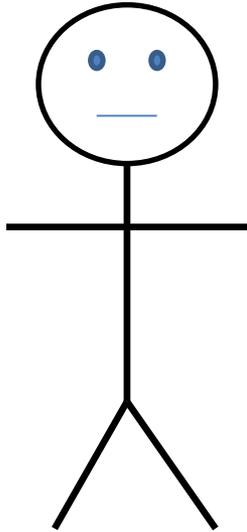


How to Strengthen Student Learning Using Academic Assessment

Dr. Jason LaTouche
Director of Academic Assessment
Associate Dean of Undergraduate Studies
Professor of Sociology

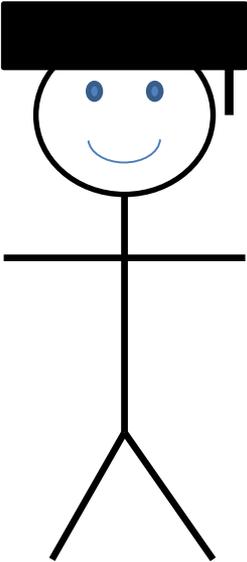
latouche@tarleton.edu

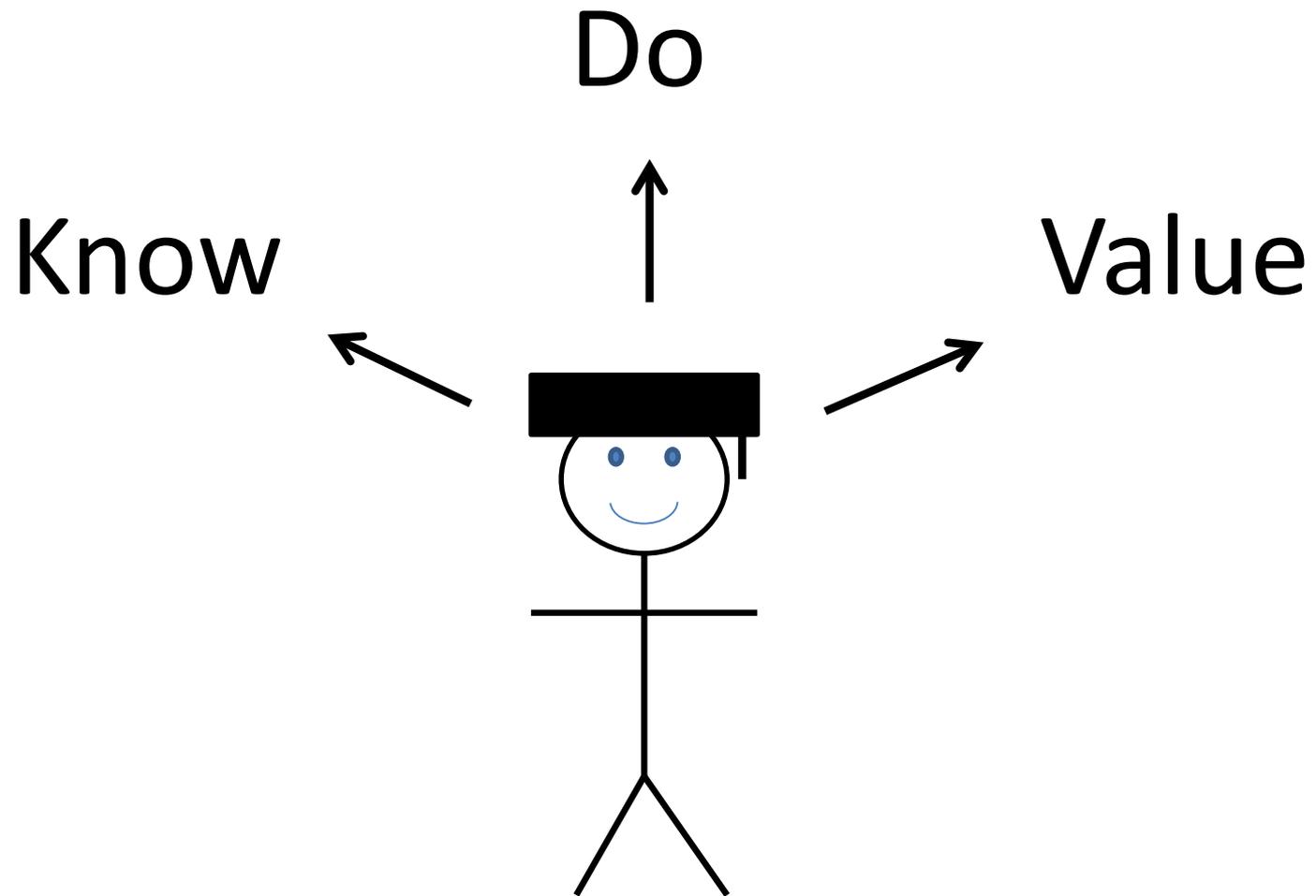
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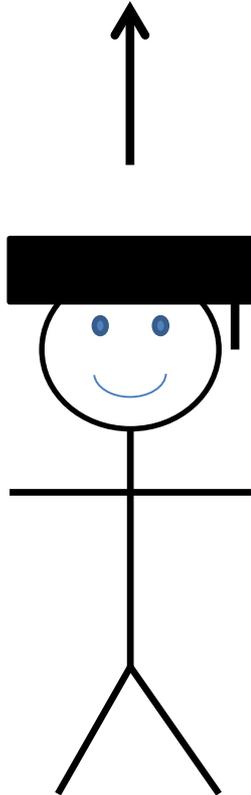
Core Curriculum

