College of Social & Behavioral Sciences

College Mission and Goals

Mission

The College of Social & Behavioral Sciences provides several avenues to academic, professional, and vocational competence. Besides specific courses preparing students for a broad variety of occupational categories, general education classes furnish an extensive breadth of knowledge and a keen appreciation for moral, intellectual, and aesthetic values. Although stressing breadth of education, curricula of the college afford enough specialization and career education to prepare students for enrollment in professional schools and graduate programs or for participation in various occupational classifications immediately upon graduation.

Goals

Teaching and Learning

- Improve advisement in the college

- Monitor curriculum and recruitment to increase enrollment in upper division courses

- Improve assessment processes on the programs in the college

- Identify needed areas of support for full time and part-time faculty

- Improve assessment of general education in the social sciences

- Continue to develop and assess on line courses, particularly under the new WebCT system

- Improve the quality of teaching in the college

University Program/ Accreditation Review

The following table indicates the schedule of University Program/ Accreditation Review for each program:

Standard 2: Table LVII. College of Social & Behavioral Science University Program/Accreditation Review.

Department/Program	University Program/Accreditation Review	
	Last	Next
Anthropology/ Sociology	1995-96	2006-07
Criminal Justice	1995-96	2006-07
Geography	1995-96	2006-07
Gerontology	1995-96	2006-07
History	1995-96	2006-07
Military Science	1995-96	2006-07
Political Science/ Philosophy	1995-96	2006-07
Psychology	1995-96	2006-07
Social Work	2000-01	2008-09
Women's Studies	1995-96	2006-07

Student Statistics

The following table shows enrollment and degrees for 2002-03:

Standard 2: Table LIX. College of Social & Behavioral Science Student Statistics.

	Fall 2002	2002-03	2002-03 Degrees	
	Enrollment	Annual FTE	Bachelor	Master
Anthropology	95	123	6	0
Criminal Justice	609	397	119	11
Composite	24	0	3	0
Geography	44	223	23	0
Gerontology	22	34	9	0
History	188	512	36	0
Military Science	1	24	0	0
Political Science & Philosophy	146	277	24	0
Psychology	479	502	103	0
Social Work	185	114	39	0
Sociology	230	259	22	0
Master's of Criminal Justice	28	39	0	0
Total	**1,853**	**2,504**	**386**	**11**

Faculty/Staff Statistics

The following table shows the number of full- and part-time faculty and staff:

Standard 2: Table LX. College of Social & Behavioral Science Faculty/Staff.

Department/Programs	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff
Anthropology	4	4	.5	1
Criminal Justice	10	35	2	3
Geography	5	7	0	1
History	13	20	1	1
Military Science	8	0	1	1
Philosophy	2	3	.5	0
Political Science	6	5	.5	0
Psychology	13	7	1	1
Social Work/ Gerontology	7	5	1	0
Sociology	6	3	.5	1
College Total	**74**	**89**	**8**	**9**

Standard 2: Table LXI. College of Social & Behavioral Science Faculty Review by Department.

