

Florida Gulf Coast University
College of Arts and Sciences
Sociology Program
Integrated Program Review
Synthesis & Revision – January 2009

| University and Program Learning Goals and Outcomes | Program Assessment Plan and Criteria | Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06) | Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07) | Use of Assessment Results for Continuous Program Improvement 2009-10 (Due October 10) |
|--|--|--|--|---|
| <p><u>Aesthetic Sensibility</u> (University Level)</p> <ul style="list-style-type: none"> A. Know and understand the Variety of aesthetic frameworks B. Analyze and evaluate aesthetic principles at work C. Collaborate in projects involving aesthetic awareness and/or analysis <p><u>Aesthetic Sensibility</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. An understanding of the social relationship and experience between humans and the physical environments. 2. The ability to examine the aesthetic qualities of works of literature and art in socio-historical context. <p>[SYA 4503, SYD 3625, SYG 2010]</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYA 4503 Sociology through Film, and SYD 3625 So Fla Sociocultural Systems. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Aesthetic Sensibility Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Aesthetic Sensibility Goal using the End-of-Program Student Survey will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Results of the assessment will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the score for this learning outcome falls below 3.0.</p> | <p><u>Direct Assessment:</u> Students were given a summary-response essay assignment to measure this learning goal. The goal was for students' overall average scores to be 3 or higher (out of a 4 point scale). While the average score was 3.1, further assessment will be required.</p> <p><u>Indirect Assessment:</u> The End-of-Program Student Survey was administered with a goal that responses rate an average of at least 3 on a 4 point scale. Except for one question, which focused on the ability to examine aesthetic qualities of works in literature and art in socio-historical context, responses indicated a level of 3 or above. The goal was met, however this aspect may not be emphasized sufficiently in coursework.</p> <p><u>Plans for Continuous Improvement:</u> There is room for improvement in measures of this learning goal; the low response rate renders these findings of limited value. As the program grows, more structured measures and methods for assessing this learning goal will be incorporated. Changes for the survey include a stronger focus on culture and diversity which are core sociological concepts. Aesthetic Sensibility will be addressed in a variety of ways including courses such as the Sociology of Film and Sociology of Sport (to be offered beginning Fall 2006).</p> | | |

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| <p><u>Culturally Diverse Perspective</u> (University Level)</p> <p>A. Know and understand diversity In local/global communities.</p> <p>B. Analyze and evaluate the impact Of cultural differences</p> <p>C. Participate in projects involving interaction with diverse people, ideas & values</p> <p><u>Culturally Diverse Perspective</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. The acquisition of knowledge about cultures, cultural innovations, cultural diffusion and cultural universals (Academic Learning Compact 1.1). 2. An understanding of the social structures which support or impede social change and cultural maintenance (Academic Learning Compact 1.1). 3. The ability to analyze social institutions cross-culturally and to examine inter-ethnic collaborations, conflicts, and social problems (Academic Learning Compact 1.1). 4. An understanding of the diverse cultural groups represented in the America (Academic Learning Compact 1.1). <p>[SYG 2010, SYG 2250, SYO 3400, SYD 3630, SYD 3631, SYD 3730]</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYO 3400 Medical Sociology, SYD 3630 Latin American Social Structures, SYD 3631 Caribbean Social Structures, and SYD 3730 The African-American Experience. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Culturally Diverse Perspective Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Culturally Diverse Perspective Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Results of the survey will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the scores for this learning outcome fall below 3.0.</p> <p>Culture and diversity are core sociological concepts and additional rubrics will be developed to further assess these learning outcomes.</p> | <p><u>Indirect Assessment:</u> The End-of-Program Student Survey was administered with a goal that responses rate an average of at least 3 on a 4 point scale. Except for one question, which focused on the ability to examine aesthetic qualities of works in literature and art in socio-historical context, responses indicated a level of 3 or above. The goal was met, however this aspect may still not be emphasized sufficiently in coursework.</p> <p><u>Plans for Continuous Improvement:</u> There is room for improvement in measures of this learning goal; the low response rate renders these findings of limited value. As the program gains transition, more structured measures and methods for assessing this learning goal will be incorporated. Changes for the survey include a stronger focus on culture and diversity which are core sociological concepts. Aesthetic Sensibility will be addressed in a variety of ways including courses such as the Sociology of Film and Sociology of Sport (to be offered beginning Fall 2006). As culture and diversity are core sociological concepts, additional rubrics will be developed to further assess these learning outcomes.</p> | | |

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| <p><u>An Ecological Perspective</u> (University Level)</p> <p>A. Know issues of ecological/ economic sustainability B. Analyze and evaluate local & global ecological issues C. Participate in ecological/ environmental projects</p> <p><u>An Ecological Perspective</u> (Program Level)</p> <p>This outcome is covered by student participation in the university required course IDS 3920 University Colloquium.</p> | <p>The University Quality Enhancement Plan provides an assessment strategy to determine student success in developing an ecological perspective.</p> <p>Feedback from the QEP direct and indirect assessment strategies will be used to determine student success at FGCU in the development of an ecological perspective. These results will be used to develop appropriate changes in our program.</p> | | | |