Degree Program



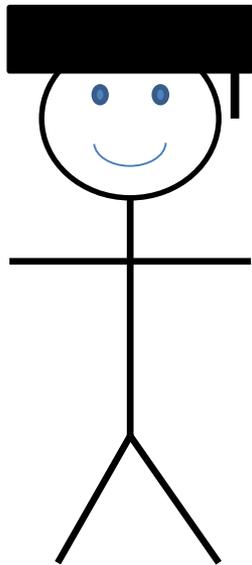


Know



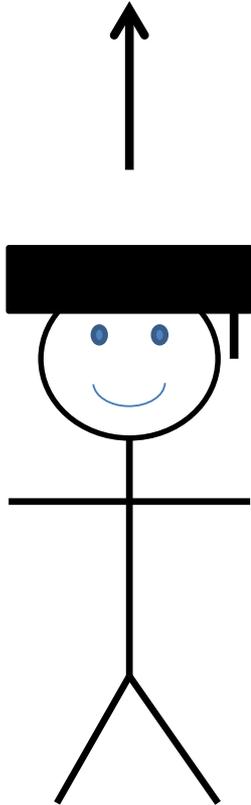
- What knowledge do we want our graduates to have?
- What ideas, facts, and theories do we want them know?
- What should they know about their discipline?

Do



- What skills do we want our graduates to have?
- What techniques and methods should they use?
- What discipline practices should they employ?

Value



- What should our graduates value?
- What ethical standards should they endorse?
- What discipline values should they embrace?

Who gets to answer these questions about what your graduates should know, do, and value?

The Faculty

The Faculty

- Collectively
- Collaboratively
- Regularly

Once we know what we want
our graduates to know, do, and value ...

How can we be sure our graduates
have these important

- Knowledge
- Skills, and
- Values

As academics at a university
of higher learning,

We produce knowledge.

As academics at a university of higher learning

We uncover knowledge through methods of practice and research that are specifically designed to reveal knowledge that is

- Factual,
- Reliable, and
- Trustworthy.

As academics at a university of higher learning

We teach our students that

- Anecdotes,
- Intuition,
- Guesses,
- Gut Feelings, and
- Second Hand Reports

Are not legitimate bases for claiming
something is true and valid.

As academics at a university of higher learning

We teach our students that claims of truth must be supported with evidence that is:

- Relevant,
- Specific,
- Reproducible,
- Valid, and
- Reliable

So how do we know our graduates have the

- Knowledge
- Skills, and
- Values

we think are important for graduates to have

As academics at a university of higher learning
we answer these questions by:

Using methods of practice and research that are
purposively designed to reveal knowledge that is:

- Relevant,
- Specific,
- Reproducible,
- Valid, and
- Reliable

Academic Assessment is a tool that is specifically designed to reveal this knowledge

Well designed, collaborative Academic Assessment is

- Relevant,
- Specific,
- Reproducible,
- Valid, and
- Reliable

Well designed, collaborative
Academic Program Assessment is
Relevant because:

- *The faculty* collaboratively decides upon the program's mission, goals, and objectives.
- The faculty regularly revisits their mission, goals, and objectives.

