WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program:
Department of Sociology & Anthropology/ Sociology Program

Semester Submitted:
Fall, 2022

Self-Study Team Chair:
Huiying Hill

Self-Study Team Members:
Pepper Glass, R. C. Morris, Marjukka Ollilainen, Rob Reynolds, Carla Trentelman

Contact Information:
   Phone: 801-626-7888
   Email: huiyinghill@weber.edu

Version Date: April 2022

Brief Introductory Statement

The Sociology Program is one of two programs of the Department of Sociology & Anthropology in the College of Social and Behavioral Sciences. Sociology is the scientific study of social life, the exploration of social change, and a lens into the complex causes and consequences of human behavior. The WSU Sociology program offers a major (Bachelor of Science) and minor in Sociology as well as a Sociology teaching major for students who wish to teach social studies in high school. The Sociology curriculum entails a solid core of social theory and research methods. In addition, we offer a wide range of elective courses that range from the more traditional fields of study, such as Sociology of Family, Criminology, and Social Change, to ones that explore critical questions about today's society, including Inequality, Environmental Sociology, Medicine and Health Care, and Consumerism.

Our Sociology professors employ the latest teaching methods: Community engaged learning and research, study abroad experiences, and a Senior Capstone course where students design and conduct their own research project. Capstone students present their work in the Annual Sociology & Anthropology Student Research Conference, which is the longest running departmental research conference on campus, originating in the 1970s. The Sociology faculty members are actively doing research in the local Ogden community as well as abroad in China, Finland, and Germany. They present and publish their work nationally and internationally. Students who graduate from our program report friendly and productive relationships with faculty who continue to mentor them professionally even after graduation.

The Sociology program at Weber State University contributes to local, regional, and international social growth and awareness by providing students with a perspective that gives life to the mind beyond the academy. Training in Sociology involves learning effective skills in oral/written communication, collecting and evaluating data for government policies, advocacy, marketing, and critical thinking. The purpose is to help students see multiple perspectives, capture more global views, and find solutions. Employers are increasingly longing for job candidates with these wide-ranging skills and abilities. Our BS graduates populate the ranks of innumerable professions and post-graduate programs nationwide, bringing with them the skills and special perspective of a degree in Sociology.

Standard A - Mission Statement

Mission Statement of Weber State University

Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Mission Statement of College of Social & Behavioral Sciences

Version Date: April 2022

The College of Social & Behavioral Sciences is dedicated to studying behavior and thought in individual, social, cultural, physical and historical contexts, and to the beneficial application of this knowledge. The college prepares students for productive careers and engaged citizenship through general education instruction and major, minor and interdisciplinary programs, which emphasize critical and scientific thinking. Through teaching, scholarship and service, the college's faculty aims to enhance social justice, environmental awareness and the quality of life in northern Utah and beyond.

Mission Statement of Sociology Program

As an undergraduate-only program, we are focused on training students in skills that can be marketable in a variety of occupations and careers. This 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, do in internships** in local companies and organizations, and participate in Study Abroad programs. It's our goal that students who graduate with a Sociology major or minor degree will 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 21st Century.

Mission goals:

a. Equip students with a broad *sociological perspective* (or the "sociological imagination") by teaching them how social structures, individuals, and groups interact in society.

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 Sociology, Law, Public Administration).

c. Prepare students to *recognize a plurality of perspectives*, including their own, to navigate today's multicultural and global society.

d. Build a *stimulating learning environment* by using a variety of pedagogies, including collaboration, collective learning, and community engagement.

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 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 four goals are integrated in the course content and pedagogy through the specific program's 6 learning outcomes, albeit in various degrees, faculty are encouraged to explain to the students which skills they are developing in sociology.

Version Date: April 2022

Mission Goals	Sociology Program Learning Outcomes
*a. Equip students with a broad **sociological perspective** (or the "sociological imagination") by teaching them how social structures, individuals, and groups interact in society.* *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 Sociology, Law, Public Administration).* *c. Prepare students to **recognize a plurality of perspectives**, including their own, to navigate today's multicultural and global society.* *d. Build a **stimulating learning environment** by using a variety of pedagogies, including collaboration, collective learning, and community engagement.*	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.

