

SOCIOLOGY PROGRAM FIVE YEAR SELF-STUDY

2006-07 to 2010-11

Department of Sociology and Anthropology

Submitted January 2012

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DESCRIPTION OF THE REVIEW PROCESS

(Note: The Sociology Program has no professional accreditation review to connect with this review.)

September 2011: An orientation to the process of program review was provided by College Dean to the Department Chair, who informed the Program Faculty of this review.

October 2011- January 2012: Program data were collected, analyzed, interpreted, and discussed by the program faculty in preparation for writing the self-study report. Members of the Evaluation Team were selected and approved by the Program Faculty and College Dean. The self-study report was prepared as a draft by the Coordinator for discussion and revision by the program faculty before it was completed. The self-study report was submitted to the College Dean. The self-study team visit schedule was prepared and discussed.

January, 2012: Copies of the self-study report were sent to the members of the Evaluation Team for their use.

February-March, 2012: The Evaluation Team will make its on-site visit to interview faculty, students, staff, alumni, and administrators, tour the program facilities, and review their findings.

April 1, 2012: The Program Review Evaluation Team will submit its report.

April 15, 2012: The Program Faculty will provide its response to the Program Review Evaluation Team's report and provide any updated plans for change.

May 1, 2012: The Dean will prepare his response to both the Program Review Evaluation Team's report and the Program Faculty's response. The Dean will forward all documents to the Office of Academic Affairs.

Early Fall Semester, 2012: The Coordinator will present the findings of the Program Review to the University Program Review Standing Committee for its discussion and acceptance. The Program Faculty and Dean will respond to the report prepared by the Provost as an institutional response, if necessary.

I. Program Overview

The Sociology Program is located in the Department of Sociology & Anthropology within the College of Social and Behavioral Sciences. It provides undergraduate education in sociology for students wishing to complete degrees that include the Sociology Major, Sociology Teaching Major, Sociology Minor, Sociology Teaching Minor, or BIS emphases. The program also serves students seeking general education, diversity credits, or who wish to take sociology courses for interest. It studies social life, social change, and the social causes and consequences of human behavior. It investigates the structure of groups, organizations, and societies, and how people interact within these contexts. Its subject matter ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of health care and medicine.

II. Program Review Elements and Standards

1) Mission Statement:

The mission of the Sociology Program is to:

- a) Equip students with a broad view of the world consistent with the goals of a liberal arts education.
- b) Provide knowledge and skills, both sociological (theory, research, statistics), and general (analytic, problem solving, writing) for a broad spectrum of jobs in today's competitive labor market or to pursue professional degrees (in Sociology, Law, Public Administration, etc).
- c) Build a stimulating learning environment through close interaction between faculty and students.
- d) Develop an appreciation of multi-cultural and comparative perspectives for using and enriching their everyday work and life experience.

(For discussion of Program Support to the Missions of the Department, College, and University, please see Appendix F.)

2) Curriculum:

a) Types of Degrees Offered:

The Sociology program offers a sociology major and minor, a teaching major and minor, and a BIS emphasis area. A B.S. degree may be earned.

b) Numbers and Types of Courses Offered:

There are 32 different courses offered in the program curriculum, broken down as follows:

i) Sociology Major – Total of 36 credit hours

Required Program Courses (18 credit hours)

- Soc SS/DV1010 Principles of Sociology (3)
- Soc 3030 Classical Sociological Theory (3)
- Soc SI3600 Social Statistics (3)
- Soc SI3600 Sociological Research (3)
- Soc 4030 Contemporary Sociological Theory (3)
- Soc 4900 Senior Capstone Course (3)

Sociology Electives (select 6 courses, 18 credit hours)

- Soc SS/DV1020 Social Problems
- Soc 3000 Social Psychology
- Soc DV3010 Social Stratification
- Soc 3110 Sociology of Family
- Soc DV3120 Sex/Gender Roles: Past, Pres. Future
- Soc 3130 Sociology of Gender
- Soc 3250 Deviance & Social Control
- Soc 3260 Juvenile Delinquency
- Soc 3270 Criminology
- Soc 3300 Environment & Society
- Soc 3400 Social Change & Social Movements
- Soc 3410 Sociology of Religion
- Soc 3420 Sociology of Education
- Soc 3430 Medicine & Healthcare in Society
- Soc 3540 Small Groups & Leadership
- Soc 3550 Organizations in Society
- Soc 3840 Sociology of Cities & Urban Life
- Soc DV3850 Amer. Minorities in Urban Settings
- Soc 4120 Socialization Over the Life Course
- Soc 4270 Sociology of Law
- Soc DV4410 Comparative Political Sociology
- Soc DV4550 Sociology of Work
- Soc 4830 Readings and/or Projects
- Soc 4890 Internship
- Soc 4990 Seminar in Sociology

ii) Sociology Teaching Major

Same requirements as the sociology major but the Teaching Majors are also required to take Soc 3420, in addition to the courses required by the Teacher Education Program.

iii) Sociology Minor or BIS Emphasis Area – Total of 18 credits

Required Program Courses (9 credit hours)

Soc SS/DV1010 Principles of Sociology (3)
Soc 3030 Sociological Theory – Classical (3)
Soc SI3600 Sociological Research (3)

Sociology Electives (select 3 courses, 9 credit hours)

From the same list of electives listed above under major electives.

iv) Sociology Teaching Minor

Same requirements as the sociology minor but the Teaching Minors are also required to take Soc 3420, in addition to the courses required by the Teacher Education Program.

v) General Education and Other Service Courses Offered

The following sociology courses can be taken to meet the WSU social science general education requirement:

Soc SS/DV1010 Principles of Sociology (3)
Soc SS/DV1020 Social Problems (3)

vi) The following sociology courses can be taken to meet the WSU diversity requirement:

Soc DV3010 Social Stratification (3)
Soc DV3120 Sex/Gender Roles: Past, Present & Future (3)
Soc DV3850 American Minorities in Urban Settings (3)
Soc DV4410 Comparative Political Sociology (3)
Soc DV4550 Sociology of Work (3)
Soc SS/DV1010 Principles of Sociology (3)
Soc SS/DV1020 Social Problems (3)

vii) The following sociology courses can be taken to meet the WSU scientific inquiry requirement:

Soc SI3600 Social Statistics (3)
Soc SI3660 Sociological Research (3)

viii) Courses Offered Outside of the Traditional In-person Classroom Delivery Mode

(1) The sociology program offers two Online Courses:

Soc SS/DV1010 Principles of Sociology (3)
Soc SS/DV1020 Social Problems (3)

(2) Also outside the classroom are:

Soc 4830, Readings and/or Projects
Soc 4890, Internship
Soc 4920, Short Courses, Workshops, Institutes, and Special Programs

c) Student Constituents Served by the Program:

- i) Description of Students: For the years examined in this self-study (2005-06 to 2010-11), the Sociology Program has a very solid student constituency. Student constituents served by the program now include six different groups, each with slightly different needs and goals:
- (1) Students seeking a Sociology Major;
 - (2) Students seeking a Sociology Minor;
 - (3) Students seeking a Sociology Teaching Major or Minor;
 - (4) Students seeking a Sociology Emphasis for a Bachelor of Integrated Studies (BIS) degree;
 - (5) Students taking sociology courses to fulfill general university requirements such as general education courses, diversity courses, or scientific inquiry; and
 - (6) Students on campus and in the community taking sociology courses for personal interest or for re-certification (e.g., in education, medical professions).

ii) Student Data: (*See Appendix A of this report for a statistical summary of the five-year student data.*) Here are a number of observations of trends to be seen from the data:

- (1) SCH Production: Student Credit Hours (SCHs) have fluctuated from 5697 to 7005. 2006-07 to 2009-10 saw a steady decline in SCHs produced by the Sociology program, though SCHs rose to their five year high in 2010-11. It is too early to assess whether this signifies a turnaround in SCHs production. It should be noted that the Faculty Full-time Equivalent was at its lowest in 2010-11, creating the highest Student/Faculty ratio for the five year period.
- (2) Student Populations: Sociology Majors have varied from to , gradually increasing over the five years. Sociology Minors varied from 48 to 63, declining in from 2006-07 to 2009-10 as SCHs also decreased and then increased in 2010-11 along with SCHs. As with SCHs, it is too early to determine if the downward trend has been reversed.
- (3) Graduates: The number of Sociology Major graduates has fluctuated between 15 and 20 with no discernible pattern apparent, going up and down with regard for number of SCHs or total majors. The number of Sociology Minor graduates has fluctuated between 10 and 40, again with no discernible pattern related to SCHs or total minors
- (4) Gender Demographics: As with the discipline of Sociology as a whole, there are more female than male students majoring and minoring in Sociology. This trend was also evident among graduates over the five years of the study, except for 2009-10, when slightly more male students (53% for majors, 60% for minors) graduated from the program.

ii) Procedures for Admitting Students to the Sociology Program:

There are no special admission or application requirements for Majors or Minors. All students admitted to WSU in good standing qualify for admission to the program. Students are encouraged to come to the department office to declare their program of study, are provided with an initial advisement session, and go through the standard campus process to officially make their declaration. Following this, a file is

created for each declared student to be maintained in the department for subsequent advisement and record-keeping.

d) Allocation of Resources for Curriculum Delivery:

Table 1 below displays the number of sections of courses taught by full time and adjunct faculty in 2010-11 and accompanying enrollments and SCHs generated for each course type. These data illustrate how the program allocates its curriculum resources in the most recent year.

During 2010-11, 40 sections (52.6%) of the total 76 sections of courses taught were allocated to the general education curriculum, 18 sections (23.7%) were required Major/Minor Core courses, and 18 sections (23.7%) were electives. This distribution is consistent with the mission of the university because we are able to provide much needed general education courses for university requirements. Additionally, these general education courses serve our program needs in two distinct ways: first, both courses meet the requirements of our majors and minors; and second, most of our recruitment of majors and minors comes from the general education classes.

Full time faculty taught 50 (65.8%) of the 76 course sections as either in-load or overload classes. Full time faculty taught 20 (50%) of the 40 sections of General Education courses, 16 (88.9%) of the 18 sections of Major/Minor Core courses, and 14 (77.8%) of the 18 sections of Elective courses. Adjunct faculty taught the rest.

In terms of enrollments, full time faculty taught 1358 (57.9%) of 2345 students enrolled in Sociology courses. Full time faculty taught 952 (51.3%) students of 1856 students enrolled in General Education courses, 229 (89.8%) of 255 students enrolled in Major Minor Core courses, and 172 (73.5%) of 234 students enrolled in Sociology Elective courses. While full time faculty teaching loads are equally spread between teaching lower division General Education courses, and upper division Major/Minor Core courses and Elective courses, adjunct faculty are primarily hired to teach lower division General Education courses. Therefore full time faculty teach a greater share of the upper division courses, which had smaller average section sizes, 14.2 students for Major/Minor Core courses and 13 students for Elective courses. This allowed full time faculty to have more one-on-one interaction with Sociology Majors and Minors. The General Education courses had an average section size of 46.4 students.

Table 1: Allocation of Resources for Curriculum Delivery AY 2010-11

| Types of Courses Taught | # Sections Taught | Total Enrollment | Total SCHs | # Full Time Faculty Sections | #Adjunct Faculty Sections |
|-------------------------|-------------------|------------------|------------|------------------------------|---------------------------|
| General Education | 40 | 1856 | 5568 | 20 | 20 |
| Major/Minor | 18 | 255 | 765 | 16 | 2 |

| | | | | | |
|---------------|-----------|-------------|-------------|-----------|-----------|
| Core Courses | | | | | |
| Electives | 18 | 234 | 702 | 14 | 4 |
| TOTALS | 76 | 2345 | 7035 | 50 | 26 |

Notes: Gen Ed courses included Soc 1010 and Soc 1020.

Major/Minor Core Courses did not include Soc 1010, which was counted in Gen Ed.

Soc 4830, Directed Readings and Projects, and Soc 4890, Internship were each counted as one section per semester.

Online courses were included as sections in the data.

e) Site Locations for Teaching Courses:

There are four primary locations or types of locations where the program's courses are taught:

- a. WSU-Ogden campus.
- b. WSU-Davis campus.
- c. Salt Lake Community campus (SLCC) campus.
- d. Online.

All sociology courses in the curriculum are offered on the main WSU-Ogden campus in the day program. The sociology program is committed to students being able to complete either the major or minor by attending evening and off-campus locations. Evening, on-campus offerings are usually limited to one or two on-campus lower-division, general education courses, and one or two upper-division courses per semester. Upper and lower division courses are also taught at WSU-Davis, both in the daytime and in the evenings each semester. The program also offers one or two upper division courses every semester on one of the SLCC campuses in the Salt Lake valley. These courses are taught so that a student can earn a sociology minor by only attending classes at SLCC. This effort to offer a WSU sociology minor at the SLCC location is done to complement the WSU criminal justice program's major taught at the SLCC location.

f) Curriculum Planning and Review Process:

All members of the sociology faculty are involved in curriculum planning. Program meetings are held several times a year to discuss issues and concerns pertaining to the curriculum, especially as scheduling is planned and as we obtain information through our annual program assessment efforts which involve students and alumni. If changes need to occur, the process is for the Program Coordinator to initiate a curriculum proposal to be reviewed by the faculty and department and any other parties impacted outside of the program. This is then sent to the appropriate College and University curriculum committees for review with final approval by the Faculty Senate.

g) High Impact Learning Aspects of Curriculum:

The Sociology program provides students several opportunities to engage in "high impact learning," which is defined as learning occurring in the community. Internships, Soc 4890, is one way students are able to bring their classroom learned knowledge to the community, as well as learn skills and knowledge that will inform their classroom learning.

Soc 4900, the Senior Capstone course requires the collection of data by students in order to write their senior thesis. Many students use primary surveys and interview in the community to gather their data.

