

## WSU Five-Year Program Review and Self-Study

AY 2010-11 – AY 2016-17

Cover Page

Department/Program: Sociology & Anthropology/Sociology

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## Executive summary

### *Introduction*

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.

### *Mission*

The sociology program revised its mission statement in the Fall 2013, immediately after, and according to the recommendations in, the last 5-year program report. Revisiting and refining the vision represented the first step in the efforts to better align the program mission with its goals and student learning outcomes. The vision statement reflects the American Sociological Association's view on the role of Sociology undergraduate programs. The Sociology program mission resonates with the new [College of Social and Behavioral Sciences mission statement](#) and also echoes Weber State University's [core mission of access, community, and learning](#).

In revising the mission, our faculty members agreed that the most important goal, the one that separates sociology from other social science disciplines, entails building a skill of sociological thinking where students make can explain how social structures and cultures shape and interact with individual biographies and life chances. Additional skills include collecting and analyzing quantitative and qualitative data, critically evaluating social phenomena, and synthesizing complex concepts into cogent and compelling oral and written reports. All five goals are integrated in the course content and pedagogy through the specific program outcomes, albeit in various degrees, and faculty are encouraged to explain to students which skills they are developing in sociology. As an undergraduate-only program, we are focused on training students in skills that can be marketable in a variety of occupations and careers. That training takes place both inside and outside the traditional classroom as students engage in online education, serve the community through community engaged learning (CEL) courses, conduct primary research, intern in area companies and organizations, and participate in Study Abroad programs. It's our goal that students who graduate with a Sociology major or minor degree have acquired discipline-specific content knowledge (concepts, theories, methods, research findings) and had an opportunity to apply sociological analysis and ways of thinking—e.g., the so-called “sociological imagination”—in practice. Regardless of students' future career paths, these skills are both relevant and valuable in the labor market. The program also serves the university's Liberal Arts tradition by contributing to the General Education curriculum and thus preparing students as engaged and responsible citizens who can navigate the unique social, political, and economic challenges of the 21<sup>st</sup> Century.

### *Assessment*

After the previous five-year self-study report, the program made a plan to have all its courses assessed by the 2016-17 report (see, [http://www.weber.edu/portfolio/socio\\_ap.html](http://www.weber.edu/portfolio/socio_ap.html)). We managed to complete all the scheduled assessments except for two coursed that were not taught during the five-year period: SOC 3840: Cities and Urban Life (taught as an interdisciplinary honors course with two co-instructors) and SOC 4550: Sociology of Work (canceled for low enrollment). Both are taught in fall 2016 and will be included in the next five-year report, 2020-21. Each course was assessed by the professor (or professors) who taught the course. This report entails these assessment summaries as well as the assessment data with qualitative and quantitative results.

Based on the last five years' assessments, there were no significant changes that were required for any of the courses; however, student performance on individual outcomes occasionally prompted the instructor to review a course assignment or reflect on ways that students' motivation to turn in all assignments could be improved. After this five-year report, the program faculty may need to revisit the threshold and discuss whether it should be set at a higher level for the next five-year period.

### *Skills*

All Sociology major and minor graduates are asked to take a survey about their experience in the Sociology program. The survey results from two years with significant response rates (AY 2013-14 and AY 2014-15) show that students' skills have increased after taking sociology classes. Among the 2013-14 graduates, the largest increase was on two skills, "Use sociological theory to discuss a current event or issue" and "Explain basic sociological concepts (e.g., self, institution, and structure) to another person." The smallest increase was for "write an application letter for a job or graduate school" with an increase of 1.4 points. The findings also show that most students graduate with some experience in high impact practices.

### *Advising*

Advisement in career decisions and graduate school plans is addressed by faculty advisors in discussion with students; faculty teaching SOC 4900: Senior Capstone Course; occasionally by faculty in special presentations on careers and graduate school hosted by the Anthropology and/or Sociology Club; and by the campus Careers Services Office and their annual campus career fairs. The program has also experimented with a specific course that combines the students from two program in teaching career skills.

In addition to the above segments, this report contains information from our alumni, including their evaluation of the utility of their degree and future career plans.



## Program Review Evaluation Team Members

**Self-Study Team Chair**, Member external to the University, but from within the discipline:

Dr. Mary Virnoche, Professor  
Department of Sociology  
Humboldt State University  
Arcata, CA

Member external to the College, but from within the University:

Dr. Barbara Wachocki, Professor  
Department of Botany  
Weber State University  
Ogden, UT

Member internal to the College and from within the University:

Dr. Eric Ewert, Professor  
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## Description of the Review Process

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

**September 2016:** 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. The program also received assistance from the Office of Institutional Effectiveness (OIE). Review team recommendations were submitted to the Dean.

**October 2016 – November 2016:** 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 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 and the OIE on November 15, 2016. The self-study team visit schedule was prepared and discussed.

**January 30, 2017:** Copies of the self-study report were sent to the members of the Evaluation Team for their use.

**February/March, 2017:** 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.

**March 30, 2017:** Site visit and program evaluation completed.

**April 15, 2017:** The Program Review Evaluation Team will submit its report.

**April 30, 2017:** The Program Faculty will provide its response to the Program Review Evaluation Team's report and provide any updated plans for change.

**May 1, 2017:** 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, 2017:** 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.

## Brief Introductory Statement

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.

## Standard A - Mission Statement

The Sociology Program is housed in the Department of Sociology & Anthropology. Through courses, research, and community engaged learning, we teach analytic and evaluation skills and the global perspective needed to navigate the 21st century successfully. We offer Bachelor of Science degrees in sociology and teaching sociology. The program serves the Weber State community by offering a broad social science perspective that complements a variety of degrees and requirements. We also provide minors in sociology and sociology teaching, and Bachelor of Integrated Studies (BIS) emphasis in sociology.

The sociology program revised its mission statement in the Fall 2013, immediately after, and according to the recommendations in, the last 5-year program report. Revisiting and refining the vision represented the first step in the efforts to better align the program mission with its goals and student learning outcomes. The vision statement reflects the American Sociological Association's view on the role of Sociology undergraduate programs. At the time of revising the mission, the College of Social and Behavioral sciences had not yet revised its mission statement. However, in retrospect, our program mission resonates with the new [College of Social and Behavioral Sciences mission statement](#) and also echoes Weber State University's [core mission of access, community, and learning](#).

As an undergraduate-only program, we are focused on training students in skills that can be marketable in a variety of occupations and careers. That training takes place both inside and outside the traditional classroom as students engage in online education, serve the community through community engaged learning (CEL) courses, conduct primary research, intern in area companies and organizations, and participate in Study Abroad programs. It's our goal that students who graduate with a Sociology major or minor degree have acquired discipline-specific content knowledge (concepts, theories, methods, research findings) and had an opportunity to apply sociological analysis and ways of thinking—e.g., the so-called “sociological imagination”—in practice. Regardless of students' future career paths, these skills are both relevant and valuable in the labor market. The program also serves the university's Liberal Arts tradition by contributing to the General Education curriculum and thus preparing students as engaged and responsible citizens who can navigate the unique social, political, and economic challenges of the 21<sup>st</sup> Century.

## Program Goals in Sociology

1. Equip students with a broad sociological perspective (or the “sociological imagination”) by teaching them how social structures, individuals, and groups interact in society.
2. Provide knowledge and skills, both sociological (theory, research methods, data analysis) and general (critical thinking, writing), to pursue a broad range of careers and graduate degrees (e.g., in Sociology, Law, Public Administration).
3. Prepare students to recognize a plurality of perspectives, including their own, to navigate today’s multicultural and global society.
4. Build a stimulating learning environment by using a variety of pedagogies, including collaboration, collective learning, and community engagement.

The Sociology program goals were revised also in the fall of 2013. Based on the American Sociological Association<sup>1</sup>’s focus on key competencies in sociology skills, the goals more clearly capture the skills students develop in the program. They also facilitate course/program assessment. The revision streamlined the program mission and goals and the learning outcomes for the curriculum. With goals that reflected what we actually do, curriculum development has become more effective.

The faculty members agreed that the most important goal, the one that separates sociology from other social science disciplines entails building a skill of sociological thinking where students make can explain how social structures and cultures shape and interact with individual biographies and life chances. Additional skills include collecting and analyzing quantitative and qualitative data, critically evaluating social phenomena, and synthesizing complex concepts into cogent and compelling oral and written reports. All five goals are integrated in the course content and pedagogy through the specific program outcomes, albeit in various degrees, and faculty are encouraged to explain to students which skills they are developing in sociology.

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<sup>1</sup> *Sociology: A 21<sup>st</sup> Century Major*, American Sociological Association.

Table 1. Visual alignment of the program mission, goals, and learning outcomes

Program Mission	Program goals	Learning outcomes (by goal)
The Sociology Program is housed in the Department of Sociology & Anthropology. Through courses, <b>research, and community engaged learning</b> , we teach <b>analytic and evaluation skills</b> and the <b>global perspective</b> needed to <b>navigate the 21st century successfully</b> . We offer Bachelor of Science degrees in sociology and teaching sociology. The program serves the Weber State community by offering a <b>broad social science perspective</b> that complements a variety of degrees and requirements. We also provide minors in sociology and sociology teaching, and Bachelor of Integrated Studies (BIS) emphasis in sociology.	<p>a) Equip students with a broad sociological perspective (or the “sociological imagination”) by teaching them <b>how social structures, individuals, and groups interact in society</b>.</p> <p>b) Provide knowledge and skills, both sociological (<b>theory, research methods, data analysis</b>) and <b>general (critical thinking, writing)</b>, to pursue a broad range of careers and graduate degrees (e.g., in Sociology, Law, Public Administration).</p> <p>c) Prepare students to recognize a <b>plurality of perspectives, including their own</b>, to navigate today’s <b>multicultural and global society</b>.</p> <p>d) Build a stimulating learning environment by using a variety of pedagogies, including collaboration, <b>collective learning, and community engagement</b>.</p>	<p>At the end of their study at WSU, students in this program will:</p> <ol style="list-style-type: none"> <li>1. Conduct <b>research and analyze data</b>: (b)</li> <li>2. <b>Communicate skillfully</b>: (a) (b) (c)</li> <li>3. <b>Identify and explain the terms, concepts, and theories of the discipline of sociology</b>: (a) (b) (c)</li> <li>4. <b>Practice critical thinking</b>: (a) (b) (c) (d)</li> <li>5. <b>Apply historical, cultural, and global perspectives to the interaction of groups and societies</b>: (a) (c) (d)</li> <li>6. Prepare a foundation for careers, graduate studies, and informed participation in a complex society: (a) (b) (c) (d)</li> </ol>

## Standard B - Curriculum

### Curriculum:

#### Types of Degrees Offered:

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

#### Numbers and Types of Courses Offered:

The program curriculum features 27 different substantive courses and six variable title courses, including experimental, short courses and workshops (both lower and upper division), independent study, and internship. The program reviews its curriculum continuously, but it took a more in-depth look at the offerings in AY 2013-14, when the number of substantive courses in the catalog was reduced from 31 to 27. Courses that had not been taught for a number of years and those that consistently drew only low enrollment were cut, although could be brought back in, if needed in the future. One course, SOC 4220: Life in a Consumer Society, was added as an entirely new elective.

#### Sociology Major – Total of 36 credit hours

##### *Required Program Courses (18 credit hours)*

- SOC SS/DV 1010 Introduction to Sociology (3)
- SOC 3030 Classical Sociological Theory (3)
- SOC 3600 Social Statistics (3)
- SOC 3600 Sociological Research Methods (3)
- SOC 4030 Contemporary Sociological Theory (3)
- SOC 4900 Senior Capstone Course (3)

##### *Sociology Electives (select 6 courses, 18 credit hours)*

- SOC SS/DV 1020 Social Problems
- SOC 3000 Self & Society
- SOC 3010 Social Inequality
- SOC 3110 Sociology of Family
- 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

SOC 3410 Sociology of Religion  
SOC 3420 Sociology of Education  
SOC 3430 Medicine & Healthcare in Society  
SOC 3550 Organizations in Society  
SOC 3840 Sociology of Cities & Urban Life  
SOC 3850 Race & Ethnicity  
SOC 4220 Life in a Consumer Society  
SOC 4270 Sociology of Law  
SOC 4410 Sociology of Globalization  
SOC 4550 Sociology of Work  
SOC 4830 Readings and/or Projects  
SOC 4890 Internship  
SOC 4990 Seminar in Sociology<sup>2</sup>

### Sociology Teaching Major

Same requirements as the sociology major but the teaching majors are also required to take SOC 3420: Sociology of Education, in addition to the courses required by the Teacher Education Program.

### 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)*

Selection from the same list of electives listed above under major electives.

### Sociology Teaching Minor

Same requirements as the sociology minor but the teaching minors are also required to take SOC 3420: Sociology of Education, in addition to the courses required by the Teacher Education Program.

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<sup>2</sup> In the past five years the variable title course, SOC 4990: Seminar in Sociology, has been taught as: 'I Want That': Life in a Consumer Society, Intermountain West, Atomic Society and Culture: Then & Now, Thirsty Society: Sociology of Water, Sociology of Sports (CEL), and Technology & Society.

### General Education and Other Service Courses Offered

The following sociology courses can be taken to meet the WSU social science general education requirement, both courses also meet the *WSU diversity requirement*:

SOC SS/DV1010 Introduction to Sociology (3)

SOC SS/DV1020 Social Problems (3)

### Courses Offered through Alternative Delivery Modes

*Online Courses:*

SOC SS/DV1010 Principles of Sociology (3)

SOC SS/DV1020 Social Problems (3)

### Courses Entailing High Impact Practices

SOC 4830 Readings and/or Projects

SOC 4890 Internship

SOC 4920 Short Courses, Workshops, Institutes, and Special Programs

SOC 4900 Senior Capstone Course

SOC 4990 Seminar in Sociology (China Study Abroad)

### Courses that have used Community Engaged Learning (CEL) designation since 2011

In the past five years, CEL high impact practices were integrated into seven different courses (in some cases for more than one section of the course) and a total of 746 students were enrolled and involved in the CEL practices.

SOC 1020: Social problems

SOC 3300: Environment & Society

SOC 3600: Social Statistics

SOC 3660: Social Research Methods

SOC 3420: Sociology of Education

SOC 4270: Sociology of Law

SOC 4990: Sociology of Sports



## Sociology Program Curriculum Map

Table 2. Sociology Program Learning Outcomes by Course

H=High focus, M=Medium focus, L=Low focus (Blank = not applicable)						
Program Learning Outcomes by course						
General Education Courses:	#1 Research & data analysis	#2 Communicate skillfully	#3 Terms, concepts & theories of sociology	#4 Practice critical thinking	#5 Historical, cultural, global perspective	#6 Careers, graduate studies, informed participation in complex society
SS/DV 1010 Introduction to Sociology	L	L	H	M	M	L
SS/DV 1020 Social Problems	L	L	H	M	M	L
<b>Required courses for Sociology major/minor*:</b>						
SOC 3030 Classical Sociological Theory*	H	H	H	H	M	M
SOC 3600 Social Statistics	H	H	M	M		H
SOC 3660 Social Research Methods*	H	H	M	M	L	H
SOC 4030 Contemporary Sociological Theory	H	H	H	H	M	M
SOC 4900 Senior Capstone	H	H	M	M	V	H
<b>Electives in Major/Minor/ University Requirements:</b>						
SOC 3000 Self & Society	M	M	H	H	H	L
SOC 3010 Social Inequality	M	M	H	H	H	L
SOC 3110 Sociology of Family	M	M	H	H	M	L
SOC 3130 Sociology of Gender	M	M	H	H	H	L
SOC 3250 Deviance & Social Control	M	M	H	H	M	L
SOC 3260 Juvenile Delinquency	M	M	H	H	M	L
SOC 3270 Criminology	M	M	H	H	M	L
SOC 3300 Environment & Society	M	M	H	H	M	L

SOC 3400 Social Change	M	M	H	H	M	L
SOC 3410 Sociology of Religion	M	M	H	H	H	L
SOC 3420 Sociology of Education	M	M	H	H	L	L
SOC 3430 Medicine & Healthcare in Society	M	M	H	H	M	L
SOC 3550 Organizations in Society	M	M	H	H	M	H
SOC 3840 Sociology of Cities & Urban Life	M	M	H	H	L	L
SOC 3850 Race & Ethnicity	M	M	H	H	H	L
SOC 4220 Life in a Consumer Society	M	M	H	H	M	M
SOC 4270 Sociology of Law	M	M	H	H	M	L
SOC 4410 Sociology of Globalization	M	M	H	H	H	L
SOC 4550 Sociology of Work	M	M	H	H	H	M
SOC 4830 Readings and/or Projects	V	V	V	V	V	V
SOC 4890 Internship	V	V	V	V	V	V
SOC 4990 Seminar in Sociology	V	V	H	H	V	V

### Course Rotation

The two general education courses, SOC SS/DV1010 and SOC SS/DV1020, are offered every semester including summer. The core courses required of all majors and minors are offered each fall and spring semester and, depending on instructor availability, also in the summer. The elective courses required for the major and minor are offered on a two- year rotation (see Table 3. below). Students are advised to take an elective they might find interesting when it is offered since the next time it will be taught is two years out and they might have graduated by then. There have only been two exceptions over the last five years to this general rule: SOC 3840: Cities and Urban Life was taught as an interdisciplinary honors course with co-instructors from History and Geography and SOC 4550: Sociology of Work was canceled for low enrollment in Fall 2014.

Table 3. Sociology two-year course rotation schedule

Sociology Courses	Rotation	
Core Major/Minor* Requirements	Even Years	Odd Years
SS/DV 1010 Introduction to Sociology*	Su/F/Sp	Su/F/Sp
SOC 3030 Classical Sociological Theory*	F/Sp	F/Sp
SOC 3600 Social Statistics	Su/F/Sp	Su/F/Sp
SOC 3660 Social Research Methods*	F/Sp	F/Sp

SOC 4030 Contemporary Sociological Theory	F/Sp	F/Sp
SOC 4900 Senior Capstone	F/Sp	F/Sp
<b>Elective Major/Minor/University Requirements</b>		
SS/DV 1020 Social Problems	Su/F/Sp	Su/F/Sp
SOC 2810 Experimental Course Offering	variable	variable
SOC 2920 Short Courses, Workshops, Inst.	variable	variable
SOC 3000 Self and Society		Spring
SOC 3010 Social Inequality		Spring
SOC 3110 Sociology of Family		Spring
SOC 3130 Sociology of Gender		Fall
SOC 3250 Deviance & Social Control	Spring	
SOC 3260 Juvenile Delinquency	Fall	
SOC 3270 Criminology		Fall
SOC 3300 Environment & Society	Spring	
SOC 3400 Social Change & Social Movements		Fall
SOC 3410 Sociology of Religion	Spring	
SOC 3420 Sociology of Education	Fall	
SOC 3430 Medicine & Healthcare in Society		Fall
SOC 3550 Organizations in Society		Spring
SOC 3840 Sociology of Cities & Urban Life	Fall	
SOC 3850 Race & Ethnicity	Spring	
SOC 4220 Life in a Consumer Society	Spring	
SOC 4270 Sociology of Law		Spring
SOC 4410 Soc of Globalization		Fall
SOC 4550 Sociology of Work	Fall	
SOC 4830 Readings and/or Projects	Su/F/Sp	Su/F/Sp
SOC 4890 Internship	Su/F/Sp	Su/F/Sp
SOC 4920 Short Courses, Workshops, Inst, ...	variable	variable
SOC 4990 Seminar in Sociology	variable	variable

## Locations for Teaching Courses

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

1. WSU-Main campus in Ogden
2. WSU-Davis campus
3. WSU-Farmington Station Center (opened in Spring 2016)
4. Salt Lake Community College (SLCC) Miller campus
5. Online

All sociology courses in the curriculum are offered on the main WSU-Ogden campus during the day. The sociology program is committed to students being able to complete either the major or minor by attending evening and off-campus locations. Evening course offerings on the main campus are usually limited to one or two general education courses and one or two upper-division courses per semester. On Davis campus, we offer general education courses during the day and evening and, occasionally, an upper division course as well. The program offers two upper division courses every semester on the SLCC Miller campus. These courses are taught so that a student can earn a sociology minor by only attending classes at SLCC. This Sociology minor complements a WSU criminal justice major taught entirely on the SLCC/Miller location.

## Standard C - Student Learning Outcomes and Assessment

### Five-year Assessment Summary

#### Program Assessment Strategy

After the previous five-year self-study report, the program made a plan to have all its courses assessed by the 2016-17 report (see, [http://www.weber.edu/portfolio/socio\\_ap.html](http://www.weber.edu/portfolio/socio_ap.html)). We managed to complete all the scheduled assessments except for two courses that were not taught during the five-year period: SOC 3840: Cities and Urban Life (taught as an interdisciplinary honors course with two co-instructors) and SOC 4550: Sociology of Work (canceled for low enrollment). Both are taught in fall 2016 and will be included in the next five-year report, 2020-21. We aimed at providing an assessment based on the new program learning outcomes (adopted in Fall 2013) for every course, required and elective. At the same time, we revised the program mission and goals, updated the learning outcomes for more accurate assessment, and decided on a common threshold for both program (and general education) courses.

Each course was assessed by the professor (or professors) who taught the course. This involved planning course assignments that would be conducive to assessment. Direct and indirect measures were used in some (but not all) current evaluations. Once all analyses were completed, professors submitted a report (the Evidence of Learning form) to the program coordinator, who compiled all the data into an Annual Learning Assessment report (Assessment reports [2010-2015] can be found at [http://www.weber.edu/portfolio/socio\\_ms.html](http://www.weber.edu/portfolio/socio_ms.html)).

## Thresholds for Learning Outcomes: Core, Elective, and General Education Courses

### Threshold for learning outcomes:

In the fall of 2013, the program decided that the Sociology program's learning outcomes have been successfully met when at least 70% of students perform at 70% (grade C) level or better. An "acceptable performance" in the upper division core and elective courses would need to meet that threshold. This "70/70" threshold was pegged to the passing grade policy of C or better for a course to be eligible for Sociology major/minor credit. While it appears low, the reality is that in most courses, student performance is much higher than the threshold. When asked to set a threshold, the faculty decided to start with the 70/70 and gauge whether it needs to be revised later in the future, after at least a few cycles of assessment. If a course failed to meet this threshold it would be reviewed by the Sociology faculty who would also develop a plan to improve the results.

For General Education Social Science Breadth and Diversity, the program set a threshold of 70%/60%; that is, when 70% of students in have performed at the level of 60% or better (grade D), the course meets the breadth and diversity outcomes. While this threshold seems low, we pegged it on the university's own threshold for students passing a general education course (D- or better). The Sociology program contributes to Weber State's General Education Social Science Breadth Area/Diversity education with two courses: *SOC 1010: Introduction to Sociology* and *SOC 1020: Social Problems*. For this self-study, these courses were assessed using the *Sociology program outcomes* because both also count as major/minor credit. (They are being assessed also based on the Social Science area and diversity outcomes for the upcoming Gen Ed renewal process in 2018; however, those result are not included in this report).