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| <p><u>Effective Communication</u> (University Level)</p> <p>A. Know principles for effective oral communication</p> <p>B. Organize thoughts and compose ideas</p> <p>C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <p>Students will demonstrate:</p> <p>1. The ability to construct critical interpretation and analyses (Academic Learning Compact 1.2 and 1.3)</p> <p>2. The ability to present ideas and conclusions in a variety of forms, e.g. (oral, written, and technological) (Academic Learning Compact 1.2 and 1.3)</p> <p>3. The ability to interact respectfully with others who hold divergent sociological and cultural perspectives.</p> <p>4. The ability to work in groups to collect, analyze, synthesize, and present information</p> <p>[SYA 3010, SYA 3300, SYA 4935, SYA 4654, SYD 4020]</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYA 3010 Sociological Theory, SYA 3300 Social Research Methods, SYA 4935 Senior Capstone, SYA 4654 Program Development, and SYD 4020 Global Population. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop an end-of-program student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Effective Communication Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Effective Communication Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Results of the essays and survey will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the scores for this learning outcome fall below 3.0.</p> | | | |

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| <p><u>Ethical Responsibility</u> (University Level)</p> <p>A. Know and understand ethical issues B. Analyze and evaluate ethical issues in a variety of contexts C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. An awareness of a variety of ethical issues that have impacted all human societies 2. The ability to examine a variety of ethical issues from an awareness of past ideas and events in the research setting 3. The ability to engage diverse sociological perspectives in a sensitive manner <p>[SYA3010, SYA 3300, SYA 3310, SYA 4935]</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYA 3010 Sociological Theory, SYA 3300 Social Research Methods, SYA 3310 Qualitative Research Methods, and SYA 4935 Senior Capstone. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Ethical Responsibility Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Ethical Responsibility Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Identification of ethical responsibility and concerns will be included in the end of course survey. Results of the survey and external review of papers will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the scores for this learning outcome fall below 3.0 on a 4-point scale or if the outside reviewer identifies issues of concern.</p> | | | |

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| <p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information</p> <p>B. Analyze and evaluate information in a variety of contexts</p> <p>C. Participate in collaborative analysis/application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. The ability to search databases and resource systems in order to collect useful information. 2. The ability to communicate effectively using technology such as word processing, e-mail, the Internet, and quantitative analysis procedures. 3. The ability to summarize quantitative analysis and interpret findings. <p>[SYA 3300, SYA 3310, SYA 4654]</p> <p>Sociology students participate in program evaluation and internships which further allow them to participate in analysis/application of information.</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYA 3300 Social Research Methods, SYA 3310 Qualitative Research Methods, and SYA 4654 Program Development. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Information Literacy Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Information Literacy Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Demonstration of information literacy will be included in the end of course survey. Results of the survey and will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the scores for this learning outcome fall below 3.0 on a 4-point scale or if alternative strategies for improving information literacy are identified.</p> | | <p><u>Direct Assessment:</u> The program's goal was to achieve a measure of 3.0 on all areas of assessment, including Senior Capstone and Social Organization of Work. Average scores indicated a 3.2 on a 4 point scale using these instruments. Although findings exceed department goal, a strengthening of students' theoretical base will improve their ability to apply statistical and other methods of data analysis.</p> <p><u>Indirect Assessment:</u> The program's goal was to achieve a measure of 3.0 on all areas of assessment. The survey conducted to measure students' perceptions of their learning experiences indicated an average score of 3.75. The goal was met on three of four measures; this reflects a weakness in the ability of students to adequately apply theory to research methods. A strengthening of students' theoretical base will improve their ability to apply statistical and other methods of data analysis.</p> <p><u>Plans for Continuous Improvement:</u> In each area of assessment, the students rated their knowledge as higher than did the faculty. Recognizing a number of areas needing improvement, faculty will make the following changes:</p> <ol style="list-style-type: none"> 1. Continued refinement and expansion of the rubrics and better coordination between the direct and indirect assessments. 2. Improve student's ability to initially see the connection between theory and research by requiring theory as a prerequisite for the methods course. This recommended change has been submitted to and approved by CAS curriculum team. 3. Conduct an intensive diagnostic theory test in the research class at the beginning of the semester. Currently a diagnostic test is conducted in the research methods class, but the focus is not specifically on theory. 4. Provide greater focus on the writing and research assignment in the Social Organization of Work to better analyze student's ability to synthesize readings. | |