While it is not implicitly a part of the curriculum, several faculty members use community based learning and research in the course curriculum. This also gives students experiential learning.

h) Rotation of Courses Offered in Curriculum:

Table 2 below summarizes the course rotation of all courses offered in the sociology program over the past three years. The two main general education courses, Soc SS/DV1010 and Soc SS/DV1020, are offered every semester including summer semester. The core courses required of all majors and minors are offered each fall and spring semester and sometimes in the summer semester. The electives required for the major, minor, or a university diversity requirement, are offered less consistently; however, the program makes a concerted effort to see that each course is offered at least once every two years. There have only been a few exceptions over the last three years to this general rule. Soc DV4410 Comparative Political Sociology was offered, but not enough students registered for the courses for it to carry. Soc DV3120 Sex/Gender Roles: Past, Pres. Future was not offered during this period. It is a course jointly taught with Anthropology and the two programs were not able to coordinate their courses schedules during this period, primarily because of faculty vacancies. Overall, students in our program are able to complete their graduation requirements for the major or minor within a two year period.

Table 2: Sociology Course Rotation 2008-2011

| | 2008-09 | | | 2009-10 | | | 2010-11 | | |
|---|---------|----|----|---------|----|----|---------|----|----|
| <u>General Education Courses:</u> | SU | AU | SP | SU | AU | SP | SU | AU | SP |
| SS/DV 1010 Principles of Sociology | X | X | X | X | X | X | X | X | X |
| SS/DV 1020 Social Problems | X | X | X | X | X | X | X | X | X |
| <u>Core Major/Minor* Requirements:</u> | | | | | | | | | |
| Soc 3030 Classical Sociological Theory* | X | X | X | X | X | X | | X | X |
| Soc SI3600 Social Statistics | X | X | X | X | X | X | X | X | X |
| Soc SI3660 Social Research Methods* | X | X | X | X | X | X | X | X | X |
| Soc 4030 Contemporary Sociological Theory | | X | X | | X | X | | X | X |
| Soc 4900 Senior Capstone | | X | X | | X | X | | X | X |
| <u>Elective Major/Minor/University Requirements:</u> | | | | | | | | | |
| Soc 2920 Short Courses, | X | | | X | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Workshops, Inst. . . . | | | | | | | | | |
| Soc 3000 Social Psychology | | X | | | X | X | X | | |
| Soc DV3010 Social Stratification | X | | | | X | | | | |
| Soc 3110 Sociology of Family | | X | | | | X | | | |
| Soc DV3120 Sex/Gender Roles: Past, Pres. Future | | | | | | | | | |
| Soc 3130 Sociology of Gender | | | X | | | X | | | |
| Soc 3250 Deviance & Social Control | | X | | X | | X | | | |
| Soc 3260 Juvenile Delinquency | | | X | | X | | | X | |
| Soc 3270 Criminology | | X | | | X | | | X | |
| Soc 3300 Environment & Society | | | X | | | | | | X |
| Soc 3400 Social Change & Social Movements | X | | | | | | X | | |
| Soc 3410 Sociology of Religion | | | | X | | | | X | |
| Soc 3420 Sociology of Education | | | | | | X | | | |
| Soc 3430 Medicine & Healthcare in Society | | X | X | | X | | | | |
| Soc 3540 Small Groups & Leadership | | X | | | | | | X | X |
| Soc 3550 Organizations in Society | | X | | | | | | X | |
| Soc 3840 Sociology of Cities & Urban Life | | | X | | | | | | |
| Soc DV3850 Amer. Minorities in Urban Settings | | | | | | X | | | |
| Soc 4120 Socialization Over the Life Course | | | | | | | | X | |
| Soc 4270 Sociology of Law | | | X | | | | | | |
| Soc DV4410 Comparative Political Sociology | | | | | | | | | |
| <u>Elective</u> <u>Major/Minor/University</u> <u>Requirements:</u> | | | | | | | | | |
| Soc DV4550 Sociology of | | | X | | | | | | X |

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| Work | | | | | | | | | |
| Soc 4830 Readings and/or Projects | X | X | X | X | X | X | X | X | X |
| Soc 4890 Internship | X | X | X | X | X | X | X | X | X |
| Soc 4920 Short Courses, Workshops, Inst, ... | X | | | X | | | | | |
| Soc 4990 Seminar in Sociology | | | | | | | | | X |

3) Student Learning Outcomes and Assessment

a) Sociology Learning Outcomes

At the end of their study at WSU, students in this program will

1. Possess analytic skills.
2. Possess problem solving skills.
3. Know terms and research of the discipline of sociology.
4. Know concepts and theories of the discipline of sociology.
5. Possess an informed appreciation of other cultures.
6. Possess skills to be competitive in today's labor market or to pursue professional degrees.
7. Possess the ability to apply various sociological frameworks to their understanding of the world and human behavior.
8. Know how to execute the various steps necessary to conduct Sociological research.

b) Support the goals of the program

The student learning outcomes listed above support the mission of the program in that students are expected to gain sociological knowledge (concepts, theories, and how to conduct research) and general liberal arts education knowledge and skills (problem solving and analytic skills) to be competitive in today's labor market and/or to pursue professional degrees. Students graduating from the program will have the ability to employ a number of different sociological perspectives for understanding the complex world in which they exist and possess an appreciation for cultural differences among and between people in our society. Both of these outcomes are consistent with a liberal arts education, enriching our students' everyday work and life experiences.

c) Linkage to the program's curriculum

Furthermore, these outcomes are linked to the sociology program curriculum. All students are required to take theory and research methodology course work wherein the students learn how to employ different sociological theories and research methods for understanding societies and the individuals existing within them. The lower division courses offered in the program are general education courses that introduce students to the discipline and its theories, research, and terminology as well as general education skills, such as, analytical thinking and problem solving. This knowledge base is expanded and the general education skills are practiced and honed in the upper division courses offered in

the program. All of the courses offered in the program contribute to the student's learning outcomes to some degree.

d) 5 Year Plan for Assessment Cycle

In the Evidence of Learning Tables 4 through 9, which follow the Curriculum Map, all six Sociology Major and Minor Core courses were evaluated in terms of their success in meeting the eight Learning Goals listed above. One course also serves as a General Education course, four courses are strictly Major and Minor courses, and one course is a High Impact course. In 2012-13 we will analyze the General Education, and Major and Minor Elective courses, exclusive of Soc 1010, which also serve as University Diversity courses, namely Soc 1020, Soc 3010, Soc 3120, Soc 3850, Soc 4410, and Soc 4550. In 2013-14 we will continue to analyze Major and Minor Elective courses, namely Soc 3000, Soc 3110, Soc 3130, Soc 3250, Soc 3260, and Soc 3270. In 2014-15 Soc 3300, Soc 3400, Soc 3410, Soc 3420, Soc 3430, Soc 3540, and Soc 3550 will be analyzed. In 2015-16 we will finish the assessment rotation by analyzing Soc 2920/4920, Soc 3850, Soc 4120, Soc 4270, Soc 4830, Soc 4890, and Soc 4990. All sociology program High Impact courses, exclusive of Soc 4900 are included in the 2015-16 assessment. In 2016-17, we will reassess the six Sociology Major and Minor Core courses. **The plan is to continue this yearly rotation in future, in order to continuously evaluate and improve our courses.**

Table 3: Curriculum Map

| | Department/Program Learning Outcomes | | | | | | | |
|---|--------------------------------------|---------------------------------|---|--|---|---|--|--|
| | Possess analytic skills. | Possess problem solving skills. | Know terms and research of the discipline of Sociology. | Know concepts and theories of the discipline of Sociology. | Possess an informed appreciation of other cultures. | Possess skills to be competitive in today's labor market or to pursue professional degrees. | Possess the ability to apply various sociological frameworks to their understanding of the world and human behavior. | Know the various steps necessary to conduct Sociological research. |
| Core Courses in Department/Program | | | | | | | | |
| SOC SS/DV1010 INTRODUCTION TO SOCIOLOGY (3) | L | L | H | M | M | | L | M |
| SOC 3030 CLASSICAL SOCIOLOGICAL THEORY (3) | H | L | H | H | M | M | H | L |
| SOC SI3600 SOCIAL STATISTICS (3) | H | H | L | | | H | | H |
| SOC SI3660 SOCIOLOGICAL RESEARCH (3) | H | H | L | L | | H | L | H |
| SOC 4030 CONTEMPORARY SOCIOLOGICAL THEORY (3) | H | L | H | H | M | M | H | L |
| SOC 4900 SENIOR CAPSTONE COURSE (3) | H | H | L | M | L | H | M | H |

Key: H = High focus in course content, M = Medium focus in course content, L = Low focus in course content, Blank = Not emphasized in course content

Table 4: Evidence of Learning: General Education Courses, SOC SS/DV1010, Introduction to Sociology

| Evidence of Learning: General Education Courses | | | | | |
|--|---|--|---|---|--|
| Program Learning Goal Students will... | Measurable Learning Outcome Students will... | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Goal 1: Students will be able to employ basic skills of analysis and critical thinking involved in sociological work. | Learning Outcome 1: Students will be asked to recognize examples of “agency” and “structure.” | Measure 1: A set of five questions from exam 1 and 2. | Measure 1: 85% of students were able to successfully answer the questions. | Measure 1: Students were able to critically assess examples through multiple perspectives that presented multiple ways of thinking. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 2: Students will be able to assess main social problems and demonstrate knowledge of preliminary solutions to those problems. | Learning Outcome 2: Students will demonstrate knowledge about solutions to social problems through social movements. | Measure 1: A set of five questions from exam 3. | Measure 1: 76% of students correctly answered the questions. | Measure 1: Students demonstrated knowledge of how the social world, including social problems, can and does change. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 3: Students will be able to explain basic concepts in the discipline of Sociology. | Learning Outcome 3: Students will recognize and define various specialized ideas, terms, theories, and perspectives in sociology. | Measure 1: A set of five questions from the first exam. | Measure 1: 79% of students correctly answered these questions. | Measure 1: Students were able to employ and communicate basic sociological concepts in writing. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 4: Students will be able to explain the basic perspectives and theories in the discipline of Sociology. | Learning Outcome 1: Students will explain the basic Marxist, Weberian, and Durkheimian tenets. | Measure 1: Essay question from exam 1 where students explain basic elements of Marx’s theory. | Measure 1: 87% of students successfully described at least one main feature of his thought. | Measure 1: Students successfully gained basic understanding of a main perspective in the discipline of sociology. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 5: Students will demonstrate an understanding of various features of the cultures of various societies. | Learning Outcome 1: Students will describe and compare the cultural and structural features of multiple cultures. | Measure 1: Essay question from second exam where students are asked to compare and contrast racial classification in different cultures and over different time periods. | Measure 1: 85% of students successfully answered the question. | Measure 1: Students successfully gained an understanding of different ways of thinking in different cultures. | Measure 1: No curricular or pedagogical changes needed at this time. |

Summary: The introductory course for the study of sociology, SOC 1010 offers a preliminary overview of 7 of the 8 learning goals. These goals are weighted differently, with Goal 3 with a High focus, Goals 4, 5, and 8 with a Medium focus, and Goals 1, 2, 6 and 7 a Low focus. Yet a majority of the students are reaching the goals, usually 75%. Thus no curricular or pedagogical changes are needed at this time. Data in this table were from two sections of SOC 1010 taught in Fall 2011 by Dr. Pepper Glass.

Table 5: Evidence of Learning: Courses within the Major, SOC 3030 – Classical Sociological Theory

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|---|--|---|--|---|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Goal 1: Students will <i>possess analytic skills</i> | Learning Outcome 1.A: Students will use the classical social theories to analyze contemporary social phenomena | Measure 1: Students choose a theorist to apply to current day social issue or problem and discuss their analysis in a 12-15 minute class presentation (direct). | Measure 1: Presentation grade average 87%, over 50% of the class received A- or better for presentation. | Measure 1: Students successfully showed they are able to orally and through Power Point presentation apply classical concepts to analyze contemporary social phenomena. | Measure 1: Continue integrating analytical class presentations into the theory course. |
| | | Measure 2: Two take-home essay exams that require applying theoretical constructs in answering the essay question (direct). | Measure 2: Exam average 88%, 50% received A- or better for <u>both</u> Midterm and Final exams. | Measure 2: Half of the students in the class excelled in comparing the theories and applying the concepts in essay writing. | Measure 2: Continue to require students to apply theories to social issues in writing. |
| | | Measure 3: Students write weekly discussion questions using the classical theories of the week. Class discussion based on students' questions (direct). | Measure 3: Discussion question assignment average of 85%, 50% of class wrote questions that received an average of A- or better. | Measure 3: Students are able to use theories to analyze social trends and distill the analysis into a written question that can be discussed in class. | Measure 3: Continue student-originated, written discussion questions as part of class work and discussion. |
| Goal 2: Students will <i>possess problem solving skills</i> | Learning Outcome 2.A: Students use theories to think through problems at the societal and | Measure 1: Class discussion based on reading, application to students' own lives | Measure 1: Free-form discussion evaluated as class participation; 50% of the class received an | Measure 1: Half of the students were attending class regularly, reading the assigned chapters, | Measure 1: Develop more direct measures to evidence problem solving skills. This |

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|---|---|---|--|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | individual levels. | through class discussion (indirect). | A- or better (average class participation grade 88%). | and participating in discussion. | measure will be revisited in the next review. |
| Goal 3: Students will <i>know terms and research of the discipline of Sociology</i> | Learning outcome 3.A.: Student can identify the origins and describe the development of main terms and research traditions in the discipline. | <p>Measure 1: Midterm exam requires students to recount the development of the sociological method and the key concepts that originated in the classical thought. Example exam question:</p> <p>Debates about appropriate methods to study society characterized early sociology and are still on-going, as social scientists disagree about the nature of social research, value freedom, and the usefulness of positivism as a research method. (a) First, explain the basic principles of positivism. Then, (b) describe how Comte and Spencer viewed the usefulness of the positivist method in social research. Finally, explain (c) Max Weber's method of "ideal type" and discuss</p> | This question was acceptably answered by all students. (Question-specific data not available). | Students are able to describe the history of sociological thought and methods in a way that enables them to proceed to future courses. | Continue requiring students to discuss orally and in writing the origins of sociological terms and research. |