Table 4: Direct and Indirect Measures for Assessment of Student Learning reported

Direct measures	Indirect measures
1. Course assessment results (e.g., standardized tests and essays) <ul style="list-style-type: none"> <li>• Core courses within the major</li> <li>• Elective courses within the major</li> </ul> Note that general education outcomes were not used in assessment of 1010 and 1020 this <i>program</i> report	1. Selected alumni data concerning job placement; graduate and professional school acceptance; other significant accomplishments
2. Results from exit survey of graduating seniors (2013-14 and 2014-15 only) <ul style="list-style-type: none"> <li>• Graduates' self-reported skill level after taking upper division courses.</li> </ul>	

<ul style="list-style-type: none"> <li>• Graduates' experience with high impact learning (community engaged learning, internships, undergraduate research)</li> <li>• Selected qualitative responses to open ended questions</li> </ul>	
3. Collegiate Learning Assessment (CLA) report: Summary of graduating seniors' scores (2013-16)	

## Findings: Direct Measures (1)

### Assessment Results: Core and Elective Sociology Courses

Since AY 2011-12, the program has assessed all core and most elective courses at least once, some more than once. All core courses assessed met the threshold and most at higher levels than the 70/70. Elective courses also meet or exceed the 70/70 threshold for the measurable outcomes as long as students turned in all course work. It is evident from the annual summary reports that after AY 2013-14, measuring against a set threshold made assessment easier and, although the summary tables only report "threshold met" by a course, the actual levels that outcomes were met were often considerably higher. The quantitative and qualitative findings for each course can be found in this report as Appendix I (Core courses) and Appendix J (Electives).

In sum, based on the last five years' assessments, there were no significant changes that were required for any of the courses; however, student performance on individual outcomes occasionally prompted the instructor to review a course assignment or reflect on ways that students' motivation to turn in all assignments could be improved. After this five-year report, the program faculty may need to revisit the threshold and discuss whether it should be set at a higher level for the next five-year period.

### Summary of assessment results by AY (core courses in *italics*)

HI = High Impact course

#### (Year 1) AY 2011-12 – Courses assessed

<i>Soc 1010: Introduction to Sociology</i>	Majority of the students reached the goals, usually at 75%
<i>Soc 3600: Social Statistics</i>	Class average 86.26 on measurable outcomes
<i>Soc 3660: Research Methods</i>	Majority of students are reached the 5 measurable outcomes at levels of 80% or above
<i>Soc 4030: Contemporary Theory</i>	85-90% of students demonstrated measurable outcomes
<i>Soc 4990: Senior Capstone (HI)</i>	Majority of students are reaching these goals at levels of 80% or above

**(Year 2) AY 2012-13 – Courses assessed**

<i>Soc 1010: Introduction to Sociology</i>	Majority of students performed at 72% or higher on measurable outcomes
Soc 3000: Self & Society	Program goals 1, 5, and 7 met with 70% or higher performance; 57-68% of students met goals 3, 4, and 6 with 70% or better score
Soc 3260: Juvenile Delinquency	Students scored 76% or better on all measurable outcomes.
Soc 3420: Education	Majority of class scored 81% or better on all measurable outcomes
<i>Soc 3600: Sociological Research</i>	Majority of students scored 80% or better on all measurable outcomes

**(Year 3) AY 2013-14 – Courses assessed**

Soc 3110: Sociology of Family	100% students performed at 70% or above on measurable outcomes
Soc 3130: Sociology of Gender	Threshold met for all measurable learning outcomes. Majority of students performed at 70% or better (if they turned in assignments that were measured)
Soc 3250: Deviance & Soc Control	Student performance on measurable outcomes met the threshold
Soc 3270: Criminology	Student performance on measurable outcomes met the threshold
Soc 3300: Environment & Society	Majority of students are meeting each of these six learning goals at levels of 70% or above (some goals met at 80% and 90% or above)
Soc 3400: Social Change	All students met threshold of 70% or better
Soc 3410: Sociology of Religion	All students met threshold of 70% or better
Soc 3430: Medicine & Health Care	Majority of students are meeting each of these six learning goals at levels of 70% or above (several of the goals are being met at levels of 80% or above)
Soc 3850: Race & Ethnicity	All students met threshold of 70% or better
Soc 4220: Life in a Consumer Society	All students met threshold of 70% or better
Soc 4410: Sociology of Globalization	86% or more students performed at 70% or above on measurable outcomes

**(Year 4) AY 2014-15 – Courses assessed**

Soc 3010: Social Inequality	Threshold met or exceeded by all students on measurable outcomes.
<i>Soc 3030: Classical Theory</i>	Threshold met or exceeded by all students on measurable outcomes.
<i>Soc 3600: Social Statistics</i>	Threshold met or exceeded by all students on measurable outcomes.

<i>Soc 3660: Sociological Research</i>	Threshold met or exceeded by all students on measurable outcomes.
<i>Soc 4030: Contemporary Theory</i>	Threshold met or exceeded by all students on measurable outcomes.
<i>Soc 4270: Sociology of Law</i>	Threshold met or exceeded by all students on measurable outcomes.

**(Year 5) AY 2015-16 – Courses assessed**

Soc 1010: Intro to Soc/Soc outcomes	Threshold met or exceeded by all students on measurable outcomes except on one measure (Goal 5, Measure 1, the sociological canon).
Soc 1020: Social Problems CEL/Soc outcomes (HI)	Other than one measure, the majority of students meet outcomes at 70% or above (some at 80% and above). On one outcome (one measure of three) 72% of students scored 60% or higher.
Soc 3550: Organizations in Society	Threshold met by all students on measurable outcomes.
Soc 4990: Capstone (HI)	Threshold met by all students on measurable outcomes.
Soc 4990: Special Topics/Technology & Society	All students scored 80% or higher on all measurable outcomes, threshold met.
Soc 4990: Study abroad to China (HI)	Threshold met by all students on measurable outcomes. Qualitative analysis.



## Findings: Direct Measures (2)

### Results from exit survey of graduating seniors (2013-14 and 2014-15 only)

All graduating sociology majors and minors are asked to complete an exit interview. In the fall of 2013, all exit survey questions were updated and revised and, in the spring 2014, the survey instrument was moved online in hopes of a higher response rate. However, the response rate has since declined to single digits. We have noticed that some students started responding, but stopped midway, which tells we need to shorten the survey and make it more user-friendly. This will be done during the AY 2017-18. The following are results from the exit surveys of graduating majors and minors in AY 2013-14 (N=15) and AY 2014-15 (N=13); the results presented here are the most complete findings available. The survey instrument can be found as Appendix G.

### Exit Survey of Sociology Major/Minor Graduates 2013-14

#### *Skills gained in Sociology:*

Nine majors and seven minors completed the survey. As part of that survey, graduates were asked to rate their skill level on the general sociology learning outcomes before and after having taken sociology classes. The skills were operationalized into 23 distinct Likert type skill questions with 1 meaning having the least skill and 5 having the most skill. Paired sample t-tests were conducted on all 23 before-after skill questions (Table 5). All skill questions showed a statistically significant ( $p \leq .001$ ) increase between before and after means. The smallest increase was for “write an application letter for a job or graduate school” with an increase of 1.4 points. *The largest increase was 2.74 points on two skills, “Use sociological theory to discuss a current event or issue” and “Explain basic sociological concepts (e.g., self, institution, and structure) to another person.”*

Table 5. Paired Samples T-Test of Sociology Skills for Before and After Taking Sociology Courses

(1) Research and data analysis skills. Ability to:	Before Mean	After Mean	Mean Dif	T value*
Identify and formulate possible research questions from class readings	2.0	4.33	2.33	11.068
Craft surveys or interviews to answer a research question	1.6	4.07	2.47	12.854

Use software (e.g., SPSS) to analyze data	1.13	3.47	2.34	6.468
Write a report based on your results	1.93	4.4	2.47	10.435
<b>(2) Communication skills. Ability to:</b>				
Present orally a summary of information you have read to an audience	2.93	4.53	1.6	5.237
Write a summary of main points of a scientific article or book	2.4	4.67	2.27	9.134
Synthesize information from many sources to answer a question both orally and in writing	2.27	4.47	2.2	8.401
Write a report or a paper based on library sources	2.07	4.47	2.4	11.225
<b>(3) Sociological theories and knowledge. Ability to:</b>				
Outline basic information about U.S. society and institutions	2.0	4.4	2.4	12.616
Use sociological theory to discuss a current event or issue	1.93	4.67	2.74	13.252
Explain basic sociological concepts (e.g., self, institution, structure) to another person	1.73	4.47	2.74	23.127
Ask why a social arrangement exists and provide a sociologically informed answer	1.73	4.4	2.67	21.166
<b>(4) Critical thinking skills. Ability to:</b>				
Question commonly held assumptions about the social world	2.27	4.53	2.26	9.934
Recognize competing explanations for any social phenomenon or problem	2.13	4.4	2.27	12.475

Create and explore alternative explanations to social phenomena or problems	1.93	4.47	2.54	9.255
Evaluate the credibility of competing explanations	1.93	4.33	2.4	8.29
<b>(5) Understand history, culture &amp; global perspectives. Ability to:</b>				
Explain the historical origins of a social arrangement to another person	1.8	4.13	2.33	8.122
Describe how local events are related to global causes and consequences	2.0	4.13	2.13	9.025
Compare a social phenomenon across different cultures, race and ethnic groups, and classes	2.33	4.53	2.2	8.401
<b>(6) Prepare for a career, further studies, and life. Ability to:</b>				
Prepare a resume or a CV with education and job experience	2.07	3.93	1.86	5.553
Write an application letter for a job or graduate school	1.93	3.33	1.4	4.365
Explain the social underpinnings of individual behavior	1.87	4.47	2.6	13.667
Describe how our lives are shaped by social forces, institutions, and structures	1.93	4.6	2.67	10.583
*All T values significant at $p \leq .001$ . N=15				

*High impact learning experiences:*

Graduates were also asked if they participated in any “high impact experiences,” such as participating in undergraduate research, internships, research assistantships, and community engaged learning classes (Table 6). When majors were compared to minors, all majors had participated in high impact

experiences, but only three of seven minors. Undergraduate research and community engaged learning were the most commonly named activities for both majors and minors. No graduates in this cohort had done a directed reading, and no minors had completed a research assistantship.

Table 6. High Impact Experience by Major/Minor

			I am a major or minor.		Total
			Major	Minor	
High Impact Experiences in Soc Program <sup>a</sup>	Were you an AKD or Soc Club member?	Count	2	1	3
		% within majmin	22.2%	33.3%	
	Did you participate in Undergraduate Research?	Count	7	2	9
		% within majmin	77.8%	66.7%	
	Did you participate in Community Engaged Learning?	Count	7	3	10
		% within majmin	77.8%	100.0%	
	Did you participate in an Internship	Count	4	1	5
		% within majmin	44.4%	33.3%	
	Were you an RA?	Count	2	0	2
		% within majmin	22.2%	0.0%	
Total		Count	9	3	12

Percentages and totals are based on respondents. /a. Dichotomy group tabulated at value 1.

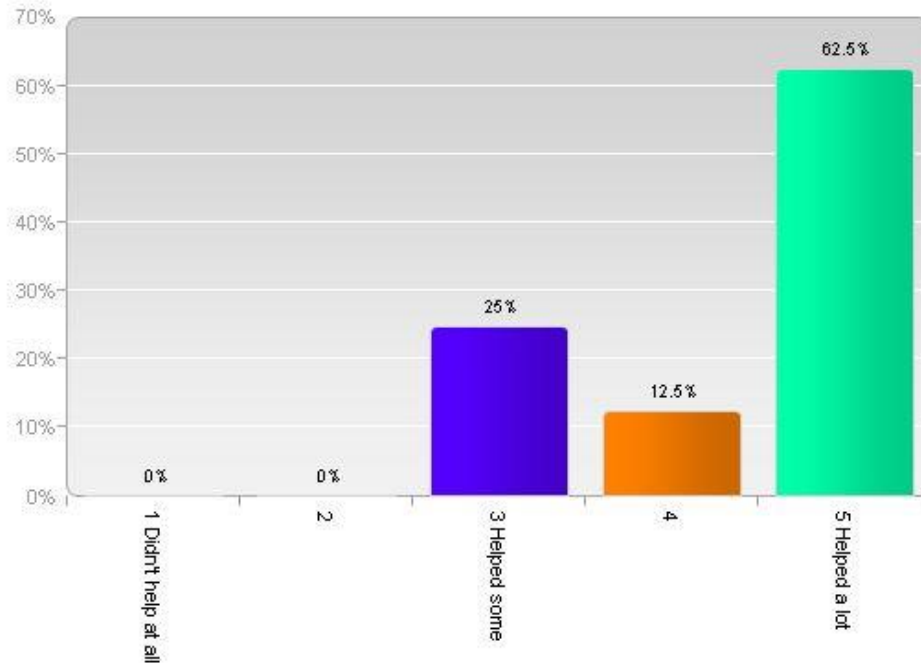
### Exit survey of Sociology Major/Minor Graduates AY 2014-15

Findings from an exit survey of graduating majors and minors in AY 2014-15 (N= 13). The survey was available online; an email was sent to all Sociology major and minor graduates to enter their responses. The following examples were derived from the Campus Labs survey.

- a) Skills gained in Sociology: Nine graduates completed the survey (response rate 69%). As part of that survey, graduates were asked, for example, to rate their skill level on the general sociology learning outcomes before and after having taken sociology classes:

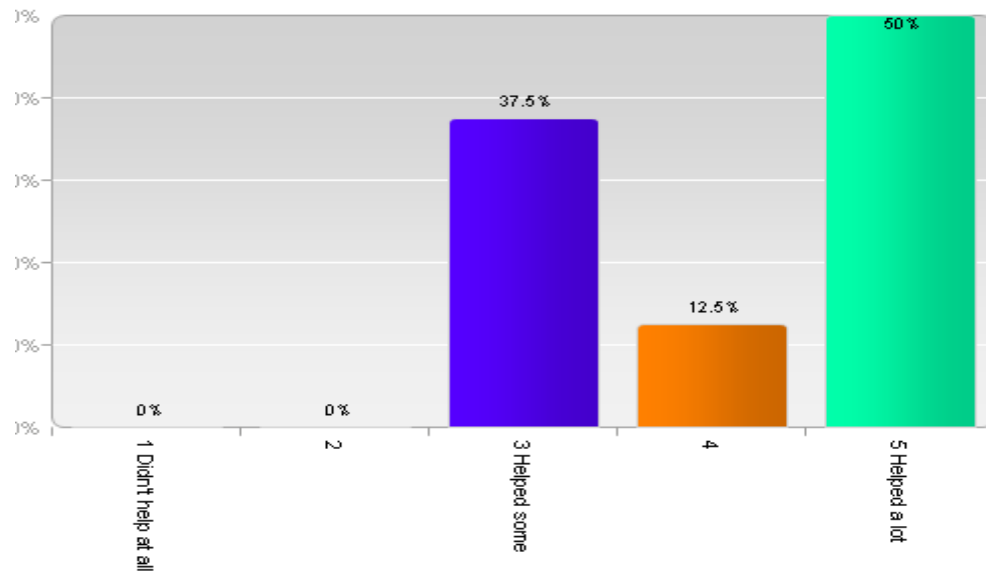
▪ The impact of the Sociology core requirements on ability to describe sociological concepts:

Q56. How well did the core requirements for the sociology major or minor (e.g., Introduction to Sociology, Classical/Contemporary Theory, Research Methods, Statistics, and Capstone) help you to: - Describe sociological concepts?



▪ The impact of Sociology core requirements on ability to describe sociological theories:

Q57. How well did the core requirements for the sociology major or minor (e.g., Introduction to Sociology, Classical/Contemporary Theory, Research Methods, Statistics, and Capstone) help you to: - Explain the main theories of sociology



b) High impact learning experiences:

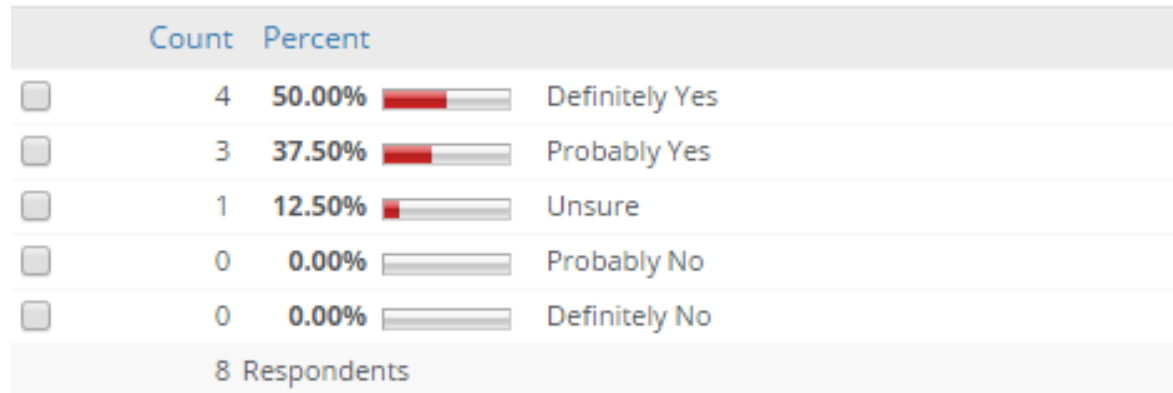
Q61. Please indicate which of the following experiences you participated in through the Sociology Program.

Please check all that apply.

	Count	Respondent %	Response %	
<input checked="" type="checkbox"/>	4	50.00%	17.39%	Member of AKD or Sociology Club
<input checked="" type="checkbox"/>	5	62.50%	21.74%	Undergraduate research
<input checked="" type="checkbox"/>	5	62.50%	21.74%	Community engaged learning
<input checked="" type="checkbox"/>	3	37.50%	13.04%	Internship experience
<input checked="" type="checkbox"/>	2	25.00%	8.70%	Study abroad
<input checked="" type="checkbox"/>	1	12.50%	4.35%	Supplemental Instructor for a sociology course
<input checked="" type="checkbox"/>	3	37.50%	13.04%	Research Assistant for a course or a faculty research project
8 Respondents				
23 Responses				

Question: Would you major/minor again in sociology?

**Q70. If you had it to do over again, would you major or minor in sociology?**



## Examples of qualitative responses to selected exit survey open-ended questions

AY 2013-14

(Re: Outcomes #1, #2) **Question: Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your work.**

- It helps me understand and explain the culture and culture change of the organization.
- I have to assess an individual or situation cautiously prior to engagement.
- I plan on going into human resources so gender, ethnic differences, organizational behavior will all be applicable.
- Utilizing it in public admin, law, or politics, or running my own business again.
- The ability to work with people. And especially the ability to understand their perspectives on things.
- Utilize research skills
- When interacting w/clients from different groups

(Re: Outcomes #1, #2, #3, #5, #6) **Question: What have been the most memorable learning experiences you have had in your sociology courses, both in and out of the classroom?**

- Civic engagement
- Learning about gender and the effects that are not understood by organizations; drive along interviews for my cities and urban life course were a blast!
- Preparing for senior thesis, the great professors here in Soc. Dept. at Weber State, and applying all I have learned in sociology to my private and public life.
- Presentations, study guides, application of theory to life situation in exams.
- Volunteer work, conducting a survey and seeing real, original results, presenting my research at conferences.

- I have learned to work together with many different people I have made many great friends. I have conducted my own research project and learned how to carry out a research study.

(Re: Outcomes #3, #4, #6) **Question: What do you see as the major strengths of the WSU sociology program?**

- Professor leadership; they pointed out my strengths as well as offered opportunities towards growth in other areas.
- Hands-on experience, connections to community organizations.
- Prep for research, theory, and writing which is good for grad school, and future opportunities.
- Very open. Information is accessible and the staff was and is open to meet with you about it.
- How personally engaging it is-I'm on a first name basis with my professors.
- Accepting, down to earth, treat students as equal or trust in their abilities. I never felt doubted by a professor and that helped me believe in myself.
- Challenging! Gets me thinking.

(Re: Outcomes #2, #4) **Question: Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your personal life**

- Help me recognize my symbolic interactions and also I am going to a new career position and I will be able to recognize the culture and it will help me in seeing the big picture.
- I have learned everyone has their own "lens" they deserve their opinion but my perspective is valuable to me.
- I am more aware of my privilege and the marginal condition of my wife as a woman.
- Being more aware of issues pertaining to [unclear] and family, and be ready to use what I've learned to help my family and others in positive, productive ways.
- I can use it for understanding perspectives. How to communicate and see that my communication is effective.
- I will live more open-minded and sustainably
- Continue to question everything.

(Re: Outcomes #4, #5) **Question: Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your civic involvements.**

- The open mind of understanding people with opportunity to learn rather than shut out.
- Many marginalized groups don't have a voice in society, I hope to get involved in community organizations to help give them a voice.
- I can show how the world views often have good things and insight rather than rigidness using a one and only solution. Showing there are many.
- I will have a greater understanding of push and pull factors, that there are 2 sides to every story.
- Helping those in my neighborhood settle problems better.
- As an active member in the community I will be able to help more people.

**Question: What do you see as the major weaknesses of the WSU sociology program? What should be done to improve them?**

- I like too much to consider a weakness. My own was making work a priority rather than balancing.



- Connections with other majors on campus, more emphasis should be placed on letting students know what types of graduate programs other than sociology they can pursue with a soc undergrad.
- Application for careers. The material is good, but careers and jobs, what will be done with a major in sociology? Other degrees have specific jobs.
- Teachers giving too much work, and not caring about the class they are teaching.
- Not enough classes offered for nontraditional students. More night classes needed. More classes at Davis Campus.
- Everything is taught as if we are going on to another degree. If all you want is a BS/BA degree some classes are pointless.

#### AY 2014-15

Outcomes 1, 2, 3, 5, 6) **Question: What have been the most memorable learning experiences you have had in your sociology courses, both in and out of the classroom?**

- I enjoyed some of the teacher's lectures and some of the books we were required to read.
- I had some interesting moments of conversation while in Dr. Glass's deviance class. too many to mention.
- In the classroom I would say being able to sit around the conference table discussing the readings and theories. Being able to have other students and faculty perspectives added depth to the readings and my understanding. outside the classroom - I spent a lot of time in professors offices discussing what I wanted to study and my plans for grad school. Having the faculty be supportive gave me the courage to get up everyday and get into the grad program that I wanted.
- Mine was attending religion classes for sociology of religion
- The application of research and interaction with real life people and their real life situations.

(Outcomes 3, 4, 6) **Question: What do you see as the major strengths of the WSU sociology program?**

- I think the sociology programs biggest strength is their faculty. I was able to walk into most of my professors offices and they would be there, or would make time to see me and discuss my questions. The faculty have built a challenging program that has given me marketable skills. Because I am able to take large amounts of information, critically analyze it, and organize the information in a usable way for other people to understand, is crucial in my line of work. My job prospects from the beginning of the program versus after graduation is remarkable.
- Ability to conduct hands on research. Scholarships available for students.
- I think there is a lot of knowledgeable professors in the sociology program at WSU.
- It's good program that covers many aspects of the subject, but there's not a lot of jobs out there for this type of degree.
- The diversity of the instructors and their backgrounds and sociological approaches.
- The professors and their devotion to their classes and making sure students understand the information, at the same time I appreciated theories being used with real life experiences we go through today.
- There is a feeling of belonging within the classes of sociology that isn't there in the more physically driven sciences; ie math, English, history, biology, and the other educational programs

**Question: What do you see as the major weaknesses of the WSU sociology program? What should be done to improve them?**

- For sociology majors, introduction course to ASA paper formatting would be helpful.
- I would have like to see some discussions of practical skills during research methods and capstone. I have gotten the impression that some of my classmates did not view the research skills they learned as marketable practical skills.
- I would have liked one of my professors to write a letter of recommendation for me when I start my Graduate Degree, but he did not respond back to me via email.
- I would like to have taken the course on race and inequality but it was not offered every semester.
- The lack of funding for sociology conferences. Need of improvement of exposure to sociology careers. Provide resources to students as to where they can get internships or exposure to real world careers. Provide opportunities to get students involved on professor's research or work. The study of the social sciences is often the study of what doesn't work in an effort to treat what does work

**Findings: Direct Measures (3) Collegiate Learning Assessment (CLA)**

Seniors in the spring Capstone course are encouraged to take the Collegiate Learning Assessment (CLA) test that the program began to use in the spring of 2013. The assessment compares sociology major seniors against other major seniors at WSU as well as against similar students in similar institutions. The results available are from Spring 2013, 2014, 2015 and 2016. The below table summarizes the findings.