Faculty Status	How Often	Source of Evidence				Decision		
Tenure		Dean/ Chair	Peer	Student	Self	Improvement/ Development	Retain/ Release	Promotion /Tenure
Anthropology	Every two years	X		X	X	X		X
Criminal Justice	Every two years	X		X	X	X		X
Geography	Every two years	X		X	X	X		X
Gerontology	Every two years	X		X	X	X		X
History	Every two years	X		X	X	X		X
Military Science	Every two years	X		X	X	X		X
Philosophy	Every two years	X		X	X	X		X
Political Science	Every two years	X		X	X	X		X
Psychology	Every two years	X		X	X	X		X
Social Work	Every two years	X		X	X	X		X
Sociology	Every two years	X		X	X	X		X
Term: Anthropology	End of Term			X	X	X	X	
Criminal Justice	End of Term			X	X	X	X	
Geography	End of Term			X	X	X	X	
Gerontology	End of Term			X	X	X	X	
History	End of Term			X	X	X	X	
Military Science	End of Term			X	X	X	X	
Philosophy	End of Term			X	X	X	X	
Political Science	End of Term			X	X	X	X	
Psychology	End of Term			X	X	X	X	
Social Work	End of Term			X	X	X	X	
Sociology	End of Term			X	X	X	X	
Part-Time								
Anthropology	Annual	X	X	X	X	X	X	
Criminal Justice	Annual	X	X	X	X	X	X	
Geography	Annual	X	X	X	X	X	X	
Gerontology	Annual	X	X	X	X	X	X	
History	Annual	X	X	X	X	X	X	
Military Science	Annual	X	X	X	X	X	X	
Philosophy	Annual	X	X	X	X	X	X	
Political Science	Annual	X	X	X	X	X	X	
Psychology	Annual	X	X	X	X	X	X	
Social Work	Annual	X	X	X	X	X	X	
Sociology	Annual	X	X	X	X	X	X	

- Continue to evaluate enrollment growth, SCH production, and the ability of faculty to meet enrollment demands

- Continue to develop and publish department and program brochures to better inform students and the public about the programs

Advising Process

The College of Social & Behavioral Sciences has a full-time general college advisor who assists students in the college. Since the Academic Advising Center does not advise any student once he/she has declared a major, the college advisor is responsible for taking care of the general academic needs of students who have declared their major in one of the departments housed within the college. This individual handles everything from waivers, transfer credit, general education and university requirements. The advising strategy for the college is two fold. The college advisor handles all the general education/university requirements and the program faculty advisor works with the specific major or minor requirement and graduate school admissions. Most recently, the college had two group advising sessions focusing on a specific major. Students are invited to attend group advising sessions which provide them with all the necessary information for their program of study. The college advisor and faculty members conduct the group advising sessions. The goal of these sessions is to encourage students to take responsibility for their academic career. Table LXII below shows advising resources available to students and advisors. Table LXIII on page 143 shows advising content.

Standard 2: Table LXII. College of Social & Behavioral Science Advising Resources.

Department/Programs	CJ	G	H	MS	Ph	PS	P	SW	SA
Student Support									
Department/Program Orientations	X	X	X			X	X	X	X
Course Embedded Advising				X			X		
Individual Advising (Faculty, Staff, Students)	X	X	X	X	X	X	X	X	X
Electronic Advising (Interactive Advising Web Page)	X	X	X	X	X	X	X	X	X
Advising Forms (Contracts, Worksheets, Handbooks)	X	X	X	X	X	X	X	X	X
Feedback solicited from students on advising effectiveness	X	X	X	X	X	X	X	X	X
Advisor Support									
Advisor Training Sessions							X		
Reassigned Time									
Access to Student Records through the Student Information System	X	X	X	X	X	X	X	X	X
Defined Advisor Responsibilities (Policies and Procedures)		X		X				X	X

<u>Key:</u>
CJ — Criminal Justice
G — Geography
H — History

MS — Military Science
Ph — Philosophy
PS — Political Science
P — Psychology

SW — Gerontology / Social Work
SA — Sociology/ Anthology

Off Campus, Davis County, and Continuing Education

- Continue discussions with CE concerning off-campus programs and much needed coordination

- Evaluate needs and programs at WSU Davis

- Evaluate the Criminal Justice off-campus program related to needs and our abilities

Standard 2: Table LXIII. College of Social & Behavioral Science Advising Content.