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|--|---|--|---|---|--------------------------------------|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | how this method was influenced by positivism. <i>Use the appropriate segments of Chs. 2, 3, 5, and 8 as well as your lecture notes.</i> | | | |
| Goal 4: Students will <i>know concepts and theories of the discipline of Sociology</i> | Learning outcome 4.A.: Students can identify and describe the main classical theories and recall the individual theorists behind the ideas. | Measure 1: Two take-home essay exams (3 out of 4 questions each) include questions that require comparing particular theorists' ideas; Example: Charles Horton Cooley and George Herbert Mead's work centered on interaction among individuals. Based on Ch. 13 and your lecture notes, in your own words, (1) describe and compare Cooley's and Mead's theories of how the self is acquired. (2) How did Cooley and Mead view the role of society (or social interaction) in the formation of self? Provide examples from the sources above. | Measure 1: To pass the exam, students must demonstrate ability to connect individual social theorists with particular ideas. Exam average 88%, 50% received A- or better for <u>both</u> Midterm and Final exams. | Measure 1: Students connect ideas and theorists correctly and summarize main tenets of each theory satisfactorily in writing. | Keep essay exams in the course plan. |

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|--|--|---|--|---|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | These types of questions ensure students know who is behind the theory and what the key tenets are. | | | |
| Goal 5: Students will possess an informed appreciation of other cultures | <p>Learning outcome 5.A.: Students discover how the historical context and intellectual culture in the 19th century Europe influenced the emergence of Sociology as an academic discipline.</p> <p>Learning outcome 5.B.: Students are able to apply sociological concepts to various other contemporary cultures and sub-cultures.</p> | <p>Measure 1: Exam questions ask students to outline the ways in which theorists viewed <i>changes taking place during the 19th century</i> and how they can apply the same concepts to <i>current social issues</i> and problems. Example of a test question:</p> <p>Both Marx and Durkheim expressed concern about how industrialization and modernization were impacting individuals in society. (a) Describe Marx's concept of "alienation" and Durkheim's concept of "anomie" and (b) what each theorist proposed would be the consequences of these processes. (c) How do these concepts help us understand alienation and anomie in contemporary society?</p> | Measure 1: All students passed the midterm exam with a score of 73 or better (73%) of students received a grade of 80% (B-) or better for the midterm. | Measure 1: Students adequately able to explain how culture influences thought and illustrate their appreciation of cultures and sub-cultures in general, and cultural diversity in their own culture. | Develop more specific measures for assessing students' appreciation of other cultures. This measure should be reassessed in the next program review. |

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|--|---|--|--|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | Provide one example of each concept in today's economy/society. <i>Use your lecture notes and Chs. 4 and 7.</i> | | | |
| Goal 6: Students will <i>possess skills to be competitive in today's labor market or to pursue professional degrees</i> | <p>Learning outcome 6.A.: Today's labor market requires skills of analytical and critical thought, which students gain from the process of applying theoretical concepts—both orally and in writing—on a weekly basis.</p> <p>Learning outcome 6.B.: Graduate schools require mastery of content and form, which students develop through oral and written recall and description of theories and through writing essay exams that also must include citations of used sources.</p> | <p>Measure 1: Students hone analytical skills through writing their own discussion questions and responding to others' questions in class discussion AND through an in-depth analysis they present to class (see Goal 1—Measures 1 and 2)</p> <p>Measure 2. Essay exams are evaluated based also on correct grammar and well-crafted arguments, the ability for which students must demonstrate.</p> | Measure 1: See Goal 1/Findings for measures 1-3 (above) | Measure 1: See Goal 1/Interpretation of findings for measures 1-3 (above) | Incorporate more specific notions of skills students gain to be competitive in the labor market and in graduate school applications into the syllabus. |
| Goal 7: Students will <i>possess the ability to apply various sociological frameworks to their understanding of the world and human behavior</i> | Learning outcome 7.A.: Students can apply the main classical theories to analyze society and human behavior. | Measure 1: Students analyze a variety of social phenomena using classical theories in class discussion, written exams, and a presentation (see Learning outcome 4.A. | Measure 1: To pass the exams, students must demonstrate ability to recite and apply theories. Exam average 88%, 50% received A- or better for <u>both</u> Midterm and Final. | <p>Measure 1: All students can describe the basic classical theories which constitute the core material for the course.</p> <p>Measure 2: All students demonstrated ability to</p> | Keep application of theories as a core focus of the course. |

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|--|---|---|--|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | (above). | Measure 2. 91% of students received a grade of 80% or better for the final presentation. | apply theory to social phenomena through a presentation. | |
| Goal 8: Students will <i>know the various steps necessary to conduct Sociological research</i> | Learning outcome 8.A.: Students can describe how sociological research methods were originally developed. | <p>Measure 1: Students answer exam question about positivism and early ideas about appropriate methods to study society. Example of essay question:</p> <p>Debates about appropriate methods to study society characterized early sociology and are still on-going, as social scientists disagree about the nature of social research, value freedom, and the usefulness of positivism as a research method. (a) First, explain the basic principles of positivism. Then, (b) describe how Comte and Spencer viewed the usefulness of the positivist method in social research. Finally, explain (c) Max Weber's method of</p> | Measure 1: All students answered the question and demonstrated at least a basic understanding of the origins of social research methods. | Measure 1: Students obtained a basic understanding of the history of research methods, which helps them understand the current state of sociological research. | Measure 1: Make sure exams include questions about positivism and, in lecture and discussion, continue to include a review of methodologies from positivism to hermeneutics and critical theory. |

| Evidence of Learning: SOC 3030 Classical Sociological Theory | | | | | |
|--|-----------------------------|--|--------------------------------------|----------------------------|----------------------------|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement Direct and Indirect Measures* | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | “ideal type” and discuss how this method was influenced by positivism. <i>Use the appropriate segments of Chs. 2, 3, 5, and 8 as well as your lecture notes.</i> | | | |

Note: Course sections taught by Dr. Marjukka Ollilainen were used for the assessment.

Table 6: Evidence of Learning: Courses within the Major, SOC SI3600 -- Social Statistics

| Evidence of Learning: Courses within the Major | | | | | |
|---|---|--|---|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Students will... | | Direct and Indirect Measures* | | | |
| Goal 1: Possess analytic skills. | Learning Outcome 1.A: Students will be able to analyze data using descriptive and inferential statistics. | Measure 1: Five SPSS analysis problems on the final. | Measure 1: Students scored between 52% and 100% on the 5 questions, with an average of 83.66%. 65.7% of students scored 80% or above. | Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 2: Possess problem solving skills. | Learning Outcome 2.A: Students will be able to select the correct statistical test for the level of measurement. | Measure 1: Five questions on the final exam. | Measure 1: Students answered between 72.2% & 80.5% of the five questions correctly, for an average of 76.66%. | Measure 1: Most students could correctly select the correct statistical test. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 3: Know terms and research of the discipline of sociology. | Learning Outcome 3.A: Students will be able to identify levels of measurement, and define terms of descriptive statistics. | Measure 1: 41 questions on exam 1. | Measure 1: Students answered between 62% & 100% of the questions correctly, with an average of 94.44%. | Measure 1: Most students successfully demonstrated knowledge of terms of descriptive statistics. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 4: Know concepts and theories of the discipline of sociology. | This is not a goal of Soc 3600. | | | | |
| Goal 5: Possess an informed appreciation of other cultures. | This is not a goal of Soc 3600. | | | | |
| Goal 6: Possess skills to be competitive in today's labor market or to pursue professional degrees. | Learning Outcome 6.A: Students will be able to calculate descriptive and inferential statistics with calculator and computer. | Measure 1: Course assignments 2 through 10. | Measure 1: Students scored an average of 92.9% on all of the assignments. | Measure 1: Most students successfully demonstrated calculation and computer calculation of descriptive and inferential statistics. Students are able to redo assignments until | Measure 1: No curricular or pedagogical changes needed at this time. |

| Evidence of Learning: Courses within the Major | | | | | |
|--|---|--|---|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Students will... | | Direct and Indirect Measures* | | | |
| | | | | they score 25 out of 30 points. | |
| | Learning Outcome 6.B: Students will also be able to interpret descriptive and inferential statistics. | Measure 1: Five SPSS analysis problems on the final. | Measure 1: Students scored between 52% and 100% on the 5 questions, with an average of 83.66%. 65.7% of students scored 80% or above. | Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 7: Possess the ability to apply various sociological frameworks to their understanding of the world and human behavior. | This is not a goal of Soc 3600. | | | | |
| Goal 8: Know how to execute the various steps necessary to conduct sociological research. | Learning Outcome 8.A: Students will be able to calculate descriptive and inferential statistics with calculator and computer. | Measure 1: Course assignments 2 through 10. | Measure 1: Students scored an average of 92.9% on all of the assignments. | Measure 1: Most students successfully demonstrated calculation and computer calculation of descriptive and inferential statistics. Students are able to redo assignments until they score 25 out of 30 points. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | Learning Outcome 8.B: Students will also be able to interpret descriptive and inferential statistics. | Measure 1: Five SPSS analysis problems on the final. | Measure 1: Students scored between 52% and 100% on the 5 questions, with an average of 83.66%. 65.7% of students scored 80% or above. | Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics. | Measure 1: No curricular or pedagogical changes needed at this time. |

Summary Information: Program Learning Goals 4, 5, and 7 are not a focus of Soc 3600, Social Statistics and were not assessed. Goals 1, 2, 6, and 8 are high focus in course content areas, and goal 3 is a low focus in course content area. Two sections of Soc 3600 taught by Dr. Rob Reynolds in Autumn semester 2011 were used for the assessment.

Table 7: Evidence of Learning: Courses within the Major, SOC SI3660 – Sociological Research

| Evidence of Learning: Sociology 3660 – Sociological Research | | | | | |
|---|---|---|--|--|---|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Goal 1: Students will possess analytic skills | Learning Outcome: Students will analyze data and interpret its meaning. | Measure 1: A research paper assignment requires students to discuss their analysis and interpretation of research findings in the results section. | Measure 1: 85% of students scored an 80% or better on this assignment. | Measure 1: Students successfully demonstrated analysis and interpretation skills | Measure 1: No curricular or pedagogical changes needed at this time |
| Goal 2: Students will possess problem solving skills. | Learning Outcome: Students will use research skills to address social issues. | Measure 1: Research design assignment requires students to plan and implement research to collect data for a community organization. | Measure 1: 100% of students created and implemented a research design that successfully produced useable data to a community organization. | Measure 1: Students successfully demonstrated problem solving skills in the process of developing and implementing an effective research design. | Measure 1: : No curricular or pedagogical changes needed at this time |
| | | Measure 2: Oral presentation of research findings given to stakeholders involved in the social issue being studied. | Measure 2: 85% of students effectively communicated the findings of their research to the community organization and made recommendations to the program based on those research findings. | Measure 2: Students successfully demonstrated the application of their problem solving skills and used them to recommend changes to a community program. | Measure 2: No curricular or pedagogical changes needed at this time |
| Goal 3: Students will know terms and research of the discipline of sociology. | Learning Outcome: Students will identify and accurately use research terminology. | Measure 1: Essay question on final exam - Using the following terminology (conceptualization, choice of research method, operationalization, sampling, data collection, data processing, data analysis) describe the process of how you | Measure 1: 90% of students scored an 85% or better on this essay question. | Measure 1: Students showed an acceptable proficiency level for understanding and appropriately using discipline specific research terminology. | Measure 1: No curricular or pedagogical changes needed at this time. |

| Evidence of Learning: Sociology 3660 – Sociological Research | | | | | |
|---|---|--|---|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | conducted your group's specific research this semester. | | | |
| | | Measure 2: A series of fill in the blank questions on three exams (26 questions total) check knowledge of terminology in areas like research ethics (e.g. informed consent, confidentiality, beneficence); sampling (e.g. simple random sampling, sampling frame, sampling error); and general research terminology (e.g. reliability, triangulation, nominal level variables). Knowledge of research methods (e.g. content analysis, evaluation, participatory action research, unobtrusive) is also checked. | Measure 2: 81% of the questions were answered correctly. | Measure 2: Students successfully demonstrated competence. | Measure 2: No curricular or pedagogical changes needed at this time |
| Goal 6: Students will possess skills to be competitive in today's labor market or to pursue professional degrees. | Learning Outcome: Students will employ at least one mode of observation (survey, interview, focus group, content analysis, etc.) to successfully compile data for analysis. | Measure 1: Construction of data collection instrument. | Measure 1: 100% of students created a data collection instrument that successfully produced useable data to a community organization. | Measure 1: Students successfully demonstrated competence in the marketable skill of data collection instrument construction. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 8: Students will know how to execute the various steps necessary to conduct Sociological research. | Learning Outcome: Students will know and utilize scientific method to design and conduct social research. | Measure 1: Final research paper assignment. | Measure 1: 85% of students scored an 80% or better on the final research paper assignment. | Measure 1: Students successfully demonstrated their knowledge of the research process and | Measure 1: No curricular or pedagogical changes needed at this time. |

| Evidence of Learning: Sociology 3660 – Sociological Research | | | | | |
|---|-----------------------------|-----------------------|--------------------------------------|--|----------------------------|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | | | their ability to apply that knowledge to a community-based research project. | |

Summary Information: Social Research Methods is a core course required of both majors and minors in the sociology program. It is a heavily skills-based course and therefore emphasizes the program outcomes most related to skill development (Goals 1, 2, 3, 6 and 8). Assessment data show that the majority of students are reaching these 5 goals at levels of 80% or above, therefore no curricular and pedagogical changes are seen as needed at this time. Data in this table are derived from sections taught by Dr. Brenda Marsteller Kowalewski and Dr. Carla Koons Trentelman in Spring 2011. Dr. Kowalewski's section requires students to complete a community-based research project with and for a designated community organization.