Well designed, collaborative
Academic Program Assessment
is Specific because:

- It only examines data about the specific knowledge, skills, and values we are interested in.
- By doing this, it examines data that is free from other issues that are not relevant to the specific knowledge, skills, and values we are interested in.

Well designed, collaborative
Academic Program Assessment is
Reproducible because:

- It is a continuous process of evaluation and re-evaluation.
- It is a collaborative process with well-documented communication

Well designed, collaborative
Academic Program Assessment
is Valid because:

- It measures only the knowledge, skills, and values we want to examine.
- It is collaboratively constructed and continually reviewed by program and academic experts.

Well designed, collaborative
Academic Program Assessment is
Reliable because:

- It continually compares results across classes and campuses.
- It uses triangulation to promote reliability.

What are the elements of effective academic assessment?

Mission Statement



Goals



Outcomes/Objectives



Measures and Targets



Findings



Action Plans



Mission Statement



Goals



Outcomes/Objectives



Measures and Targets



Findings



Action Plans



Step 1: Mission Statement.

- The mission statement serves to delineate the collaborative, holistic focus of all the courses in a program or in a core curriculum.
- The mission statement details how our program or core curriculum fits into the larger institutional and community environment.

Sample Program Mission Statement

Chemistry, B.S. program

The mission of the Chemistry Program in the Department of Chemistry, Geosciences, and Environmental Science is to prepare students to begin careers as professional chemists, and to continue their education through graduate study or professional school; to effectively prepare future teachers; and to provide rigorous service courses for other programs at the university.

Core Curriculum Mission Statement

The mission of Tarleton State University's undergraduate curriculum is to allow students an opportunity to acquire the knowledge, skills, and values necessary for personal fulfillment, successful careers, and responsible citizenship in an increasingly diverse and global society.

Mission Statement



Goals



Outcomes/Objectives



Measures and Targets



Findings



Action Plans



Step 2: Goals.

- Goals are broad general ability areas that encompass multiple areas of knowledge, skills, and values.
- They are long term and we do not measure them specifically.

- Goals should be student-focused.
- If students can complete 50% or more of their degree programs at a specific location or online then goals should discuss the multiple locations/delivery methods.

Sample Program Goal

AGSB Agricultural Communications, B.S. program

Prepared for Success in Related Careers:

Students will be prepared to meet employer demands related to careers in the agricultural communication field.

Sample Program Goal

Nursing, B.S.N. program

Provider of Patient-Centered Care:

To prepare graduates to enter the practice of nursing as advanced beginners providing patient-centered, compassionate and evidence-based care.

Core Curriculum Goal

To Prepare Students for Academic and Professional Success, Social Responsibility, and Personal Growth:

To prepare students for academic and professional success, social responsibility, and personal growth by providing educational experiences that integrate written and oral communication, critical thinking, problem solving, analytical and creative activity.

Mission Statement



Goals



Outcomes/Objectives



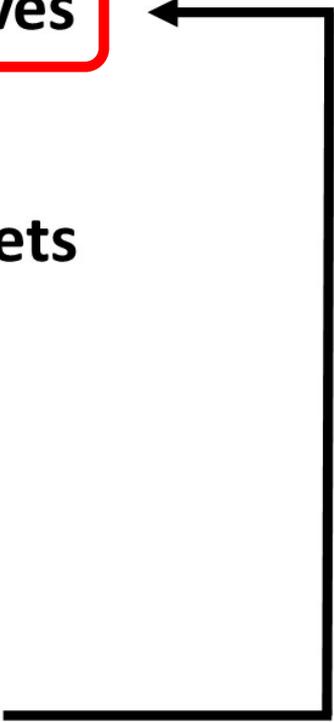
Measures and Targets



Findings



Action Plans



Step 3: Outcomes/Objectives

- Outcomes are the key student learning knowledge, skills, and values we want our graduates to have.
- Outcomes need to be specific and measurable.