**Table 7: Sociology seniors' CLA performance compared to WSU seniors who took the test**

Test task	2013		2014		2015		2016		2011-16 MEAN	
	SOC	WSU	SOC	WSU	SOC	WSU	SOC	WSU	SOC	WSU
Performance task n	5	87	4	103	7	107	6	94	22	391
Performance task mean score	1302	1113	1135	1079.93	1085.57	1068.7	1064.83	1090.35	1146.85	1087.99
Selected response n	3	87	4	106	8	108	6	99	21	400
Selected Response mean score	1128	1097	1163.5	1100.28	1138.25	1126.4	1187.83	1144.19	1154.39	1116.96

The CLA test features two tasks—Performance Task and Selected Response—and the scores are compared against both WSU and nationally. Included here are the summary findings of Sociology seniors who took the test (about a third or a half of graduating seniors, since the test is only administered in the spring). Sociology seniors have performed at or above the institutional mean for both tasks.

## Findings: Indirect Measures (1) Alumni Data

The Sociology Program maintains contact with its alumni through social media, e.g., Facebook page “Sociology at Weber State,” and through biannual Alpha Kappa Delta inductions that also become social events for alumni who are AKD members. We ask graduates to keep in touch and let us know about their graduate school and employment after graduation. The following information presents some ways in which alumni are using their Sociology degrees.

### AY 2013-14

- Niccole Spjut (2014): Grant writer for United Way (fulltime).
- Stephanie Quinn (2013): WSU Multi-Cultural Center.
- Chris Becker (2011): MA in Sociology with an emphasis in Applied Sociology from East Tennessee State University, 2014; Operations Manager at Castleton Polling Institute in Vermont - overseeing the day-to-day activities of the call center (for polling), and working with the director to secure new survey/interview/focus group research projects for businesses and government agencies in the area.
- Shaylee Wheeler (2011): Master’s in Public Policy, University of Denver (2014). Research associate and executive assistant (in NYC) for Edward Conard, former partner at Bain Capital, now a visiting scholar at the American Enterprise Institute.
- Adriana Johnson (2011): U of U law school.
- Vincent Longa (2011): US Citizenship and Immigration Services, Dallas, TX.
- Michael Kawabata (2011): Utah Society for Environmental Educators, working on research and advocacy on issues of environmental injustice in SLC.
- Melissa Ford (2011): Editorial copywriter for Overstock, Inc., Farmers Market division. (Farmers Market is a new initiative to bring farmers and customers together through easy access via the Overstock website).
- Kelsey Boyer (2010): Overstock, Inc.
- Ron Hubbard (2010): MS in Sociology, Brigham Young University, Ph.D. student in Criminology, Arizona State University.

### AY 2014-15

Recent alumni job placements, degrees, and accomplishments:

- **Jay Paul Werner** (2014): MBA student (Human Resources) Utah State University.
- **Andrew Hyder** (2015): Master’s student (Public Administration), University of Utah.
- **Shaylee Wheeler** (2011) Master in Public Policy from University of Denver (2014). Works as a budget analyst on the NYC Office of Management and Budget's Health and Hospitals Corporation task force, responsible for the fiscal oversight and policy coordination of the city's public healthcare system.
- **Chris Becker** (2011), MA in Sociology with an emphasis in Applied Sociology from East Tennessee State University, 2014; Operations Manager at Castleton Polling Institute in Vermont - overseeing the day-to-day activities of the call center (for polling), and working with the director to secure new survey/interview/focus group research projects for businesses and government agencies in the area.

## Standard D - Academic Advising

### Advising Strategy and Process

All new students (majors, minors, BIS) are encouraged to come in person to declare major/minor/BIS and to be advised by the Program Coordinator. The advising appointment entails a discussion of the required courses, the two-year rotation, and the ways student's interests can be met with a specific set of courses. 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.

Advising is carried out informally by all faculty (and even the department administrative specialist) and, formally, by the program coordinator. Rob Reynolds was program coordinator AY 2011-12 and continued as Sociology advisor until Spring 2014. Since then, all advising has been done by Marjukka Ollilainen (Department chair and Sociology coordinator), although all faculty advise students informally. Advising records are kept on Cat Tracks with notes to provide historical data. Sign-offs for graduation are the responsibility of the program coordinator/advisor. General Education program advising is done centrally in the college by two Gen Ed advisors. The chair/program coordinator's taking over all advising was an experiment and will be re-evaluated once the program is fully staffed again with six full-time faculty members, beginning in the fall 2017. At that time, we plan to device an assessment for gauging its effectiveness.

Advisement in career decisions and graduate school plans is addressed by: (1) faculty advisors in discussion with students; (2) faculty teaching SOC 4900: Senior Capstone Course; (3) occasionally by faculty in special presentations on careers and graduate school hosted by the Anthropology and/or Sociology Club; and (4) by the campus Careers Services Office and their annual campus career fairs.

### Experimental career advising seminar – SOC/ANTH 2810: Career Building Seminar (Spring 2016)

The department cooperated on a joint, experimental "Career Building Seminar" (SOC 2810: Experimental Course Offering) in Spring 2016. The idea was to bring students in the department's two programs together for early career advising. The department's ten faculty members together created and instructed the experimental one credit-hour course that provided information about how build a career with a Sociology or Anthropology major. The class met once a week for 50 min and features a different topic area and a pair of instructors (one from each program) who led the discussion, brought guest speakers. The seminar aimed at providing answers to the often-asked question, "What can I do with a Bachelor's degree in Sociology/Anthropology?" The goal was to help students more mindfully plan their study programs to match future career interests. Featured themes included taking advantage of high impact experiences offered on campus (study abroad, undergraduate research, internships, community engaged learning), advising resources, writing papers, conducting research, resume construction and job application, applying to graduate school, and what alumni have done with their degrees.

Despite our best efforts to recruit majors with sophomore or junior standing, the seminar drew mostly Anthropology seniors (eight out of the 11 students enrolled) who sought information about graduate school application. For the instructors, the seminar turned out unexpectedly labor intensive, yet with rather modest benefits, especially for Sociology whose three junior/sophomore students felt lost in the majority of Anthropology seniors. The department discussed how to better meet the needs of Anthropology students who, as of yet, do not have a Senior Capstone Course (as Sociology students do) where they get information and training about job search and the graduate school application process. There are no future plans to offer the joint course unless student demand re-emerges. Meanwhile the Anthropology program is developing a required Senior Capstone Course to be included in the major program.

## Effectiveness of Advising

The program's only tool for assessing the effectiveness of its major/minor advising is the graduate exit survey that asks students to rate their level of satisfaction with advisement help from faculty. Students generally comment on high levels of satisfaction with the personalized attention they receive in advising.

## Standard E - Faculty

### Demographic composition of Sociology program faculty

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

### 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. Faculty annual review submitted to the chair and the dean.
- (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.

## Faculty Qualifications

### Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	5	1	4
Number of faculty with Master's degrees			3

<b>Number of faculty with Bachelor's degrees</b>			
<b>Other Faculty</b>			
<b>Total</b>	5	1	7

## Full-time Faculty

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

Dr. Pepper Glass, Ph.D., Assistant Professor

Dr. Peter Loebach, Ph.D. Full-time faculty member on a two-year contract (2015-2017)

Dr. Marjukka Ollilainen, Ph.D., Professor and Chair of Sociology and Anthropology and Sociology Program Coordinator

Dr. Rob Reynolds, Ph.D. Associate Professor

Dr. Carla Koons Trentelman, Ph.D., Associate Professor

Dr. Huiying Wei Hill, Ph.D., Professor

There are currently four full-time, tenured faculty members, two are professors and two are associate professors. The remaining two full-time faculty include an assistant professor and a two-year full-time contract faculty member. All of the full-time faculty members hold the doctoral degree.

## Adjunct Faculty

Seven adjunct instructors currently serve the Sociology program:

Dr. Carol Albrecht, Ph.D.

Dr. Terry Allen, Ph.D.

Mr. Spencer Blake, M.S.

Dr. L. Kay Gillespie, Ph.D.

Dr. Greg Richens, Ph.D.

Mr. Mark Simpson, M.Ed. (ABD, Sociology)

Ms. Yvette Young, M.S. (ABD, Sociology)

Four of the seven adjunct faculty members currently hold a doctoral degree and three 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. Mark Simpson is working on his dissertation in Sociology (Brigham Young University) and currently works as the Director of Student Affairs Strategic Initiatives at the University of Utah. Yvette Young is a doctoral candidate in Sociology at the University of Utah, expecting to defend her dissertation in January 2017.

## Evidence of Effective Instruction

### Regular Faculty

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

- *Annual reviews* conducted every year 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 criteria; results reported to the College Dean.
- *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.
- *Peer Reviews* of all faculty (including post-tenure faculty every five years), conducted by an elected department Peer Review Committee, using instruments and procedures developed in the department which measure teaching effectiveness. Results submitted to the faculty professional file in the department and College.
- *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 file.
- *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 for all courses for adjunct instructors and non-tenured faculty and one course per year for all classes taught for tenured faculty. Informal student evaluations are also often obtained by individual faculty in their classes.
- *Performance Compensation Review*, optional for full professors with minimum of five years in rank, wishing to be considered for pay raise. Review by Department Chair, Chair of the college Ranking and Tenure committee, College Dean, and the Provost. Initiated by Academic Affairs in December 2014.

### Adjunct Faculty

- All adjunct faculty members peer-reviewed periodically.
  - Last review of all adjunct faculty in the program was spring/summer 2014. The full-time faculty visited the courses in the campuses the courses were taught, including WSU Davis and SLCC Miller campus. Each instructor was also provided with qualitative feedback on their teaching in the form of short summary of strengths and weaknesses.
- The program coordinator monitors all student evaluations of adjunct instructors after every semester and addresses issues if they emerge (but none have during this time period).

## Faculty Scholarship and Professional Activities (selected items from annual reviews)

### AY 2012-13

#### Pepper Glass:

- Published a peer-reviewed research article, "Doing Scene: Identity, Space, and the Interactional Accomplishment of Youth Culture" (2012) *Journal of Contemporary Ethnography*, 41(6): 695-716.
- Quoted in *The Standard Examiner* article "Rumors of planned school shooting spread across Utah, U.S." on December 20, 2012 and again in "Conspiracy Theories Claim Newtown Shootings Were a Hoax," *The Standard Examiner*, January 10, 2013 <http://www.standard.net/stories/2013/01/09/conspiracy-theories-claim-newtown-shootings-were-hoax>

**Brenda Kowalewski** received the H. Aldous Dixon Award for her work on WSU community involvement and service learning. The award is given annually by the WSU Alumni Board.

**Brenda Kowalewski, Carla Trentelman, and Pepper Glass** partnered with the United Way of Northern Utah and the Utah Education Policy Institute to complete a community needs assessment for a 10-census tract area designated as an Ogden United Promise Neighborhood. The research is funded by the US Department of Education through a \$500,000 Promise Neighborhood planning grant received by the United Way of Northern Utah.

**Carla Trentelman's** research on life near the Great Salt Lake was highlighted in "Professor Presents Sociology of Great Salt Lake," *The Signpost*, January 8, 2013 <http://www.wsusignpost.com/2013/01/08/professor-presents-sociology-of-great-salt-lake/>

**Huiying Wei-Arthus** delivered the keynote speech, "Asian Political Involvement and Striving for Their Rights," for the Sixth Annual Convention of the Chinese Association for Science & Technology in Utah (CAST-UT) on January 12, 2013.

### AY 2013-14

**Pepper Glass** received a Hemingway Excellence Grant to study perceptions of race-ethnicity in Ogden, \$7,000

#### Brenda Kowalewski

- "Ogden United Promise Neighborhood – Community Needs Assessment." Project for the United Way of Northern Utah, Granted January 2013 - \$68,413.
- Thomas Ehrlich Civically Engaged Faculty Award Finalist, 2013 (National Award, one of four finalists)
- Aldous H. Dixon Award, Weber State University Career Achievement, 2013

**Marjukka Ollilainen** was interviewed on TV about teens and consumerism by Mike Anderson, KSL Channel 4, May 2, 2013.

**Rob Reynolds** presented a paper, "Pilgrimage Souvenirs: Providing Profit and Meaning in the Religious Culture Industry" at the Annual Meeting of the Society for the Scientific Study of Religion in Boston, MA, 8-10 November, 2013.

#### Carla Trentelman

- Published an article: Naomi Krogman, Carla Trentelman, Courtney Flint, and Joan Brehm. 2013. "Learning from the Pros: The role of IASNR and SNR in our Careers." For special issue on "The Doing of Natural Resource Social Science," *Society & Natural Resources*. 26(2):176-183.



- Awarded iUTAH Research Catalyst Grant, with Daniel Bedford, Geography, for “Uncovering Attitudes towards Water at Weber State University.”

**Huiying Wei Arthus** delivered the Keynote Speech at the Annual Conference of the Chinese American Association of Science and Technology Utah Chapter, entitled *Asian Voters’ Pivot --- From Republican to Democrats* at University of Utah, Salt Lake City, Jan. 19<sup>th</sup>, 2013.

## AY 2014-15

**Pepper Glass** and **Huiying Wei Hill** were quoted in *Standard Examiner* about vigilante violence in “Swift justice or vigilante violence? Police, witnesses disagree” by Ben Lockhart, January 24, 2015. <http://www.standard.net/Police/2015/01/24/What-leads-to-vigilante-violence>

**Huiying Hill** also presented a paper, “China and the Uygur vs. US. and the Native American—A Comparison between the Two Governments’ Ethnic Policies” at ASA Conference, San Francisco, California, August 2014.

**Brenda Kowalewski** published an invited paper, “How Does Your Campus DEAL with Civic Learning Outcomes?” Posted on NASPA’s *Lead Initiative for Civic Learning and Democratic Engagement* page: <https://www.naspa.org/rpi/posts/how-does-your-campus-deal-with-civic-learning-outcomes> October, 2014.

### Marjukka Ollilainen

- Published a peer-reviewed book chapter (with Catherine Richards Solomon) “Carving a ‘Third Path’: Faculty Parents’ Resistance to the Ideal Academic Worker Norm.” In Vasilikie Demos, Catherine White Berheide, and Marcia Texler Segal (eds), *Gender Transformation in the Academy, Advances in Gender Research*, Vol. 19: 21-39. Emerald Group Publishing.
- Was awarded the 2015 John S. Hinckley Fellowship Award for faculty who has excelled in teaching, scholarship, and service.

**Rob Reynolds** was a panelist for a Taboo Talks for the WSU Center for Diversity and Unity on dualism titled “Soul or Science,” September, 2014.

**Carla Trentelman** was awarded tenure and promotion to Associate Professor.

## AY 2015-16

### Peter Loebach

- Presented the paper “Household migration as a livelihood response to natural disasters: Nicaragua and Hurricane Mitch” at the American Sociological Association annual meeting, Chicago, Illinois, August 2015.
- Published two peer-reviewed articles:
  - A co-authored article, “Physical and Mental Health Consequences of War-related Stressors Among Older Adults: An Analysis of Posttraumatic Stress Disorder and Arthritis in the Northern Vietnamese War Survivors” in *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, January 2016.
  - A single-authored article, “Household Migration as Livelihood Adaptation in response to a Natural Disaster,” in *Population and Environment*, April 2016.

### Marjukka Ollilainen

- Presented “Ideal Bodies at Work: Faculty Mothers and Pregnancy” at the Pacific Sociological Association Annual meeting, Oakland, CA, April 2016.
- Featured in the “Face in the Crowd” column of the *Wasatch View Magazine*, April 2016.

**Carla Koons Trentelman** presented with a co-author a case study, “Moving towards Water Sustainability on Campus: A Collaborative Approach” at the Association for the Advancement of Sustainability in Higher Education Conference, Minneapolis, MN.

**Huiying Wei Hill** presented a paper, “Asian American Voters’ Pivot—From Republican to Democrat” at the Pacific Sociological Association Annual Meeting, Oakland, CA, March 2016.

**Pepper Glass** was quoted in the article, “Smoking signage on campus.” Allen Glines, *Signpost*, 12/18/2015.

### Mentoring Activities

New faculty are given a choice whether they would like to be appointed a senior faculty mentor or get mentored informally based on need. The chair mentors new faculty in all aspects of formal reviews and tenure requirements; however, there are college and university resources for that as well.

### Adjunct Instructors

Adjunct faculty are invited and encouraged to attend the university-wide Adjunct Retreat taking place every November. The program coordinator works with adjuncts on course selection and scheduling and review their teaching evaluations regularly.

### Sociology program outreach, alumni relations, and marketing the Sociology major

- Members of the Sociology program have reached out to alumni as well as current students through the “Sociology at Weber State” Facebook page <https://www.facebook.com/SociologyAtWeberState/>. All program events and sociology-related news items are shared on the page that by November 2016 has reached 231 “likes” (people who receive the page feed).
- The department created the “Sociology & Anthropology Brown Bag” speaker series which features presentations on faculty research and sociological or anthropological analyses of current events. Thus far, five speakers have been hosted in the series, including two international scholars.
- The resurrection of Alpha Kappa Delta (AKD), the international sociology honor society, has brought alumni from years ago back in contact with us. Forty-seven new members have been inducted since 2010, including several qualifying alumni. Induction to AKD takes place twice a year and functions as a social gathering of current and former sociology majors.
- The Sociology program collaborated with History and Psychology to screen Michael Apted’s *7UP! Series* during Spring 2014. Students were offered 1 credit hour for attending all six screenings and participating in the subsequent discussion, altogether about ten hours of film. Eleven people (including students, professors, and community members) regularly attended screenings.
- The program actively supports the Ritchey Junior and Senior (High School) Science Fairs. The program presented an inaugural Sociology Program Award (\$25) and two honorable mentions in the junior fair and a \$50 award and one honorable mention for senior projects. The awards were announced and given

at the evening ceremony on both days. We are working to increase the awareness of junior and senior high school students of their implicit sociological thinking and Sociology as a relevant field of study.

## Standard F – Program Support

### Adequacy of Staff

Administrative Specialist I, Belinda McElheny, was hired in September 2013. Ms. McElheny is a WSU graduate (2013, Health Promotion) and manages the department office. She meets the needs of two programs. Belinda's responsibilities include, but are not limited to, processing students declaring Sociology and Anthropology major/minor, managing department's internal financial records, making office purchases, keeping students records, performing reconciling of faculty travel and professional purchases, consulting with students in person, by phone or email, and maintaining the currency of program offerings in the course catalog

### Ongoing Staff Development

Ms. McElheny maintains professional competency through active participation in campus training. Since joining the department, she has participated in the following training:

- (2013) LYNX--Budget Queries; Ethics and Procurement; Civil Rights Update 1 &2; Registrar's workshop; Scholarship nomination system; LYNX self-service financial—requisitions
- (2014) Applying for and using a staff development grant; Chi tester- Introduction; Adobe photo shop; New staff salary grade structure; Civil Rights Update; Registrar's Workshop
- (2015) Wellness program; Coach certification; Argos; Paw Place Procurement; Student Affairs Referrals and Resources; FYE; Registrar's referrals and resources; Underrepresented Student Success; Registrar's workshop; Academic advising referrals and resources; Coaching 101; Inclusive Excellence; QPR for Suicide prevention
- (2016) Financial Aid - Scholarship Basics; Franklin Covey's Project management essentials; Advocacy and Reporting WSU

### Adequacy of Administrative Support

The administrative support for the department as well as the program is very good. Ms. McElheny runs the main office, advises students on department-related issues, and makes sure the office is functional for professors and students. Her work has been critical in the success of both programs.

### Adequacy of Facilities and Equipment

Facilities available for the sociology department are adequate. We look forward to the planned move to the Science Lab building pending a funding decision to renovate the Social Science Building 2017-2018 from the Utah legislature.

## Adequacy of Library Resources

Library resources for sociology are adequate, considering that we have a well-functioning Inter Library Loan system (ILLIAD). The program faculty rely on the visual materials (DVDs) owned by the library and would like to make sure there are resources to purchase the latest quality DVDs for course use.

## Standard G - Relationships with External Communities

### Description of Role in External Communities

The Sociology program maintains ties to the broader Ogden community through engaged learning practices. Many of our alumni work in the Ogden community with skills they acquired in sociology; they work, for example, in data analysis, grant writing, social services, city administration, law and law enforcement, and in the school district.

Many of the program faculty members, *Brenda Kowalewski*, *Carla Trentelman* and *Pepper Glass*, teach community engaged learning courses regularly, and hundreds of students have gained community engaged experience through the program. Currently another faculty member, *Peter Loebach*, is working with on refugee resettlement project in Ogden with leaders of Catholic Community Services, CCEL, Ogden School District and Professor Jennifer Gnagey (Economics).

*Carla Trentelman* has taught a total of 12 sections of Social Problems with a community service component where each student does at least 15 hours of community service; a total of four sections of Sociology of Education (including Fall 2016), each student does at least 15 hours of service work at the Ogden School District school of their choice; and a total of three sections of Environment and Society where each student does at least 10 hours of community service. She also taught a section of Environment and Society (spring 2014) where students conducted community based research. Our community partner was WSU Energy and Sustainability Office and Facilities Management. The class conducted a series of focus groups with campus stakeholders to investigate people's concerns and attitudes about water, water use & availability, and water conservation both in general and on campus. Also in 2013 and 2012, Dr. Trentelman accompanied the WSU Summerbridge Program on a Service Learning project at Antelope Island where she presented on Service Learning and on issues of importance related to Great Salt Lake & Antelope Island, and assisted with the service work.

In 2013, she was a faculty researcher at the Ogden United Promise Neighborhoods, working with WSU team, United Way and OUPN staff to develop a community assessment.

*Pepper Glass* involves a community engagement component for his Social Problems (Fall 2014, Spring 2015, and Fall 2016) and Sociology of Law (Spring 2013, Spring 2015) courses. Other than Sociology of Law in 2013, which focused on Ogden United Promise Neighborhoods, students have been open to choose which organization they use.

*Rob Reynolds* serves as the Social Science Director for the Ritchey Junior and Senior Science Fair which is science fair and competition for junior and senior high school students in the state of Utah. The fair is held annually at the Dee Event Center on the Weber State University campus. Dr. Reynolds also serves as a social science competition judge at the Intel International Science and Engineering Fair.

All sociology faculty members give talks to campus community and beyond and are also active in their professional communities through serving as elected members and volunteering at conferences. Details can be found in each faculty member's CV.

