

# **Texas A&M International University Annual Institutional Effectiveness Review (AIER)**

**Date Submitted** January 31, 2008 - (2007 Report)

**Assessment Period Covered (2006)**

**Academic Program/AES Unit** Sociology

**Person(s) Preparing Review** John Kilburn and Marcus Ynalvez

**Provide summary of the last cycle's use of results and changes implemented**

The faculty continue to offer a curriculum that covers the specific important contemporary issues of the day. In terms of focusing on the employment survey and curriculum response results of the majors, there are very few majors so we can not offer any definitive results regarding program details. Data gathering will continue.

Section I: Planning and Implementation
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**Institutional Mission**

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

**Academic Program or Administrative/Educational Support Unit Mission**

The Bachelor of Arts in Sociology is designed to support the mission of the university by 1) increasing student's ability to communicate through the use of the written and spoken word; 2) develop their appreciateion of culture and social integration and 3) develop their sense of self-realization. This program addresses the College (COAS) goal of preparing students for a variety of professions and roles by providing a broad-based liberal arts education.

**Identify outcomes and the relationship to Strategic Plan**

**Outcome 1**

**Is this outcome related to writing (QEP)?**

Students will demonstrate the ability to read and understand sociological research reports/articles.

**Identify Strategic Plan Goal related to Outcome 1**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 1**

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

**Identify methods of assessment to be used**

Program faculty assessment of student work in the senior proseminar course. Students will be assessed in terms of understanding the professional literature.

**Indicate when assessment will take place**

Fall

**Criteria/Benchmark**

All students in Senior Proseminar will demonstrate an understanding of the peer-reviewed literature in their review of literature.

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**Outcome 2**

**Is this outcome related to writing (QEP)?**

Students will present opposing viewpoints and alternative hypotheses.

**Identify Strategic Plan Goal related to Outcome 2**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 2**

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

**Identify methods of assessment to be used**

Paper assignment in Social Inequality. Students will be asked to critique an article related to stratification in a major sociological journal.

**Indicate when assessment will take place**

Spring

**Criteria/Benchmark**

Students will demonstrate competency in understanding opposing viewpoints and interests in society. They will use empirical research to support their arguments. They will demonstrate an understanding of how research methods affects conclusions.

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**Outcome 3**

**Is this outcome related to writing (QEP)?**

Students will have some understanding of the primary process of analyzing and interpreting data.

**Identify Strategic Plan Goal related to Outcome 3**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 3**

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

**Identify methods of assessment to be used**

Research Methods assignments. Students will complete certification for the National Institutes of Health Human Subjects Research Certification. They will offer a critique of qualitative and quantitative research.

**Indicate when assessment will take place**

Fall

**Criteria/Benchmark**

Students will demonstrate how professional literature is used to construct testable hypotheses. They will be able to identify a theoretical framework or model. They will be able to critique measurement and sampling design.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

December 2007 and January 2008

#### **Outcome 2**

August 2007

#### **Outcome 3**

December 2007

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### **What were the results attained (raw data)?**

#### **Outcome 1**

Due to low enrollment, the Senior Proseminar course was cancelled. Instead, our two graduating majors enrolled in CRIJ 4321. Both students scored the acceptable on the research and discipline specific writing sections of the research paper. The score of 2 means that the students used the professional literature to support their argument, but the use of literature was not developed by synthesizing the concepts to make a strong theoretical argument.

#### **Outcome 2**

Thirteen out of sixteen students passed with a minimum acceptable score. Six students showed mastery of the concepts by using critical thinking to offer thoughtful analysis of the professional data. Five students performed very good work but lacked the significant level of critical thinking in their analysis. However, their papers addressed the important points though not well-synthesized. One student addressed some of the important concepts in social inequality, however, they missed some important points. Another individual completed the paper but did not address a significant portion of the professional literature. The three students that did not pass failed to complete the paper assignment.

#### **Outcome 3**

All (n=5) of the Sociology Majors in this course passed with an exemplary score. All five performed exemplary work - almost the quality expected of a first-year graduate student. The sampling designs were well-critiqued, the measurement schemes recommended fit the nature of the research problem, the critique of the overall research design exhibited mastery of concepts pertaining to ethics and scientific rigor (professional standards) expected of social science students at the University level.

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Claudia San Miguel & John Kilburn

#### **Outcome 2**

Marcus Ynalvez

### Outcome 3

Marcus Ynalvez

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**When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to [assessment@tamiu.edu](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the [Project INTEGRATE](#) web page.)**

**NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.**

**Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?**

#### Outcome 1

Met  Not Met

**Provide narrative:** Due to the small number of majors in Sociology, our senior seminar will be revised as a cross-listed course with the Criminal Justice Senior Seminar.

#### Outcome 2

Met  Not Met

**Provide narrative:** We plan to alter the assignments to offer more exposure to quantitative data and governmental reports (global, federal & state)

#### Outcome 3

Met  Not Met

**Provide narrative:** We do not foresee any significant changes in the immediate future.

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#### **How have these data-based changes improved your program/unit?**

We are re-considering our writing goals because we may not be able to offer SOCI 4380 until we get more majors. Primary reasons for failure on the Social Inequality assignment are related to non-completion of the paper. These students did not attend class on a regular basis. We are very pleased with the results of the the Social Inequality papers and plan no changes.

Section III: Programmatic Review

**Are resources affected by the changes identified in Section II?**    Yes    No

**If so, specify the effect(s) using the chart below:**

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

Enter text here

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation):
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification):

\*\*\*\* This section to be completed by dean/director/vice-president \*\*\*\*

**Are resources requested a priority for the academic program/AES unit?**

Yes    No

**Comments:**

Enter text here

**If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?**

Enter text here

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