Sample Program Outcome

Psychology, B.S. program

Research Methods in Psychology:

Students majoring in Psychology and enrolled in classes at Fort Worth, Midlothian, Waco and Weatherford or enrolled in online courses will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Strategies: 1) Students will be introduced to related knowledge and skills in PSY 101; 2) Students will develop related knowledge and skills in PSY 330; 3) Students will master related knowledge and skills in PSY 335

The Elements of a Program Outcome

Psychology, B.S. program

Research Methods in Psychology:

Students majoring in Psychology and enrolled in classes at Fort Worth, Midlothian, Waco and Weatherford or enrolled in online courses will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Strategies: 1) Students will be introduced to related knowledge and skills in PSY 101; 2) Students will develop related knowledge and skills in PSY 330; 3) Students will master related knowledge and skills in PSY 335.

Outcomes should be student focused not faculty focused.

The Elements of a Program Outcome

Psychology, B.S. program

Research Methods in Psychology:

Students majoring in Psychology and enrolled in classes at **Fort Worth, Midlothian, Waco and Weatherford or enrolled in online courses** will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Strategies: 1) Students will be introduced to related knowledge and skills in PSY 101; 2) Students will develop related knowledge and skills in PSY 330; 3) Students will master related knowledge and skills in PSY 335.

Programs where students can take 50% or more of their course work in multiple locations must disaggregate and report their assessment data by location.

The Elements of a Program Outcome

Psychology, B.S. program

Research Methods in Psychology:

Students majoring in Psychology and enrolled in classes at Fort Worth, Midlothian, Waco and Weatherford or enrolled in online courses **will understand and apply** basic research methods in psychology, including research design, data analysis, and interpretation.

Strategies: 1) Students will be introduced to related knowledge and skills in PSY 101; 2) Students will develop related knowledge and skills in PSY 330; 3) Students will master related knowledge and skills in PSY 335.

Outcomes should focus on students actually doing things not simply their potential for doing things.

The Elements of an Outcome

Psychology, B.S. program

Research Methods in Psychology:

Students majoring in Psychology and enrolled in classes at Fort Worth, Midlothian, Waco and Weatherford or enrolled in online courses will understand and apply **basic research methods in psychology, including research design, data analysis, and interpretation.**

Strategies: 1) Students will be introduced to related knowledge and skills in PSY 101; 2) Students will develop related knowledge and skills in PSY 330; 3) Students will master related knowledge and skills in PSY 335.

Outcomes need to focus on specific, measurable knowledge, skills, and values.

The Elements of a Program Outcome

Psychology, B.S. program

Research Methods in Psychology:

Students majoring in Psychology and enrolled in classes at Fort Worth, Midlothian, Waco and Weatherford or enrolled in online courses will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Strategies: 1) Students will be introduced to related knowledge and skills in PSY 101; 2) Students will develop related knowledge and skills in PSY 330; 3) Students will master related knowledge and skills in PSY 335.

Outcomes need to tell us how students will be *introduced* to this knowledge, skill or value; how they will *develop* it; and how they will *master* it. This is done using a course map.

Course Map for Sociology B.S.

	Objective 1 Writing Ability	Objective 2 Presentation Skills	Objective 3 Use of Technology	Objective 4 Statistical Analysis	Objective 5 Sociological Theory	Objective 6 Sociological Research
Soc 101					I	I
Soc 201	I	I	I	I	I	I
Soc 330	D	I	D / M	D/M		D
Soc 402	D / M	D / M	M	M	D	M
Soc 403	D / M	D / M			M	D
Soc 499	M	M	M	M	M	M

Course Map for Sociology B.S.

Your Student Learning Outcomes/Objectives

	Objective 1 Writing Ability	Objective 2 Presentation Skills	Objective 3 Use of Technology	Objective 4 Statistical Analysis	Objective 5 Sociological Theory	Objective 6 Sociological Research
Soc 101					I	I
Soc 201	I	I	I	I	I	I
Soc 330	D	I	D / M	D/M		D
Soc 402	D / M	D / M	M	M	D	M
Soc 403	D / M	D / M			M	D
Soc 499	M	M	M	M	M	M

List only programs courses ALL graduates must take.