### External Community Involvement – Names and Organizations

Contact	Organization
Adan Bataar	Catholic Community Services
Danielle Mieure, Carrie Maxson	Ogden School District
Jen Bodine	WSU Energy and Sustainability Office and Facilities Management
Tim Jackson, <a href="mailto:tjackson@ownu.org">tjackson@ownu.org</a>	United Way, Ogden United Promise Neighborhoods
Randy Richards, <a href="mailto:randy@arplegal.com">randy@arplegal.com</a>	Allen, Richards & Pace P.C.
John Sohl, <a href="mailto:jsohl@weber.edu">jsohl@weber.edu</a>	Ritchey Science Fair

### Summary of External Advisory Committee Minutes

The program does not have an advisory committee. Forming an advisory committee has been discussed, but its functions and benefits have not been fully established. Sociology provides a solid undergraduate liberal arts degree with skills for practical application in a broad range of fields, from public service to marketing, we have not settled on who should be invited onto an advisory board. We are open to continuing this conversation.

## Standard H – Program Summary

### Results of Previous Program Review (2011-12) and update on recommended changes

Problem Identified in AY 2011-12 self-study	Update on actions taken
<ul style="list-style-type: none"> <li>- Reassess program mission statement;</li> <li>- Develop more specific learning outcomes;</li> <li>- Align the curriculum to those outcomes;</li> <li>- Assess the degree to which the outcomes are achieved</li> </ul>	<ul style="list-style-type: none"> <li>- Mission statement, program goals, and learning outcomes revised and updated Fall 2013;</li> <li>- New outcomes adopted for assessment starting spring 2014, all courses assessed by 2016-17 self-study</li> <li>- Curriculum-outcomes alignment revisited</li> </ul>
<ul style="list-style-type: none"> <li>- Post a departmental two- to three-year plan</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum revised (deleted 3 courses, added two new courses, updated titles of three courses, revised prerequisites for two courses)</li> <li>- Full two-year course rotation table added to major/minor packets and shared widely with students in advising</li> </ul>
<ul style="list-style-type: none"> <li>- Implement a strategy for all faculty members to do student advising</li> </ul>	<ul style="list-style-type: none"> <li>- In progress</li> <li>- Rob Reynolds handled all major/minor advising until Spring 2014 (received one 3 credit hr course release)</li> <li>- Program coordinator/department chair, Marjukka Ollilainen, took over in Fall 2014. Once department fully staffed again (Fall 2017), a new model for advising will be discussed</li> </ul>
<ul style="list-style-type: none"> <li>- The faculty member vacancies need to be filled to support curriculum delivery that is consistent with the mission of the program</li> </ul>	<ul style="list-style-type: none"> <li>- Sociology program will be fully staffed with six full-time tenure track/tenured professors starting Fall 2017</li> </ul>

- Develop a new strategy for assisting students to enter the job market successfully	- "SOC 2810: Preparing for a Sociology Degree" experimental, one credit course was offered Fall 2013, but canceled due to zero enrollment. Offered again as a departmental seminar "SOC/ANTH 2810: Career Building Seminar" in Spring 2016 (see "Standard D – Academic Advising" above)
- Adjunct faculty members should be assessed regularly	- All adjunct faculty teaching across the various WSU campuses in Spring/Summer 2014 were peer reviewed by full-time faculty. Peer review summaries were shared with each adjunct instructor
- Faculty members who teach online classes should be trained in the university and college standards	- Online only taught by two full-time faculty members who have taught online courses for years and four adjunct instructors who teach online courses for WSU and the University of Utah - They have access to the College Online Teaching Policy
- It is recommended that an improved or new strategy for job placement could serve as a mechanism to attract majors and build the program	- Ongoing efforts to market Sociology major/minor degree to premed students: Prepared a flyer with information on content of Sociology courses offered after MCAT officially included Sociology content in Spring 2015 - Instituted annual Sociology
- Improve student advising of teaching majors; - Periodically check students "self-advising"; - Encourage students to utilize college-level advising - Help students review their Cat Tracks	In progress: - Faculty is being trained at Sociology Teaching classroom observation evaluation, two new teaching majors enrolled after years of no enrollment, they are getting advising - Plan to train all faculty in Cat Tracks in the future - Students encouraged to engage in self-advising with Cat Tracks and use college advisors for general education requirements

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Administrative specialist I -- Work toward increasing the job category to administrative specialist II	Current 5 Year Program Review: Regular PREP reviews of performance and setting goals for future
	Year 1 Action to Be Taken: : Regular PREP reviews of performance and setting goals for future
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Student senior thesis papers (Soc 4990 Sp. 2016)	1, 2, 6	End of semester; students turned in paper copies	Paper copies in the department main office
Chi Tester exam scores (Soc 1010, Sp. 2015)	3, 5	4 times per semester	Electronic format, Chi Tester
Chi Tester Exam scores (Soc 3130, F 2015)	2, 3, 4, 5		



## APPENDICES

### Appendix A: Student Statistical Summary

	2011-12	2012-13	2013-14	2014-15	2015-16
Student Credit Hours Total	6,952	7,124	6,557	6,070	5,884
Student FTE Total	231.73	237.47	218.57	202.33	196.13
Student Majors	85	84	75	65	73
Program Graduates (majors only)	14	6	14	13	12
Student Demographic Profile					
Female	n/a	45	42	38	42
Male	n/a	39	33	27	31
Faculty FTE Total*	19.79	20.24	17.26	18.81	n/a
Adjunct FTE	9.84	10.27	9.82	8.86	n/a
Contract FTE	9.95	9.95	7.44	9.95	n/a
Student/Faculty Ratio**	20.87	21.53	21.72	19.49	n/a

*Note:* Data provided by Institutional Effectiveness

\* Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

\*\* Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

#### Summary Information

- SCH Production: Student Credit Hours (SCHs) have fluctuated from a high of 7,124 (2012-13) to 5,884 (2015-16). The decline in SCH production reflects the general trend in the college programs.
- Student Populations: Sociology Majors have varied from were at a peak of 85 (2011-12) but more recently have declined. The past academic year saw a modest increase in majors, but it is too early to tell if that trend will continue.
- Graduates: The number of Sociology Major graduates has fluctuated from a low of 6 to 14 with no discernible pattern apparent. Typically, after graduating a larger cohort, the following year's graduating group is smaller.

- Gender Demographics: As with the discipline of Sociology as a whole, there are more female than male students majoring and minoring in Sociology.

Program Credit Hour requirements: General Education hours: 3; Required major course hours: 36 credit hours (Minor 18 credit hours);

Required elective course hours: 18 for major; 9 for minor

(These figures are provided by the Institutional Effectiveness office in partner with the Registrar's Office)

## Appendix B: Contract/Adjunct Faculty Profile

### Contract faculty

Name	Sex	Race-Ethnicity	Rank	Tenure	Highest degree	Years of teaching	Teaching Expertise Areas
Pepper Glass	M	Euro-American	Assistant Professor	Tenure track	Ph.D.	6	Social Psychology; Deviance; Urban Sociology; Race and Ethnicity
Brenda Marsteller Kowalewski	F	Euro-American	Professor	Tenured	Ph.D.	19 (until 2015)	Social Psychology; Work and Family; Research Methodology; Community-based Learning and Research
Peter Loebach	M	Euro-American	Visiting Assistant Professor	Non-tenure track	Ph.D.	2	Population, Migration, Social problems, Inequality, Research methods
Marjukka Ollilainen	F	Euro-American	Professor	Tenured	Ph.D.	17	Social Organizations; Work and Family; Globalization; Theory; Gender
Rob Reynolds	M	Euro-American	Associate Professor	Tenured	Ph.D.	23	Environment and Technology; Religion; Statistics; Social Organization

Carla Koons Trentelman	F	Euro-American	Associate Professor	Tenure track	Ph.D.	7	Natural Resource Sociology; Rural Sociology; Environmental Sociology; Community
Huiying Wei-Arthus	F	Asian-American	Professor	Tenured	Ph.D.	16	Social Organizations; Globalization; Theory; Chinese Society

### Adjunct faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Teaching Expertise Areas
Carol Albrecht	F	Euro-American	Adjunct	Non-tenured	Ph.D.	3	Introduction to Sociology, Statistics, Social Psychology
Terry Allen	M	Euro-American	Adjunct	Non-tenured	Ph.D.	9	Research methods, Statistics, Criminology
Spencer Blake	M	Euro-American	Adjunct	Non-tenured	M.S.	7	Classical Theory, Sociology of Family, Religion, Social Inequality, Intermountain West
L. Kay Gillespie	M	Euro-American	Adjunct	Tenured, Emeritus	Ph.D.	40	Social problems, Criminology, Capital Punishment, Deviance
Greg Richens	M	Euro-American	Adjunct	Non-tenured	Ed.D.	11	Introduction to Sociology, Social Problems
Mark Simpson, M.Ed.	M	Euro-American	Adjunct	Non-tenured	M.Ed., ABD Soc	8	Social problems, Urban sociology
Ms. Yvette Young, M.S.	F	Euro-American	Adjunct	Non-tenured	M.S., ABD Soc	3	Social problems

## Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Belinda McElheny	F	Euro-American	Admin Specialist I	Since September 2013	Office management

## Appendix D: Financial Analysis Summary

(This information is provided by the Provost's Office)

SOCIOLOGY AND ANTHROPOLOGY					
Funding	10-12	12-13	13-14	14-15	15-16
Appropriated Fund	969,853	1,011,089	1,048,372	1,091,905	1,184,357
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
Total	969,853	1,011,089	1,048,372	1,091,905	1,184,357

Summary Information (as needed)

## Appendix E: External Community Involvement Names and Organizations

Contact	Organization
Adan Bataar	Catholic Community Services
Danielle Mieux, Carrie Maxson	Ogden School District
Jen Bodine	WSU Energy and Sustainability Office and Facilities Management
Tim Jackson, <a href="mailto:tjackson@ownu.org">tjackson@ownu.org</a>	United Way, Ogden United Promise Neighborhoods

Randy Richards, <a href="mailto:randy@arplegal.com">randy@arplegal.com</a>	Allen, Richards & Pace P.C.
John Sohl <a href="mailto:jsohl@weber.edu">jsohl@weber.edu</a>	Ritchey Science Fair

#### Appendix F: Site Visit Team (both internal and external members)

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Dr. Mary Virnoche, Professor	External member	Department of Sociology Humboldt State University Arcata, CA
Dr. Barbara Wachocki, Professor	Member external to the College, but from within the University	Department of Botany Weber State University Ogden, UT
Dr. Eric Ewert, Professor	Member internal to the College and from within the University	Department of Geography Weber State University

## Appendix G: Exit Survey of Graduating Majors and Minors

The exit interview is administered online and sent to all graduating majors and minors with one or two reminders to fill in the survey. The paper version of the survey (text below) was last administered in AY 2013-14 after which it has existed online only.

### **EXIT INTERVIEW**

Dear Graduating Senior,

In an effort to improve students' experience in the Sociology program, we solicit your help in completing the attached questionnaire. The questionnaire focuses on both specific and general questions about your experience in sociology courses, your Sociology major/minor degree, and your future plans.

Responding to this survey will take about 15 to 20 minutes. 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,

Marjukka Ollilainen, Ph.D.  
Department Chair & Sociology Program Director

Rob Reynolds, Ph.D.  
Sociology Program Advisor

Pepper Glass, Ph.D.  
Brenda Marsteller Kowalewski, Ph.D.  
Carla Trentelman, Ph.D.  
Huiying Wei-Arthus, Ph.D.

### PLEASE TELL US ABOUT YOUR SOCIOLOGY MAJOR or MINOR

Circle your answer and write answers in the space provided.

1. When did you decide to major or minor in Sociology?
  - a. In High School
  - b. As a first year student
  - c. As a Sophomore
  - d. As a Junior
  - e. As a Senior
2. What prompted you to select Sociology as a major or minor?

### WE WOULD ALSO LIKE TO LEARN ABOUT THE SKILLS YOU OBTAINED IN SOCIOLOGY COURSES

3. We aim to teach sociology majors and minors a variety of skills. We would like to understand how sociology courses helped you learn the skills listed below. Please rate your level of each skill BEFORE and AFTER taking sociology courses.

BEFORE TAKING SOCIOLOGY					AFTER TAKING SOCIOLOGY					
Low		High			Low		High			
1	2	3	4	5	(1) Research and data analysis skills. Ability to:	1	2	3	4	5
					Identify and formulate possible research questions from class readings					
					Craft surveys or interviews to answer a research question					
					Use software (e.g., SPSS) to analyze data					
					Write a report based on your results					

1	2	3	4	5	<b>(2) Communication skills. Ability to:</b>	1	2	3	4	5
					Present orally a summary of information you have read to an audience					
					Write a summary of main points of a scientific article or book					
					Synthesize information from many sources to answer a question both orally and in writing					
					Write a report or a paper based on library sources					
1	2	3	4	5	<b>(3) Sociological theories and knowledge. Ability to:</b>	1	2	3	4	5
					Outline basic information about U.S. society and institutions					
					Use sociological theory to discuss a current event or issue					
					Explain basic sociological concepts (e.g., self, institution, structure) to another person					
					Ask why a social arrangement exists and provide a sociologically informed answer					
1	2	3	4	5	<b>(4) Critical thinking skills. Ability to:</b>	1	2	3	4	5
					Question commonly held assumptions about the social world					
					Recognize competing explanations for any social phenomenon or problem					
					Create and explore alternative explanations to social phenomena or problems					
					Evaluate the credibility of competing explanations					
1	2	3	4	5	<b>(5) Understand history, culture &amp; global perspectives. Ability to:</b>	1	2	3	4	5
					Explain the historical origins of a social arrangement to another person					



					Describe how local events are related to global causes and consequences					
					Compare a social phenomenon across different cultures, race and ethnic groups, and classes					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(6) Prepare for a career, further studies, and life. Ability to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
					Prepare a resume or a CV with education and job experience					
					Write an application letter for a job or graduate school					
					Explain the social underpinnings of individual behavior					
					Describe how our lives are shaped by social forces, institutions, and structures					

4. Rate how closely the skills you learned in the Sociology Program apply to your current work (the organization for which you work; your superiors, subordinates, and peers).
- Low High
- 1 2 3 4 5
5. Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your work.
6. Rate how closely the skills you learned in the Sociology Program apply to your personal life (relations with your domestic partner or significant other, relatives, children, neighbors, friends).
- Low High
- 1 2 3 4 5

7. Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your personal life.
8. Rate how closely the skills you learned in the Sociology Program apply to your civic involvements (religious bodies, political parties, neighborhood associations, hobby and special interest groups, advocacy groups, professional associations, etc.).
- | Low |   |   |   | High |
|-----|---|---|---|------|
| 1   | 2 | 3 | 4 | 5    |
9. Please provide some specific examples of how you expect to use your sociological knowledge after graduation in your civic involvement.
10. How well did the **core requirements** for sociology major (e.g., Introduction to Sociology, Classical/ Contemporary Theory, Research Methods, Statistics, and Capstone) or minor help you:
- a) Apply sociological research to current events and actual daily situations?
- | Low |   |   |   | High |
|-----|---|---|---|------|
| 1   | 2 | 3 | 4 | 5    |
- b) Describe sociological concepts?
- | Low |   |   |   | High |
|-----|---|---|---|------|
| 1   | 2 | 3 | 4 | 5    |
- c) Explain the main theories of Sociology?
- | Low |   |   |   | High |
|-----|---|---|---|------|
| 1   | 2 | 3 | 4 | 5    |
11. What have been the most memorable learning experiences you have had in your sociology courses, both in and out of the classroom?

12. Did you develop personal connections with other Sociology majors and minors?
- Yes
  - No
13. On average, how often did you participate in Sociology Club events/activities?
- Never
  - A few times
  - Once or twice each semester
  - Regularly
14. Please indicate which of the following experiences you participated in through the Sociology program. Please check all that apply.
- Member of AKD or Sociology Club
  - Undergraduate research
  - Community engaged learning
  - Internship experience
  - Study Abroad
  - Supplemental Instructor for a sociology course
  - Research assistant for a course or a faculty research project
15. Do you feel that your sociology professors were concerned about your academic progress and success?
- Yes
  - No
16. When you asked for advisement help from sociology faculty members, how satisfied were you with their help?
- |                |   |   |   |   |                   |
|----------------|---|---|---|---|-------------------|
| Very satisfied |   |   |   |   | Very dissatisfied |
| 1              | 2 | 3 | 4 | 5 |                   |
17. When you asked for advisement help from the staff members in the department, how satisfied were you with their help?
- |                |  |  |  |                   |
|----------------|--|--|--|-------------------|
| Very satisfied |  |  |  | Very dissatisfied |
|----------------|--|--|--|-------------------|

- |     | 1  | 2 | 3 | 4                 | 5 |
|-----|--|---|---|-------------------|---|
| 18. | How often did you interact with sociology faculty outside the formal class setting?  |   |   |                   |   |
|     | a. Regularly   |   |   |                   |   |
|     | b. Several times per semester  |   |   |                   |   |
|     | c. Once or twice per semester  |   |   |                   |   |
|     | d. Seldom  |   |   |                   |   |
|     | e. Never   |   |   |                   |   |
| 19. | Have you gotten to know any sociology professors well enough to talk with them regularly after class or during office hours? |   |   |                   |   |
|     | a. Yes   |   |   |                   |   |
|     | b. No  |   |   |                   |   |
| 20. | How satisfied are you with the availability of faculty when you asked to see them outside of class?                          |   |   |                   |   |
|     | Very satisfied   |   |   | Very dissatisfied |   |
|     | 1  | 2 | 3 | 4                 | 5 |
| 21. | How satisfied are you with the quality of instruction you received in your sociology courses?                                |   |   |                   |   |
|     | Very satisfied   |   |   | Very dissatisfied |   |
|     | 1  | 2 | 3 | 4                 | 5 |
| 22. | How satisfied are you with the level of intellectual development you have attained in the Sociology Program?                 |   |   |                   |   |
|     | Very satisfied   |   |   | Very dissatisfied |   |
|     | 1  | 2 | 3 | 4                 | 5 |
| 23. | If you had it to do it over again, would you major in sociology?   |   |   |                   |   |
|     | Definitely Yes   |   |   | Definitely No     |   |
|     | 1  | 2 | 3 | 4                 | 5 |

- 24. What do you see as the major strengths of the WSU sociology program?
- 25. What do you see as the major weaknesses of the WSU sociology program? What should be done to improve them?

**PLEASE TELL US ABOUT YOUR CAREER GOALS**

- 26. What are your career goals for the next 5 years?
- 27. Upon graduation, will you have a job that requires a Bachelor's degree?
  - a. Yes
  - b. No
- 28. If yes, how do you expect your Sociology degree (major or minor) to help you in your job? Please write some examples.
- 29. Do you plan to continue your education after graduating from Weber State?
  - a. Yes, in the next 2 years
  - b. Yes, in the next 3-5 years
  - c. Don't know
  - d. I do not have plans to continue right now
  - e. Other (please explain)
- 30. If yes, in what area of study will you pursue your post-graduate education?

**DEMOGRAPHIC DATA**

Circle the appropriate descriptors of yourself.

- 31. I am a:
  - a. Sociology Major
  - b. Sociology Minor

32. I am:

- a. Female
- b. Male

33. I am a:

- a. Traditional Student (18-25 Years of Age)
- b. Non-Traditional Student (26+ Years of Age)

34. I am currently employed.

- a. Yes, full time
- b. Yes, part time
- c. No

Thank you for your time. Good luck in your future accomplishments. You can keep in touch and receive the latest news about our program and various career opportunities through our Facebook page, **Sociology at Weber State**

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**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**

## Appendix H: Selected Comments from Alumni

### **The following are responses to an email sent out to our Alumni AKD members**

Hi WSU AKD Alumni! I hope all is going well for you all these days. We're in the process of putting together materials for an official Sociology program review, something we do every 5 years. If any of you would like to submit any comments about our program, your experience with our program, or how having a degree from our program has affected you since your graduation, feel free to email me with your comments. Thanks for your input!

--Carla

### **Students' responses:**

My education at WSU not only taught me about my major (Sociology), but also provided me with opportunities to conduct and present research, explore diverse viewpoints, and apply what I learned in my program to the "real world." The classes I took in Sociology exposed me to new ways of thinking, understanding, and learning. My world was consistently broadened with the introduction of each new theory and sociological concept.

Studying sociology at WSU has made me a more educated tax-payer, voter, and an overall better citizen. Because of my sociological background I am better able to express my opinions about world events, engage in conversations about economic and political issues, and present arguments in a sound manner. In general, WSU's Sociology program influenced me beyond the classroom, and prepared me to use my sociological imagination as I embarked on my journey towards a family and career.

McKenzie Wood, May 2009

It's hard to believe it's been six years since my graduation from Weber! Five of my six years have been spent working up through the ranks of the Product Content department of Overstock.com (currently, I'm an operations manager). I use skills learned while studying sociology and anthropology at WSU in my job daily. Being able to look at issues, processes, and ideas in a holistic manner has helped me become a go-to person in the company--my co-workers trust me to know about many different facets of the business and to do research to find answers if I don't have them readily.

Currently, I'm in the interviewing stage at a well-known, national non-profit organization--something I'm very excited about and something I feel WSU's sociology program helped set me up for with its community based learning curriculum.

When I compare my experience with my peers who went to other schools, I am most grateful for the smaller class sizes at Weber. I was able to interact one-on-one with my professors and instructors--there was a family vibe there rather than feeling like I was just a number.

Kelsey Boyer, Fall 2010

I had an excellent experience as a student in the Sociology program at Weber State. Not only was I able to learn from experienced, well-educated instructors who displayed fierce passion about the subject matter, but I received excellent mentoring from each of my professors that helped round out my education and prepare me for the career world. I had amazing opportunities to challenge my public speaking skills through courses and conferences where I disseminated research, and gained field experience through community organized outreach programs. I had an opportunity to test out my teaching skills as a supplemental instructor and research assistant. And through Sociology Club, I made lifelong friends with folks who shared my same passion and curiosity about the world. I will be forever grateful to this extremely qualified group of people, the Sociology faculty, for helping me expand my worldview and gain true tolerance and respect for others.

My career took an interesting turn after graduation when a fellow classmate hired me as a junior copywriter at Overstock.com Inc. She was a cohort ahead of me in college and mentored me as a research assistant. We became fast friends and I have been working for the same company with her for 3 years. The skills I gained from my Sociology degree have been the springboard which launched me into the wide world of digital marketing. It's a fast-paced, fun, fascinating field where I can lean on my training in social trends, demography, and problem solving to create new and innovative marketing campaigns that reach customers on a new level.

There are so many ways to put a Sociology degree to work.

-Melissa Ford, Fall 2011

I have thought about my time in the sociology department on a regular basis since starting my master's program. There are things I took for granted as a sociology major, like the appropriate way to approach sensitive subject. One of the most important lessons I learned as a sociology major is "that is the way it has always been" does not mean that is the way it should be. I have sat through several classes now that male classmates justify not having women in management positions because city management has traditionally been a male profession. They are a product of their culture. But, it is addressed as something that needs to be changed and how it is approached, to not make the more conservative students defensive, is really important.

I am not the only sociology major in my program. But I am the only soc major from Weber State. I have talked to all the other sociology majors from the different schools and think I received a superior education than everyone else I have spoken to. I am the only person that was required to write a capstone. So, now that I am writing my thesis, I have spent more time discussing the material and research aspects of my paper, not the how to's of putting a research paper together.

I also received a better foundation in theory. Many of students in my cohort do not have a solid foundation in theory. I have, at the very least, been introduced to a large amount of theories discussed in my graduate courses.