Table 1: Matrix of the Program Mission Goals and Learning Outcomes Alignment (marked by X)

Learning Outcomes	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Program goals						
Goal a		X	X	X	X	X
Goal b	X	X	X	X		X
Goal c		X	X	X	X	X
Goal d				X	X	X

Version Date: April 2022

The sociology program learning outcomes are the industry standard for sociology majors, developed by the American Sociological Association (*Sociology: A 21st Century Major*, ASA). They reflect the discipline's focus on transferable skills across a variety of social science careers. Students gain mastery in research and analytical skills, practice thinking critically and with an understanding of history and global cultures. The program requires students to develop excellent writing and speaking skills, which they practice constantly to become effective communicators. Today's employers value these essential skills highly, and they are crucial in any career or workplace.

Table 2: Assessment Plan of Courses and Learning Outcomes from 2017 to 2021

(Yr 2) AY 2017-18 (report by 11/15/2018) - Program outcomes 1 and 2
(Required courses) SOC 1010, SOC 1020, SOC 3030, SOC 3600, SOC 3660, SOC 4030, SOC 4900 (Electives, Fall 2017) SOC 3130, SOC 3270
(Electives, Spring 2018) SOC 3250, SOC 3300
(Yr 3) AY 2018-19 (report by Nov 15, 2019) - Program outcomes 3 and 4
(Required courses) SOC 1010, SOC 1020, SOC 3030, SOC 3600, SOC 3660, SOC 4030, SOC 4900
(Electives, Fall 2018) SOC 3260, SOC 3420
(Electives, Spring 2019) SOC 3000, SOC 3010, SOC 3110
(Yr 4) AY 2019-20 (report by Nov 15, 2020) - Program outcomes 5 and 6
(Required courses) SOC 1010, SOC 1020, SOC 3030, SOC 3600, SOC 3660, SOC 4030, SOC 4900
(Electives, Fall 2019 SOC 3400, SOC 4410
(Electives, Spring 2020) SOC 3410, SOC 3850
(Yr 5) AY 2020-21 (report by Nov. 15, 2021)
(Electives, Fall 2020) SOC 3840, SOC 4550
(Electives, Spring 2021) SOC 3550, SOC 4270

Since the last program review in 2017, the Sociology Program conducted a **SWOT** analysis from 2018 and onward. We summarized as such:

Strengths:
Robust core curriculum emphasizing theoretical rigor and methodology courses, multiple perspectives of culture, social structure, and global processes. Good student-faculty ratio and interactions; students receive a lot of personalized guidance. Opportunities to connect academics and practice through high impact learning (HIEE), including internships (INT), community engaged learning (CEL), study abroad, and departmental and external research conferences; skill development in written and oral presentation; skills of analysis of data and

written texts, and theory. Capstone courses involve an entire senior research project or a community engaged learning project. Student centered and good faculty-student rapport. Good track record of graduate school placement. Sociology faculty do a lot of service on campus; solid GEN ED service campus wide; and low program cost (no student fees). Faculty members are very collegial and cooperative. Team work spirit is very high.

Weaknesses:
Not enough sociology majors and minors, and low SCHs year by year since last program review. Moving from our old building to the Science Building and then moving back again might be a reason; COVID pandemic might be another reason, but we still feel that we could do more advertising on how a sociology major prepares students for multiple jobs. We need more resources to utilize communities and build professional networks.We also need better tracking of where our graduates work.

Opportunities:
Increasingly diverse student population and interconnected world (attract double majors and minors seeking broader cultural and interactional skills) benefit us greatly. MCAT now incorporates sociology elements (offered Introduction to Sociology to pre-med students in 2018). New leadership minor in School of Business (reinstate "small group and leadership" class and work it into leadership minor). New course collaborations with other disciplines: Dr. Glass's Gen Ed WSU course, co-taught with Dr. Tracy Covey from Chemistry and Dr. Ollilainen's Honors Course on emotions and consumerism, co-taught with Dr. Susan Matt, History). Statewide push for STEM graduates (demonstrates the *science* of Sociology to address some of the STEM emphasis in higher education, e.g. Dr. Trentelman's "Sociology of Water" co-taught with with Dr. Carie Frantz from Earth and Environmental Sciences). Sociology is in the process of creating Ethnic Studies Minor to be housed in the Sociology Program. Offering an independent EDI Certificate in the Workplace is also in the pipeline.