Table 8: Evidence of Learning: Courses within the Major, SOC 4030 – Contemporary Sociological Theory

| Course Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of findings | Evaluation and Future Plan |
|---|--|--|--|--|---|
| Goal 1: Possess analytic skills (H). | Learning Outcome 1: Students should be able to analyze the usefulness and uselessness of each theory. | Measure 1: Weekly homework and 4 take-home essays in three exams to compare and contrast different theories. | Measure 1: 90% of the students showed this skill in their take-home exams. | Measure 1: Most students possessed this skill. | Measure 1: No change needed in this area. |
| Goal 2: Possess problem solving skills (L). | Learning Outcome 2: This course is not designed for this skill, but student are still required to use theory to diagnose a social problem. | Measure 1: In-class discussion under the guidance of instructor. | Measure 1: Most students participated in class discussions. | Measure 1: From students' feedback about class discussions, they do benefit from these activities. | Measure 1: The class discussion can be shifted more towards this direction in the future. |
| Goal 3: Know terms and research of the discipline of sociology (M). | Learning Outcome 3: Students should have no difficulty to know the terms and research method for each theory. | Measure 1: Each student is required to do an in-class presentation and leading discussion. | Measure 1: 85% of the in-class presentations and discussions are satisfactory. | Measure 1: Most students know how to evaluate a piece of research and be critical about it. | Measure 1: No change needed in this area. |
| Goal 4: Know concepts and theories of the discipline of sociology (H). | Learning Outcome 4: Students will definitely be familiar with all the sociological theories studied in the course. | Measure 1: Take-home exams with specific instructions to answer essay questions. | Measure 1: 90% of the students grasped most of the basic concepts and theories. | Measure 1: Students do know each theory and most of the concepts. | Measure 1: No change needed in this area. |
| Goal 5: Possess an informed appreciation of other cultures(M). | Learning Outcome 5: Students will be exposed to other cultural studies and be objective about other cultures. | Measure 1: Mostly through readings and class lectures. | Measure 1: No quantitative measures for this area, but students are exposed to examples of other cultures constantly in readings and class lectures. | Measure 1: Not sure whether students can for sure appreciate other cultures, but they are exposed to other cultures. | Measure 1: Lectures and discussions can lean more on cultural diversity. |
| Goal 6: Possess skills to be competitive in today's labor market or to pursue professional degrees (H). | Learning Outcome 6: Students should use what they learned in this course to show that they understand social issues and possess human skills | Measure 1: In-class exercise about real life examples and how to solve these problems. | Measure 1: Two take-home essays have some elements for this area, 85% students applied what they learned in their real life or jobs. | Measure 1: Most students learned how to use their knowledge to benefit in their work and life. | Measure 1: More real life examples from students can enrich this area. |

| | | | | | |
|--|--|---|---|--|--|
| | in work places. | | | | |
| Goal 7: Possess the ability to apply various sociological frameworks to their understanding of the world and human behavior (H). | Learning Outcome 7: Students should be able to use theories to apply to real world and current social situation. | Measure 1: Take-home exams have specific questions for this area (see the attached take-home essay questions) | Measure 1: Seven out of eight take-home exam essays have questions on this part. 90% of the students give examples in their essays. | Measure 1: This is the key for this course, so most students do possess this ability. | Measure 1: No changes needed in this area. |
| Goal 8: Know the various steps necessary to conduct sociological research (L). | Learning Outcome 8: Students will enhance hypothesis and theory discussion steps in their research after taking this course. | Measure 1: Through in-class discussion and in-class presentations. | Measure 1: 85% students scored high in their in-class presentations. | Measure 1: How to form hypothesis and how to apply theory is the purpose for this course. Most of them get it. | Measure 1: No changes needed in this area. |

Key: H = High focus in course content, M = Medium focus in course content, L = Low focus in course content.

Summary: This course is one of the most challenging core courses in sociology program. The course material itself is very difficult and the instructor has to raise the bar in order to fulfill the requirement of this course. So, the students know this is a challenging course and they are pushed to put more effort to this course than others. The most feedback for this class is that students earned their grades and they really learned a lot from this course. Some students who went to graduate schools really appreciate that they have taken this course and how easier it is for them to transfer to graduate studies. Almost every student who stayed till the end of the class passed this course. Less than 5% of the students need some extra time and effort to score a C in order to get a passing grade. In conclusion, this course fulfilled the learning goals set for sociology program, and this course is very necessary for students to transit from undergraduate studies to post graduate studies.

Table 9: Evidence of Learning: High Impact or Service Learning, SOC 4900 – Senior Capstone

| Evidence of Learning: High Impact Service Learning – SOC 4900 Senior Capstone | | | | | |
|--|---|---|--|---|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Goal 1: Students will possess analytic skills (H). | Learning Outcome 1.A: Students will analyze prior research and theoretical approaches to their research interest and interpret and synthesize its application to their research question. | Measure 1: Draft of Literature Review which includes a critical analysis section. | Measure 1: 100% of students scored 82% or better on the Draft of Literature Review assignment. | Measure 1: Students successfully demonstrated skills analyzing academic literature. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | Learning Outcome 1.B: Students will analyze research data and interpret their meaning. | Measure 1: Final research paper. | Measure 1: 80% of students scored 84% or better on the final research paper. | Measure 1: Students demonstrated the ability to analyze and interpret data. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 2: Students will possess problem solving skills (H). | Learning Outcome 2.A: Students will use problem solving skills to design, implement, and complete all aspects of an original research project. | Measure 1: Research Question Development assignment | Measure 1: 100% of students scored 83% or better on this assignment. | Measure 1: Students successfully demonstrated problem solving skills at this basic level of developing an appropriate research question. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | | Measure 2: Written Research Proposal | Measure 2: 83% of students scored 80% or better on their draft Research Proposal assignments; 100% of students made required improvements to obtain IRB approval of their proposals. | Measure 2: Students demonstrated problem solving skills to successfully design an original research project, and to correct problems present in their drafts. | Measure 2: No curricular or pedagogical changes needed at this time. |
| | | Measure 3: Final research paper | Measure 3: 80% of students scored 84% or better on the final research paper. | Measure 3: Students demonstrated problem solving skills to successfully complete data collection, | Measure 3: No curricular or pedagogical changes needed at this time. |

| Evidence of Learning: High Impact Service Learning – SOC 4900 Senior Capstone | | | | | |
|--|--|--|--|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | | | analysis, and project completion. | |
| Goal 3: Students will know terms and research of the discipline of sociology (L). | Learning Outcome 3.A: Students will accurately use research terminology. | Measure 1: Written Research Proposal for IRB | Measure 1: 100% of students obtained IRB approval of their research proposals. | Measure 1: Students demonstrated adequate proficiency with terminology that an outside reviewer was satisfied. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | | Measure 2: Final research paper | Measure 2: 80% of students scored 84% or better on the final research paper. | Measure 2: Students showed an acceptable proficiency level for understanding and appropriately using discipline specific research terminology. | Measure 2: No curricular or pedagogical changes needed at this time. |
| Goal 4: Students will know concepts and theories of the discipline of sociology (M). | Learning Outcome 4.A: Students will appropriately use sociological theory to explain their research hypothesis and expected research findings. | Measure 1: Draft of Theory Section assignment | Measure 1: 83% of students scored 82% or better on the theory assignment. | Measure 1: Students demonstrated the ability to use sociological theory appropriately. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | Learning Outcome 4.B: Students will accurately use sociological concepts. | Measure 1: Draft of Methods Section assignment | Measure 1: 83% of students scored 82% or better on the methods section assignment. | Measure 1: Students demonstrated adequate knowledge and proficiency with sociological concepts. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | | Measure 2: Final research paper | Measure 2: 80% of students scored 84% or better on the final research paper. | Measure 2: Students showed at least an acceptable proficiency level with sociological concepts. | Measure 2: No curricular or pedagogical changes needed at this time. |
| Goal 5: Students will possess an informed appreciation of other cultures (L). | Learning Outcome 5.A: Students will demonstrate awareness of cultural considerations in their research design. | Measure 1: Written Research Proposal for IRB | Measure 1: 100% of students obtained IRB approval of their research proposals. | Measure 1: At this basic level, students adequately demonstrated consideration of other cultures by addressing issues related to exclusion of research | Measure 1: No curricular or pedagogical changes needed at this time. |

| Evidence of Learning: High Impact Service Learning – SOC 4900 Senior Capstone | | | | | |
|---|--|--|---|--|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Goal 6: Students will possess skills to be competitive in today's labor market or to pursue professional degrees (H). | Learning Outcome 6.A: Students will complete an original research project, including design, data collection, data analysis and interpretation, writing a full research report and doing an oral presentation. | Measure 1: Written Research Proposal | Measure 1: 83% of students scored 80% or better on their draft Research Proposal assignments; 100% of students obtained IRB approval of their research proposals. | participants. Measure 1: Students successfully demonstrated skills in research design. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | | Measure 2: Final research paper | Measure 2: 80% of students scored 84% or better on the final research paper. | Measure 2: Students provided evidence of proficiency in data collection, analysis and interpretation, and report writing skills. | Measure 2: No curricular or pedagogical changes needed at this time. |
| | | Measure 3: Oral presentation | Measure 3: 100% of students successfully completed an oral presentation on their research | Measure 3: Students successfully demonstrated competence in oral communication and presentation skills. | Measure 3: No curricular or pedagogical changes needed at this time. |
| | Learning Outcome 6.B: Students will demonstrate their ability to write about personal skills and experience in a competitive manner. | Measure 1: Graduate School Application Statement of Purpose assignment | Measure 1: The average score was 80%, with scores ranging from 70-90% on this graduate school application assignment. | Measure 1: While the majority of students demonstrated some competency writing about their skills and experience in a competitive manner, 33% scored only 70%. | Measure 1: Faculty will continue to monitor this to determine whether this outcome may be related to individual interest in graduate school or the timing of the assignment rather than a lack of ability, particularly given the outcome of Measure 2. This measure will be revisited in the next review. |
| | | Measure 2: Resume and Cover Letter assignment | Measure 2: 100% of students scored 85% or better; 50% of students scored 100% on this job resume-building | Measure 2: Students successfully demonstrated the ability to write about personal skills and experience in | Measure 2: No curricular or pedagogical changes needed at this time. |

| Evidence of Learning: High Impact Service Learning – SOC 4900 Senior Capstone | | | | | |
|--|---|---|---|---|--|
| Program Learning Goal | Measurable Learning Outcome | Method of Measurement | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| | | | assignment. | a competitive manner. | |
| Goal 7: Students will possess the ability to apply various sociological frameworks to their understanding of the world and human behavior (M). | Learning Outcome 7.A: Students will critique a research article considering, among other things, the authors' use of sociological frameworks to explain the world and human behavior. | Measure 1: Written Critique of a Research Article | Measure 1: 100% of students scored 90% or better on their critiques of research articles. | Measure 1: Students demonstrated their understanding of how sociological frameworks apply to research articles considering human behavior. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | Learning Outcome 7.B: Students' interpretations of their research findings will demonstrate an understanding of, and be informed by, applicable sociological frameworks. | Measure 1: Final Research Paper, especially Discussion and Conclusion section | Measure 1: 80% of students explained how their research findings could be interpreted in relationship to prior literature. | Measure 1: Most students demonstrated an ability to apply a sociological framework to the understanding of their research of human behavior. | Measure 1: No curricular or pedagogical changes needed at this time. |
| Goal 8: Students will know how to execute the various steps necessary to conduct Sociological research (H). | Learning Outcome 8.A: Students will know and utilize scientific method to design and conduct original social research. | Measure 1: Written Research Proposal | Measure 1: 83% of students scored 80% or better on their draft Research Proposal assignments; 100% of students obtained IRB approval of their research proposals. | Measure 1: Students successfully demonstrated their knowledge of the steps involved to conduct sociological research. | Measure 1: No curricular or pedagogical changes needed at this time. |
| | | Measure 2: Final research paper | Measure 2: 80% of students scored 84% or better on the final research paper. | Measure 2: Students demonstrated not only knowledge of execution, but also skill in each of the steps involved in conducting sociological research. | Measure 2: No curricular or pedagogical changes needed at this time. |

Key: H = High focus in course content, M = Medium focus in course content, L = Low focus in course content.

Summary Information:

Senior Capstone is a core course required of all sociology majors prior to graduation. It is designed to draw from the knowledge and skills students have acquired throughout their coursework in sociology, to produce a senior thesis from an original research project. Because it draws from all of the core courses and also prepares students to compete in the job market or for acceptance into graduate programs, each of the program learning outcomes receives at least some degree of focus in this course. Those areas that receive the highest emphasis include those that focus on skill development and improvement, as well as becoming competitive for post-undergraduate life. Assessment data show that the majority of students are reaching these goals at levels of 80% or above, hence little is needed in terms of curricular or pedagogical change. Data in this table are derived from a section taught by Dr. Carla Koons Trentelman in Fall 2011.

Summary Information

e) Academic Advising

(1) Advising Strategy and Process

Sociology program advisement consists of the following:

- i) All new students (whether majors, minors, or BIS,) should first come in person for advisement by the Program Coordinator, who will ascertain which program (minor, major, etc.) the student is seeking, provide students with a description of that particular program and initial advisement.
- ii) A file is constructed for each student, including student biography, a current graduation evaluation, a dated printout of courses completed in the discipline to date, and a course work/graduation plan sheet. A tentative plan of courses and requirements and projected schedule of course work are drawn up, dated and signed by the student and the coordinator/ advisor. The original goes into the student's file maintained in the department office, and a copy given to the student for his/her records.
- iii) Students are assigned (by the Coordinator) to a faculty advisor (by alphabetic means or by choice). The faculty advisor is noted on the student file and faculty members notified of new advisees.
- iv) Students should have follow-up advisement sessions at least annually before sign-off for graduation. An annual tracking system monitors this process. Advisors should review their advisee files approximately every six months.
- v) Sign-offs for graduation are the responsibility of the Program Coordinator.
- vi) Training of faculty is the responsibility of the department; Academic Advisement (particularly through the college advisor) will provide updates, recommendations, and support on advisement, especially concerning general education and university requirements.

Advisement in career decisions and graduate school is addressed by: (1) faculty advisors in personal advisement sessions; (2) faculty teaching Soc 4900, the Senior Capstone Course; (3) faculty in special presentations made annually on careers and graduate school in anthropology hosted by the student Sociology Club; and (4) by the campus Careers Services Office and their annual campus career fairs.

(2) Effectiveness of Advising

The current advising process outlined above is a result of previous assessments and experiences with advising students on semester conversion (1998). When WSU moved to semesters, all sociology majors and minors were individually advised by faculty. Their individual programs were converted from quarters to semesters. We then incorporated this experience with our previous process. Therefore the current process reflects a formalization of what had been previously occurring in our program.