I have been working as a graduate research assistant for two semesters now. Because I was able to work so closely with faculty at Weber State and do hands on research, I have the skills to conduct research with the faculty at the U. The time I spent researching emotion management



under the direction of Marjukka Ollilainen, opened the opportunity to work with Sharon Mastracci researching emotion management in frontline public sector employees.

Moving into a professional degree track has reaffirmed the importance and the marketability of a degree in sociology. There is a growing amount of professional degree tracks looking for students that want to work with people. The expectations of professional positions are changing. Most jobs are going to have a service based aspect to their position, most people will need to know how to interact with the public and within their office culture. Sociology majors will be able to understand a wider variety of individual standpoints in and out of the office, giving them a professional advantage to the traditional business students.

-Andrew Hyder, Spring 2015

The sociology program at Weber State University revealed to me my own habitus, and has forever changed the way I experience our world.

-Jennifer Croft, Fall 2015

I obtained my Sociology degree from Weber State University's Sociology and Anthropology Department in May of 2015. When I first entered college I declared myself a Political Science major, but after a few courses I knew that Political Science was not the right fit for me. My second semester of college I took an Intro to Sociology course offered by Dr. Greg Richens, that's when something clicked in my brain and I wanted to learn more about Sociology. After taking Social Problems, I changed my major to Sociology, best decision ever!

A difficulty of being declared Sociology major at Weber was the course cycle. Not every Sociology course is offered every semester, or for that fact every year. Despite that, I was able to take courses that influenced my knowledge in ways I would have never imagined; courses like Cities and Urban Life, Deviance and Social Control, and Criminology.

I now use the knowledge I've gained through these courses to help me understand many of the scenarios in my current job position. A lot of what I do is rebuilding relationships with groups or people that have felt marginalized, betrayed, and forgotten in the Ogden City community. The Sociology of Law course and both Classical and Contemporary theory courses, I believe best prepared me for my job position.

Sociology professors are the best! Some I was able to meet through the courses I took, and others I came to know for other reasons. All my professors were accessible to me via email or office hours. I always felt welcomed in class and validated by my professors. I was awarded a departmental scholarship one year and joined AKD as a senior. Professors never hesitated to make me aware of opportunities to expand my experience and learning.

-Viviana Felix, Spring 2015

**The following are unsolicited comments alumni have posted on Facebook:**

I loved my time studying with the WSU Sociology Department. The professors were excellent. Dr. Ollilainen and Dr. Reynolds both helped me so much. I highly recommend this program and the faculty. I miss everyone already. I wish WSU offered a Sociology Master's program. ;)

-Christina D Perry, Summer 2016

I have to tell you how much I appreciate you. I use so many things I learned from you in grad school and for the articles I write. I am currently writing about how I write a lit review and then I remembered who taught me how to do these things.

Thank you!

-Jamie Carter Park, Spring 2012

## Appendix I: Evidence of Learning – CORE Courses in the Major

Table 1: Evidence of Learning/ Core Courses in the Major: INTRODUCTION TO SOCIOLOGY

Evidence of Learning: SOC 1010: INTRODUCTION TO SOCIOLOGY, FALL 2015 (Glass)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will be able to apply data to a sociological idea.	Measure 1: “Exploriment” assignment	Measure 1: 70% of students should be able to successfully analyze a given task to a sociological idea 70% of the time.	Measure 1: 77% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will write effectively and clearly.	Measure 1: “Exploriment” assignment	Measure 1: 70% of students should be able to clearly present ideas that link sociological concepts to examples 70% of the time.	Measure 1: 77% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.

Evidence of Learning: SOC 1010: INTRODUCTION TO SOCIOLOGY, FALL 2015 (Glass)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students will be able to recognize sociological concepts from examples.	Measure 1: Exam 1 question number 9.  Measure 2: Exam 3 question number 1.	Measure 1: 70% of students should be able to successfully recognize “occupational prestige” from an example 70% of the time.  Measure 2: 70% of students should be able to successfully recognize “confirmation bias” from an example 70% of the time.	Measure 1: 92% of student attempts successfully completed this assignment at 70% or higher.  Measure 2: 72% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.  Measure 2: No change is needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will be able to compare different theories to each other.	Measure 1: Exam 2 question number 21.	Measure 1: 70% of students should be able to successfully compare two sociological	Measure 1: 87% of student attempts successfully completed this	Measure 1: No change is needed at this time.

Evidence of Learning: SOC 1010: INTRODUCTION TO SOCIOLOGY, FALL 2015 (Glass)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			theories 70% of the time.	assignment at 70% or higher.	
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students should be able to describe the main theories and concepts of sociology.	Measure 1: Exam 1, question 21.  Measure 2: Exam 2 question 4.	Measure 1: 70% of students should be able to successfully explain the main theories of Marx, Weber, or Durkheim 70% of the time.  Measure 2: 70% of students should be able to successfully identify an example of white privilege 70% of the time.	Measure 1: 68% of student attempts successfully completed this assignment at 70% or higher.  Measure 2: 74% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: More review of theorists is needed in the course.  Measure 2: No change is needed at this time.
<b>Goal 6:</b> Students <i>prepare a foundation for</i>	Learning outcome 6.A.: Students should be	Measure 1: "Exploriment" assignment, Race	Measure 1: 70% of students should be able to successfully	Measure 1: 90% of student attempts successfully	Measure 1: No change is needed at this time.

Evidence of Learning: SOC 1010: INTRODUCTION TO SOCIOLOGY, FALL 2015 (Glass)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<i>careers, graduate studies, and informed participation in a complex society</i>	knowledgeable about alternative ways of understanding the world and techniques for social change.	Measure 2: "Exploriment" assignment, Social Change	<p>explain how they compare to other students in privilege 70% of the time.</p> <p>Measure 2: 70% of students should be able to successfully explain how a social movement challenges taken for granted ideas 70% of the time.</p>	<p>completed this assignment at 70% or higher.</p> <p>Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.</p>	Measure 2: No change is needed at this time.

Table 2: Evidence of Learning / Core Courses in The Major: SOC 3030: CLASSICAL THEORY

Evidence of Learning: Soc 3030 --- Classical Theory Fall 2014 (Hill)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1. 1. This is a theory class, no research required.	Measure 1: N/A	Measure 1: N/A	Measure 1: N/A	Measure 1: Measure 2: N/A
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2. Oral presentation and writing essays.	Measure 1. direct measure: Each student is required to do an oral presentation on the original writings of a sociologist.	Measure 1: Students are graded by 10-point scale; the average of oral presentation score is 9.2.	Measure 1: The presentation average score is 9.2 out of 10. This shows that students can understand the material and articulate the main idea orally.	Measure 1: No Changes needed.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.  Students have eight take-home essays to write about the	Measure 1: direct measure: Take home Essays. First Take-home exam has three essays.	Measure 1:  The average final grade for this class is a B.	Measure 1:  In order to pass this course, students have to have a C at least.	Measure 1: No change is planned.

	theories of each sociologist.	The second one also has three essays. The third one has two essays.		The B average for the whole class is way above the passing grade, which is a C.	
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4. In some of the take-home essays, they are specifically targeted on critical thinking ability.	Measure 1: direct measure:  Take-home Exams, essay format.	Measure 1:  The average grade for this class is a B.	Measure 1:  Almost all the essay questions in this class is about logic, critical thinking and application skills. The B average grade of the whole class shows that most students grasped these skills.	Measure 1:  No changes needed.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5. Students are asked to give examples in their essay to illustrate sociological perspectives from each sociologist.	Measure 1: direct measure:  Essays, especially the essay on Durkheim's theory of suicide.	Measure 1:  The final average grade for this class is a B (80%).	Measure 1:  This grade shows that most students can apply cultural, and global perspectives in social interactions.	Measure 1:
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6. Last lecture: How can theory help me in my understanding of the world after I graduate?	Measure 1: Indirect measure:  After the lecture with powerpoint, students were encouraged to questions and discuss about what they have learned in this class.	Measure 1:  Most students give feedback on what they really learned and how they can link theories with reality so easily after taking the class.	Measure 1:  The most surprising things students find out is that classical sociological theories really are relevant in their daily life. They all say that they look	Measure 1:  No changes planned.



				at the world very differently after learning these sociological theories.	
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Table 3: Evidence of Learning / Core Courses in The Major: SOC 3600: SOCIAL STATISTICS

Evidence of Learning: SOC 3600, Social Statistics, Fall 2014 (Reynolds)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	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 50% and 100% on the 5 questions, with an average of 85.6%. 70.0% 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.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will be able to write up analysis of descriptive and inferential statistics from SPSS printouts.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 50% and 100% on the 5 questions, with an average of 85.6%. 70.0% 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.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	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 65.% & 96.% of the questions correctly, with an average of 82%.	Measure 1: Most students successfully demonstrated knowledge of terms of descriptive statistics.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning Outcome 4.A: Students will be able to select the	Measure 1: Five questions on the final exam.	Measure 1: Students answered between 20% & 100% of the	Measure 1: Most students could correctly select the	Measure 1: No curricular or

	correct statistical test for the level of measurement.		questions correctly, for an average of 80%.	correct statistical test.	pedagogical changes needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	This is not a goal of SOC 3600				
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6.A.: Students will be able to analyze and write up analysis of descriptive and inferential statistics from SPSS printouts.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 50% and 100% on the 5 questions, with an average of 85.6%. 70.0% 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 Goal 5 is not a focus of Soc 3600, Social Statistics and were not assessed. Goals 1, 4, and 6 are high focus in course content areas, and goals 2 and 3 are a low focus in course content area. Two sections of Soc 3600 taught by Dr. Rob Reynolds in Fall semester 2014 were used for the assessment.

Table 4: Evidence of Learning / Core Courses in the Major: SOC 3660: SOCIOLOGICAL RESEARCH

Evidence of Learning: SOC 3660, Sociological Research, Spring 2015 (Reynolds)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will create an online survey instrument and administer it.	Measure 1: Online questionnaire assignment based on research question assignment and bibliographic search assignment.	Measure 1: Students scored between 60% and 93 % on the assignment with a mean of 83.4%. 92.86% scored above 70% and 63.4% scored over 80%.	Measure 1: Most students correctly demonstrated how to create and administer an online survey.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will be able to write up analysis a peer-reviewed research article.	Measure 1: 10 question analysis of a peer-reviewed research article.	Measure 1: Students scored between 83% and 100% on the assignment with a mean of 93.93%.	Measure 1: Most students correctly analyzed the peer-reviewed research article.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning Outcome 3.A: Students will identify and accurately use research terminology.	Measure 1: 10 question vocabulary assignment.	Measure 1: Students scored between 85% and 100% on the assignment with a mean of 94.07%.	Measure 1: All students successfully demonstrated knowledge of terms of sociological research.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning Outcome 4.A: Students will be able to select a viable	Measure 1: Research question assignment where students	Measure 1: 100% of students developed a	Measure 1: All students demonstrated the	Measure 1: No curricular or

	research question to conceptualize and operationalize.	choose a topic or problem they are interested in and then narrow it down to a research question. Students can revise their questions until they have a usable research question.	usable research question.	ability to develop usable research questions.	pedagogical changes needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	This is not a goal of SOC 3660				
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6.A.: Students will know and utilize scientific method to design and conduct social research using ethnomethodology, field observation, and surveying.	Measure 1: Three observation assignments, one each on ethnomethodology, field observation, and surveying.	Measure 1: 100% of students successfully completed all three assignments with a score of 80% or above.	Measure 1: All students demonstrated their ability to conduct ethnomethodology, field observation, and surveying.	Measure 1: No curricular or pedagogical changes needed at this time.

Summary Information: Program Learning Goal 5 is not a focus of Soc 3660, Sociological Research and was not assessed. Goals 1 and 6 are high focus in course content areas, and goals 2, 3, and 4 are a low focus in course content area. One section of Soc 3660 taught by Dr. Rob Reynolds in Spring semester 2015 was used for the assessment.

Table 5: Evidence of Learning / Core Courses in the Major: SOC 4030: CONTEMPORARY THEORY

Evidence of Learning: SOC 4030: Contemporary Sociological Theory/Fall 2014 (Ollilainen)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	<b>Learning Outcome 1:</b> n/a (This course focuses on social theories, not data analysis)	<b>Measure 1:</b>  n/a	<b>Measure 1:</b>  n/a	<b>Measure 1:</b>  n/a	<b>Measure 1:</b>  n/a
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	<b>Learning Outcome 2:</b> Students will be able to convey theoretical ideas and concepts and explain them in both writing and in oral presentation.	<b>Measure 1: (direct)</b> Students write midterm and final essay exams (three essays per exam).  <b>Measure 2: (direct)</b> Students give an oral presentation in theoretical concepts.  <b>Measure 3: (direct)</b> Students write seven sets of three discussion questions that apply theorists'	<b>Measure 1:</b> 75% of the students met the threshold of 70% of higher in their performance on two essay exams.  <b>Measure 2:</b> 100% of students exceeded the 70% performance level (lowest presentation grade was 87%).  <b>Measure 3:</b> Meets threshold.	<b>Measure 1:</b> Meets the acceptable performance threshold of 70% of students passing at 70% or better.  <b>Measure 2:</b> Meets threshold. Students are stronger in their oral presentation skills than writing.  <b>Measure 3:</b>	<b>Measure 1:</b> This form of testing has been a good way for students to improve understanding of theories. Will keep using essays to test their understanding.  <b>Measure 2:</b> Will keep them presenting.  <b>Measure 3:</b>

		ideas and concepts to various social phenomena.	Although only 50% of students (2 out of 4) met the threshold of 70% in their final discussion grade, the two who completed ALL required sets had B+ (88.5%) average.	The main reason why students did not do well on this assignment is that they did not complete the required number of question sets. But those who did submit them did well.	Students who submit all questions sets are more than likely to achieve the 70% performance level. Unfortunately, I cannot encourage them enough to make sure they do all the work and not just some of it. Therefore, I will keep this pedagogy.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	<b>Learning outcome 3.</b> This is the core of this entire course—to learn the concepts and ideas of contemporary sociological theorists. Students should demonstrate ability to do so at the 70%/70% level.	<b>Measure 1: direct measure:</b> Final grade.	<b>Measure 1:</b> Meets threshold. 100% of students made a final grade C or better.	<b>Measure 1:</b> All of them learned and improved their theoretical skills; however, late and missed work had a significant impact on the grade distribution.	<b>Measure 1:</b> This is a core course in our program. No change.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	<b>Learning outcome 4.</b> Students show they are competent in applying alternative theories and explanations as well as diverse	<b>Measure 1: direct measure:</b> Application, synthesis, and integration of various perspectives into an essay response. This is what students	<b>Measure 1:</b> 75% of the students met the threshold of 70% of higher in their performance on two essay exams.	<b>Measure 1:</b> It is evident that exposure and practice of applying different theories and perspective on an issue is developing	<b>Measure 1:</b> No change at this time.

	perspectives to social phenomena.	accomplished through the midterm and final exams.		students' critical thinking skills.	
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	<b>Learning outcome 5.</b> Students provide evidence of understanding the global system, its influence on local politics and economies and demonstrate their ability to discuss how groups interact among themselves and with a broader social context and in a particular historical period (history, culture, global system).	<b>Measure 1: (direct)</b> There are specific exam questions in both take-home essay exams that gauge this skill. In fact, it can be argued that all theory exam questions require evidence of understanding these perspectives. Because I do not keep question specific records, the measure for this is the average score of the two essay exams.	<b>Measure 1:</b> Meets threshold. 75% of the students met the threshold of 70% or higher in their performance on two essay exams.	<b>Measure 1:</b> Naturally, I would like that to be 100%; however, because of my late exam submission policy that reduces score for every late day, only three out of the four students in class met the 70% requirement in essay exams.	<b>Measure 1:</b> Because the culprit here is the late submission (and not so much students' understanding of the perspectives), I do not think this outcome warrants changes in pedagogy.
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	<b>Learning outcome 6.</b> Although this course is not about building a career, the critical thinking and writing skills students will help them navigate issues and situations at work and in life.	<b>Measure 1: (Indirect)</b> The best measure of this would be the same as learning outcome #4. See the above measures and findings.	<b>Measure 1:</b> See outcome #4.	<b>Measure 1:</b> See outcome #4.	<b>Measure 1:</b> See outcome #4.



Table 6: Evidence of Learning / Core Courses in the Major: SOC 4900: SENIOR CAPSTONE

Evidence of Learning: SOC 4900, SENIOR CAPSTONE, FALL 2015 (Glass)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will be able to follow the steps of a research project.	Measure 1: Scaffolding assignments #1-3 – develop a research question and study design.	Measure 1: 70% of students should be able to successfully develop a research question 70% of the time.	Measure 1: 96% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
		Measure 2: Scaffolding assignment #4 – perform a review of relevant research literature.	Measure 2: 70% of students should be able to successfully perform a literature review 70% of the time.	Measure 2: 86% of student attempts successfully completed this assignment at 70% or higher.	Measure 2: No change is needed at this time.
		Measure 3: Scaffolding assignment #6 – develop applicable methods for carrying out the research.	Measure 3: 70% of students should be able to successfully perform a literature review 70% of the time.	Measure 3: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 3: No change is needed at this time.

<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will communicate ideas in writing.	Measure 1: Final Paper assignment.	Measure 1: 70% of students should be able to successfully complete a write up of a research project 70% of the time.	Measure 1: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
	Learning Outcome 2.B.: Students will communicate ideas verbally.	Measure 1: Project presentation assignment.	Measure 1: 70% of students should be able to successfully present their research to an audience 70% of the time.	Measure 1: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students will carry out a sociological research project.	Measure 1: Perform a review the relevant research literature.  Measure 2: Final Paper assignment.	Measure 1: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.  Measure 2: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.	Measure 1: 86% of student attempts successfully completed this assignment at 70% or higher.  Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.  Measure 2: No change is needed at this time.

<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will develop and carry out a study design for a research project.	<p>Measure 1: Scaffolding assignments #1-3 – develop a research question and study design.</p> <p>Measure 2: complete a final draft of a research project.</p>	<p>Measure 1: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.</p> <p>Measure 2: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.</p>	<p>Measure 1: 96% of student attempts successfully completed this assignment at 70% or higher.</p> <p>Measure 1: 100% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 1: No change is needed at this time.</p> <p>Measure 2: No change is needed at this time.</p>
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students will carry out a sociological research project.	<p>Measure 1: perform a review of relevant research literature.</p> <p>Measure 2: complete a final draft of a research project.</p>	<p>Measure 1: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.</p> <p>Measure 2: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.</p>	<p>Measure 1: 86% of student attempts successfully completed this assignment at 70% or higher.</p> <p>Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 1: No change is needed at this time.</p> <p>Measure 2: No change is needed at this time.</p>

<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6.A.: Students will develop tools for a future career and/or graduate school.	<p>Measure 1: Create or revise a resume.</p> <p>Measure 2: Write a cover letter for a job listing.</p> <p>Measure 3: Complete a draft submission to a research conference</p>	<p>Measure 1: 70% of students should be able to successfully create a resume 70% of the time.</p> <p>Measure 2: 70% of students should be able to successfully write a cover letter 70% of the time.</p> <p>Measure 3: 70% of students should be able to successfully complete a draft submission to a research conference 70% of the time.</p>	<p>Measure 1: 100% of student attempts successfully completed this assignment at 70% or higher.</p> <p>Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.</p> <p>Measure 3: 100% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 1: No change is needed at this time.</p> <p>Measure 2: No change is needed at this time.</p> <p>Measure 3: No change is needed at this time.</p>

## Appendix J: Evidence of Learning – ELECTIVE Courses in the Major

Table 1: Evidence of Learning / Elective Courses in the Major – SOC 1020: SOCIAL PROBLEMS

Evidence of Learning: SOC 1020, Social Problems, Fall 2015/ Trentelman					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	<b>Learning Outcome 1.A.:</b> Students in this introductory course will demonstrate familiarity with the importance of sociological research, and with ways specific research has informed sociological understanding of social phenomena.	<b>Measure 1:</b> Students took an exam that included 2 objective questions (true/false or multiple choice) on the importance/mechanics of sociological research, and 4 objective questions on specific, important research findings.	<b>Measure 1:</b> An average of 84% of all students taking the exam chose the correct response to the 6 questions (correct responses to the individual questions ranged from 41% to 98% of students). The mean score for the full exam was 77.9% of total points, 75% of students passed the exam at 70% or higher.	<b>Measure 1:</b> Students successfully demonstrated familiarity with the importance of sociological research, and with how specific research findings informed sociological understanding. Their familiarity with this research was better than their performance on the exam overall. While these findings are not indicative of students conducting and analyzing data, for an introductory class my goal is to introduce them to the	<b>Measure 1:</b> No curricular or pedagogical changes needed for this introductory level course at this time.

				importance of sociological research, the methods used, and an understanding of how essential research is to our understanding of social phenomena.	
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	<p><b>Learning Outcome 2.A.:</b> Students will participate in informed discussions regarding a variety of social problems.</p> <p><b>Learning outcome 2.B:</b> Students will communicate in written form using different writing formats in a variety of assignments.</p>	<p><b>Measure 1:</b> Participation requirements require students to participate in discussions informed by course materials on an ongoing basis throughout the semester.</p> <p><b>Measure 2:</b> Students are required to complete a variety of written assignments in different formats. These include a series of 5 short class assignments, 3 reflection papers on the community service work, and the longer service project paper (3-5 pages).</p>	<p><b>Measure 1:</b> 100% of students scored 70% or higher of the total points possible for participation.</p> <p><b>Measure 2:</b> 82% of students scored 70% or higher of the total points possible from written assignments over the semester; 66% of students scored 80% or higher.</p>	<p><b>Measure 1:</b> Students successfully demonstrated the ability to communicate skillfully (oral communication).</p> <p><b>Measure 2:</b> Students successfully demonstrated the ability to communicate skillfully in written form.</p>	<p><b>Measure 1:</b> No curricular or pedagogical changes needed at this time</p> <p><b>Measure 2:</b> No curricular or pedagogical changes needed at this time</p>
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts,</i>	<b>Learning outcome 3.A.:</b> Students will be able to use and apply sociological terms,	<b>Measure 1:</b> Students took a series of 3 exams, the first of which focused in particular on sociological	<b>Measure 1:</b> The mean score for the exam was 77.9% of total points, 75% of	<b>Measure 1:</b> Students successfully demonstrated familiarity with	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time

<i>and theories of the discipline of Sociology</i>	concepts, and theories.	<p>terms, concepts, and theories.</p> <p><b>Measure 2:</b> A series of 5 short, written assignments requires application of sociological terms, concepts, and theories to newspaper articles reporting on specific social problems.</p> <p><b>Measure 3:</b> A Service Project assignment requires students to complete 15 hours of community service work focusing on the social problem of their choice at a local organization. The final paper from this project requires students to give a detailed sociological explanation of the social problem on which they are focusing, including its causes and conditions, and the</p>	<p>students passed the exam at 70% or higher.</p> <p><b>Measure 2:</b> 60% of students scored 70% or higher on this series of assignments, 72% scored 60% or higher. These scores were not higher because of students not turning in all 5 assignments.</p> <p><b>Measure 3:</b> 78% of students scored 80% or higher on the service project paper.</p>	<p>sociological terms, concepts and theories.</p> <p><b>Measure 2:</b> Students demonstrated the ability to use and apply sociological concepts and theories in written form.</p> <p><b>Measure 3:</b> Students demonstrated the ability to use and apply sociological concepts and theories related to a particular social problem formally and explicitly in written form.</p>	<p><b>Measure 2:</b> No curricular or pedagogical changes needed other than continuing to remind students to turn in all 5 assignments.</p> <p><b>Measure 3:</b> No curricular or pedagogical changes needed at this time</p>
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		sociological theory the student feels best explains the problem.			
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	<b>Learning outcome 4.A.:</b> Students will practice critical thinking through self-reflection, and through critical assessment of environmental action and organizations.	<b>Measure 1:</b> A Service Project assignment requires students to complete 15 hours of community service work focusing on the social problem of their choice at a local organization. A series of reflection papers requires students to think critically about their own assumptions, their skills, and their strengths and weaknesses. A larger (3-5 page) paper requires them to think critically about the service work they did, the organization where they did the service, and how well both organization and their service work make a difference on the problem on which they focused.	<b>Measure 1:</b> 89% of students scored 80% or higher on this series of assignments.	<b>Measure 1:</b> Students demonstrated the ability to think critically about their own assumptions, skills, strengths and weaknesses. They also demonstrated the ability to think critically about the effectiveness of particular types of action to address social problems.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the</i>	<b>Learning outcome 5.A.:</b> Students will be able to apply historical, cultural	<b>Measure 1:</b> Students took an exam that included 10 objective questions (true/false or	<b>Measure 1:</b> An average of 75% of all students taking the exam chose the	<b>Measure 1:</b> Students demonstrated the ability to apply historical, cultural	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time



<i>interaction of groups and societies</i>	and global perspectives regarding a variety of social problems to the interaction of groups and societies.	multiple choice) applying historical, cultural and global perspectives regarding a variety of social problems to the interaction of groups and societies	correct response to the 10 questions (correct responses to the individual questions ranged from 47% to 97% of students). The mean score for the full exam was 80% of total points, 84% of students passed the exam at 70% or higher.	and global perspectives regarding a variety of social problems to the interaction of groups & societies.	
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	<p><b>Learning outcome 6.A.:</b> In local organizations addressing social problems, students will develop a variety of skills and experience they can use in their careers and/or graduate studies. Students will also develop a network of contacts in these organizations.</p> <p><b>Learning outcome 6.B.:</b> Students will practice informed</p>	<p><b>Measure 1:</b> A Service Project assignment requires students to complete 15 hours of community service work focusing on the social problem of their choice at a local organization.</p> <p><b>Measure 1:</b> Participation requirements require students to participate in</p>	<p><b>Measure 1:</b> 97% of students completed a minimum of 15 hours of service work; 26% completed more than the required 15 hours.</p> <p><b>Measure 1:</b> 100% of students scored 70% or higher of the total</p>	<p><b>Measure 1:</b> Students successfully completed work that can assist in job attainment and retention.</p> <p><b>Measure 1:</b> Students demonstrated the ability to participate</p>	<p><b>Measure 1:</b> No curricular or pedagogical changes needed at this time</p> <p><b>Measure 1:</b> No curricular or</p>

	participation in discussions about the complexities of social problems in society.	discussions informed by course materials (including recent media and social science reports) on an ongoing basis.	points possible for participation.	in an informed way in discussions about the complexities of social problems in society.	pedagogical changes needed at this time
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Summary Information: This assessment is based on two sections of Social Problems (SOC 1020), an elective course in sociology, taught by Dr. Carla Koons Trentelman in Fall 2015. This course requires students each to complete a community service project for the community organization of their choice. Assessment data show that, other than one measure, the majority of students are meeting each of these six learning goals at levels of 70% or above (some of the goals are being met at levels of 80% and above). On the last measure, one of three for its learning goal, 72% of students scored 60% or higher. No curricular and pedagogical changes are seen as needed at this time.