Threats:
Lack of the public's awareness of sociology as a discipline. The statewide emphasis on health and STEM career training is shifting students away from social sciences. Lack of perceived connection between a sociology major and careers. Non-social science disciplines teaching more and more basic social science GEN ED courses at WSU. Competition for majors and minors with other social science disciplines in our college.

Core Values:
   1) Developing a sociological imagination in our students
   2) Commitment to social justice, equity, diversity and inclusion
   3) Global citizenship
   4) Civic awareness
   5) Critical thinking skills
   6) Strong work ethic

Four Strategic Goals:
   1) Market sociology as a useful major and make it more familiar to students
   2) Increase the number of sociology minors (including BIS) and SCHs
   3) Revise and update sociology curriculum
   4) Track and improve retention

Version Date: April 2022

Standard B - Curriculum

Curriculum Map

Program Learning Outcomes by Course	KEY: L = Low level of the program objective is achieved in the course (outcome introduced) M = Medium level of the program objective is achieved in the course (outcome emphasized) H = High level of the program objective is achieved in the course (outcome mastered) Blank = Not addressed					
General Education Courses	#1 Research & data analysis	#2 Commun-icate 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
Required courses for Sociology major/minor*						
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

Version Date: April 2022

Electives in Major/Minor/ University Requirements:	#1 Research & data analysis	#2 Commun-icate 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
SOC 4900 Senior Capstone	H	H	M	M	V	H
SOC 2370 Sociology of Gender	M	M	H	H	H	L
SOC 2600 Sociology of Family	M	M	H	H	M	L
SOC 3000 Self & Society	M	M	H	H	H	L
SOC 3010 Social Inequality	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

Version Date: April 2022

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

The sociology curriculum is well aligned with the six programmatic outcomes, as described in the above table. Although the level at which each outcome is met by each course varies, students will have mastered all of them by the time they graduate. The program developed its strategic plan in 2018 and has since reported progress and updates every year.

The program faculty plans to engage in a new strategic planning process once the results of this review become available. This process will revisit the program outcomes and curriculum and make revisions as needed. Reviewing the individual courses and their place in the curriculum, developing new courses and revising or dropping old ones will be part of that process as well. The last major curriculum revision, which resulted in reconfiguring the course offerings, was done about 10 years ago. In the past decade, faculty members have developed new courses and employed new delivery modes and technologies, but these changes constitute more piecemeal adjustments than full review of the entire curriculum. We look forward to conducting a more holistic review with the results of this 5-year self study and program review.

It is evident that the sociology major numbers suffered after the Covid-19 pandemic. The Introductory courses are our main source of recruiting majors and, unfortunately, the energy and dedication of our instructors may

Version Date: April 2022

have not been communicated sufficiently through Zoom technology or online platforms. While we agree it is important to provide options for students to complete our General Education courses SOC 1010 in different modalities, it is the face-to-face interactions in the classroom that has traditionally drawn students to the study of sociology. Whether the recent decline in majors is a glitch or a trend remains to be seen but will need to be examined in more depth in the strategic planning process. We continue to provide a viable sociology minor and BIS concentration (minor) that are popular among students in Social and Behavioral Sciences as well as those representing fields outside our college.

The program's six full-time faculty members teach General Education as well as lower and upper division courses in the sociology major. Thus far, the allocation of resources has been supportive of faculty members' ability to teach to their full expertise and advise students. It is, however, challenging to find adjunct faculty members who are appropriately trained Ph.D.s to teach Gen Ed courses in the daytime. Over the years, we have maintained a group of dedicated adjunct instructors but some have retired and others moved out of state. The program is continuously seeking quality adjunct instructors, as we depend on them for our ability to offer Gen Ed courses.