Since that time, the exit interview administered to graduating seniors at the end of each semester has been used to gather assessment data on the advising process. Students are asked to rate their level of satisfaction with advisement help from faculty. Each year students always

comment on high levels of satisfaction with the personalized attention they receive in advising. In 2010-11 specifically, 72.7% of graduating seniors were satisfied or very satisfied with the advisement help they had received from faculty. There is no plan to change the advising process. However, the program is considering having a faculty member other than the Sociology member act as the primary student advisor

4) Faculty

a) **Size, Qualifications and Demographic Composition:** *(See Appendix B of this report regarding the faculty in the program.)*

i) There are currently six full-time tenured and tenure track faculty in Sociology:

- (1) Dr. Pepper Glass, Ph.D.
- (2) Dr. Brenda Marsteller Kowalewski, Ph.D., Director of the Community Involvement Center, with one quarter to one half teaching load, depending upon year.
- (3) Dr. Marjukka Ollilainen, Ph.D.
- (4) Dr. Rob Reynolds, Ph.D. Chair of the Dept. of Sociology and Anthropology, and Sociology Coordinator, with one half teaching load.
- (5) Dr. Carla Koons Trentelman, Ph.D.
- (6) Dr. Huiying Wei-Arthus, Ph.D.

ii) There are currently seven adjunct faculty in Sociology:

- (1) Dr. Terry Allen, Ph.D.
- (2) Mr. Spencer Blake, M.S.
- (3) Dr. L. Kay Gillespie, Ph.D.
- (4) Dr. Ramona Higley, Ph.D.
- (5) Dr. Thom Kearin, Ph.D.
- (6) Dr. Greg Richens, Ph.D.
- (7) Mr. Mark Simpson, M.Ed. (ABD, Sociology)

iii) Qualifications

There are currently four full-time, tenured faculty members, three are professors and one is an associate professor. The remaining two full-time, tenure track faculty members are assistant professors. All of the full-time faculty members hold the doctoral degree.

Five of the seven adjunct faculty members hold a doctoral degree and two have master's degrees. Of the master's degree holders, Spencer Blake is a full-time faculty member in Sociology at SLCC, and teaches WSU Sociology courses on the SLCC campus in the evenings. The other master's degree holder, Mark Simpson, is working on his dissertation in Sociology and is the WSU Registrar.

iv) Demographics

Four full-time faculty members are female and two are male. Five full-time faculty members are of Euro-American ethnicity and one is of Asian-American ethnicity. Five adjunct faculty members are male and one is female, and all adjunct faculty members are Euro-American.

b) Programmatic/Departmental Teaching Standards

Teaching standards are determined by three sources: (1) the campus Peer Review policies and procedures (consisting of a rating system for Course Instruction (including classroom observations, student evaluations, quality and relevance of course materials, and evaluation of instructional activities and contributions to the teaching mission of the program/university), and a Teaching Evaluation (including maintenance of academic standards and professional activities, use of innovative teaching techniques, teaching contributions to the program, provision of enrichment opportunities beyond lectures, and maintenance of professional, ethical conduct); (2) the Merit Review policies and procedures of the College of Social and Behavioral Sciences; and (3) the College and University Rank and Tenure policies and procedures. These standards are communicated to the faculty by the Program Coordinator, Department Chair, Dean, and other key academic administrators of the university such as the Associate Provost and Provost. New faculty are also given orientations in the Fall Semester of their first two years as well as through campus workshops provided for all faculty and are given first- and second-year reviews by the Chair.

c) Evidence of Effective Instruction

i) Regular Faculty

There are several kinds of systematic evaluations of full-time faculty used in the department:

- (1) Merit Reviews conducted every two years of all faculty by the Department Chair using data provided by faculty members pertaining to teaching, scholarship and service and evaluated according to established College of Social and Behavioral Sciences merit criteria with the results reported to the College Dean;
- (2) Second Year Reviews of new tenure track faculty made by the Department Chair according to university policy, and with the results submitted to the faculty professional files;
- (3) Peer Reviews of all faculty (including post-tenure faculty) conducted by an elected department Peer Review Committee, using instruments and procedures developed in the department which measure teaching effectiveness and occurring every two or three years with the results submitted to the faculty professional files in the department and College;

- (4) Ranking and Tenure Reviews, conducted by the appropriate committees as indicated by institutionally established policy and procedures of the University and College measuring effectiveness in teaching, scholarship and service, with the results maintained in faculty professional files; and
- (5) Student Evaluations of faculty and classes conducted formally in accordance with College and institutional policies and procedures using a standardized instrument developed by the College of Social and Behavioral Sciences and occurring at least one semester per year for all classes taught for all faculty (tenured and non-tenured). Informal student evaluations are also often obtained by individual faculty in their classes.

ii) Adjunct Faculty

Adjunct faculty, according to department policy, must be reviewed by:

- (1) Student Evaluations for every course taught, using formal instruments developed either by Continuing Education or by the College of Social & Behavioral Sciences, depending on the funding entity;
- (2) Peer Reviews (identical to that used on full time faculty described above);
- (3) Program Coordinator classroom reviews conducted every two years; and
- (4) Annual Employment Reviews of every adjunct as specified by department adjunct policy to be made by the full-time contract faculty for approval of annual reappointment.

All data are compiled from these evaluations with the results being given to the faculty and kept on file by the appropriate administrators. Evaluations have kept faculty informed of institutional expectations and the caliber of their performance in compliance with these expectations. Feedback from this array of evaluations has enabled them to improve their teaching, research and service. For example, with regard to teaching, faculty have changed assignments, tests and lecturing styles in response to student and peer evaluations.

Copies of evaluation instruments described above, are housed in the department main office and are available upon request.

d) Mentoring Activities

Full-time faculty are in general mentored by the department chair and sociology program coordinator. Appropriate teaching assignments for new faculty have been outlined in the job announcement for which they were hired. Each semester, all faculty in the sociology program negotiate which courses will be taught by whom. It is a collaborative effort on the part of all faculty. After new faculty have gone through new faculty orientation provided by the university, the department chair and program coordinator provide guidance regarding service opportunities on campus. New faculty are given opportunities to serve on departmental committees, and are recommended for

service on college and university committees. Furthermore, new faculty are made aware of and encouraged to participate in campus seminars on improving teaching, utilizing IT in the classroom, obtaining grants, etc. which are made available through the Teaching and Learning Forum (or other entities on campus).

Adjunct faculty are also guided by the department chair/sociology program coordinator. Guidance primarily relates to what teaching opportunities are available and discussing teaching effectiveness based on the described evaluation process.

e) Ongoing Review and Professional Development

Ongoing review of faculty follows the procedures outlined above in Evidence of Effective Instruction. Notices of professional development opportunities (e.g., Research Scholarship & Professional Growth, Hemingway, and Fulbright Grants), teaching seminars, and workshops are shared by the Chair and among the faculty, which have often resulted in teaching improvements and a number of grants and professional opportunities being secured, including several collaborative projects and proposals over the years. This holds true for both full-time and part-time/adjunct faculty. Projects have been funded at the university, regional, and national levels, sometimes even across disciplinary lines. Faculty are encouraged and supported to take sabbatical leaves and seek professional growth whenever possible. Announcements of conferences, funding deadlines, and project and training opportunities are routed from many sources on campus (e.g., campus offices of research, and the Dean), and especially through flyers and emails as well as in discussion at department and program meetings. The department has also had a committee dedicated to tracking professional development opportunities on campus. A Faculty Development Endowment Fund was developed in the department in 2004-05, with its interest income to be distributed to faculty annually for their professional growth and scholarship needs. The first distribution from this fund was made in Autumn 2005 and has continued through the present.

5) Support Staff, Administration, Facilities, Equipment, and Library

a) Adequacy of Staff

i) Size and Composition

The sociology program is part of a larger department (with anthropology) in which staff, budget, resources, policies, procedures, faculty recruitment, evaluation and retention, decision-making, leadership, and activities are shared. There is one full-time, classified staff member of the department (department secretary): Carol E. Jensen. There is also a part-time work-study student who typically works 20 hours per week. There are no professional staff positions in the program or department. (*See Appendix D of this report regarding the program staff*).

ii) Ongoing Staff Development

Carol Jensen has worked in the department for over 16 years. When she first came, the faculty and previous secretary mentored her through this new system, and the Dean's secretary and other senior secretaries in the college also provided informal training assistance. Work-study students are trained by the department secretary.

There is a staff association on campus which provides financial assistance for development activities. The department provides opportunities and encouragement for her to engage in training sessions on campus and in the community. Financial assistance for development has been provided by the Dean in past years, and Carol has accrued a small professional fund which is used for her professional activities and resources (with approval by the Department Chair) She was also selected as the recipient of the WSU Presidential Outstanding Classified Staff Award in April, 2002, thereby receiving further assistance and recognition.

b) Adequacy of Administrative Support

There is a departmental administrative structure which includes: (a) the Department Chair, who is currently a Sociologist (Rob Reynolds); (b) two Program Coordinators (Linda Eaton for Anthropology and Rob Reynolds for Sociology); and (c) the Archaeological Technician Program Director (Brooke Arkush). Department faculty committees accomplish much of the work of the department, and Student Clubs have important roles to play in achieving departmental goals.

There is a single Dean for the College of Social and Behavioral Sciences. He works closely with the group of Department Chairs to set the budget, care for the facilities, make hiring and salary decisions, as well as ranking, tenure and merit decisions, raises funds, and deals with the institutional administration and larger community.

The administrative support seems adequate for the program's needs and the administration has been supportive of the program in budget, philosophy, and actions.

c) Adequacy of Facilities and Equipment

i) Classrooms

The sociology program has two classrooms assigned to it. One holds 72 students, the other 44 students. The departmental conference/seminar room is also used as a classroom for smaller, upper division classes. Sixteen people can sit at the conference table and others can sit in chairs around the walls of the room. All three are multimedia equipped with a computer, audiovisual projecting system, and visualizer. Additional classrooms can be obtained, if needed, but their availability is very limited, especially at prime times of the day, limiting the number of courses that can be taught at prime times of the day.

ii) Equipment and Institutional Support Resources

These are somewhat adequate, but ongoing budgetary cuts continue to erode away the ability to obtain or replace many of these needed resources.

(1) Office equipment is a shared departmental resource consisting of such equipment as copy machine, fax machine, typewriter, collating equipment, and so on to which all faculty have access. Each faculty member has a personal computer. For classroom instruction there is shared media equipment (see above).

(2) Students have access to computer labs funded by the university, one of which is located in the Social Sciences Building, and faculty have access to these labs and to a portable computer cart containing laptop computers for student use during class time. Additionally, faculty have access to a computer classroom containing 24 computers for student use during class time. Both of these resources have been very useful to faculty teaching the senior capstone, research methods and statistics classes.

(3) Replacement schedules:

- a. Instructional equipment and materials are essentially replaced on an as-needed basis using departmental and college funds.
- b. Faculty personal computers are replaced on a schedule which has been established by the Dean of the College in conjunction with a College Computer Committee based on a rotational cycle (with exceptions made when necessary). Funding is primarily provided from the college Dean's budget.
- c. Office machines and equipment are replaced on an as-needed basis, with assistance from the Dean's budget based on a college priority plan and when these replacement opportunities become available.

d) Adequacy of Library Resources

The library is used extensively by faculty and students for research and course assignments. Faculty use the library primarily for course preparation and scholarly research projects. Students use it primarily for assigned research projects, course papers, exams, and other course-related activities. Library resources are judged to be adequate to support the program. Its collection includes approximately 11,500 bound volumes. In addition, the library provides print and/or electronic access to over 10,000 journals. Also available to students are over 200 article databases, many of which index journals in sociology and related fields and, in many cases, provide direct access to the full-text of the article. And if the full-text is not directly available, students have access to a very efficient interlibrary-loan service which provides most requested articles within 2-4 days. Students may also request books and other materials through interlibrary-loan; most such items arrive within 4-7 days. The overall collection, both print and electronic, is very strong, and is supported by strong collections in other disciplines related to sociology, such as anthropology, history, geography, political science, and economics. Training/assistance for use of the library is readily available for students and faculty. Additionally, library staff regularly teach students in our upper division classes the most current and effective techniques for doing research at the Stewart library. Faculty teaching the research methods class and the senior capstone class institutionalized the help and expertise of library staff in their courses. An excellent staff includes the Social Sciences & Music Librarian, a Ph.D. credentialed anthropologist who regularly adjuncts in the anthropology program.

6) Relationships with External Communities

a) Description of Role in External Communities

The program does not have a formal Advisory Committee. Several faculty members maintain ongoing relationships with agencies and community organizations connected to our program mission, primarily through community based learning and research. As a result, some stable community partnerships have developed over the years. The community partners have been willing to help teach our sociology students in the field with a clear understanding that students are only required to complete between 15-25 hours of service at the organization. Partners have incorporated WSU students into their organizations and welcome the opportunity to recruit university students to serve their organization.

Open lines of communication exist between community partners and faculty. In most cases, the faculty member identified the organization as a potential partner and made the first contact, however, in at least one instance the community partner solicited the help of the faculty member and WSU students to serve his organization.

This is very much a reciprocal relationship. The community partner is willing to help teach our students in their organization while gaining in-kind service hours from them. The students are giving their time and energy to the organizations while gaining an understanding and application of sociological course material. Faculty are giving up a little bit of control over exactly how course material is taught while gaining the use of real life examples in teaching to deepen students' understanding and retention of the material. The goals and needs of both the community partner and the faculty member are met. In cases where the needs of one party or the other were not being met, the relationship dissolved on friendly terms.

The curriculum within individual courses have been enhanced from the relationships with community partners. These enhancements occur on campus as well as off campus at the community organization. Enhancements to the curriculum occurring on campus, in most cases, involve community partners making at least one appearance in class to describe their organization and the social issues being addressed by their organization. Additionally, in a course employing community based research, the curriculum is enhanced by community partners coming to class to discuss the findings of the research being conducted by WSU students with and for their organization. Enhancements to the curriculum occurring off campus generally occur on site of the organization and involve students having real life experiences relevant to course material that get brought back to the classroom and enhance discussion.