Table 2: Evidence of Learning / Elective Courses within the Major: SOC 3000: SELF AND SOCIETY

Evidence of Learning: SOC 3000: Self and Society (Glass)					
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
<b>Goal 1:</b> Students will <i>possess analytic skills</i>	Learning Outcome 1.A: Understand, compare and contrast, and apply understandings of social psychology.	Measure 1: Three five page analytic essays where students summarize, compare, and critique course perspectives,	Measure 1: Students completed the assignment with 70% of the maximum score.	Measure 1: Students were able to demonstrate understanding and analysis of the material.	No changes at this time.
		Measure 2: Group presentation where students explain and discuss the course readings.	Measure 1: 96% of students successfully completed this assignment.	Measure 1: Students are successfully able to relate the material.	No changes at this time.
<b>Goal 2:</b> Students will <i>possess problem solving skills</i>	Learning Outcome 2.A: Identify how concepts and perspectives explain examples from outside of the course.	Measure 1: "Final assignment" where students analyze a "real world" example as fitting the	Measure 1: 70% of students completed this assignment with a score of 70% or better.	Measure 1: Students are successful at identifying ideas from the course in different contexts.	No changes at this time.

Evidence of Learning: SOC 3000: Self and Society (Glass)					
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
		perspectives of the course.			
<b>Goal 3:</b> Students will <i>know terms and research of the discipline of Sociology</i>	Learning outcome 3.A.: Demonstrate understanding and analyze various sociological research studies.	Measure 1: "Reaction paper 2" assignment, a five-page analytic essay where students summarize and compare various research articles.	Measure 1: 68% of students completed the assignment with a score of 70% or better.	Measure 1: Students are able to explain and critically compare the arguments of research.	No changes at this time.
<b>Goal 4:</b> Students will <i>know concepts and theories of the discipline of Sociology</i>	Learning outcome 4.A.: Demonstrate understanding of perspectives of social construction and Symbolic Interactionism	Measure 1: "Reaction paper 1" assignment, a five-page analytic essay where students explain various readings as examples of social construction or symbolic interaction.	Measure 1: 63% of students completed the assignment with a score of 70% or better.	Measure 1: Students are able to explain these perspectives.	No changes at this time.

Evidence of Learning: SOC 3000: Self and Society (Glass)					
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
<b>Goal 5:</b> Students will <i>possess an informed appreciation of other cultures</i>	Learning outcome 5.A.: Understand effects of culture, and variations between cultures, on the self.	Measure 1: "Mini-assignment" asking students to find and explain an example of Middle Eastern Americans as a "spoiled identity."	Measure 1: 85% of students successfully completed the assignment.	Measure 1: Students understand the self as varying and molded differently in different cultures.	No changes at this time.
<b>Goal 6:</b> Students will <i>possess skills to be competitive in today's labor market or to pursue professional degrees</i>	Learning outcome 6.A.: Students sharpen their analytic and persuasive writing skills.	Measure 1: Analytic essays where students summarize, compare, and critique the course material.	Measure 1: 57% of students improved their scores across three writing assignments.	Measure 1: Students successfully demonstrate the ability to summarize, synthesize, and clearly present material.	No changes at this time.
<b>Goal 7:</b> Students will <i>possess the ability to apply various</i>	Learning outcome 7.A.: Apply a sociological	Measure 1: "Mini-assignments" where students apply a social	Measure 1: 80% of students completed the assignment with	Measure 1: Students are successfully able to apply ideas to	No changes at this time.

Evidence of Learning: SOC 3000: Self and Society (Glass)					
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
<i>sociological frameworks to their understanding of the world and human behavior</i>	concept to an example.	psychological idea to a “real world” example.	scores of 80% or more.	examples external to the course.	

Table 3: Evidence of Learning: Core / Elective Courses in the Major: SOC 3010: SOCIAL INEQUALITY

Evidence of Learning: SOC 3010, Social Inequality, Spring 2015 (Reynolds)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will conduct research using field observation and secondary sources to write a paper on how their selected social class members are living their living on the Northern Wasatch Front.	Measure 1: Students will conduct group research, write a group paper based on their research, and orally present their findings to the class.	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to conduct research and analyze data.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will conduct research using field observation and secondary sources to write a paper on how their selected social class members are living their living on	Measure 1: Students will conduct group research, write a group paper based on their research, and orally present their findings to the class.	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to conduct research and analyze data.	Measure 1: No curricular or pedagogical changes needed at this time.

	the Northern Wasatch Front.				
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning Outcome 3.A: Students will identify and explain the terms, concepts, and theories of social inequality.	Measure 1: Students will complete a midterm essay exam on the terms, concepts, and theories of social inequality.	Measure 1: Students scored between 73% and 99% on the assignment with a mean of 89.94%. 94.12% of the students scored 80% or above on the midterm exam.	Measure 1: All students successfully demonstrated knowledge of the terms, concepts, and theories of social inequality.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning Outcome 4.A: Students will be able to apply the concepts and theories of social inequality to their own lives.	Measure 1: Students will write a reflection paper in which they apply the concepts and theories of social inequality to their own lives.	Measure 1: 100% of students were able to apply the concepts and theories of social inequality to their own lives as demonstrated in their reflection papers. All students scored 80% or above.	Measure 1: All students demonstrated the ability to develop usable research questions.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A: Students will be able to apply social inequality theories that emphasize historical, cultural, and global perspectives.	Measure 1: Students will conduct group research, write a group paper with a literature review section and analysis section that uses historical, cultural and global perspectives as	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to apply social inequality theories that emphasize historical, cultural, and global perspectives.	Measure 1: No curricular or pedagogical changes needed at this time.



		applied to social inequality to analyze their data research, and orally present their findings to the class.			
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6.A.: Students will know and utilize scientific method to design and conduct social research using field observation, and secondary sources.	Measure 1: Students will conduct group research, write a group paper based on their research, and orally present their findings to the class.	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to conduct research and analyze data.	Measure 1: No curricular or pedagogical changes needed at this time.

Summary Information: Goals 3, 4, and 5 are high focus in course content areas, and goals 1, 2, and 6 are a low focus in course content area. One section of Soc 3010 taught by Dr. Rob Reynolds in Spring semester 2015 was used for the assessment.

Table 4: Evidence of Learning / Elective Courses in the Major: SOC 3110: SOCIOLOGY OF FAMILY

Evidence of Learning: SOC 3110 – Sociology of Family, Spring 2014 (Hill)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1: Literature Review. 2: Research Method. 3: Discuss and report research result	Measure 1: Research paper is graded according to the guidelines (see appendix).  Measure 2: In class PPT presentation, graded.	Measure 1: The grade was given based on if there is evidence of literature review. Measure 2: Research method is evaluated in the grading. Measure 3: The quality of research is graded. 90% of the students got B or above grade.	Measure 1: All the students have mastered the skills of literature review. Measure 2: All the students are familiar with one or several research methods. Measure 3: Students learned one thing or two about their own research methods.	I will not change much about this class in the future.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome: A: Express their opinions clearly. B: Respects different opinions. C: Presentation skills.	Measure 1. Each student is required to present one paper from the Reader. Measure 2. Each student will lead a discussion about one article in the reader.	Measure 1: 90% of students can do a good job in presenting the general ideas of their articles. They also can raise a few questions for the class to	Measure 1: To summarize a piece of reading material and orally present them to the class is a skill. Students in this class are given several	Measure 1: No change needed in this area.

		Measure 3: Each student is required to do a PPT presentation about their research project.	discuss. They all can create PPTs and summarize their findings.	chances to practice this skill.	
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome: Students are introduced to many concepts and theories of sociology of family.	Measure 1: Students are required to link sociological concepts and theories in their presentations and take-home exams. They are also required to use theories in their research projects.	Measure 1: 80% of the students got B or above grade for the two midterm exams. More than 90% of the students get B or above grade in presentation and research project. The grades students get reflect how well they can use the concepts and theories in their presentations and research projects.	Measure 1: Most students walk away with certain mastery of sociological concepts and theories after taking this class.	Measure 1: I will not change anything about this course if I teach it again.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome: Evaluate each sociological theory in their take-home exams and in their presentations.	Measure 1: Students were asked to evaluate the reading article that they presented. 2: Almost all the home exam essays require students to evaluate sociological theories and their applications.	Measure 1: 100% of the students possess certain level of critical thinking ability and evaluative ability. This result comes from students' grades.	Measure 1: Students do learn how to think critically and how to evaluate sociological theories.	Measure 1: No change is recommended.

<p><b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i></p>	<p>Learning outcome: 1: Learn the history of families and its evolution. 2: Racial and ethnic differences in families. 3: Immigrants and globalization impact of family life.</p>	<p>Measure 1: Take home exam essays: One essay is about the history of American family. One essay is about the diversity of race and ethnic families. One essay is about African-American family structure. One essay is about the influence of globalization on families.</p>	<p>Measure 1: From the grades students get (100% got C or above as final grade), most of them understand how history, culture and globalization have impacted family structure in the U.S.</p>	<p>Measure 1: Students really learned that the so called “traditional” family model in the U.S. is not traditional at all. This model only existed for about 30 years in the American history. They also learned the differences of family life and structure among different racial and ethnic groups in the U.S.</p>	<p>Measure 1: This part is the highlight of this class. I will enforce this area even more in the future.</p>
<p><b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society</p>	<p>Learning outcome: 1: Have the capability to use sociological perspectives to examine and understand family life and other related aspects in reality. 2: Research skills. 3: Critical thinking ability.</p>	<p>Measure 1: In-class presentation of a reading article. 2: Lead a class discussion. Write 8 take home essays. 3: Conduct a research project and present the findings in class with PPT.</p>	<p>Measure: Over 90% of the students possess 1: Oral presentation is very fundamental in future career and graduate studies. 2: Research methods are very important in graduate studies and certain career. 3: The knowledge students learned from this class can help them dealing with real life</p>	<p>Measure 1: All the students learned some research methods and presentation skills in this class. All of them understand that educational level has a lot to do with age of marriage, divorce rate and parenting styles and parent/child relationships. They also know something</p>	<p>Measure 1: Will not change anything in this area.</p>

			challenges and family life.	about elderly care and their issues.	
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Table 5: Evidence of Learning / Elective Courses in the Major: SOC 3130: SOCIOLOGY OF GENDER

Evidence of Learning: SOC 3130: SOCIOLOGY OF GENDER, FALL 2013/ Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students use sociological concepts and theories to observe and identify how gender operates in various social contexts	<p>Measure 1: Students observe gender messages in children's clothing, toys, and greeting cards and write a report</p> <p>Measure 2: Students conduct an interview of a person who works in gender atypical occupation and write a report.</p> <p>Measure 3. Students analyze how male/female bodies are presented in</p>	<p>Measure 1: 100% of students performed at 79% level or better.</p> <p>Measure 2: 100% of students performed at 82% level or better.</p> <p>Measure 3: 100% of the students performed at 75% or better.</p>	<p>Measure 1: All students successfully identified socially appropriate gender messages to children in toys, clothes, and cards.</p> <p>Measure 2: All students successfully used information and concepts learned in class in their interviews.</p> <p>Measure 3. All students successfully described how women's and</p>	<p>Measure 1: No action needed.</p> <p>Measure 2: No action needed at this time.</p> <p>Measure 3: No action needed at this time.</p>

Evidence of Learning: SOC 3130: SOCIOLOGY OF GENDER, FALL 2013/ Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		magazine photos and write a report.		men's bodies were used in gender-typical ways (codes of gender) in advertising.	
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students demonstrate ability to <i>write</i> coherently and logically and <i>discuss</i> gender issues.  Outcome 2.B.:	Measure 1. Students write reports on (a) observations of gender in social contexts and (b) write reflections on required reading.  Measure 2. Class participation: being present and discussing gender issues and readings in class.	Measure 1: (a) On average, 92.3% of students performed at 70% or better in observation reports. (b) On average, students who turned in all the required journal assignments performed at the level of 95.2% or better. However, 31% of the students performed at a	Measure 1: (a) Students can write logically and follow basic tenets of essay writing in their observation reports. (b) Students who turned in all article review assignments wrote adequately to express their reflections.  Measure 2: When students attended class and discussed	Measure 1: Some students performed poorly, but it was because they did not turn in assignments. Hence, the only action to be taken is to continue to encourage students to turn in all required work.  Measure 2: No action needed at this time.

Evidence of Learning: SOC 3130: SOCIOLOGY OF GENDER, FALL 2013/ Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			lower than 70% level due to missing assignments.  Measure 2: 92.3% of students performed at 70% level or better in class discussions.	the readings and concepts learned in class, they did so adequately.	
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students describe and use the sociological concepts pertaining to the field of gender in sociology.	Measure 1: Three written exams measure the students' ability to identify and explain key concepts and theories in sociology of gender.	Measure 1: Based on the average scores of three exams, 100% of students performed at 75% level or better.	Measure 1: Students adequately demonstrated their acquired skill of identifying and explaining theories and concepts of gender sociology.	Measure 1: No further action needed at this time.



Evidence of Learning: SOC 3130: SOCIOLOGY OF GENDER, FALL 2013/ Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students critically evaluate how gender and other structural positions shape individuals' histories, biographies, and life chances.	Measure 1: The final course grade measures the students' ability to describe how social structures including gender, race-ethnicity, and class affect themselves and own and other people's lives.	Measure 1: 92.3% of the students received at 70% or better course grade.	Measure 1: Based on the course grade, students who took this course can adequately take different viewpoints and describe how social structures influence individuals' lives.	Measure 1: No action necessary at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students describe how gender and other structural positions shape individuals' histories, biographies, and life chances in the U.S. and globally.	Measure 1: The course grade for Sociology of Gender reflects the students' ability to describe how social structures including gender, race-ethnicity, and class shape the lives of women	Measure 1: 92.3% of the students received at 70% or better course grade.	Measure 1: Based on the course grade, students who took this course can describe the historical views of gender in the U.S. and in other cultures.	Measure 1: No action necessary at this time.

Evidence of Learning: SOC 3130: SOCIOLOGY OF GENDER, FALL 2013/ Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		and men in the U.S. and globally.			
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6.A.: Goal not addressed in this course.	Measure 1:  Not measured in this course.	Measure 1:	Measure 1:	Measure 1:

Table 6: Evidence of Learning / Elective Courses in the Major: SOC 3250: DEVIANCE AND SOCIAL CONTROL

Evidence of Learning: SOC 3250: Deviance and Social Control, Spring 2014/ Glass					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will analyze readings with a critical and comparative lens.	Measure 1: Reaction paper 3	Measure 1: 100% of students completed the assignment with a score of 85% or better.	Measure 1: Students are adequately analyzing course materials	Measure 1: No action is needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will critically discuss the course material.	Measure 1: In-Class Presentations	Measure 1: 92% of students completed the assignment with a score of 91% or better.	Measure 1: Students are adequately communicating skillfully.	Measure 1: No action is needed at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the</i>	Learning outcome 3.A.: Students will explain concepts and perspectives related to the	Measure 1: Reaction paper 2	Measure 1: 92% of students completed the assignment with a score of 87% or better.	Measure 1: Students are adequately explaining the terms of Sociology.	Measure 1: No action is needed at this time.

<i>discipline of Sociology</i>	social construction of deviance.	Measure 2: Mini-assignments	Measure 2: 92% of students completed the assignment with a score of 100%.	Measure 2: Students are adequately explaining concepts and comparing them to examples.	Measure 2: No action is needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will critically assess course materials.	Measure 1: Reaction paper 1  Measure 2: In-class Presentations	Measure 1: 100% of students completed the assignment with a score of 77% or better.  Measure 2: 92% of students completed the assignment with a score of 91% or better.	Measure 1: Students are adequately comparing and contrasting course readings.  Measure 2: Students are critically assessing the material.	Measure 1: No action is needed at this time.  Measure 2: No action is needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students will critically analyze various cultures as examples of deviance.	Measure 1: Reaction paper 2	Measure 1: 92% of students completed the assignment with a score of 87% or better.	Measure 1: Students are adequately applying different perspectives to the topic of deviance.	Measure 1: No action is needed at this time.
<b>Goal 6:</b> Students prepare a foundation for	Learning outcome 6.A.: Students will collectively discuss	Measure 1: In-class presentation	Measure 1: 92% of students completed the	Measure 1: Students are adequately	Measure 1: No action is needed at this time.

careers, graduate studies, and informed participation in a complex society	and analyze course ideas.		assignment with a score of 91% or better.	communicating and presenting information.	
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Table 7: Evidence of Learning /Elective Courses within the Major: SOC 3260: JUVENILE DELINQUENCY

Evidence of Learning: SOC 3260 Juvenile Delinquency					
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
<b>Goal 1:</b> Students will <i>possess analytic skills</i>	Learning Outcome 1.A: Students will analyze, as well as compare and contrast, sociological concepts and perspectives.	Measure 1: Three five page analytical reaction papers where students analyze course material.	Measure 1: Students completed the assignments with 76% of total points.	Measure 1: Students are able to analyze and compare and contrast various materials.	No changes needed at this time.
<b>Goal 2:</b> Students will <i>possess problem solving skills</i>	Learning Outcome 2.A: Students are able to apply the ideas of the course to outside examples.	Measure 1: "Mini-assignments" where students find examples of course ideas or explain examples as course ideas.	Measure 1: 88% who completed the assignments scored 100%.	Measure 1: Students are able to apply course ideas to examples from outside of the course.	No changes needed at this time.
<b>Goal 3:</b> Students will <i>know terms and research of the discipline of Sociology</i>	Learning outcome 3.A.: Students explain how the category of "youth" is socially	Measure 1: "Reaction paper 1" where students compare and contrast how	Measure 1: Students scored 74% on the assignment.	Measure 1: Students are able to explain the construction of the category of youth	No changes needed at this time.

Evidence of Learning: SOC 3260 Juvenile Delinquency					
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
	constructed and historically contingent.	various readings construct youth or understand it as constructed.		and compare and contrast how various readings understand it.	
<b>Goal 4:</b> Students will <i>know concepts and theories of the discipline of Sociology</i>	Learning outcome 4.A.: Students are able to explain connections between the categories of “youth” and “delinquent” is linked to wider structures like race, class, and gender.	Measure 1: “Reaction paper 3,” where students analyze how their definitions of youth as delinquent and resistance is related to social structure.	Measure 1: Students scored 80% on this measure.	Measure 1: Students are able to connect definitions of youth to wider social structures.	No changes needed at this time.
<b>Goal 5:</b> Students will <i>possess an informed appreciation of other cultures</i>	Learning outcome 5.A.: Students will understand how different cultures construct and	Measure 1: “Reaction paper 2,” a five-page analytic essay where students discuss youth	Measure 1: Students scored 78% on this measure.	Measure 1: Students are able to understand issues of delinquency across cultures.	No changes needed at this time.

Evidence of Learning: SOC 3260 Juvenile Delinquency					
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
	enact juvenile delinquency.	delinquency in the settings of Brazil and the United States.			
<b>Goal 6:</b> Students will <i>possess skills to be competitive in today's labor market or to pursue professional degrees</i>	Learning outcome 6.A.: Students will learn skills of presentation and communication.	Measure 1: A group presentation assignment, where students facilitate a discussion surrounding weekly readings.	Measure 1: 80% of students scored 80% or more on this assignment.	Measure 1: Students are successfully able to present, discuss, and critically assess course material.	No changes needed at this time.
<b>Goal 7:</b> Students will <i>possess the ability to apply various sociological frameworks to their understanding of</i>	Learning outcome 7.A.: Students will be able to identify and analyze examples of perspectives and concepts from	Measure 1: "Mini-assignments" where students find and relate examples to course theories and concepts.	Measure 1: Students scored 76% on this measure.	Measure 1: Students were able to identify and analyze external examples as fitting course concepts.	No changes needed at this time.



Evidence of Learning: SOC 3260 Juvenile Delinquency					
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
<i>the world and human behavior</i>	outside of course material.				