Sample Program Outcome

AGSD Agricultural Communications, B.S. program

Ag Com Computer Technology:

Student interns effectively will use computer technology appropriate to agricultural communication, such as software for presentation, video editing, desk top publishing, etc.

STRATEGIES: 1) Students will be introduced to this technology in AGSD 211, COMS 101/301, 308. 2) Students will develop this technology in AGSD 211, 302, and 450, COMS 308, ENGL 312. 3) Students will master this technology in AGSD 485, and ACOM 484 and 490.

Sample Program Outcome

AGSD Agricultural Communications, B.S. program

Ag Com Computer Technology:

Student interns **effectively** will use computer technology appropriate to agricultural communication, such as software for presentation, video editing, desk top publishing, etc.

STRATEGIES: 1) Students will be introduced to this technology in AGSD 211, COMS 101/301, 308. 2) Students will develop this technology in AGSD 211, 302, and 450, COMS 308, ENGL 312. 3) Students will master this technology in AGSD 485, and ACOM 484 and 490.

Outcomes should include a statement of competency.

Core Curriculum Outcomes

Unlike program outcomes, core curriculum outcome categories are set by the state.

However, in applying for inclusion in the core, the program faculty have interpreted how to apply these state outcomes in their specific program courses.

The six state student learning outcomes are:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Core Curriculum Outcome

Core Course: History 1301 – United States History I

Social Responsibility:

Students will competently discuss from a historical perspective broad social issues, including those affecting diverse groups in United States History to 1877.

STRATEGIES: Students will competently develop these skills through reading assignments and classroom discussions.

Core Curriculum Outcome

Core Course: Sociology 1301 – Introductory Sociology

Social Responsibility:

Students will competently apply cultural relativity to demonstrate sociological understanding of the range of social diversity around the world.

STRATEGIES: Students will develop these skills through the use of classroom lectures, assigned readings, and in-class discussions and exercises.

Mission Statement



Goals



Outcomes/Objectives



Measures and Targets



Findings



Action Plans



Step 4: Measures

- Measures are how we collect data on our student learning outcomes.
- Measures should be actual, direct examples of student work.
 - Non-direct measures can be added in addition to actual, direct examples of student work but not in place of them.
- Measures should be summative in nature.
 - Formative measures can be added in addition to summative measures but not in place of them.

Step 4: Measures

- Measures should only use data that is directly related to the outcome we are measuring.
 - E.g. if we are measuring the outcome of writing we would measure this using a rubric (or parts of a rubric) that has line items only about writing skills.
- We would not simply use a paper grade or a course grade because these contain elements beyond writing skills.
- However, if we grade our papers using a rubric that has specific sub-areas, we can use the sub-area of our rubric that is specifically about writing as the measure of our outcome of writing.

Step 4: Measures

- So imagine my program wants to measure three student learning outcomes:
 - Knowledge of Theory
 - Writing Skills
 - Statistical Skills
- If I have a research paper assignment in my course where students write a paper that incorporates a discussion of theory and a statistical analysis, I could use this one research paper to assess all three of my student learning outcomes.
- To do this requires that I have a rubric that separates out each of these three student learning areas – so I can get a specific, focused set of data for each student learning outcome.

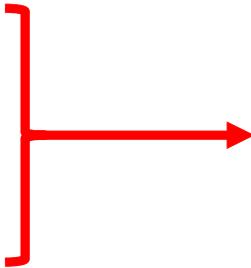
A simplified sample rubric for a research paper assignment

Writing	
Grammar	_____
Spelling	_____
Formatting	_____
Voice	_____
Writing Total	_____
Theory	
Conflict Analysis	_____
Symbolic Interactionist Analysis	_____
Synthesis	_____
Theory Total	_____
Statistical Skills	
T-test	_____
P-value Interpretation	_____
Scatterplot	_____
Statistical Skills Total	_____
Overall Paper Grade	_____