	Chair	Faculty	Staff Advisor (College*)	Secretary	When
Major Declaration in (SIS) Student Information System				A, CJ, G, H, MS, Ph, PS, P, SW, WS	Once in program
Program Planning					
A. Admissions Criteria to Restricted Enrollment Programs	SW	SW, WS	SW		Each year & upon request
B. General Education and Other Degree Requirements			A, CJ, G,H, MS, Ph, P, SW, WS		Each year & upon request
C. Major/Minor Program (Monitoring Progress, Degree Requirements, Transfer Credits, Course Selection, Electives, Internships, Practicums and Clinicals)	A, G, H, MS, Ph, PS, P, SW	CJ, WS	CJ, H, P		Each year & upon request
Scholarships (Department and Programs)	A, CJ, G, H, MS, Ph, PS, P, SW, WS				Yearly
Referrals to University Resources and Services	A	A	A, CJ, G, H, MS, Ph, PS, P, SW, WS	A, CH, G, H, MS, Ph, PS, P, SW, WS	Each semester as needed
Employment Advising (Interviewing, Credentialing, Licensure, Graduate and Professional Schools, Career Paths)	A	A, WS	A, CJ, G, H, MS, Ph, PS, P, SW		Upon student request
Graduation Clearance in the Student Information System (SIS)				A, CJ, G, H, MS, Ph, PS, P, SW, WS	Semester of graduation

*College Advisor advises students for all departments/programs within the college.

Key:
A — Anthropology / Sociology
CJ — Criminal Justice
G — Geography
H — History
MS — Military Science
Ph — Philosophy
PS — Political Science
P — Psychology
SW — Gerontology / Social Work
WS — Women's Studies

Technology

- Continue efforts to develop classrooms as multimedia centers

- Provide training in multimedia to faculty and staff

- Continue to acquire technology equipment to keep faculty and staff up to date

Faculty and Staff

- Continue efforts to hire quality faculty and staff within budget constraints

- Assess ways to assist faculty and staff with professional development

Fund Raising

- Continue and evaluate fund-raising efforts

- Evaluate fund-raising success and failures with an eye on improving development efforts in the college

College-Wide Student Learning Outcomes

Graduates from the College of Social & Behavioral Sciences will gain and/or increase:

- Appreciation for the variety of cultural forms and ways of thinking throughout the United States and the world

- Appreciation for cultural similarities and differences in diverse societies

- Vocabulary and knowledge related to the various disciplines of the social sciences

- Knowledge which will assist them in comparing and contrasting individuals, societies, ideas, and issues

- Understanding of the use and development of such learning tools as maps, graphs, charts, historical documents, primary sources, laws, and statistics

- Knowledge and appreciation of past and present societies and cultures including the diversity of human experience

- Basic abilities in critical thinking and reasoning

- Abilities to write, speak, and communicate about issues in the social and behavioral sciences

- Ability to distinguish between fantasy, myth, folklore, and reality

- Problem-solving skills

- Ability to evaluate the ideas in major social and political debates among scholars and the general public

- Experience in doing research and writing about research

Departments/Programs

- Anthropology
- Criminal Justice
- Geography
- Gerontology
- History
- Military Science
- Political Science
- Philosophy
- Psychology
- Social Work
- Sociology

Center

- Social Science Education Center

Degrees Offered

- Master
  - Criminal Justice

- Bachelor of Arts and/or Bachelor of Science
  - Anthropology
  - Criminal Justice
  - Geography

- Gerontology
- History
- Political Science
- Psychology
- Social Work
- Sociology

• Bachelor of Arts or Bachelor of Science - Composite Teaching Major
  - Social Science

• Associate of Applied Science
  - Archaeological Technician

• Associate of Science
  - Criminal Justice

• Certificate
  - Archaeological Technician

Interdisciplinary Studies

This college also hosts the Asian Studies Minor, Ethnic Studies Emphasis, Legal Studies Emphasis, Urban and Regional Planning Emphasis, and Women's Studies Programs. For further details on these programs, see those complete self-studies in the Exhibit Room.

Budget

In addition to legislative appropriations the college is supported by student fees, endowments and private donations. Our military science department receives some funding from the US Army. Archaeology receives some funding from the US Forest Service.

The information that follows describes the departments and programs within the College of Social & Behavioral Sciences.