Table 8: Evidence of Learning / Elective Courses in the Major: SOC 3270: CRIMINOLOGY

Evidence of Learning: SOC 3270: CRIMINOLOGY/ FALL 2013/ Glass					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will explore research on a topic of their choice.	Measure 1: Research paper project, part two	Measure 1: 96% of students scored 80% or better.	Measure 1: Students are adequately conducting research.	Measure 1: No action is needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will be able to verbally discuss, analyze, assess, and criticize course materials.	Measure 1. In-Class Presentation assignment.	Measure 1: 96% of students adequately completed the assignment.	Measure 1: Students are adequately communicating in class.	Measure 1: No action is needed at this time.
	Learning Outcome 2.A.: Students will be able to write an analysis of course materials.	Measure 2: Research paper project, part one	Measure 2: 96% of students scored 84% or better.	Measure 2: Students are adequately analyzing course materials.	Measure 2: No action is needed at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts,</i>	Learning outcome 3.A.: Students will be able to identify sociological ideas	Measure 1: Quizzes	Measure 1: 87% of students scored 73% or better.	Measure 1: Students are adequately identifying and	Measure 1: No action is needed at this time.

<i>and theories of the discipline of Sociology</i>	connected with crime.			explaining sociological ideas.	
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will be able to critically assess the causes and consequences of crime.	Measure 1: Research project, part two	Measure 1: 96% of students scored 80% or better.	Measure 1: Students are adequately practicing critical thinking.	Measure 1: No action is needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students will describe and apply the perspectives of Marxism, Foucault, and the Chicago School.	Measure 1: Research project, part two	Measure 1: 96% of students scored 80% or better.	Measure 1: Students are adequately applying different perspectives to group phenomena.	Measure 1: No action is needed at this time.
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	Learning outcome 6.A.: Students critically discuss course materials.  Learning outcome 6.A.: Students research a topic, and summarize and integrate it in an essay.	Measure 1: In-class presentation.  Measure 2: Research project, part two	Measure 1: 96% of students adequately completed the assignment.  Measure 2: 96% of students scored 80% or better.	Measure 1: Students are learning skills of group presentation and management.  Measure 2: Students are adequately researching and presenting information.	Measure 1: No action is needed at this time.  Measure 2: No action is needed at this time.

Table 9: Evidence of Learning / Elective Courses in the Major: SOC 3300: ENVIRONMENT AND SOCIETY

Evidence of Learning: SOC 3300: ENVIRONMENT AND SOCIETY/ SPRING 2014/ Trentelman					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	<b>Learning Outcome 1.A.:</b> Students will conduct a research project assessing perceptions and attitudes about water held by WSU stakeholders.	<b>Measure 1:</b> A class research project requires students to participate in every aspect of a research project, including writing an IRB proposal, data collection through a series of focus groups, transcription, coding and analysis of data, writing up portions of a research paper, and disseminating findings in a poster, orally, and in a written report.	<b>Measure 1:</b> 100% of students scored 90% or higher on this full project.	<b>Measure 1:</b> Students successfully demonstrated research and data analysis skills.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time
	<b>1.B:</b> Students will use research skills to explore differences in perspectives about an	<b>Measure 2:</b> Interview Project assignment requires students to interview 2 people	<b>Measure 2:</b> 85% of students scored 80% or higher on this assignment.	<b>Measure 2:</b> Students successfully demonstrated	<b>Measure 2:</b> No curricular or pedagogical changes needed at this time

	environmental issue of the students' choosing	holding opposing viewpoints on an environmental issue, analyze the interviews for similarities & differences, and write up their interpretations.		research and data analysis skills.	
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	<p><b>Learning Outcome 2.A.:</b> Students will participate in informed discussions regarding environmental issues</p> <p><b>2.B:</b> Students will communicate research findings</p>	<p><b>Measure 1:</b> Participation requirements require students to participate in discussions informed by course materials on a weekly basis.</p> <p><b>Measure 2:</b> A class research project requires students to participate in every aspect of a research project, including disseminating findings in a poster, orally, and in a written report.</p>	<p><b>Measure 1:</b> 85% of students scored 90% or higher of the total points possible for participation.</p> <p><b>Measure 2:</b> 100% of students scored 90% or higher on this full project.</p>	<p><b>Measure 1:</b> Students successfully demonstrated the ability to communicate skillfully (oral communication).</p> <p><b>Measure 2:</b> Students successfully demonstrated the ability to communicate skillfully, orally, visually, and in written form.</p>	<p><b>Measure 1:</b> No curricular or pedagogical changes needed at this time</p> <p><b>Measure 2:</b> No curricular or pedagogical changes needed at this time</p>
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts,</i>	<b>Learning outcome 3.A.:</b> Students will be able to use and apply sociological concepts	<b>Measure 1:</b> A class journal requires students to discuss course materials from	<b>Measure 1:</b> 85% of students scored 70% or higher on this assignment.	<b>Measure 1:</b> Students demonstrated the ability to use and apply sociological	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time

<i>and theories of the discipline of Sociology</i>	and theories related to environmental issues.	a sociological perspective, including course terms and topics.  <b>Measure 2:</b> A series of short, written class assignments requires topic-oriented discussion of course materials from a sociological perspective, including course terms and topics.	<b>Measure 2:</b> 85% of students scored 70% or higher on this assignment.	concepts and theories related to health care in fairly informal written form. <b>Measure 2:</b> Students further demonstrated the ability to use and apply sociological concepts and theories related to health care in fairly informal written form.	<b>Measure 2:</b> No curricular or pedagogical changes needed at this time
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	<b>Learning outcome 4.A.:</b> Students will practice critically evaluating claims related to environmental and natural resource issues.	<b>Measure 1:</b> Interview Project assignment requires students to interview 2 people holding opposing viewpoints on an environmental issue, and thinking critically about both views (as well as the student's own view), include an assessment of what drives the perspectives in a written report.	<b>Measure 1:</b> 85% of students scored 80% or higher on this assignment.	<b>Measure 1:</b> Students demonstrated the ability to think critically about claims related to environmental and natural resource issues.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time

<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	<b>Learning outcome 5.A.:</b> Students will apply historical, cultural and global perspectives about environmental and natural resource issues to the interaction of groups & societies.	<b>Measure 1:</b> A class journal requires students to discuss course materials from a sociological perspective, including historical, cultural and global perspectives. <b>Measure 2:</b> A series of short, written class assignments requires topic-oriented discussion of course materials from a sociological perspective, including historical, cultural and global perspectives.	<b>Measure 1:</b> 85% of students scored 70% or higher on this assignment.  <b>Measure 2:</b> 85% of students scored 70% or higher on this assignment.	<b>Measure 1:</b> Students demonstrated the ability to apply historical, cultural and global perspectives to the interaction of groups & societies.  <b>Measure 2:</b> Students further demonstrated the ability to apply historical, cultural and global perspectives to the interaction of groups & societies.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time  <b>Measure 2:</b> No curricular or pedagogical changes needed at this time
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	<b>Learning outcome 6.A.:</b> Students will develop research and research dissemination skills they can use in their careers and/or graduate studies.	<b>Measure 1:</b> A class research project requires students to participate in every aspect of a research project, including writing an IRB proposal, data collection through a series of focus groups, transcription, coding and analysis of	<b>Measure 1:</b> 100% of students scored 90% or higher on this full project.	<b>Measure 1:</b> Students successfully demonstrated research and research dissemination skills.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time

	<p><b>Learning outcome 6.B.:</b> Students will practice informed participation in discussions about environmental complexities in society.</p>	<p>data, writing up portions of a research paper, and disseminating findings in a poster, orally, and in a written report.</p> <p><b>Measure 2:</b> Participation requirements require students to participate in discussions informed by course materials (including recent media and social science reports) on a weekly basis.</p>	<p><b>Measure 2:</b> 85% of students scored 90% or higher of the total points possible for participation.</p>	<p><b>Measure 2:</b> Students demonstrated the ability to participate in an informed way in discussions about environmental complexities in society.</p>	<p><b>Measure 2:</b> No curricular or pedagogical changes needed at this time</p>
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Summary Information: Environment and Society is an elective course in sociology. Assessment data show that the majority of students are meeting each of these six learning goals at levels of 70% or above (several of the goals are being met at levels of 80% and even 90% or above), therefore no curricular and pedagogical changes are seen as needed at this time. Data in this table are derived from a section taught by Dr. Carla Koons Trentelman in Spring 2014. This course required students to complete a community-based research project with and for a designated community organization.



Table 10: Evidence of Learning / Elective in the Major: SOC 3400: SOCIAL CHANGE

Evidence of Learning: SOC 3400, Social Change/Fall 2013 (Reynolds)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: This was not assessed	Measure 1:	Measure 1:	Measure 1:	Measure 1: one of the reaction papers needs to be structured to assess this goal.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Write a summary of main points of a scientific article or book.	Measure 1. Students completed a book review of a social science book on religion.	Measure 1: All students scored 80% or above on their book reviews, except for one, who score 70%.	Measure 1: Students were able to fulfill this goal.	Measure 1: While in the past students were able to choose the book they reviewed, in the future the professor will provide a list of books from which the students choose a book to review. Some of the books chosen by students were not rigorous enough.

<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Use sociological theory to discuss a current event or issue.	Measure 1: Students wrote a reaction paper where they were asked to use social change theory to explain an issue of their choosing.	Measure 1: All students scored 70% or above on this paper.	Measure 1: Students were able to fulfill this goal.	Measure 1: Continue to teach this concept and assess as before. Possibly choose the issue to be written about in the future.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Evaluate the credibility of competing explanations.	Measure 1: Students wrote a reaction paper where they were asked to use competing social change theories to explain an issue of their choosing and explain which theory best explained the issue.	Measure 1: All students scored 85% or above on this paper.	Measure 1: Students were able to fulfill this goal.	Measure 1: Continue to teach this concept and assess as before.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Describe how local events are related to global causes and consequences.	Measure 1: Students wrote a reaction paper where they were asked to use competing social change theories to explain how local events are related	Measure 1: All students who completed this assignment scored 90% or above. Unfortunately, this reaction paper ended up being an optional extra	Measure 1: All students who completed this reaction paper were able to fulfill this goal. These scores were probably skewed, because only	Measure 1: Continue to teach this concept and assess as before. Not make it optional.

		to global causes and consequences.	credit paper, which was not the original plan per the syllabus.	students motivated to do extra work completed this assignment. In seeing who completed this assignment, almost all the students who did do it were already in at least the A- range.	
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society.	Learning outcome 6.A.: Describe how our lives are shaped by social forces, institutions, and structures.	Measure 1: Students wrote five reaction papers on social change.	Measure 1: All students scored 70% or above on all five essays.	Measure 1: Students were able to fulfill this goal.	Measure 1: One reaction paper needs to be made more explicit on relating social change theory knowledge to non-grad school career goals.

Table 11. Evidence of Learning / Elective in the Major: SOC 3410: SOCIOLOGY OF RELIGION

Evidence of Learning: SOC 3410, Sociology of Religion, Spring 2014 (Reynolds)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Write a report based on your results	Measure 1: Students conducted field research of three different faiths' main worship services and wrote a compare-contrast paper.	Measure 1: All students scored 80% or above on their compare-contrast paper.	Measure 1: Students were able to fulfill this goal.	Measure 1: Continue to have students conduct the field research and write the paper.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Write a summary of main points of a scientific article or book	Measure 1. Students completed a book review of a social science book on religion.	Measure 1: All students scored 75% or above on their book reviews.	Measure 1: Students were able to fulfill this goal.	Measure 1: While in the past students were able to choose the book they reviewed, in the future the professor will provide a list of books from which the students choose a book. Some of the books were not rigorous enough.

<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Ask why a social arrangement exists and provide a sociologically informed answer	Measure 1: On exam 1 all students needed to answer the question: What is religion?	Measure 1: All students scored 70% or above on this question.	Measure 1: Students were able to fulfill this goal.	Measure 1: Continue to teach this concept as before.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Question commonly held assumptions about the social world	Measure 1: Students conducted field research of three different faiths' main worship services and wrote a compare-contrast paper.	Measure 1: All students scored 80% or above on their compare-contrast paper.	Measure 1: Students were able to fulfill this goal.	Measure 1: This goal needs to be made more explicit in the instructions to the compare-contrast paper.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Compare a social phenomenon across different cultures, race and ethnic groups, and classes	Measure 1: On exam 1 students needed to answer two of the following questions:  1. How did early monotheism differ from polytheism at the time, and why did this eventually allow it to "triumph" over polytheism?  2. Why did religious fundamentalists split from religious progressives in the late nineteenth and early twentieth	Measure 1: All students scored 70% or above on the two questions they chose.	Measure 1: Students were able to fulfill this goal.	Measure 1: Continue to teach these concepts as before.

		<p>centuries? How did this split relate to the differences in their impacts on society?</p> <p>3. How do social circumstances make superstition more or less likely?</p> <p>4. Describe the events leading up to and after the Marian apparition in Marpingen. Why was it not officially recognized by the Catholic church, like Lourdes and Racamadour were?</p>			
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	Learning outcome 6.A.: Not assessed.	Measure 1:	Measure 1:	Measure 1:	Measure 1: An activity needs to be constructed to assess this goal.

Table 12: Evidence of Learning / Elective Courses in the Major: SOC 3420: SOCIOLOGY OF EDUCATION

Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
<b>Goal 1:</b> Students will <i>possess analytic skills</i> (M)	Learning Outcome 1.A: Students will analyze the education issue of their choice based on sociological literature and observations made during service work in education settings.	Measure 1: Application paper which includes an analysis of how the service site addresses the issue of interest (a substantial portion of a larger education service project)	Measure 1: 84% of the class scored 85% or better on the application paper.	Measure 1: Students successfully demonstrated skills in analyzing issues in a service setting (applied).	Measure 1: No curricular or pedagogical changes needed at this time.
	Learning Outcome 1.B: Students will analyze how education-related issues are addressed in election politics.	Measure 1: Paper requiring analysis of how education-related issues are addressed in the 2012 elections.	Measure 1: 84% of the class scored 87% or better (100% scored 81% or better) on the analysis paper.	Measure 1: Students successfully demonstrated skills in sociological analysis of contemporary issues.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 2:</b> Students will <i>possess problem solving skills</i> (M)	Learning Outcome 2.A: Students will investigate the various state or local elections, navigating various sources of	Measure 1: Paper requiring analysis of how education-related issues are addressed	Measure 1: 84% of the class scored 87% or better (100% scored 81% or better) on the	Measure 1: Students successfully demonstrated problem-solving skills, more noteworthy because	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
	information about candidates, to discover often obscured positions on education issues held by candidates.	in the 2012 elections.	elections analysis paper.	none knew how to find information on elections at the start of the class.	
<b>Goal 3:</b> Students will <i>know terms and research of the discipline of Sociology (H)</i>	Learning outcome 3.A.: Students will accurately use sociological terminology and research.	Measure 1: In-class discussion under the guidance of instructor, utilizing appropriate terminology.	Measure 1: 84% of the class scored 85% or better on class participation. The instructor observed continued progress in the proper use of sociological terms.	Measure 1: Students demonstrated skill in utilizing sociological terms verbally.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Application paper which includes a literature review, bringing in sociological research; the paper must be written from a sociological perspective, including	Measure 2: 84% of the class scored 85% or better on the application paper.	Measure 2: Students were successful in demonstrating knowledge and proper usage and reference to sociological terms and research.	Measure 2: No curricular or pedagogical changes needed at this time.



Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
		appropriate use of terminology. (education service project)			
<b>Goal 4:</b> Students will <i>know concepts and theories of the discipline of Sociology</i> (H)	Learning outcome 4.A.: Students will appropriately use sociological theory and concepts in their writing.	Measure 1: Paper on education-related issues in the 2012 elections required a literature review, including an argument for which sociological theory offers the best explanation of the issue of interest.	Measure 1: 84% of the class scored 87% or better (100% scored 81% or better) on the elections analysis paper.	Measure 1: Students succeeded in demonstrating knowledge and understanding of sociological concepts and theory.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Application paper with a literature review, including an argument for which sociological theory offers the best explanation of the issue of interest (education service project).	Measure 2: 84% of the class scored 85% or better on the application paper.	Measure 2: Students succeeded in demonstrating knowledge and understanding of sociological concepts and theory.	Measure 2: No curricular or pedagogical changes needed at this time.

Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
<b>Goal 5:</b> Students will <i>possess an informed appreciation of other cultures</i> (L)	Learning outcome 5.A.: Students will demonstrate awareness of cultural differences in education, both within the United States and also globally.	Measure 1: In-class discussion under the guidance of instructor, specifically of course materials covering cultural differences, including strengths across various approaches.	Measure 1: 84% of the class scored 85% or better on class participation. The instructor observed progress in the consideration and appreciation of other cultures, as well as increased awareness of challenges due to culturally enforced structural constraints.	Measure 1: Students demonstrated skill in verbally identifying cultural differences.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Complete at least 10 hours of service learning in public	Measure 2: 84% of the class completed at least 10 hours of service	Measure 2: While this is more a measure of exposure, students	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
		schools in which at least 50% of the population are racial/ethnic minorities.	learning (100% completed 8 hours or more). A majority of the students commented on cultural differences, and specifically about having developed more appreciation for cultural difference, in reflection papers and their application papers.	did demonstrate having developed an informed appreciation of other cultures in their writing. This course is not designed to address this to a higher degree.	
<b>Goal 6:</b> Students will <i>possess skills to be competitive in today's labor market or to pursue professional degrees</i> (L)	Learning outcome 6.A.: Students will gain experience working in school settings.	Measure 1: Complete at least 10 hours of service learning in Title 1 schools in which at least 50% of the population are racial/ethnic minorities.	Measure 1: 84% of the class completed at least 10 hours of service learning (100% completed 8 hours or more).	Measure 1: Students successfully accrued experience in actual school settings. Students in education have noted that this is very useful for their training.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
	Learning outcome 6.B: Students will identify how election campaigns address social issues such as education.	Measure 1: Paper requiring analysis of how education-related issues are addressed in the 2012 elections.	Measure 1: 84% of the class scored 87% or better (100% scored 81% or better) on the elections analysis paper.	Measure 1: Students succeeded in being able to analyze how social issues such as education are addressed within election politics.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 7:</b> Students will <i>possess the ability to apply various sociological frameworks to their understanding of the world and human behavior</i> (M)	Learning outcome 7.A.: Students will use a variety of sociological concepts and theories to explain different aspects of the social world and behavior.	Measure 1: Analytical and critical paper utilizing sociological frameworks to explain how education-related issues are addressed in the 2012 elections.	Measure 1: 84% of the class scored 87% or better (100% scored 81% or better) on the elections analysis paper.	Measure 1: Students successfully demonstrated skill in applying sociological frameworks not only to educational issues, but to how these issues were addressed in state and local elections.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Analytical and critical paper focused on how the school service site addresses current educational issues of	Measure 2: 84% of the class scored 85% or better on the application paper.	Measure 2: Students demonstrated skill in utilizing sociological frameworks to understand the social world and	Measure 2: No curricular or pedagogical changes needed at this time.

Evidence of Learning: SOC 3420 – Sociology of Education (Trentelman)					
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
		interest (a substantial portion of a larger education service project)		behavior within school settings.	

Table 13: Evidence of Learning / Elective Courses in the Major: SOC 3430: MEDICINE AND HEALTH CARE IN SOCIETY

Evidence of Learning: SOC 3430/ MEDICINE & HEALTH CARE IN SOCIETY/ FALL 2013/ Trentelman					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct & Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	<b>Learning Outcome 1.A.:</b> Students will use research skills to explore differences in perspectives about health/health care across social locations.	<b>Measure 1:</b> Interview Project assignment requires students to interview 2 people from different social locations, analyze the interviews for similarities & differences, and write up their interpretations	<b>Measure 1:</b> 100% of students scored 80% or higher on this assignment.	<b>Measure 1:</b> Students successfully demonstrated research and data analysis skills.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	<b>Learning Outcome 2.A.:</b> Students will participate in informed discussions regarding health care problems and solutions.	<b>Measure 1:</b> Participation requirements require students to participate in discussions informed by course materials on a weekly basis. <b>Measure 2:</b> Discussion question assignment requires	<b>Measure 1:</b> 100% of students scored 80% or higher of the total points possible for participation.  <b>Measure 2:</b> 85% of students scored 80%	<b>Measure 1:</b> Students successfully demonstrated the ability to communicate skillfully (oral communication).  <b>Measure 2:</b> Students successfully demonstrated the	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time  <b>Measure 2:</b> No curricular or

		students to craft questions designed to focus class discussions on course materials.	or higher on this assignment.	ability to communicate skillfully.	pedagogical changes needed at this time
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	<b>Learning outcome 3.A.:</b> Students will be able to use and apply sociological concepts and theories related to health care.	<b>Measure 1:</b> A class journal requires students to discuss course materials from a sociological perspective, including course terms and topics. <b>Measure 2:</b> A course project focusing on the health care topic of the student's choice requires (among other things), a detailed explanation of the topic in sociological terms.	<b>Measure 1:</b> 85% of students scored 80% or higher on this assignment.  <b>Measure 2:</b> 85% of students scored 70% or higher on this assignment.	<b>Measure 1:</b> Students demonstrated the ability to use and apply sociological concepts and theories related to health care in fairly informal written form. <b>Measure 2:</b> Students demonstrated the ability to use and apply sociological concepts and theories related to health care in a more formal written form.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time  <b>Measure 2:</b> No curricular or pedagogical changes needed at this time
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	<b>Learning outcome 4.A.:</b> Students will practice critical evaluation of claims related to medicine and health care.	<b>Measure 1:</b> A course project focusing on the health care topic of the student's choice requires (among other things), a critique of media reports on the topic.	<b>Measure 1:</b> 85% of students scored 70% or higher on this assignment.	<b>Measure 1:</b> Students demonstrated the ability to think critically about claims related to medicine and health care.  <b>Measure 2:</b> Students demonstrated the	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time

		<b>Measure 2 (indirect):</b> Interview Project assignment requires students to interview 2 people from different social locations, comparing and contrasting the perspectives, and also comparing and contrasting them with the students' own perspectives.	<b>Measure 2:</b> 100% of students scored 80% or higher on this assignment.	ability to utilize skills in comparison and contrasting of perspectives, an indirect measure of critical thinking skills.	<b>Measure 2:</b> No curricular or pedagogical changes needed at this time
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	<b>Learning outcome 5.A.:</b> Students will apply historical, cultural and global perspectives about health care to the interaction of groups & societies.	<b>Measure 1:</b> A course project focusing on the health care topic of the student's choice requires (among other things), an explanation of the interaction between society, social groups, individuals, and the health care issue of focus, including course materials covering historical, cultural and global perspectives. <b>Measure 2:</b> A class journal requires students to discuss	<b>Measure 1:</b> 85% of students scored 70% or higher on this assignment.	<b>Measure 1:</b> Students successfully applied historical, cultural and global perspectives about health care to the interaction of groups and societies.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time



		course materials from a sociological perspective, including historical, cultural and global perspectives.	<b>Measure 2:</b> 85% of students scored 80% or higher on this assignment.	<b>Measure 2:</b> Students successfully applied historical, cultural and global perspectives about health care to the interaction of groups and societies.	<b>Measure 2:</b> No curricular or pedagogical changes needed at this time
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	<b>Learning outcome 6.A.:</b> Students will practice their ability to gather and analyze information from a diversity of media resources, and to utilize it in problem solving.	<b>Measure 1:</b> A course project focusing on the health care topic of the student's choice requires (among other things) students to compile information from the internet, from news sources, and from other media (e.g. videos, speeches, presentations) to analyze for patterns and themes, and critique. The assignment also requires students to suggest a potential solution to the issue, including supporting arguments.	<b>Measure 1:</b> 85% of students scored 70% or higher on this assignment.	<b>Measure 1:</b> Students successfully demonstrated the ability to gather, analyze and critique information from a diversity of media sources, as well as problem-solving skills.	<b>Measure 1:</b> No curricular or pedagogical changes needed at this time

Table 14: Evidence of Learning / Elective Courses in the Major: SOC 3550: ORGANIZATIONS IN SOCIETY

Evidence of Learning: SOC 3550, Organizations in Society, Summer 2015					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal A:</b> Equip students with a broad sociological perspective (or the “sociological imagination”) by teaching them how social structures, individuals, and groups interact in society	Learning Outcome 2: Communicate skillfully. Learning Outcome 4: Practice critical thinking.	Measure 1: Students will conduct research on a social organization, write a paper based on their research, and discuss their findings with the class. (Assignment W1)	Measure 1: All students scored above 80% on the paper and the class discussion.	Measure 1: Students demonstrated their ability to conduct research and communicate their findings skillfully.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal B:</b> Provide knowledge and skills, both sociological (theory, research methods, data analysis) and general (critical thinking, writing), to pursue a broad range of careers and graduate degrees (e.g., in	Learning Outcome 1: Conduct research and analyze data Learning Outcome 2: Communicate skillfully.	Measure 1: Students will conduct research on a social organization, write a paper based on their research, and discuss their findings with the class. (Assignment W1)	Measure 1: All students scored above 80% on the paper and the class discussion.	Measure 1: Students demonstrated their ability to conduct research and communicate their findings skillfully.	Measure 1: No curricular or pedagogical changes needed at this time.