For grades in my course
I would use this score

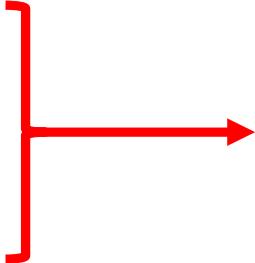


Writing	
Grammar	_____
Spelling	_____
Formatting	_____
Voice	_____
Writing Total	_____
Theory	
Conflict Analysis	_____
Symbolic Interactionist Analysis	_____
Synthesis	_____
Theory Total	_____
Statistical Skills	
T-test	_____
P-value Interpretation	_____
Scatterplot	_____
Statistical Skills Total	_____
Overall Paper Grade	_____



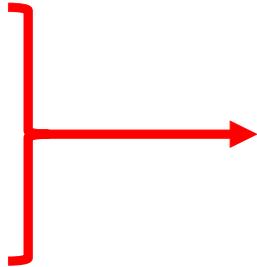
To assess my student learning outcome of Writing Skills I would only use these scores.

Writing	
Grammar	_____
Spelling	_____
Formatting	_____
Voice	_____
Writing Total	_____
Theory	
Conflict Analysis	_____
Symbolic Interactionist Analysis	_____
Synthesis	_____
Theory Total	_____
Statistical Skills	
T-test	_____
P-value Interpretation	_____
Scatterplot	_____
Statistical Skills Total	_____
Overall Paper Grade	_____



To assess my student learning outcome of Knowledge of Theory I would only use these scores.

Writing	
Grammar	_____
Spelling	_____
Formatting	_____
Voice	_____
Writing Total	_____
Theory	
Conflict Analysis	_____
Symbolic Interactionist Analysis	_____
Synthesis	_____
Theory Total	_____
Statistical Skills	
T-test	_____
P-value Interpretation	_____
Scatterplot	_____
Statistical Skills Total	_____
Overall Paper Grade	_____



To assess my student learning outcome of Statistical Skills I would only use these scores.

Writing	
Grammar	_____
Spelling	_____
Formatting	_____
Voice	_____
Writing Total	_____
Theory	
Conflict Analysis	_____
Symbolic Interactionist Analysis	_____
Synthesis	_____
Theory Total	_____
Statistical Skills	
T-test	_____
P-value Interpretation	_____
Scatterplot	_____
Statistical Skills Total	_____
Overall Paper Grade	_____

The more detailed and defined your rubric is ...

the better the data you gather will be ...

and the more effective you will be in improving student learning.

A more detailed rubric also makes course grading easier!

Writing	
Grammar	_____
Spelling	_____
Formatting	_____
Voice	_____
Writing Total	_____
Theory	
Conflict Analysis	_____
Symbolic Interactionist Analysis	_____
Synthesis	_____
Theory Total	_____
Statistical Skills	
T-test	_____
P-value Interpretation	_____
Scatterplot	_____
Statistical Skills Total	_____
Overall Paper Grade	_____

A great place to start to build rubrics is by looking at the AACU VALUE Rubrics.

You can find them on Tarleton's Academic Assessment website:

<https://www.tarleton.edu/academicassessment/assessment/rubrics.html>

This page also contains guides to building effective rubrics and rubric construction tools.

Targets

When you create a measure you will link it to the outcome or outcomes it will measure.

For each outcome you link the measure to you will set a target you want to achieve.

Targets are best represented by saying what percent of students you hope achieve what percent of success on the specific outcome in questions.

e.g. A good target for a measure assessing the outcome of writing skills would be:

100% of students will score 75% or better on the writing skills rubric / the writing subarea of the rubric.

Sample Program Measures and Targets

Sociology B.S. program

Objective Statistical Analysis Examination :

Every semester in which SOCI 3330 is offered all program majors will be given a series of departmental standardized objective assessment questions that will assess their statistical analysis skills. Student responses will be collected and evaluated by the course instructor and the results will be provided to the Department Chair at the completion of the course. The Department Chair will report this data according to the program's sustainability matrix.

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Think of your building measure
like a newspaper reporter:

- Who
- What
- Where
- When
- Why

Sample Program Measures

Sociology B.S. program

Objective Statistical Analysis Examination :

Every semester in which SOCI 3330 is offered all program majors will be given a series of departmental standardized objective assessment questions that will assess their statistical analysis skills. Student responses will be collected and evaluated by the course instructor and the results will be provided to the Department Chair at the completion of the course. The Department Chair will report this data according to the program's sustainability matrix.