Anthropology

I. Purpose/Description

Mission

Our mission is to provide students with a holistic, comparative knowledge about human biological and cultural differences and similarities worldwide and through time.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

• Educate students in the concepts and theories of anthropology

• Encourage, support, and reward faculty and student research

• Focus on understanding and valuing human diversity and inclusivity

• Prepare students for a broad range of both public and private sector employment in anthropology-related fields or to enter professional or graduate schools

Student Learning Outcomes Assessment and Planning:

Outcomes Assessment and Planning:
We have developed a comprehensive assessment plan which assesses student learning outcomes, including understanding of the four specialized fields of anthropology, basic anthropological concepts and terminology, theory formation, research methods and techniques of

analysis, critical thinking, reasoning, speaking, and communication skills and valuing diversity.

Changes Based on Outcomes Results included minor course and teaching revisions, inclusion of more graduate school information, and increased efforts to secure more faculty and learning resources.

Specialized Facilities/Equipment

We maintain an archaeology laboratory with equipment for field activities and laboratory analysis. We have many anthropological fossil and skeletal preparations and audiovisual materials.

II. Significant Changes Since 1994

Significant changes include:

- Added a baccalaureate major of Anthropology requiring many changes in requirements, advisement, and assessment
- Revised faculty evaluation process

III. Strengths and Challenges

Strengths include:

- Outstanding well-prepared and professionally productive faculty
- Strong departmental structure
- Healthy young program
- Systematic advisement process in place
- Departmental Annual Student Research Conference
- Public education effort with the Promontory Chapter of the Utah State-wide Archaeological Society

Challenges include:

- Linking outcomes data with appropriate actions for change

- Improving faculty and staff evaluation and student advisement processes
- Providing training opportunities for faculty to more effectively use available equipment
- Developing sufficient resources for the new program
- Maintaining an adequate part-time faculty pool

IV. Next Steps/ Action Items

- Investigate other appropriate methods of measuring learning
- Develop better electronic monitoring system to advise students
- Streamline evaluation process (2004)
- Reanalyze department secretary job description (2005)
- Seek further ways to successfully recruit and compensate part-time faculty (2008)

Criminal Justice

I. Purpose/Description

Mission

Our mission is to provide a quality undergraduate education and to provide the professional and academic preparation necessary for entry-level positions in the criminal justice system and related professions.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Provide high-quality studies for criminal justice majors and minors

- Foster a learning environment where every member is valued

- Prepare students for graduate study

- Provide criminal justice professionals with career-enhancing educational experiences

Student Learning Outcomes Assessment and Planning:

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including knowledge and comprehension of constitutional values of due process and equal protection, knowledge of case processing, awareness of correctional issues, grasp of criminal law concepts, awareness of issues in policing, understanding of causes of crime, and fundamental skills including effective writing, tolerance, and research.

Changes Based on Outcomes Results included adding to the course content in senior seminar, reviewing the marketing credentials of prospective graduates, and studying the implications of pedagogy within the criminal justice program.

Specialized Facilities/Equipment

We maintain a state-of-the-art crime lab with specialized equipment such as a gas chromatograph/mass spectrometer, a fourier transform infrared spectrophotometer, a bullet recovery tank, several different types of specialized microscopes, and a fingerprint station.

II. Significant Changes Since 1994

Significant changes include:

- Upgraded forensics curriculum
- Started Master's program
- Developed and/or expanded off-campus programs and online courses

- Increased faculty
- Upgraded undergraduate curriculum

III. Strengths and Challenges

Strengths include:

- Continued contact with graduates to improve courses offered
- Electronic access to criminal justice information

Challenges include:

- Continuing to assess student learning
- Ensuring students get needed advisement
- Keeping classrooms and equipment current with new technologies
- Finding funds for faculty travel to conferences

IV. Next Steps/ Action Items

- Continue to improve program by tracking graduates, evaluating courses, and monitoring capstone senior seminar
- Hold group advisement sessions to involve more students
- Upgrade and/or replace equipment

Master's of Criminal Justice

I. Purpose/Description

Mission

Our mission is to provide post-baccalaureate education to criminal justice and social services professionals and traditional students who have not yet begun a career in criminal justice.