There is no formal evaluation of service-learning or community-based research pedagogies incorporated in the assessment of the program. However, some faculty members administer self-constructed evaluation instruments in these courses to measure the impact of the pedagogy on the students' learning. Other faculty members solicit feedback from community partners regarding the effectiveness of the partnership. Additionally, students will often times volunteer comments about their community-based learning experience on the standard faculty/course evaluation used within our college. The overwhelming majority of these comments are positive and express the usefulness of the pedagogy in teaching sociological concepts.

7) Results of Previous Program Reviews

a) Sociology program faculty response to evaluation team report, April 2006

The sociology faculty concurred with the review team in its commendations of the program. The most notable commendations relate to the outstanding quality of the faculty, the multimedia support in classrooms, and the strong partnerships with external communities.

The review team made substantive recommendations in three areas: a) curriculum; b) student learning outcomes and assessment; and c) academic advising. Within the area of curriculum, however, the review team made six separate recommendations. Each recommendation is discussed separately.

A. Curriculum

1. We recommend dropping or revising the aforementioned infrequently taught classes.

a. The sociology program faculty identified two courses that need to be dropped from the program curriculum: *SS1030 American Social Institutions* and *1110 Courtship and Marriage*, thus the faculty concur with this recommendation. Student enrollments in the SS1030 course were always small during the years it was being taught and students were confusing this course with the American Institutions state requirement, which the sociology course did not meet. Therefore the program stopped offering the course a couple of years ago. Dropping this course is a matter of housekeeping. The *Courtship and Marriage* course has not been taught in several years because not only were student enrollments declining, the faculty do not feel that the course accurately reflects the larger discipline of sociology and the sub-field of the sociology of family. Deleting this course and changing the title of the *3110 Sociology of Family* course to *3110 Sociology of Marriage and Family* is more consistent with the larger discipline of sociology.

b. Action Plan and Timeline – The appropriate paperwork to delete these courses and change the title of the one course will be complete by September 1, 2006 in order to submit them to the college and university curriculum committees for review at the beginning of the Fall 2006 semester.

c. Evidence of results – Both 1000 level courses were dropped from the sociology curriculum. The name change never occurred for Soc 3110.

2. We also recommend that the students' request for a career fair be considered, or that the department find another suitable method of articulating career options for majors or for students considering sociology as a major.

a. The sociology program faculty agree with this recommendation. As described in the Goals for the next 3 to 5 Years section of the Sociology Program Review report (pp. 26-28), the sociology faculty are eager to help

students find their niche in the marketplace. It is important to transition our students into positions in the paid labor force wherein students are using the skill set they have developed in the program.

b. Action Plan and Timeline – Sociology faculty are hosting a two day retreat June 2-3, 2006 to discuss the program as a whole and appropriate changes necessary to better meet the career goals of our students. Increasing research based internships, more applied research opportunities in course work, a mini-career fair for sociology students, and a one credit hour course focusing on career preparation will be discussed as possible changes to the program to address this recommendation. Any curriculum based changes needing approval of the college and university curriculum committees would be offered to students Spring 2007 at the earliest.

c. Evidence of results – Currently sociology students are given more career counseling in Soc 4900, the Senior Capstone course. A required text in that course is *Careers in Sociology*, which is discussed as part of the Soc 4900 curriculum. A counselor from the WSU Career Center is also a guest speaker in Soc 4900, discussing job searching, interviewing, and resume writing. A resume is a required and graded assignment in this course. Additionally, employers who hire sociology graduates have been guest speakers in Soc 4900.

3. Faculty might consider using the theories class as a gateway class that students take before other upper-division classes, perhaps as a prerequisite.

a. The sociology faculty philosophically agree that students would be better prepared for upper division courses if they took the classical theory course (3030) before their upper division electives; however, we disagree with the recommendation in practice. Most students declare sociology as their major in their junior year which leaves two years in which to complete the major requirements. In practice, this two year timetable means that students need to take the theory class simultaneously with upper division major electives if they intend to graduate “on time.” In addition, if theory were made a prerequisite to upper division electives, students would not have an opportunity to take a few more topical sociology courses to determine if they’d like to major in the discipline. Instead they would be forced to take theory directly after the introduction to sociology course and if they wanted to graduate “on time,” they would also need to register for two other courses which would have to be statistics and research methods. Sociology faculty do not see the benefit of overloading students who are newest to the field of sociology with three of the most challenging courses in the program immediately after the introductory course.

b. Action Plan and Timeline – not applicable

4. We encourage faculty to provide a long-range course rotation for majors to assist with their scheduling.

- a. The sociology faculty agree with this recommendation. In fact, such a rotation used to be provided to students in the printed class schedule.
- b. Action Plan and Timeline – Printed and online versions of a course rotation will be made available to students by September 2006.

c. Evidence of results – The Sociology program was using a two-year course rotation schedule for the upper division elective courses in scheduling. This rotation schedule has sometimes been altered or not followed because of lack of qualified instructors. At one point in the last five years, the Sociology program had three tenure track positions vacant. When possible, qualified adjuncts were used to teach upper division elective courses. Soc

5. Also, faculty may consider adding more upper division night classes.

- a. Although we agree that more upper division night classes would help our evening students, offerings are dependent upon funds from Continuing Education. Additionally, if faculty offer night classes as part of their load, there are fewer day offerings of upper division courses which is more detrimental to the program than fewer evening upper division course offerings. The addition of the position at the Davis Campus has helped increase our upper division offerings in the evening over the last three semesters.

b. Action Plan and Timeline – not applicable

6. We hope that in the future, online courses could be considered in-load if faculty so choose.

- a. This is a college decision and at this time the Dean of the College of Social and Behavioral Sciences is opposed to considering on-line courses in load.

b. Action Plan and Timeline – not applicable

NOTE: As of Autumn semester 2012, the Dean of the College of Social and Behavioral Sciences is allowing faculty to teach online classes in-load. This will be taken into consideration as scheduling occurs for 2012-13.

B. Student Learning Outcomes and Assessment

7. We recommend that the faculty decide on an appropriate departmental assessment strategy, whether that be a standardized majors field test for graduating seniors or a custom-built assessment tool created by the department.

a. The sociology faculty agree with this recommendation. Thus far, the program has collected information on students' perceptions of the program. The review team is recommending that the sociology program measure content knowledge of students in the program. The sociology faculty agree and are currently developing an embedded assessment tool to be used in all sections of the Classical Theory course. Additionally, faculty are exploring standardized assessment tools and how to implement them in the program assessment plan.

b. Action Plan and Timeline – The embedded assessment tool in the Classical Theory class will be completed and used for the first time Fall 2006 semester in all sections of the course. This tool will be modified as necessary and used again in Spring 2007. The standardized assessment tool will be explored during the Fall 2006 semester with the goal of implementing it in the program at the earliest in Spring 2007 and no later than Fall 2007.

c. Evidence of Results – An embedded assessment tool was used in the Classical Theory for one year, but not thereafter. This is still a shortcoming of the program that needs to be addressed.

C. Academic Advising

8. Again, we hope that the coordinator can be more fully compensated. We are deeply concerned about the wisdom of placing so many responsibilities on one person, which may affect the vitality of this person. The responsibilities placed on the coordinator are enormous.

a. The sociology faculty agree with the recommendation to more fully compensate the coordinator with time. Currently the coordinator teaches a 4-3 load while handling the administrative duties of the program, scheduling, finding and hiring adjuncts, facilitating partnerships with the community, overseeing all internships, advising all majors, minors, and BIS students, and signing off on all graduation evaluations of majors, minors, and BIS students. The sociology faculty agree with the review team and feel that this load overburdens the person in the coordinator role.

b. Action Plan and Timeline – Current sociology coordinator will make this recommendation to the dean of the college by end of Spring semester 2006.

- c. Evidence of Results – This recommendation was discussed with the then dean of the college. No changes were instituted. Currently the sociology coordinator is also the chair of the department with a half time release from teaching, but more duties. The Anthropology program split the duties of the coordinator between two faculty members one year, which made the work more equitable, since their program coordinator only received a one class per year reduction in teaching load. Such a split will be recommended as an action plan goal for this review.

b) Program Plans Beyond Program Review Evaluation Team Recommendations

i) Curriculum Clean-Up

A continuous goal of the program is to take a critical look at the program curriculum offerings and make sure they are in line with the discipline as a whole. The sociology faculty will revisit some courses in terms of content and titles to make the necessary changes to better reflect the current status of the discipline of sociology. This is important in order to keep the curriculum current and fresh for students. It is important that our students who go on to graduate school are not only well prepared in theory, methods, and statistics, but that they are also well prepared in the most current content areas offered in the discipline. The first review of the program curriculum will take place at the June 2-3, 2006 sociology faculty retreat.

Some curriculum clean-up did occur over the last five years, but the current Sociology program curriculum is an area the program faculty have identified as needing improving and updating.

ii) Create an Applied Sociology Program

A new goal for the program is to create an Applied Sociology niche for the WSU sociology program in order to distinguish it from other sociology programs in the state and to help faculty better accomplish the program mission of preparing students for employment opportunities in the current labor market (referred to in Recommendation #2 above). A plan of action is outlined on pages 26-28 of the original Sociology Program Review submitted to the Dean February 2006.

8) Strategic Plan for Ongoing Assessment Based on Current Self Study Findings

a) Continue to Assess and Refine the Sociology Program Curriculum

- i) Action Plan and Timeline: The Sociology program faculty had started the discussion on changes to the curriculum in 2006. However with changes in program coordinator and the vacant faculty positions the program has had since that time, no follow-up to that discussion occurred beyond the dropping of Soc 1030 and Soc 1110 from the curriculum. Now

that the sociology faculty is back to six full-time tenured or tenure-track faculty, this discussion can begin. First, in 2011-12, the Sociology program mission and outcomes will be discussed and revised. The applied sociology niche discussed in 2006 will be re-evaluated in this process. In 2012-13, course revisions, deletion, and additions will be made in line with the strategic planning done the previous year. In the following two years enrollments and program assessment will be used to gauge the success of the curriculum changes.

ii) The responsible entity is the program coordinator with the aid of the Sociology faculty.

b) Continue the Course Learning Outcomes Assessment Started this Year

i) Action Plan and Timeline: The Sociology program will implement the five year rotation for the Course Learning Outcomes developed for Sociology Self Study. Specifically, in 2012-13 we will analyze the General Education, and Major and Minor Elective courses, exclusive of Soc 1010, which also serve as University Diversity courses, namely Soc 1020, Soc 3010, Soc 3120, Soc 3850, Soc 4410, and Soc 4550. In 2013-14 we will continue to analyze Major and Minor Elective courses, namely Soc 3000, Soc 3110, Soc 3130, Soc 3250, Soc 3260, and Soc 3270. In 2014-15 Soc 3300, Soc 3400, Soc 3410, Soc 3420, Soc 3430, Soc 3540, and Soc 3550 will be analyzed. In 2015-16 we will finish the assessment rotation by analyzing Soc 2920/4920, Soc 3850, Soc 4120, Soc 4270, Soc 4830, Soc 4890, and Soc 4990. All sociology program High Impact courses, exclusive of Soc 4900 are included in the 2015-16 assessment. In 2016-17, we will reassess the six Sociology Major and Minor Core courses.

ii) The responsible entity is the program coordinator with the aid of the Sociology faculty.

c) Continue to Refine and Re-Implement Annual Program Assessment

i) Action Plan and Timeline: Currently, the Sociology program mainly has focused on students' perceptions through an exit interview and through student evaluations of courses. While a start was previously made to more directly measure outcomes, this change process for annual program assessment fell by the wayside. The program will start in 2012-13 by implementing 8b above, and by creating more measurable program goals and outcomes in 8a above. In 2013-15, the program will create direct measures for the previously created program goals and outcomes. In 2015-17, the created measures will be assessed and refined as necessary.

ii) The responsible entity is the program coordinator with the aid of the Sociology faculty.

d) Assess and Revise the Student Advisement Process

- i) While overall the student advisement process is success, there are weaknesses. While sociology students, both majors and minors, are technically assigned evenly to all the faculty in the program, the reality is that most students are advised by the program coordinator. While the departmental secretary has aided with the paperwork and computer aspects of advising, this is a time consuming task. Therefore it recommended that a faculty student advisor, separate from the coordinator position be created. This position should be compensated with a reduction of teaching load. The goal is to implement the position in 2012-13.
- ii) The responsible entities are the program coordinator and the Dean of the College of Social and Behavioral Sciences.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|-----------------|-------------------|-----------------|------------------|-----------------|
| Student Credit Hours Total | 6,649 | 6,342 | 6,430 | 5,697 | 7,005 |
| Student FTE Total | 221.33 | 211.4 | 214.33 | 189.9 | 233.5 |
| Program Graduates (Bachelor's Degree) | | | | | |
| Sociology Graduates Majors (Bachelor's Degree) | 15 (M 3, F 12) | 20 (M 8, F 12) | 16 (M 5, F 11) | 17 (M 9, F 8) | 20 (M 6, F 14) |
| Sociology Graduates Minors (Bachelor's Degree) | 18 (M 5, F 13) | 40 (M13, F 27) | 36 (M13, F 23) | 10 (M 6, F 4) | 22 (M 8, F 14) |
| Student Demographic Profile (All majors & minors) | | | | | |
| Sociology Majors | Unavailable | 102 (M 102, F 63) | 90 (M 36, F 54) | 106 (M 51, F 68) | 122 (M57, F 64) |
| Sociology Minors | 63 (M 25, F 38) | 56 (M 25, F 31) | 53 (M 24, F 29) | 48 (M 17, F 31) | 62 (M 26, F 36) |
| Faculty FTE Total | 10.875 | 9.625 | 10.125 | 9.0 | 7.5 |
| Adjunct FTE | 4.5 | 4.625 | 4.25 | 4.75 | 3.875 |
| Contract FTE | 6.375 | 5 | 5.875 | 4.25 | 3.625 |
| Student/Faculty Ratio | 20.35 | 21.96 | 21.17 | 21.1 | 31.13 |

Note: Data provided by WSU Institutional Research and amended by departmental records

The sociology program had 6 tenure track positions at the Ogden campus and one full-time contract position at the Davis campus through Spring 2009. From Autumn 2009 on, the sociology program had 7 tenure track positions, but had 2 vacant positions from Autumn 2009 through Spring 2011. One of those positions was filled beginning Autumn 2011, so that presently only one position is vacant. Additionally, Dr. Reynolds served as acting chair in Spring 2008 and as chair since Autumn 2009, resulting in a .5 teaching load, but he has on occasion taught .75 of load. Dr. Marsteller Kowalewski is the director of the University Community Involvement Center and taught .5 of load throughout the five years, except for Spring, when she taught .25 of load. Dr. Ollilainen was on sabbatical AY 2007-08, and Dr. Wei-Arthus was on sabbatical Spring 2009.