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Sample Program Measures

Sociology B.S. program

Who

Objective Statistical Analysis Examination :

Every semester in which **SOCI 3330** is offered all program majors will be given a series of **departmental standardized objective assessment questions** that will assess their statistical analysis skills. Student responses will be **collected and evaluated by the course instructor** and the results will be provided to the Department Chair at the completion of the course. The **Department Chair will report** this **data according to the program's sustainability matrix.**

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Sample Program Measures

Sociology B.S. program

What

Objective Statistical Analysis Examination :

Every semester in which **SOCI 3330** is offered all program majors will be given a series of **departmental standardized objective assessment questions** that will assess their statistical analysis skills. Student responses will be **collected and evaluated by the course instructor** and the results will be provided to the Department Chair at the completion of the course. The **Department Chair will report** this data **according to the program's sustainability matrix.**

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Sample Program Measures

Sociology B.S. program

Where

Objective Statistical Analysis Examination :

Every semester in which **SOCI 3330** is offered all program majors will be given a series of **departmental standardized objective assessment questions** that will assess their statistical analysis skills. Student responses will be **collected and evaluated by the course instructor** and the results will be provided to the Department Chair at the completion of the course. The **Department Chair will report** this data **according to the program's sustainability matrix.**

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Sample Program Measures

Sociology B.S. program

When

Objective Statistical Analysis Examination :

Every semester in which **SOCI 3330** is offered all program majors will be given a series of **departmental standardized objective assessment questions** that will assess their statistical analysis skills. Student responses will be **collected and evaluated by the course instructor** and the results will be provided to the Department Chair at the completion of the course. The **Department Chair will report** this data **according to the program's sustainability matrix.**

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Sample Program Measures

Sociology B.S. program

Why

Objective Statistical Analysis Examination :

Every semester in which **SOCI 3330** is offered all program majors will be given a series of **departmental standardized objective assessment questions** that will assess their statistical analysis skills. Student responses will be **collected and evaluated by the course instructor** and the results will be provided to the Department Chair at the completion of the course. The **Department Chair will report** this data **according to the program's sustainability matrix.**

Target for Outcome Statistical Analysis Skills:

100% of students will score 70% or better on each subarea of the statistical analysis instrument.

Sustainability Matrix/Map for Sociology B.S. Program

Student-Learning Outcomes	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
Discipline appropriate writing ability	X	X	X	X	X
Discipline specific presentation skills	X	X	X	X	X
Discipline appropriate technology skills	X	X	X	X	X
Statistical Analysis Skills	X	X	X	X	X
Analyze Sociological Theory	X	X	X	X	X
Sociological Research Skills	X	X	X	X	X

Sample Program Measures

**Subjective Measures
need 2 or more reviewers**

Sociology B.S. program

Sociological Theoretical Research Project :

Every semester in which SOC 4303 (Social Theory) is offered all program majors will write and present a sociological theory research project. These theoretical research projects will be **assessed by the course instructor and at least one other faculty member** using a **standardized program rubric** assessing writing skills, presentation skills, social theory skills, and research skills. Assessment results will be provided to the Departmental Chair by the course instructor at the completion of the course. The Department Chair will report this data according to the program's sustainability matrix.

Target for Outcome Discipline Appropriate Writing Skills:

100% of students will perform at 3 or better on the 4 point writing ability subarea of the standardized program rubric.

Sample Program Measures

Criminal Justice
B.S./B.A.A.S. programs

Programs where students can take 50% or more of their course work in multiple locations must disaggregate and report their assessment data by location.

Research Proposal :

On each campus, faculty teaching CJ 416, Methods of Criminal Justice Research, will require all students to write a research proposal demonstrating understanding of the social science research process and the ability to apply key concepts of Criminal Justice to problem solving and theory testing. At least two evaluators will rate student submissions employing the program rubric. The rubric utilizes a 1-5 scale with 5 being best. Each semester, instructors for each section of the course will organize the reviews, collect completed rubrics, analyze the data, and submit findings to the department head for reporting. Findings will be reported according to the program's sustainability matrix.