Goals/Objectives

Using the WSU mission, our College mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Develop students who analyze, comprehend, and resolve complex problems

- Emphasize theory and research, administration, and problems involved in effecting change

- Graduate students who conceptualize the problems of crime and justice from social, cultural, economic, and political perspectives

- Provide understanding of research methods and statistical strategies used to analyze social science research

Student Learning Outcomes Assessment and Planning:

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including graduate-level competency in oral communications and graduate-level writing skills including ability to write journal articles, criminal justice agency policies, and research reports.

Changes Based on Outcomes Results
included changing thesis requirements, changing class meeting schedules, and expanding elective course options.

II. Significant Changes Since 1994

Significant changes include:

- Began program at master's level in 2000; no significant changes since that time

III. Strengths and Challenges

Strengths include:

- Access to online criminal justice databases
- Flexibility of program to meet student needs

Challenges include:

- Recruiting appropriate faculty
- Scheduling advisement time to meet student schedules

IV. Next Steps/ Action Items

- Complete assessment cycle
- Develop and utilize group advisement sessions
- Evaluate and maintain facilities, equipment, and other resources

Geography

I. Purpose/Description

Mission

Our mission is to provide a quality undergraduate education and to provide an overview of our discipline, specific career skills, and an effective philosophy of life reflecting natural and cultural surroundings.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Increase knowledge about the earth's natural environment and its relationship to society

- Provide knowledge about the world's peoples, nations, cultural environments, and spatial organization

- Ground students in the modern technical skills of the discipline, including computer cartography, spatial analysis, and geographic information systems

- Emphasize understanding of the planning industry and related issues

- Instill an appreciation for the great variety of cultural forms and ways of thinking throughout the world

- Formulate world views that help students become responsible citizens of the 21st century

Student Learning Outcomes Assessment and Planning:

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes including: knowledge of the earth's environment; knowledge of people, nations, and cultures; capability in technical skills and attitudes.

Changes Based on Outcomes Results
included adding greater variety in upper division courses, improving the crowded conditions in the department's computer lab, adding field trips and more cartography instruction particularly in GIS and computer methods, adding scholarships for geography majors, and changing personnel.

Specialized Facilities/Equipment

We maintain a state-of-the-art cartography and GIS laboratory.

II. Significant Changes Since 1994

Significant changes include:

- Resolved divisive personnel issues
- Increased full-time faculty
- Revised curriculum to meet proposed national standards

III. Strengths and Challenges

Strengths include:

- Professional social science liaison on library staff

Challenges include:

- Retaining library holdings
- Keeping classrooms and equipment current with new technologies

IV. Next Steps/ Action Items

- Continue to administer revised assessment to senior seminar students

- Increase library budget and periodical holdings

- Upgrade GIS lab facilities

- Increase enrollment, majors, and department faculty

Gerontology

I. Purpose/Description

Mission

We prepare students for immediate employment in aging-related professions, responding to changes occurring in the world and the field of gerontology through research and innovative methods of instruction.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Meet educational needs of Utah students

- Prepare students for immediate employment

- Equip students for lifelong learning in a changing world

- Create enriched learning environment in and out of the classroom

- Respond to changing global environment

Student Learning Outcomes Assessment and Planning:

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including process and content of policy in private and public sector, diversity and its impact on the aging process, scientific methodologies utilized in gerontology, quantitative analysis, transitions to later phases of life, and death, dying and the grieving process.

Changes Based on Outcomes Results
included developing a profile of knowledge and skills for students, identifying objectives assigned to each course in a matrix, institut-

ing a course portfolio, and developing student portfolios.