Sociology, Law, Public Administration).					
<b>Goal C:</b> Prepare students to recognize a plurality of perspectives, including their own, to navigate today's multicultural and global society.	Learning Outcome 3: Students will identify and explain the terms, concepts, and theories of the discipline of sociology.	Measure 1: Students will complete two essays where they identify and explain the terms, concepts, and theories of social organization. (Assignments W3, W5, & W6)	Measure 1: Students scored between 0% and 100% on the three assignments with assignments means of 96.18%, 98.18%, & 78.73%, respectively, with an overall mean of 91.03%. 93.942% of the students scored 80% or above on the three assignments.	Measure 1: Most students successfully demonstrated knowledge of the terms, concepts, and theories of social inequality.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal D:</b> Build a stimulating learning environment by using a variety of pedagogies, including collaboration, collective learning, and community engagement.	Learning Outcome 4: Practice critical thinking. Learning Outcome 6: Prepare a foundation for careers, graduate studies, and informed participation in a complex society.	Measure 1: Students will complete an essay on creating an institution or organization they think society needs. (Assignment W4)	Measure 1: Students scored between 0% and 100% on the assignment with a mean of 87.1%. 90.1% of students scored 80% or above on the assignment.	Measure 1: Most students successfully demonstrated critical thinking and how their sociological knowledge applies practically.	Measure 1: No curricular or pedagogical changes needed at this time.

Summary Information: All four program goals are a focus in course content area. One section of Soc 3550 taught by Dr. Rob Reynolds in Summer semester 2015 was used for the assessment.

Table 15: Evidence of Learning: Elective Courses in the Major: SOC 3850: RACE AND ETHNICITY

Evidence of Learning: SOC 3250: Deviance and Social Control, Spring 2014 (Glass)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will analyze readings with a critical and comparative lens.	Measure 1: Reaction paper 3	Measure 1: 100% of students completed the assignment with a score of 85% or better.	Measure 1: Students are adequately analyzing course materials	Measure 1: No action is needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will critically discuss the course material.	Measure 1: In-Class Presentations	Measure 1: 92% of students completed the assignment with a score of 91% or better.	Measure 1: Students are adequately communicating skillfully.	Measure 1: No action is needed at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students will explain concepts and perspectives related to the social construction of deviance.	Measure 1: Reaction paper 2  Measure 2: Mini-assignments	Measure 1: 92% of students completed the assignment with a score of 87% or better.  Measure 2: 92% of students completed the assignment with a score of 100%.	Measure 1: Students are adequately explaining the terms of Sociology.  Measure 2: Students are adequately explaining concepts and comparing them to examples.	Measure 1: No action is needed at this time.  Measure 2: No action is needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will	Measure 1: Reaction paper 1	Measure 1: 100% of students completed the assignment with a	Measure 1: Students are adequately comparing and	Measure 1: No action is needed at this time.

	critically assess course materials.	Measure 2: In-class Presentations	score of 77% or better.  Measure 2: 92% of students completed the assignment with a score of 91% or better.	contrasting course readings.  Measure 2: Students are critically assessing the material.	Measure 2: No action is needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students will critically analyze various cultures as examples of deviance.	Measure 1: Reaction paper 2	Measure 1: 92% of students completed the assignment with a score of 87% or better.	Measure 1: Students are adequately applying different perspectives to the topic of deviance.	Measure 1: No action is needed at this time.
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning outcome 6.A.: Students will collectively discuss and analyze course ideas.	Measure 1: In-class presentation	Measure 1: 92% of students completed the assignment with a score of 91% or better.	Measure 1: Students are adequately communicating and presenting information.	Measure 1: No action is needed at this time.

Table 16: Evidence of Learning / Elective Courses in the Major: SOC 4220: LIFE IN A CONSUMER SOCIETY

Evidence of Learning: SOC 4220: Life in a Consumer Society, Spring 2014 (Ollilainen)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students use the concepts and theories learned in class/readings to observe, analyze, and report on how consumerism and the consumer culture is shaping their own as well as others' lives.	Measure 1: Students complete written observation reports on consumption and consumerism in various contexts, including product placement in TV and films, cultural capital integrated into home decor, and people shopping at a mall.	Measure 1: 86% of the class performed at the level of 90% or better in analyzing and reporting their observations.	Measure 1: Students demonstrate a high level of understanding and ability to identify evidence of consumer culture in various contexts and behaviors and reflect on their own consumption habits.	Measure 1: No further action necessary at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students demonstrate ability to write about and discuss the main themes	Measure 1: Students' ability to synthesize reading materials and class discussion in coherent and compelling essays	Measure 1: 86% of the students performed, on average, at 76% or higher in the take-home exams.	Measure 1: Students demonstrate they can synthesize materials they have read into	Measure 1: No further action is necessary at this time.  Measure 2:

Evidence of Learning: SOC 4220: Life in a Consumer Society, Spring 2014 (Ollilainen)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	and issues pertaining to consumer culture and consumerism in society and their own lives.	<p>is tested in through two written, take home essay exams.</p> <p>Measure 2: Written observation reports on evidence of consumer culture in the media and our lives.</p> <p>Measure 3: Twenty, written reading review assignments gauge students' skills in critical reading of assigned materials and written reflection upon what they have read.</p>	<p>Measure 2: 86% of the class demonstrated ability to synthesize reading materials and class discussion in written essays skillfully (at 90% or better).</p> <p>Measure 3: 86% of students performed at the level of 76% or better in their reading review assignments.</p>	<p>cogent, written essays.</p> <p>Measure 2: Students are able to write essays about consumerism and synthesize reading materials coherently.</p> <p>Measure 3: Students' written performance meets the requirements for the course and the program.</p>	<p>No action necessary.</p> <p>Measure 3: No further action necessary at this time.</p>

Evidence of Learning: SOC 4220: Life in a Consumer Society, Spring 2014 (Ollilainen)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students can identify and describe the basic concepts theoretical propositions in the study of consumer culture and consumerism in society.	Measure 1: Two take-home essay exams assess students' ability to identify and describe basic terms and theories of consumerism in the U.S.	Measure 1: 86% of the students performed, on average, at 76% or higher in the take-home exams.	Measure 1: Students' satisfactory performance in take-home essays demonstrates that they are able to identify and use the basic terms and concepts in the study of consumerism and to correctly describe basic the theories in the field.	Measure 1: No additional action is necessary.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students show ability to consider alternative propositions and explanations for various questions	Measure 1:	Measure 1:	Measure 1:	Measure 1:



Evidence of Learning: SOC 4220: Life in a Consumer Society, Spring 2014 (Ollilainen)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	about consumer culture.				
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students describe the history and evolution of U.S. consumerism, consumer culture, and how American consumption habits and desires shape the economies and cultures of other countries.	Measure 1: Take-home exam 1 assesses students' ability to describe the history and milestones of American consumer culture.  Measure 2: Class discussion throughout the course involves reflecting on consumer culture as part of the American culture and discussing the global effects of consumerism.	Measure 1: 100% of students performed at the level of 81.5% or better on exam 1 where three of the four questions assessed their understanding of the historical milestones of American consumer society.  Measure 2: All (100%) students performed at 74% or better in their class participation.	Measure 1: It is evident that students are able to describe history of consumer society.  Measure 2: Students are able to discuss and reflect on what consumerism and consumer culture means for them, how it influences American consumer behavior and how it impacts other cultures and economies.	Measure 1: No further action necessary at this time.  Measure 2: No further action is warranted.

Evidence of Learning: SOC 4220: Life in a Consumer Society, Spring 2014 (Ollilainen)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	Learning outcome 6.A.: Not specifically a goal in this course and hence not assessed.	Measure 1:	Measure 1:	Measure 1:	Measure 1:

Table 17: Evidence of Learning / Elective Courses in the Major: SOC 4270: SOCIOLOGY OF LAW

Evidence of Learning: SOC 4270: SOCIOLOGY OF LAW/ SPRING 2015 (Glass)					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Analyze a case through various sociological perspectives.	Measure 1: Analysis of community engagement	Measure 1: 70% of students should be able to successfully compare a case to sociological perspectives 70% of the time.	Measure 1: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will communicate ideas verbally and in writing.	Measure 1: Reaction posts	Measure 1: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.	Measure 1: 75% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
		Measure 2: Weekly presentations	Measure 2: 70% of students should be able to successfully lead a class discussion 70% of the time.	Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 2: No change is needed at this time.

		Measure 3: Class presentation	Measure 3: 70% of students should be able to successfully present on a topic and apply it to the course ideas 70% of the time.	Measure 3: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 3: No change is needed at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students will be able to explain sociological ideas and perspectives.	Measure 1: Reaction posts	Measure 1: 70% of students should be able to successfully write summaries and analysis of the assigned readings 70% of the time.	Measure 1: 75% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
		Measure 2: Reflection paper	Measure 2: 70% of students should be able to compare and contrast the perspectives of the course 70% of the time.	Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.	Measure 2: No change is needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will be able to critically assess various perspectives.	Measure 1: Reflection paper	Measure 1: 75% of students should be able to compare and contrast the perspectives of the course 75% of the time.	Measure 1: 100% of student attempts successfully completed this assignment at 75% or higher.	Measure 1: No change is needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural,</i>	Learning outcome 5.A.: Students will be use legal,	Measure 1: Reflection paper	Measure 1: 75% of students should be able to compare	Measure 1: 100% of student attempts	Measure 1: No change is needed at this time.

<i>and global perspectives to the interaction of groups and societies</i>	economic, and political perspectives.		and contrast the perspectives of the course 75% of the time.	successfully completed this assignment at 75% or higher.	
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	Learning outcome 6.A.: Students will learn skills of presentation and public speaking.	Measure 1: Class presentation	Measure 1: 75% of students should be able to successfully present on a topic and apply it to the course ideas 75% of the time.	Measure 1: 100% of student attempts successfully completed this assignment at 75% or higher.	Measure 1: No change is needed at this time.

Table 18: Evidence of Learning / Elective Courses in the Major: SOC 4410: GLOBALIZATION

Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will conduct research on an issue or question that pertains to globalization or its history.	Measure 1: A ten-page long research paper on a global issue/question chosen by the student.  Measure 2. An oral presentation based on the research and analysis for the global issue paper (above).	Measure 1: 86% of the students received a grade C or better for the global issue research paper.  Measure 2. All (100%) students presented their global issue research at the level 75% or better.	Measure 1: Six out of seven students demonstrated satisfactorily that they were able to use course material to develop a research question/issue, collect and analyze evidence, and present their findings in a logically organized, written paper.  Measure 2. Students showed they are able to distill the key	Measure 1: No action necessary at this time  Measure 2. No action necessary at this time

Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				findings of their research and present them in a coherent and compelling way to their class mates.	
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students can draw from course materials, media sources, and archival research to formulate arguments and present them coherently in class discussion and written assignments.	Measure 1: Class discussion of assigned readings, which requires making connections between the course materials and students' own lives, synthesizing and reflecting on information.  Measure 2: Analysis of current global issue	Measure 1: 100% of students who attended class regularly (42%) demonstrated ability to reflect on what they read in class discussion. Students whose attendance was below the 80% of class time did not meet the required attendance policy and hence were insufficient in their	Measure 1: Students who attended class regularly had a lot of practice in skillful communication and were able to make connections, synthesize materials and reflect on information. However, irregular attendance hindered the	Measure 1: There is a need to encourage class attendance before overall class discussion and participation can be improved. This is not an easy task, as professors have little (if any) influence on students' decision to attend. Current incentives for attendance are

Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		coverage in <i>The New York Times</i> , presented in writing (reflection journals) and in class discussion.	ability to meet the goal of "skillful communication."  Measure 2: 86% of the students performed at a level of 70% or better in writing reflection journals on global current events news stories published in <i>The New York Times</i> .	practice considerably.  Measure 2: Students can read news stories about global current events and make connections to their own lives in writing and discussing their insights logically and analytically.	clearly not sufficient. New incentives will be explored and implemented.  Measure 2: No action is necessary at this time.
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology</i>	Learning outcome 3.A.: Students can identify key concepts pertaining to globalization and	Measure 1: Students were asked to use globalization theories (e.g., World Systems) and key concepts	Measure 1: All students performed at the 75% or better in the midterm exam.  Measure 2:	Measure 1: This means that all students demonstrated ability to identify and apply key concepts and	Measure 1: No action necessary at this time.  Measure 2:



Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	global processes and the main theories of how global processes shape local socio-economic conditions.	(e.g., key institutions and organizations in the global political and economic arena) in making connections between global and U.S./local conditions in a take-home midterm exam.  Measure 2. Application of key concepts in globalization through writing about key global issues (Appadurai's global "scapes," migration, culture, health, the future of globalization) in	86% of the students performed at a level of 70% or better in writing reflection journals on global current events news stories published in <i>The New York Times</i> .	theories in the field of sociology of globalization.  Measure 2: All students demonstrated satisfactory better ability to identify and apply key concepts and theories in the field of sociology of globalization.	No action necessary at this time.

Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		<i>The New York Times</i> news stories.			
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students are able to identify diverse outcomes of globalization and consider its effects from the perspectives of a range of regions and nations other than our own.	Measure 1: A key component of evaluating the globalization issue paper measured the students' ability to understand how globalization has both formed new connections between nations and regions in the world and utilized historical, economic and political dependences between the	Measure 1: 86% of the students received a grade C or better for the global issue research paper.	Measure 1: Students demonstrated adequately that they can take on the perspectives and points of view that represent the interests of regions, nations, and cultures other than the U.S. Also, their demonstrated ability to consider how the global doings of the U.S. may have both beneficial and	Measure 1: No further action necessary.

Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		global north and south.		detrimental effects on other nations.	
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students are able to understand how historical power relations have shaped current global power structures and economic relations and how people's lives all over the world are influenced by flow of cultural products, information, capital, and labor.	Measure 1: Because the course focuses on the history and current state of the global economic, social and political conditions, relations among nation-states, institutions, groups, and people, the final course grade measures the students' ability to demonstrate they understand the subject.	Measure 1: 100% of students performed at the level of C (lowest grade 73.5%) or better.	Measure 1: All students demonstrated satisfactory or better ability to understand how historical power relations have shaped current global power structures and economic relations and how people's lives all over the world are influenced by flow of cultural products, information, capital, and labor.	Measure 1: No action needed at this time.

Evidence of Learning: SOC 4410: SOCIOLOGY OF GLOBALIZATION, FALL 2013/Ollilainen					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 6:</b> Students prepare a foundation for careers, graduate studies, and informed participation in a complex society	Learning outcome 6.A.: Not addressed in this course.	Measure 1:	Measure 1:	Measure 1:	Measure 1:

Table 19: Evidence of Learning / Elective Courses in the Major: SOC 4990: SEMINAR IN SOCIOLOGY—TECHNOLOGY AND SOCIETY

Evidence of Learning: SOC 4990, Technology and Society, Spring 2016 (Reynolds)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i>	Learning Outcome 1.A.: Students will conduct analysis of one technological system and its relation to society and give their results in an oral and visual presentation.	Measure 1: Students will perform at a level of 70% or better on the presentation assignment.	Measure 1: All students scored at 80% or higher on the presentation assignment.	Measure 1: All students demonstrated their ability to conduct research.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 2:</b> Students will <i>communicate skillfully</i>	Learning Outcome 2.A.: Students will give an oral and visual presentation on their analysis of a technological system and its relation to society.	Measure 1. Students will perform at a level of 70% or better on the presentation assignment.	Measure 1: All students scored at 80% or higher on the presentation assignment.	Measure 1: All students demonstrated their ability to communicate skillfully.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 3:</b> Students will <i>identify and</i>	Learning outcome 3.A.: Students will	Measure 1: Students will	Measure 1: All students scored at	Measure 1: All students	Measure 1: No curricular or

Evidence of Learning: SOC 4990, Technology and Society, Spring 2016 (Reynolds)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<i>explain the terms, concepts, and theories of the discipline of Sociology</i>	identify and explain the terms, concepts, and theories of technology from a sociological perspective	perform at a level of 70% or better on exam one.	80% or higher on the first exam.	demonstrated their ability to identify and explain the terms, concepts, and theories of sociology	pedagogical changes needed at this time.
<b>Goal 4:</b> Students will <i>practice critical thinking</i>	Learning outcome 4.A.: Students will demonstrate critical thinking skills by completing a book review.	Measure 1: Students will perform at a level of 70% or better on a book review.	Measure 1: All students scored at 80% or higher on the book review.	Measure 1: All students demonstrated their ability to critically think through their book reviews.	Measure 1: No curricular or pedagogical changes needed at this time.
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies</i>	Learning outcome 5.A.: Students will apply historical, cultural, and global perspectives to analyzing the relationship between technology and	Measure 1: Students will perform at a level of 70% or better on a reflection paper.	Measure 1: All students scored at 80% or higher on the reflection paper.	Measure 1: All students demonstrated their ability to apply diverse perspectives through their reflection papers.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: SOC 4990, Technology and Society, Spring 2016 (Reynolds)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	society through a reflection paper.				
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a complex society</i>	Learning Outcome 1.A.: Students will conduct analysis of one technological system and its relation to society and give their results in an oral and visual presentation.	Measure 1: Students will perform at a level of 70% or better on the presentation assignment.	Measure 1: All students scored at 80% or higher on the presentation assignment.	Measure 1: All students demonstrated their ability to conduct and present research, skill which prepare them for careers and graduate study.	Measure 1: No curricular or pedagogical changes needed at this time.

Table 20: Evidence of Learning / Elective Course in the Major: SOC 4990: SEMINAR IN SOCIOLOGY: CHINA STUDY ABROAD COURSE

Evidence of Learning: SOC 4990—Contemporary Chinese Society (China Study Abroad Course) Summer 2015 (Hill)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Goal 1:</b> Students will <i>conduct research and analyze data</i> (H)	<b>Learning Outcome</b> By doing a research project and presentation, students will have a better understand of Chinese social issues.	<b>Measure 1:</b> 10% of the final grade given to presentation on research topic. <b>Measure 2:</b> Fifty percent of the grade given to finished research project.	<b>Measure 1:</b> Over 90% of the students had a clear plan of their research. <b>Measure 2:</b> All the students turned in their research paper, and they all did their research.	Measure 1: A clear plan lead to a better research. Measure 2: Each student learned something from their own research.	Measure 1: Measure 2. I will continue to use these skills in my future study abroad program.
<b>Goal 2:</b> Students will <i>communicate skillfully</i> (H)	<b>Learning Outcome</b> Obtaining data and information by doing interviews with Chinese college students.	Measure 1. Students use information and data they collected in their research project.	Measure 1: Students who can communicate more skillfully do get more data and information in their research project.	Measure 1: The research projects showed that each student can communicate with Chinese students to collect their data and they	Measure 1: I will continue to use these skills in my future study abroad program



Evidence of Learning: SOC 4990—Contemporary Chinese Society (China Study Abroad Course) Summer 2015 (Hill)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				even made friends with these students.	
<b>Goal 3:</b> Students will <i>identify and explain the terms, concepts, and theories of the discipline of Sociology(M)</i>	<b>Learning outcome</b> Applying sociological concepts and theories to understand Chinese social issues.	Measure 1: Each student keeps a travel journal, which is 20% of the final grade. Lecture attendance was also graded, 20% of the final grade.	Measure 1: From the travel journal, students used a lot of sociological terms and concepts to describe what they observed and interpreted.	Measure 1: The lectures/textbook readings did prepare students to utilized sociological concepts and theories to understand Chinese society.	Measure 1: I will continue to use these skills in my future study abroad program
<b>Goal 4:</b> Students will <i>practice critical thinking(H)</i>	Learning outcome Use critical and objective thinking skills to understand Chinese society.	Measure 1: Travel journals and research project.	Measure: In travel journals students used critical thinking skills a lot. They have to put themselves in the Chinese people's	Measure 1: Study Abroad is a very good way to test students' critical thinking skills and how to be cultural relative.	Measure 1: I will continue to use these skills in my future study abroad program

Evidence of Learning: SOC 4990—Contemporary Chinese Society (China Study Abroad Course) Summer 2015 (Hill)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			shoes in order to make sense of some “strange” behavior that they are not used to.		
<b>Goal 5:</b> Students will <i>apply historical, cultural, and global perspectives to the interaction of groups and societies (H)</i>	Learning outcome Go to China and understand Chinese society with the knowledge we learned in this class.	By watching videos, reading textbooks and attending lectures, students can use the knowledge and interact with Chinese people and students.	Measure 1: Students’ journals and research projects all showed that they have learned a lot by going to China and see everything with their own eyes.	Measure 1: Looking at China’s economic development and many American and West businesses in China, globalization is a real thing.	Measure 1: I will continue to use these skills in my future study abroad program
<b>Goal 6:</b> Students <i>prepare a foundation for careers, graduate studies, and informed participation in a</i>	Learning outcome  Open students’ eyes and see the world.	Measure 1: By taking students to China for two weeks. They visited two universities and interacted with	Measure 1: Some students verbally or in their writing told me that they will get jobs in China or go back there again.	Measure 1: By living in another culture for a short while, students learned a lot more than just reading	Measure 1: I will continue to use these skills in my future study abroad program

Evidence of Learning: SOC 4990—Contemporary Chinese Society (China Study Abroad Course) Summer 2015 (Hill)					
Program Learning Outcomes	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<i>complex society</i> (H)		Chinese students and other Chinese people. Read their journals and research project to find out about their experience.		the books or stay in classrooms.	

Summary: In sociology program, we haven't systematically done study abroad programs. By doing this in the summer of 2015, I was pleasantly surprised how much students learned from this trip, the research projects, and the books they read. They all told me that they would do it again and their eyes and horizon are opened up. One student e-mailed me and said that this China trip taught him more sociology than all the causes combined. He is going to the graduate program in UNLV, collaborating with a professor who is a China expert, so that he can do more research on China and go to China to live and teach. This course is really highly impact students in many ways.