Appendix B: Contract/Adjunct Faculty Profile

| Name | Gender | Ethnicity | Rank | Tenure Status | Highest Degree | Years of Teaching at WSU | Areas of Expertise |
|------------------------------|--------|---------------|---------------------|---------------|----------------|--------------------------|---|
| Full-time Faculty | | | | | | | |
| Pepper Glass | M | Euro-American | Assistant Professor | Tenure track | Ph.D. | 1 st year | Social Psychology; Deviance; Urban Sociology; Race and Ethnicity |
| Brenda Marsteller Kowalewski | F | Euro-American | Professor | Tenured | Ph.D. | 16 | Social Psychology; Work and Family; Research Methodology; Community-based Learning and Research |
| Marjukka Ollilainen | F | Euro-American | Professor | Tenured | Ph.D. | 12 | Social Organizations; Work and Family; Globalization; Theory |
| Rob Reynolds | M | Euro-American | Associate Professor | Tenured | Ph.D. | 18 | Environment and Technology; Religion; Statistics; Social Organization |
| Carla Koons Trentelman | F | Euro-American | Assistant Professor | Tenure track | Ph.D. | 2 | Natural Resource Sociology; Rural Sociology; Environmental |

| | | | | | | | |
|--------------------|---|----------------|-------------------------------------|-------------------|---------------|----|--|
| | | | | | | | Sociology |
| Huiying Wei-Arthus | F | Asian-American | Professor | Tenured | Ph.D. | 16 | Social Organizations; Globalization; Theory; Chinese Society |
| Adjunct Faculty | | | | | | | |
| Terry Allen | M | Euro-American | Adjunct | NA | Ph.D. | 4 | Statistics; Criminology |
| Spencer Blake | M | Euro-American | Adjunct | NA | M.S. | 2 | The Mountain West; Generalist |
| L Kay Gillespie | M | Euro-American | Adjunct (Emeritus Professor) | Tenured, Emeritus | Ph.D. | 35 | Criminology; Capital Punishment; Deviance |
| Ramona Higley | F | Euro-American | Adjunct | NA | Ph.D. | 7 | Criminology; Juvenile Delinquency; Deviance; |
| Thom Kearin | M | Euro-American | Adjunct (Emeritus Assoc. Professor) | NA | Ph.D. | 17 | Art and Architecture; Social Organizations; Paramilitary Organizations |
| Greg Richens | M | Euro-American | Adjunct | NA | Ed.D. | 6 | Education; Generalist |
| Mark Simpson | M | Euro-American | Adjunct | NA | M.Ed, ABD-Soc | 3 | Higher Education; Generalist |

Appendix C: Staff Profile

| Name | Gender | Ethnicity | Job Title | Years of Employment | Areas of Expertise |
|--------------------|--------|-------------------|-----------------|------------------------|-----------------------|
| Carol E. Jensen | Female | Euro- American | Secretary II | 16 | Office Management |

Appendix D: Financial Analysis Summary

It is important to note that the data in the form below commingles the budget for both Sociology and Anthropology and that it is not possible to separate out Sociology's actual expenses in any meaningful way. Sociology had 5 faculty positions (4.5 FTE because the current Chair is a sociologist). Two other Sociology positions are authorized but were unfilled for 2010-2011. Anthropology had 3.625 FTE faculty positions.

| Department of Sociology & Anthropology | | | | | |
|--|---------|---------|-----------|---------|---------|
| Cost | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
| Direct Instructional Expenditures | 928,780 | 966,223 | 1,034,266 | 918,154 | 871,350 |
| Cost Per Student FTE | 2,785 | 2,971 | 3,108 | 2,664 | 2,165 |
| Funding | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
| Appropriated Fund | 928,780 | 966,223 | 1,034,266 | 918,154 | 871,350 |
| Other: | | | | | |
| Special Legislative Appropriation | | | | | |
| Grants of Contracts | | | | | |
| Special Fees/Differential Tuition | | | | | |
| Total | 928,780 | 966,223 | 1,034,266 | 918,154 | 871,350 |

Note: Data provided by Provost's Office

Appendix E: External Community Involvement Names and Organizations

| | Organization |
|----------------|-----------------------------|
| Robb Hall | Youth Impact |
| Marcie Valdez | Catholic Community Services |
| Jeremy Botelho | Cottages of Hope |
| Chris Swaner | Cottages of Hope |

Appendix F

Mission Statements of Department, College, & University

The Department Mission Statement was developed in 2000-2001 and continues to guide the activities and goals of the department:

The departmental mission is to administer and facilitate the goals and missions of the two academic programs within the department: Anthropology and Sociology. This includes organizing and coordinating tasks and activities of the faculty, staff and students; managing the budget and resources necessary to run quality programs; and maintaining campus and community relations.

Program Support to the Missions of the Department, College, and University:

The program supports the missions of all three institutional levels to which it belongs: the Department of Sociology and Anthropology, the College of Social and Behavioral Sciences, and the University. Overall, the program is consistent with and instrumental to fulfilling these missions in providing liberal arts, science, and vocational education pertaining to humans in our changing, diverse, and complex world.

The program supports the department mission as a strong co-partner (with Anthropology) in meeting the academic needs of students and the community.

The program is consistent with and instrumental to fulfilling the college and university missions in providing a liberal arts education pertaining to people living in a diverse, ever changing, and complex world. There are four common themes in the college and university missions that the sociology program is especially instrumental in fulfilling: 1- providing a liberal arts education; 2- preparing students for employment and life-long learning; 3- incorporating a process of learning that involves an enriched learning environment with a lot of contact between students, faculty, and staff; and 4- maintaining effective teaching through scholarship, research, and community involvement. The relationship of the sociology program mission to these four college and university themes are addressed below. (See the College of Social and Behavioral Sciences Mission Statement and the University Mission Statement below.)

First, the mission of Weber State University and the College of Social and Behavioral Sciences is “to meet the educational needs...through...the liberal arts and sciences” (University Mission Statement). The sociology program supports this mission by providing students with a broad liberal arts education, supplemented by a strong grounding in scientific research methodology.

Secondly, as stated in the university mission, the sociology program “prepares students for immediate employment or further study, at the same time equipping them through liberal education for life-long learning in a changing world.” Assessment data collected from graduating seniors in the program suggests that 77.3% of our graduates in 2010-11 were gainfully employed upon graduation and 36.4% were planning to pursue a graduate degree after graduation. These data suggest that the program is successful in helping prepare students

for both graduate school and entering the workforce as our university mission suggests we should.

Furthermore, the mission of Weber State University and the College of Social and Behavioral Sciences is to emphasize “the process of learning” in an environment that facilitates “extensive personal contact and support among students, faculty, and staff” in order “to create an enriched learning environment both in and out of the classroom” (University Mission Statement). The sociology faculty pride themselves on their interactions with students, both in the classroom and in their roles as advisors and mentors. Lower division classes are generally under 75 students and upper division classes range from 10 to 40 students with most having 15-25 students, allowing for “extensive personal contact and support” of student learning. When asked in an open ended question to identify the strengths of the program 54.5% of graduating seniors in 2010-11 cited the faculty and the contact they had with students.

Lastly, the university and college are to maintain effective teaching by engaging in “scholarship, research...[and] learning-oriented partnerships with the community” (University Mission Statement). The sociology program supports this aspect of the university and college missions through faculty who are committed to innovative teaching, scholarship, and service. First, faculty regularly engage in research, often involving students in their work. Second, faculty in the sociology program have been campus leaders in employing service-learning in courses, and in partnering with the community to bring campus knowledge to bear on community issues through community-based research. Additionally, sociology faculty are engaged in bringing the campus to the community by implementing online courses, teaching in the Davis center and teaching night courses at SLCC. Finally, faculty have been at the forefront in bringing modern multimedia technology into the classroom.

The College of Social and Behavioral Sciences Mission Statement:

The College of Social and Behavioral Sciences constitutes an important part of Weber State University's extensive liberal arts component, offering a wide range of courses and degree programs in the traditional social sciences — political science, sociology, anthropology, and psychology as well as history and philosophy. It also houses programs in military science, criminal justice, social work, and gerontology, and serves as a base for interdisciplinary programs that draw upon other colleges for support — women's studies, Asian studies, and Latin American Studies. While disciplines within the College offer an extensive list of major and minor fields of study, University's extensive liberal arts component, offering a wide range of courses and degree programs in the traditional social sciences — political science, sociology, anthropology, and psychology as well as history and philosophy. It also houses programs in military science, criminal justice, social work, and gerontology, and serves as a base for interdisciplinary programs that draw upon other colleges for support — women's studies, Asian studies, and Latin American Studies. While disciplines within the College offer an extensive list of major and minor fields of study, they also serve as an important general education resource. The College is primarily committed to quality undergraduate education. Emphasis is placed on a variety of processes of learning including inquiry, research, analysis and interpretation, knowledge building and synthesis, communication, and problem-solving. The College fosters extensive personal contact and support among students, faculty, and staff to create a rich learning environment, and seeks to emphasize both the accumulation of knowledge and the process of learning. Because the social sciences are essential to

understanding modern global existence, its programs are especially effective in equipping students for meaningful life-long learning and functioning in an ever-changing world.

College faculty are encouraged to engage in research and scholarship as essential to effective teaching on the university level. The College works to ensure the vitality of its faculty through the active support of continuous improvement in effective teaching, scholarship, and service. The College builds and maintains effective partnerships with community and educational groups through regular academic programs and the Center for Social Science Education.

The WSU University Mission Statement (Taken from the WSU 2010-11 Catalog):

Weber State University provides learning opportunities appropriate to a comprehensive institution of higher education, welcoming participants from all regions, nations, and cultures. The mission of the university is to meet the educational needs of Utah through roles assigned by the State Board of Regents in the liberal arts and sciences and a variety of vocations and professions. Primarily committed to quality undergraduate education, the university offers degree programs which include advanced professional preparation.

Students are admitted on the basis of demonstrated competence in skills that assure a reasonable chance of success in both college and career. Curricular and co-curricular programs emphasize further development of such skills, together with the acquisition of knowledge and development of character. Eligibility for degrees requires meeting established standards of competence through outcomes assessment.

Instructional programs are designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world. The process of learning is emphasized, as well as accumulation of knowledge. Organized around traditional disciplines, the university also cultivates opportunities for faculty and students to transcend disciplinary boundaries. Extensive personal contact and support among students, faculty, and staff create an enriched learning environment both in and out of the classroom.

Weber State University responds to the changing global environment through innovative and conventional instruction, public service activities, and continuous improvement of its programs. To insure vitality for effective teaching and service, the university engages in scholarship, research, artistic expression, and other professional pursuits. The university serves as a cultural center for its region and seeks to be a leader in addressing the particular needs of its diverse students, improving public education, and stimulating economic development through appropriate, learning-oriented partnerships with the community.

Appendix G

Sociology Program Assessment

Sociology Program assessment has been based on the program mission and learning outcomes.

The mission of the Sociology Program is to:

- a) Equip students with a broad view of the world consistent with the goals of a liberal arts education.
- b) Provide knowledge and skills, both sociological (theory, research, statistics), and general (analytic, problem solving, writing) for a broad spectrum of jobs in today's competitive labor market or to pursue professional degrees (in Sociology, Law, Public Administration, etc).
- c) Build a stimulating learning environment through close interaction between faculty and students.
- d) Develop an appreciation of multi-cultural and comparative perspectives for using and enriching their everyday work and life experience.

The Sociology Learning Outcomes state:

At the end of their study at WSU, students in this program will

1. Possess analytic skills.
2. Possess problem solving skills.
3. Know terms and research of the discipline of sociology.
4. Know concepts and theories of the discipline of sociology.
5. Possess an informed appreciation of other cultures.
6. Possess skills to be competitive in today's labor market or to pursue professional degrees.
7. Possess the ability to apply various sociological frameworks to their understanding of the world and human behavior.
8. Know how to execute the various steps necessary to conduct Sociological research.

The Sociology faculty has reviewed the articulation of learning outcomes with the program curriculum. The outcome grid below reflects this.