II. Significant Changes Since 1994

Significant changes include:

- Structured field practicum into three two-credit hour courses
- Assigned specific responsibilities to enhance and expand the program to the Gerontology Club

"If you want peace, work for justice."
— Henry Louis Mencken

III. Strengths and Challenges

Strengths include:

- Infusion of significant gerontology-specific library funding
- Placement in graduate school or discipline-related employment of graduates
- Faculty experienced and recognized in research and practice
- Highly active Gerontology Club
- Only baccalaureate gerontology program in Utah

Challenges include:

- Marketing gerontology program to high school, community college, and other populations
- Achieving greater diversity in student population
- Attracting students from related disciplines
- Showcasing program as a professional discipline

IV. Next Steps/ Action Items

- Hire diverse part-time faculty to assist in growing the program

- Have discussions with other WSU programs to help develop an awareness of the Gerontology program and identify areas for curriculum expansion

- Strengthen the program by building enrollment

History

I. Purpose/Description

Mission

Our mission is to provide a quality undergraduate education and to provide courses that contribute substantially to general education requirements including the American Institutions requirement, promote a general interest in the study of history, and prepare students for careers or further study.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Raise number of history majors

- Increase student credit hour production

- Boost enrollments in upper-division courses

- Increase scholarly output

- Develop deeper ties with history teachers in our area

- Increase funds from private sources

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, decision making, and values associated with the study of history.

Changes Based on Outcomes Results included :

- Elimination of History 2000 as a required course, thus helping to diminish the duplication in methodological training

- Concerted effort to require more research and writing, particularly in all upper-d ivision courses

- Curriculum proposal to add another upper-division course to the list of requirements for graduation with a history major

- Addition of an upper-division elective course, recommended highly to all majors considering graduate work, in which research, writing, and methodology will receive direct attention, to complement the senior seminar experience.

II. Significant Changes Since 1994

Significant changes include:

- Resolved divisive personnel issues
- Revised and improved outcomes assessment methods
- Qualified many courses to meet diversity requirement
- Retooled minor requirements to make them more attractive
- Increased scholarships available to majors

III. Strengths and Challenges

Strengths include:

- Highly effective exit interview
- Competent college advisor and strong advisement program
- Capable, charismatic, and confident faculty
- Abundant instructional and research materials

Challenges include:

- Testing students' knowledge of a broad and elusive subject
- Keeping buildings, offices, classrooms, and equipment current with new technologies and space requirements

IV. Next Steps/ Action Items

- Meet increasing demands for course offerings
- Allocate scarce resources to cover WSU Davis courses

Military Science

I. Purpose/Description

Mission

Our mission is to introduce students to the fundamentals of leadership and to teach all knowledge, skills, and attitudes essential for commissioning as a Second Lieutenant in the United States Army through the Reserve Officer Training Corps.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals period-

ically. For example, in 2002, our goals included to train cadets:

- On military skills both in and outside the classroom

- On the importance of teamwork, selfless service, responsibility, and self-development

- In detailed executable plans and tactical efficiency

- In technical expertise

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including mental, physical, and emotional attributes; conceptual, interpersonal, technical, and tactical skills; and influencing, operating, and improving actions.

Changes Based on Outcomes Results included :

- Lengthened the student evaluation period from one to two weeks
- Ensured that students are not evaluated by the same instructor more than once in a semester

- Provided cadets with more constructive and detailed feedback

- Instituted more frequent and detailed advising procedures

II. Significant Changes Since 1994

Significant changes include:

- Developed external assessment given to students after junior year
- Instituted more frequent and more detailed advising procedures

- Improved and updated classroom instruction

III. Strengths and Challenges

Strengths include:

- Regular evaluation of all cadets with verbal and written feedback
- Support from College of Social & Behavioral Sciences for program
- High ranking on Cadet Command's Unit Visits Reports
- Cadets have the opportunity to go to training sessions throughout the world
- Program ranks within the top 6% nationwide

Challenges include:

- Finding scholarships to replace those lost
- Ensuring faculty continuity with impermanent staff

IV. Next Steps/ Action Items

- Organize continuity books for specific faculty responsibilities
- Request that administrator position change from active duty to civilian