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| <p><u>Problem-Solving Abilities</u> (University Level)</p> <p>A. Understand multi/interdisciplinary nature of knowledge B. Apply critical, analytical creative and systems thinking C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Critical Thinking and Problem-Solving Abilities</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. The ability to critically analyze a variety of sociological texts. 2. The ability to critically differentiate between primary and secondary sources. 3. The ability to connect the study of sociology and other disciplines (Academic Learning Compact 1.4). 4. The ability to critically formulate interpretations through syntheses of material from diverse texts, contexts and sources (Academic Learning Compact 1.5). <p>[SYA 3010, SYA 3015, SYA 3300, SYA 3310, SYA 4935, SYG 2000]</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYA 3010 Sociological Theory, SYA 3310 Qualitative Research Methods, SYA 3015, SYA 3300 Social Research Methods, and SYA 4935 Senior Capstone. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of Problem-Solving Abilities Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Problem-Solving Abilities Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Demonstration of information literacy will be included in the end of course survey. Results of the survey and will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the scores for this learning outcome fall below 3.0 on a 4-point scale or if alternative strategies for improving information literacy are identified.</p> | | <p><u>Direct Assessment:</u> The program's goal was to achieve a measure of 3.0 on all areas of assessment, including Senior Capstone and Social Organization of Work. Average scores indicated a 3.45 on a 4 point scale using these instruments. Although findings exceed department goal, a strengthening of students' theoretical base will improve their ability to apply statistical and other methods of data analysis.</p> <p><u>Indirect Assessment:</u> The program's goal was to achieve a measure of 3.0 on all areas of assessment. The survey conducted to measure students' perceptions of their learning experiences indicated an average score of 3.75. The goal was met on three of four measures; this reflects a weakness in the ability of students to adequately apply theory to research methods. A strengthening of students' theoretical base will improve their ability to apply statistical and other methods of data analysis.</p> <p><u>Plans for Continuous Improvement:</u> In each area of assessment, the students rated their knowledge as higher than did the faculty. Recognizing a number of areas needing improvement, faculty will make the following changes:</p> <ol style="list-style-type: none"> 1. Continued refinement and expansion of the rubrics and better coordination between the direct and indirect assessments. 2. Improve student's ability to initially see the connection between theory and research by requiring theory as a prerequisite for the methods course. This recommended change has been submitted to and approved by CAS curriculum team. 3. Conduct an intensive diagnostic theory test in the research class at the beginning of the semester. Currently a diagnostic test is conducted in the research methods class, but the focus is not specifically on theory. 4. Provide greater focus on the writing and research assignment in the Social Organization of Work to better analyze student's ability to synthesize readings. | |

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| <p><u>Technological Literacy</u> (University Level)</p> <p>A. Develop knowledge of modern technology B. Process information through use of technology C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. The ability to evaluate critically the utility of a variety of technological systems and resources. 2. The ability to search databases and resource systems in order to collect useful information <p>[SYG 2000, SYA 3300, SYA 4935]</p> <p>Sociology students must demonstrate technological literacy in most courses through use of ANGEL and through discussion of data collection techniques included in most textbooks. In addition, students in the Sociology program are required to complete a capstone course that requires technological literacy to collect and analyze data.</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYA 3300 Social Research Methods and SYA 4935 Senior Capstone. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Technological Literacy Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Technological Literacy Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Results of the survey will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the scores for this learning outcome fall below 3.0.</p> | | | |

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| <p><u>Community Awareness and Involvement</u> (University Level)</p> <p>A. Know and understand relationships between individuals and their communities. B. Analyze, evaluate and assess human needs and practices C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u> (Program Level)</p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. The acquisition of an enhanced understanding of diverse cultures and of shared human achievements 2. The acquisition of a sense of sociological consciousness, an understanding of forces, ideas, events, movements, persons, and culturally specific social consciousness (Academic Learning Compact 1.1) <p>[SYD 3440 SYD 3600, SYA 4654, SYA 4949]</p> <p>In addition, students in the Sociology Program may take South Florida Sociocultural Systems, Latin American Social Structures, Caribbean Social Structures and Community Development which will further develop their understanding of community awareness and involvement issues and participate in community service projects.</p> | <p><u>Plan:</u> Direct Assessment – Faculty will assess student performance on identified assignments in SYD 3440 Rural Sociology, SYD 3600, SYA 4654 Program Development, and SYA 4949 Sociology Internship. For direct assessment, the faculty will develop a rubric to assess student performance on the identified activity or activities from these classes using a four-point scale.</p> <p><u>Indirect Assessment:</u> For indirect assessment, the faculty will develop a student survey to measure the extent to which students feel that they are meeting this goal. The indirect assessment will be correlated with the direct assessment, expecting students to assess their own learning on the same activity or activities that faculty evaluate in the direct assessment, using the same scoring rubric.</p> <p><u>Criteria:</u> Successful achievement of the Community Awareness Goal will require that the mean score of students using the direct assessment rubric be at least 3 on a 4-point scale. For the indirect assessment, successful achievement of the Community Awareness Goal will require an average score of 3 (on a 4-point scale) and a high correlation with the Direct Assessment.</p> <p><u>Plans for Continuous Improvement:</u> Results will be communicated to the faculty who will then develop revisions to the Sociology curriculum if the score for this learning outcome falls below 3.0.</p> | | | |