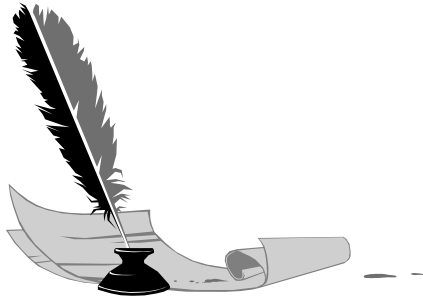
Key: H = High focus in course content, M = Medium focus in course content, L = Low focus in course content, Blank = Not emphasized in course content

| Program Learning Objectives | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|---|----|----|----|----|----|----|----|----|
| <u>General Education Courses:</u> | | | | | | | | |
| SS/DV 1010 Principles of Sociology | L | L | H | M | M | L | L | M |
| SS/DV 1020 Social Problems | L | L | H | M | M | L | L | M |
| <u>Core Major/Minor* Requirements:</u> | | | | | | | | |
| Soc 3030 Classical Sociological Theory* | H | L | H | H | M | M | H | L |
| Soc SI3600 Social Statistics | H | H | L | | | H | | H |
| Soc SI3660 Social Research Methods* | H | H | L | | | H | | H |

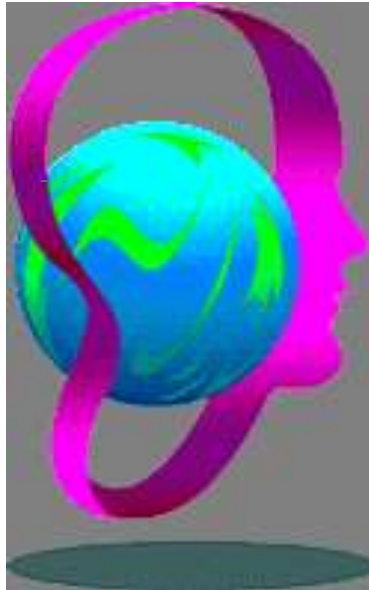
| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Soc 4030 Contemporary Sociological Theory | H | L | H | H | M | M | H | L |
| Soc 4900 Senior Capstone | H | H | L | M | L | H | M | H |
| <u>Elective Major/Minor/University Requirements:</u> | | | | | | | | |
| Soc 3000 Social Psychology | M | M | H | H | L | L | M | L |
| Soc DV3010 Social Stratification | M | M | H | H | H | L | M | L |
| Soc 3110 Sociology of Family | M | M | H | H | L | L | M | L |
| Soc DV3120 Sex/Gender Roles: Past, Pres. Future | M | M | H | H | H | L | M | L |
| Soc 3130 Sociology of Gender | M | M | H | H | H | L | M | L |
| Soc 3250 Deviance & Social Control | M | M | H | H | M | L | M | L |
| Soc 3260 Juvenile Delinquency | M | M | H | H | L | L | M | L |
| Soc 3270 Criminology | M | M | H | H | L | L | M | L |
| Soc 3300 Environment & Society | M | M | H | H | L | L | M | L |
| Soc 3400 Social Change & Social Movements | M | M | H | H | L | L | M | L |
| Soc 3410 Sociology of Religion | M | M | H | H | H | L | M | L |
| Soc 3420 Sociology of Education | M | M | H | H | L | L | M | L |
| Soc 3430 Medicine & Healthcare in Society | M | M | H | H | L | L | M | L |
| Soc 3540 Small Groups & Leadership | M | M | H | H | L | L | M | L |
| Soc 3550 Organizations in Society | M | M | H | H | L | L | M | L |
| Soc 3840 Sociology of Cities & Urban Life | M | M | H | H | L | L | M | L |
| Soc DV3850 Amer. Minorities in Urban Settings | M | M | H | H | H | L | M | L |
| Soc 4120 Socialization Over the Life Course | M | M | H | H | L | L | M | L |
| Soc 4270 Sociology of Law | M | M | H | H | L | L | M | L |
| Soc DV4410 Comparative Political Sociology | M | M | H | H | H | L | M | L |
| Soc DV4550 Sociology of Work | M | M | H | H | H | L | M | L |
| Soc 4830 Readings and/or Projects | V | V | V | V | V | V | V | V |
| Soc 4890 Internship | V | V | V | V | V | V | V | V |
| Soc 4990 Seminar in Sociology | V | V | H | H | V | V | V | V |

Students' perceptions of learning has been assessed through an exit interview, which is administered twice a year, December and April. The exit interview instrument and accompanying cover letter are

presented below, after which an analysis of last year's survey results are presented.



SURVEY OF GRADUATING
SOCIOLOGY MAJORS &



20010-20011

MINORS

EXIT INTERVIEW

Dear Graduating Senior,

In an effort for self-improvement and providing the best possible major and minor curriculum for future students, we solicit your help in completing the attached questionnaire. The questionnaire focuses on both specific and general questions about the sociology program.

Please answer all the questions as candidly as possible. The information you give us will be invaluable in helping us make decisions about future curriculum and procedure changes.

Thank you for your cooperation.

Brenda Marsteller Kowalewski, Ph.D.
Marjukka Ollilainen, Ph.D.
Rob Reynolds, Ph.D.
Carla Koons Trentelman, Ph.D.
Huiying Wei-Arthus, Ph.D.

ABOUT YOUR MAJOR or MINOR

Please circle your answer and write answers in space provided.

1. When did you decide to major or minor in Sociology?

1. While I Was in High School
2. During My First Year of College
3. During My Sophomore Year
4. During My Junior Year
5. During My Senior Year

2. Why did you select Sociology as a major or minor?

3. Which sociology emphasis area did you specialize in?

1. None, I Became a Generalist. → Skip to Question # 5
2. Criminology And Deviance
3. Urban Sociology
4. Organizational Studies
5. Family, Gender, and Work
6. Global Sociology

4. Why did you choose an area of emphasis?

1. I Thought it Would Help in My Future Job
2. I Thought it Would Prepare Me for Graduate School
3. Because of Personal Interest
4. Because I Wished to Be a Part of a Group of Students with Similar Interests
5. Other, Please Specify: _____

5. What are your future career goals?

6. Do you plan to earn a graduate degree?

1. Yes
2. No → skip to question # 9
3. Don't Know Yet → skip to question # 9

7. If yes, what degree will you seek?

1. Master's Degree
2. Professional Degree (Law, Medicine, MBA, Etc.)
3. Doctorate (Ph.D.)
4. Other (What? _____)
5. Unsure

8. In what area of study will you pursue your graduate degree?

9. Rate the applicability of the skills you learned in the Sociology Program to your work (the organization for which you work, your superiors, subordinates, and peers).

Low

High

14. Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your civic involvements.

15. Rate your level of skill in the following areas before and after completion of upper division sociology courses.

Before Taking Upper Division

Sociology Course Work

Low

High

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

After Taking Upper Division

Sociology Course Work

Low

High

| | | | | | |
|---|---|---|---|---|---|
| Writing | 1 | 2 | 3 | 4 | 5 |
| Analytical Thinking | 1 | 2 | 3 | 4 | 5 |
| Problem Solving | 1 | 2 | 3 | 4 | 5 |
| Statistical Skills | 1 | 2 | 3 | 4 | 5 |
| Computer Skills | 1 | 2 | 3 | 4 | 5 |
| Appreciation of Non-US Cultures | 1 | 2 | 3 | 4 | 5 |
| Appreciation of Racial-Ethnic Diversity | 1 | 2 | 3 | 4 | 5 |

16. Rate the level of difficulty/complexity of sociology courses compared to other courses offered at Weber State University.

Not Very
Difficult Difficult
1 2 3 4 5

17. How well did the core requirements for a sociology major (e.g., Principles, Theory, Research Methods, and Statistics) or minor help you:

a) understand sociological research?

Low High
1 2 3 4 5

b) know the concepts of the discipline of Sociology?

Low High
1 2 3 4 5

c) know theories of the discipline of Sociology?

Low High
1 2 3 4 5

Can you think of any memorable learning experiences you've had in your sociology courses?

1. Yes

2. No

If Yes, please describe them below.

19. Did you have a feeling of camaraderie with other Sociology majors and minors in the department?
1. Yes
 2. No
20. Have you felt that your professors in the Department were concerned about your academic progress?
1. Yes
 2. No
21. When you asked for advisement help from faculty members in the department, how satisfied were you with their help?
- | | | | | | |
|----------------|---|---|---|---|-------------------|
| Very satisfied | | | | | Very dissatisfied |
| 1 | 2 | 3 | 4 | 5 | |
22. When you asked for advisement help from staff members in the department, how satisfied were you with their help?
- | | | | | | |
|----------------|---|---|---|---|-------------------|
| Very satisfied | | | | | Very dissatisfied |
| 1 | 2 | 3 | 4 | 5 | |
- About how often have you sought to interact with sociology faculty outside the formal class setting?
1. Never
 2. Seldom
 3. Once or twice each semester
 4. Several times per semester
 5. Regularly

Have you gotten to know any sociology professors well enough to talk with them regularly after class or during office hours?

1. Yes
2. No

How satisfied are you with the availability of faculty when you do try to see them outside of class?

Very satisfied Very dissatisfied
1 2 3 4 5

How satisfied are you with the quality of instruction you received in your sociology courses?

Very satisfied Very dissatisfied
1 2 3 4 5

How satisfied are you with the level of intellectual development you have attained at WSU?

Very satisfied Very dissatisfied
1 2 3 4 5

If you had it to do over again, would you major in sociology?

Definitely Yes Definitely No
1 2 3 4 5

What do you see as the major strengths of the WSU sociology program?

What do you see as the major weaknesses of the WSU sociology program? What should be done to overcome these?

DEMOGRAPHIC DATA

Circle the appropriate descriptors of yourself.

31. I am a:

1. Sociology Major
2. Sociology Minor

32. I am:

1. Female
2. Male

33. I am a:

1. Traditional Student (18-25 Years of Age)
2. Non-Traditional Student (26+ Years of Age)

34. Are you currently employed?

1. Yes
2. No

35. If yes, approximately how many hours do you work a week? _____

Thank you for your participation in this study. If there are any areas we did not cover, or other areas on which you would like to comment, please use this space.

Please return this questionnaire in the return envelope addressed to:
Department of Sociology and Anthropology
1208 University Circle
Weber State University
Ogden, UT 84408-1208



Exit Interview Results

The exit interview was distributed to graduating seniors (majors and minors) in sociology. Of the 20 majors and 22 minors in Sociology who graduated in Winter 2010 or Spring 2011, 12 returned exit questionnaires by summer 2011, a 28.57% response rate. The following is a summary of the results. Generally, the results suggest that the program is upholding its mission and accomplishing the student outcomes satisfactorily.

General Program Information

- Fifty percent of the 2010-11 graduates choose sociology as a major in their sophomore year. This is earlier than previous years' graduates.
- Graduates' future career goals included working as a counselor, graduate school in sociology and law, being a teacher, and being an academic advisor.

Specific Learning Outcomes

Outcomes 1, 2, and 5 (listed above): Students were asked their skill level in writing, analytical thinking, problem solving, statistical skills, computer skills, and an appreciation of other cultures, before and after taking upper division sociology course work. The majority of the students reported that their skill level increased in each area after having taken upper division sociology coursework (see Table 1 below). The one area that did not have the majority of graduates reporting an increase in their skill level after taking upper division courses, is the area of computer skills. The majority of these graduates reported their computer skills as a "4" or "5" on a 5 point scale (where "5" indicates high) before taking upper division courses. This suggests that the sociology program may not increase the computer skills for the majority of graduates because these graduates are entering the program with higher than average levels of computer skills.

Table 1. Sociology Graduates Self-Reported Skill Level After Taking Upper Division Courses

| Skill | stayed the same | increased |
|---|-----------------|-----------|
| Writing | 50% | 50% |
| Analytical Thinking | 25% | 75% |
| Problem Solving | 33.3% | 66.7% |
| Statistical Skills | 16.7% | 83.3% |
| Computer Skills | 66.7% | 33.3% |
| Appreciation of non-US cultures | 25% | 75% |
| Appreciation of racial-ethnic diversity | 50% | 50% |

Outcomes 3 and 4 (listed above): The majority of students rated sociology core courses as high (a rating of 4 or 5 on a 5 point scale) in having them understand sociological research (83.3%), concepts (91.67%), and theories (75%).

The open-ended question (Q10) regarding applicability of sociology to work life produced the following responses (by respondent):

- 10.2 I hope that I will be able to use my sociological perspective in my future career.
- 10.3 more comprehensive world view when judging clients and their backgrounds.
- 10.4 I would like to be an academic advisor and use my skills from class & apply them to my social setting, people etc.
- 10.5 I expect to use my sociological knowledge after graduation when I go to law school and later when I'm an attorney. The criminology deviance and intro class will definitely help in this field.

Outcome 6 (listed above): The majority of students (75%) rated the applicability of skills they learned in the Sociology Program to their work lives as high (a rating of 4 or 5 on a 5 point scale).

Outcomes 7 and 8 (listed above) were not measure through the Exit Interview.

Overall Mission of the Program

The following is a presentation of graduates' responses to open-ended questions' used to measure the sociology program's effectiveness at fulfilling its mission. (The questions are in bold, with individual responses following each question.)

12 Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your personal life.

- 12.2 I feel like I have a better understanding of how society works.
- 12.3 Understanding dynamics in relationships and how/why people make decisions.
- 12.4 Become less judgemental of others and more understanding.
- 12.5 I already use my sociological knowledge in my personal life. Social interaction, behavior of people and how social class, race, politics & religion affect relationships is very interesting to me and I'm sure will continue to be throughout my life.

14. Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your civic involvements.

- 14.1 .
- 14.2 In my religious activities, I am able to bring sociological concepts up in discussion.
- 14.3 Better understanding of injustice and how it is institutionalized.
- 14.4 More open to minority groups - religion, personal gender choices.
- 14.5 I plan to be engaged civically when I am a practicing attorney and want to offer pro bono work to those who can't afford traditional legal services.

18 Can you think of any memorable learning experiences you've had in your sociology courses?

- 18.3 Entire Capstone Course
- 18.4 All service learning classes had a large impact.
- 18.5 I learned a lot from a CBL class socialization over the life course class when I volunteered at Cottages or Hope. It was interesting to put what we learned in class in a real world context. I also learned that I actually like statistics! This class was well taught, entertaining and the dice, gambling + other examples Dr. Reynolds used made learning statistics easy to comprehend.

29 What do you see as the major strengths of the WSU sociology program?

- 29.2 I feel like the WSU sociology program really helps students gain a unique perspective.
- 29.3 Quality of professors, Requirement of capstone research.
- 29.4 CBL classes, stats.
- 29.5 Definitely the Professors. Every professor I had was entertaining, approachable, highly intelligent and seemed to really care about the well being of students. Required courses are actually useful and not just filler.

30 What do you see as the major weaknesses of the WSU sociology program? What should be done to overcome these?

- 30.2 I felt like many of the required courses and the electives that I was particularly interested in were offered too late in the day.
- 30.3 not enough variety in electives because of too few teachers.
- 30.4 Very difficult courses in theory & capstone - super time consuming.
- 30.5 The only thing I could think of and really isn't much is that sociology courses could be taken out of room 44. It is such a dungeon. I would like to see a mixture of rooms, but obviously that is not too big of an issue to overcome.

What Does it All Mean?

Overall, exit interview data suggest that the Sociology program is accomplishing its program mission and student learning outcomes with a fairly high degree of success. This is further support by the Learning Outcomes assessment of the Sociology core done through this self study. However, as stated in the **Strategic Plan for Ongoing Assessment**, the Sociology program's assessment process needs to be improved to make greater use of direct measures of the program's mission and learning outcomes.