Philosophy

I. Purpose/Description

Mission

Our mission is to teach ideas of influential past and contemporary thinkers and emphasize methods of sound practical reasoning, deductive logic, and language analysis.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Develop historical and topical knowledge
- Develop critical thinking ability, reading comprehension, and writing skills
- Develop methods of sound practical reasoning, deductive logic and language analysis
- Develop skills for critically analyzing non-philosophical disciplines

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning: We developed a comprehensive assessment plan which assesses student learning outcomes, including basic historical and topical knowledge, critical thinking, reading comprehension, and writing skills.
Changes Based on Outcomes Results included creating a capstone seminar course and adding other courses.

II. Significant Changes Since 1994

Significant changes include:

- Developed new teaching methods
- Provided opportunities for faculty to generate and showcase scholarship
- Improved level of computer literacy for faculty and staff
- Encouraged faculty to become more involved in the community

III. Strengths and Challenges

Strengths include:

- Flexible content and delivery structure of courses
- Focus on knowledge *of* and knowledge *how*
- Minor tracking system
- Strong capstone course

Challenges include:

- Linking assessment strategies with mission and vision
- Continuing work on methodologies that measure student learning
- Developing means of articulating information to professor both summatively and formatively

IV. Next Steps/ Action Items

- Continue to improve assessment skills of students' performance
- Lobby Faculty Senate to require that each student meet with an advisor each semester
- Encourage faculty to find an area, such as service or scholarship, in which to become outstanding
- Review evaluation standards for part-time faculty

Political Science

I. Purpose/Description

Mission

Our mission is to provide a quality undergraduate education and to provide courses that contribute substantially to general education requirements including the American Institutions requirement, prepare students for careers or further study, and educate the citizenry of the United States.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- To provide students with an outstanding undergraduate education

- To prepare students for immediate employment after graduation

- To provide students with the knowledge needed to succeed in the field of political science

- To enable students to develop critical thinking skills and basic research skills

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning: We developed a comprehensive assessment plan which assesses student learning outcomes, including basic knowledge of political institutions and processes of United States government; methods, approaches, or theories used to accumulate and interpret information; dynamics of politics and power at work in the modern world; critical thinking skills; written and oral skills in formulating and defending a thesis; and research skills.

Changes Based on Outcomes Results included a renewed department commitment to introductory courses and increased attention to writing and speaking in upper division courses.

II. Significant Changes Since 1994

Significant changes include:

- Developed learning outcomes
- Instituted more comprehensive advising strategy
- Encouraged faculty to become more involved in the community
- Developed plans to evaluate and develop faculty members

III. Strengths and Challenges

Strengths include:

- Early identification of student learning problems
- Strong, competent advisors, including one in pre-law
- Flexible faculty review process

Challenges include:

- Keeping a staff of full professors
- Advising students at the enrollment stage
- Assessing students' subject knowledge

IV. Next Steps/ Action Items

- Find better ways to assess student performance
- Lobby Faculty Senate for new advising plan
- Encourage faculty to use outside peer review committees
- Expand evaluative criteria to include data from the student learning outcomes assessment project
- Review evaluation standards for part-time faculty

Psychology

I. Purpose/Description

Mission

Our mission is to provide a quality undergraduate education; to prepare students to understand processes that affect behavior, thought, and emotions; to provide services and knowledge to our community; and to expand knowledge through pure and applied research.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Educate a broad range of students to use this knowledge in their daily lives

- Educate a smaller group of students to enter the work force or graduate programs in the field of psychology

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including basic knowledge of psychology, student performance in capstone projects, and skills of former students in the work place.

Changes Based on Outcomes Results
included advising students in their entire education plan rather than just in psychology, providing more research and practicum opportunities, and curriculum changes including adding and changing major requirements.

Specialized Facilities/ Equipment

We maintain a small animal colony facility, a physiological laboratory, and small psychological testing cubicles with testing equipment and materials.