Sample Core Curriculum Measures

Core Course: ANTH 2351 - Cultural Anthropology

Objective Examination:

Each semester in which ANTH 2351 - Cultural Anthropology is offered, the instructor(s) will administer a set of standardized objective exam questions developed by the Sociology faculty to assess the student learning outcomes of Critical Thinking, Empirical and Quantitative Skills, Social Responsibility, and Personal Responsibility. The course instructor(s) will gather the data and provide it to the Sociology program coordinator who will be responsible for reporting the data.

Mission Statement



Goals



Outcomes/Objectives



Measures and Targets



Findings



Action Plans



Step 5: Action Plans

- Action plans are the heart of assessment.
- Action plans detail how we are using the results of our data to build strategies for improving student learning.
- Action plans should say what our assessment data showed us about areas of student learning that can be improved; what the faculty *collectively* identified the student learning issues as being; and what specific curricular improvements faculty are taking to improve student learning based on this data and analysis.

Step 5: Action Plans

- We should always be striving to improve.
- So we should always be working on at least one action plan designed to improve student learning.
- Any time we do not meet our target for a given outcome we need to implement an action plan designed to improve student learning in this outcome area.

Step 5: Action Plans

- We need to continuously monitor and evaluate our action plans to see if they are succeeding.
- This requires gathering another round(s) of assessment data and analyzing it to see if the action plan is effective.
 - If it is: Great! We should make these changes permanent.
 - If it is not: We should try a different action plan

Sample Program Action Plans

Sociology B.S. program

Writing Mechanics:

While the Spring 2016 findings for the theory paper and research methods paper show that students achieved all the targets set by the program, a more fine grained analysis of the line items of the rubric reveals there is room for student learning improvement in the area of writing mechanics. This area showed the lowest level of performance with only 80% of students meeting the target threshold for the theory paper and 44% of students meeting the target threshold for the research methods paper. In the Fall of 2016 the Sociology faculty will meet to discuss curriculum improvements to be embedded in all upper level Sociology courses to address improving writing mechanics. Particular attention will be paid to the curriculum of Sociology's two writing intensive courses - SOCI 4303 Social Theory and SOCI 4302 Research Methods.

Sample Program Action Plans

Sociology B.S. program

Always start by describing in detail what you learned from your assessment data

Writing Mechanics:

While the Spring 2016 findings for the theory paper and research methods paper show that students achieved all the targets set by the program, a more fine grained analysis of the line items of the rubric reveals there is room for student learning improvement in the area of writing mechanics. This area showed the lowest level of performance with only 80% of students meeting the target threshold for the theory paper and 44% of students meeting the target threshold for the research methods paper. In the Fall of 2016 the Sociology faculty will meet to discuss curriculum improvements to be embedded in all upper level Sociology courses to address improving writing mechanics. Particular attention will be paid to the curriculum of Sociology's two writing intensive courses - SOCI 4303 Social Theory and SOCI 4302 Research Methods.

Sample Program Action Plans

Sociology B.S. program

Then describe in detail what you are going to do in response to this data.

Writing Mechanics:

While the Spring 2016 findings for the theory paper and research methods paper show that students achieved all the targets set by the program, a more fine grained analysis of the line items of the rubric reveals there is room for student learning improvement in the area of writing mechanics. This area showed the lowest level of performance with only 80% of students meeting the target threshold for the theory paper and 44% of students meeting the target threshold for the research methods paper. **In the Fall of 2016 the Sociology faculty will meet to discuss curriculum improvements to be embedded in all upper level Sociology courses to address improving writing mechanics. Particular attention will be paid to the curriculum of Sociology's two writing intensive courses - SOCI 4303 Social Theory and SOCI 4302 Research Methods.**

Sample Program Action Plans

Sociology B.S. program

Update the progress on your action plans at the end of every long semester.

Writing Mechanics:

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Spring 2017: The Spring 2017 assessment results for the Sociological Theory course show a 22% improvement in student scores on writing mechanics. If the capstone course in the fall show similar improvements, the module will be rolled out in all the Sociology upper level courses.

Sample Program Action Plans

Sociology B.S. program

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Mission Statement



Goals



Outcomes/Objectives



Measures and Targets



Findings



Action Plans



Online Resources:

Academic Assessment Website

<https://www.tarleton.edu/academicassessment/>

Core Curriculum Website

<https://www.tarleton.edu/generaleducation/generaleducation/core.html>