meaning that	The data tell us that, while we are exceeding expectations, there is still room for improvement. Theoretical and critical thinking skills are so important to the discipline of

		<p>theoretical and critical thinking skills. The ultimate assessment is the capstone Social Theory class where students must be able to demonstrate their theoretical and critical thinking skills through writing 2 research /analytic papers applying 2 different schools of theoretical thought to social issues of the students' choices.</p>	<p>theories to social issues of their choice. Students must conduct 2 separate research /analytic papers, using a different school of theoretical thought in each paper, where they demonstrate their ability to critically analyze social issues from sociological perspectives.</p>	<p>Methods, and Social Theory. Exit Exams are administered at the end of each Sociology major's senior year in order to assess the program's success in teaching this knowledge and skill. Success on the Exit Exam is defined as a score of 5 out of 7 possible points.</p>	<p>according to our assessments, we are exceeding expectations.</p>	<p>Sociology that they are a part of every class in our program. Sociology majors should be making perfect scores on measures of their ability to apply abstract sociological theoretical constructs and critical thinking skills on any social issue with which they are presented. I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.</p>
<p>To apply scientific methods to analyze social problems.</p>	<p>Students are capable of constructing and conducting social scientific research projects on their own.</p>	<p>Like the other SLGs, each class in Sociology acts as a mini-assessment of students' abilities to apply scientific methods. The ultimate assessments are the Data Analysis and Research Methods courses. In</p>	<p>The main assessment of students' skills in scientific methods are tested through constructing research projects of their own. Data Analysis and Research Methods are the 2 courses where students' skills</p>	<p>Sociology majors and minors must make a C or higher in Data Analysis, Research Methods, and Social Theory. Exit Exams are administered at the end of each Sociology major's senior year in order to assess the program's success in</p>	<p>The average score for Sociology majors on the Exit Exam is 6.1, meaning that according to our assessments, we are exceeding expectations.</p>	<p>The data tell us that, while we are exceeding expectations, there is still room for improvement. Scientific methodologies are so important to the discipline of Sociology that it is a part of every class in our program. Sociology majors should be making perfect scores on measures of their knowledge of and ability to apply scientific methodologies. I plan to develop, with my colleagues in Sociology, a plan for more collaborative teaching where</p>

		these classes, students must construct social science research projects on their own. Students cannot graduate from our program without successfully constructing their own social scientific research projects.	with and knowledges of social scientific methodologies are assessed.	teaching this knowledge and skill. Success on the Exit Exam is defined as a score of 5 out of 7 possible points.		each faculty member will participate in evaluating course content and offering constructive criticism to help each other increase academic rigor without violating Academic Freedom.
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
To develop a sociological imagination to view the social world.	P&C	The sociological imagination is such a fundamental part of the discipline of sociology in general that it is taught throughout all sociology classes at LU. The status is both progressing and complete because it is an on-going process with new students regularly needing to be taught the Sociological Imagination. The Sociological Imagination, created by American Sociologist and Texan, C. Wright Mills in the mid-Twentieth Century, has become a core part of Sociology as a global discipline. The 3 parts of the imagination and how to apply them to understand the social world is something that is both knowledge and skill that all graduates of the Sociology Program at Lamar have.
To develop theoretical and critical thinking abilities.	P&C	For those who have graduated the Sociology Program, each class helps students to develop theoretical and critical thinking skills. For graduates, this goal is complete, but it is always in progress with our new students. The main test of majors' and minors' critical and theoretical thinking skills comes in the capstone course Social Theory. This course teaches the intellectual history of sociological theory from the big 3 umbrella schools of theoretical thought: Conflict Theory, Structural-Functionalism, and Symbolic Interactionism and then explores the major sub-theories that have developed over the last 2

		centuries of sociological thought. The course is writing intense requiring 2 research/analytic papers on separate schools of thought. Students are graded on their factual accuracy, ability to not only explain abstract theoretical concepts, but to also apply them to the social environment, and their analytic skills in how they apply the theories in their research/analytic papers.
To apply scientific methods to analyze social problems.	P&C	Sociology, as a discipline, is both a part of the humanities and the sciences. While those academic “camps” tend to draw concrete divisions between the humanities and sciences, sociology embraces both and teaches both synergistically as one approach to epistemology, or knowledge in general. All classes in LU’s Sociology Program represent different ways of synergistically applying knowledges from the humanities and sciences. We dedicate 2 courses, Data Analysis and Research Methods, that all Sociology majors and minors must pass. In these classes, students learn both qualitative and quantitative approaches to gathering social scientific data and how to apply statistical models for quantitative data and how to code and identify empirical patterns in qualitative data. Sociology majors and minors at LU cannot graduate without demonstrating competency in scientific methods to analyzing social problems. This goal is, like the others, an on-going process with every new student who joins our program, but is complete once students complete their degree requirements.