II. Significant Changes Since 1994

Significant changes include:

- Instituted advising of psychology majors in all aspects of education
- Improved faculty development with sabbatical leaves
- Began utilization of EdNet system and other tele-electronic modalities

III. Strengths and Challenges

Strengths include:

- Improvement of courses through outcomes assessment
- Strong advising throughout student's educational process

Challenges include:

- Developing a global instrument to measure competence
- Instituting fine-grained analysis of faculty performance
- Creating more community-based interventions

IV. Next Steps/ Action Items

- Find additional funds
- Develop global instrument of psychology competence
- Solicit training in use of media support for classroom activities
- Tie faculty evaluations more closely to student outcomes

Social Work

I. Purpose/Description

Mission

Our mission is to provide a quality undergraduate education, to prepare students to practice social work with diverse people and systems in a wide variety of settings and contexts, and to charge them with a commitment to the development of human well-being and the alleviation of poverty and oppression.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included:

- Prepare students for generalist entry-level social work practice

- Prepare students for graduate social work education

- Prepare students to take the Social Service Worker Licensing Examination

- Provide a liberal interdisciplinary learning experience to help students in their understanding of and adjustment to living in a democratic society

- Provide continuing educational opportunities for the baccalaureate and para-professional social work practitioners

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning:
We developed a comprehensive assessment plan which assesses student learning outcomes, including knowledge of how the behavioral and social science liberal arts perspective

underpins professional social work, the historical development of social work profession, and how to identify and assess interactions of people within their social environment.

Changes Based on Outcomes Results included consolidating field supervision, dropping the minor requirement for Social Work majors, and changing the research course.

II. Significant Changes Since 1994

Significant changes include:

- Established admission requirements for acceptance
- Changed structure of field credits
- Established articulation agreements with Salt Lake Community College and Snow College

III. Strengths and Challenges

Strengths include:

- Excellent faculty evaluation instrument
- Ambitious recruitment efforts to high schools, community colleges, and our own undeclared majors

Challenges include:

- Keeping up with increased record keeping requirements
- Expanding involvement in discipline-related, off-campus, and community activities

IV. Next Steps/ Action Items

- Review and revise Educational/Goal Outcome Objectives
- Put academic advising procedures in writing
- Establish department policy regarding regular peer review of part-time faculty

Sociology

I. Purpose/Description

Mission

Our mission is to equip students with a broad view of the world, provide both sociological and general skills and knowledge for a broad spectrum of jobs, build a stimulating learning environment, and develop appreciation of multicultural and comparative perspectives.

Goals/Objectives

Using the WSU mission, our college mission, and our mission as guides, we set goals periodically. For example, in 2002, our goals included that students will:

- 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

Student Learning Outcomes Assessment and Planning

Outcomes Assessment and Planning: We developed a comprehensive assessment plan which assesses student learning outcomes, including analytical, problem-solving, and writing skills; knowledge of terms, research, concepts, and theories of the discipline of sociology; appreciation of other cultures; and competitive job skills.

Changes Based on Outcomes Results
included revising the sociology program major
and minor requirements, changing assessment
techniques, adding additional student learning
outcomes, and reviewing recruitment and
retention processes.

II. Significant Changes Since 1994

Significant changes include:

- Changed faculty evaluation process
- Eliminated emphasis areas of major and minor (except crime and deviance)
- Revised student exit survey to reflect outcomes assessment

III. Strengths and Challenges

Strengths include:

- Strong departmental undergraduate research conference
- Diverse program faculty
- Well-developed exit survey

Challenges include:

- Finding funding to continue to build library resources
- Maintaining facilities, equipment, and other resources

IV. Next Steps/ Action Items

- Develop alumni survey
- Contact alumni for support of research and scholarship

Centers

The following table shows the centers associated with this college and their missions:

Standard 2: Table LXIV. College of Social & Behavioral Sciences Center.

Center	Mission
Center for Social Science Education	Our mission is to promote, coordinate, and encourage social science education.