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 offered is two years out and they might have graduated by then. In the past five years, we have followed the course rotation except when faculty members have been on sabbatical or have taught in the Honors or for the General Education WSU program. SOC 4220: Life in a Consumer Society that was offered in the WSU Honors program as HNRS 3900: Selling Emotion, Buying Feeling: Emotions, Work, and Consumption in America and co-taught by Dr. Ollilainen (Sociology) and Dr. Matt (History). Dr. Glass also co-taught a WSU General Education course, WSU/PS&SS 2420: Evil Chemicals, Drug Scares, and Big Business.

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 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
Elective Major/Minor/University Requirements		
SS/DV 1020 Social Problems	Su/F/Sp	Su/F/Sp
SOC 2270 Sociology of Gender		Fall

SOC 2400 Introduction to Ethnic Studies	Fall	Fall
SOC 2600 Sociology of Family		Spring
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 3250 Deviance & Social Control	Spring	
SOC 3260 Juvenile Delinquency	Fall	
SOC 3270 Criminology		Fall
SOC 3300 Environment & Society	Spring	
SOC 3400 Social Change		Fall
SOC 3410 Sociology of Religion	Spring	
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 Sociology 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
Sociology Teaching Majors are also required		
SOC 3420 Sociology of Education	Fall	
HIST 4500 Teaching Social Studies in Grades 5-12	Su/F/Sp	Su/F/Sp
COMM 1020 HU Principles of Public Speaking	Su/F/Sp	Su/F/Sp
Additional courses required by the Teacher Education Program		

Locations for Course Offerings

All sociology courses in the curriculum are offered on the main WSU-Ogden campus during the day. The sociology program wants to ensure that students can complete their major or minor by attending evening, off-campus, and online courses. 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. In Davis campus, we have offered two SOC 1010 Gen Ed courses during the day and evening and, occasionally, an upper division course as well. The recent retirement of an adjunct instructor who taught SOC 1010 during the day in Davis has made it challenging to maintain daytime course offerings there. The program offers two upper division courses every

Version Date: April 2022

semester on the SLCC Miller campus in Sandy, UT, to support WSU Criminal Justice majors who are earning a sociology minor.

Standard C - Student Learning Outcomes and Assessment

1. **Measurable Sociology Program Learning Outcomes**

   At the end of their study at WSU, students in this program will be able to:

   1. conduct independent research & data analysis.

   2. communicate skillfully.

   3. define and apply terms, concepts & theories of sociology.

   4. employ critical thinking.

   5. use historical, cultural, and global perspectives.

   6. enter a career or graduate studies and demonstrate informed participation in complex society.

Threshold for learning outcomes
The *Sociology program* learning outcomes will have been successfully met when at least 70% of students perform at 70% (grade C) level or better. This threshold has been in effect for the past decade and will be up for review after this self-study. The faculty defined that acceptable performance in *upper division core and elective courses* must meet that threshold. This 70/70 threshold was pegged to the existing grade requirement of C or better to earn 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 in the future. 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.

2. **Other programs**
   a. **General Education Outcomes for Social Science Breadth Area**

   Students completing a social science general education course will demonstrate their understanding of the following three outcomes:

   1. Interactions between individuals and society: Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global processes.
   2. Application of concepts, theories, and methods: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
   3. Diverse perspectives: Students will identify an argument about a social phenomenon and understand alternative explanations.

Version Date: April 2022

Threshold for GE learning outcomes
For *General Education Social Science Breadth (SS) and Diversity (DV)*, the program sets a threshold of 70%/60%; that is, when 70% of students have performed at the level of 60% or better (grade D), the course meets the SS Breadth and Diversity outcomes. This threshold was pegged on the university's own threshold for students passing a general education course (D- or better). The Social Science Breadth Area/Diversity Gen Ed courses, SOC 1010: Introduction to Sociology and SOC 1020: Social Problems, were assessed and approved for renewal in 2018.

b. This program supports General Education in the following area(s)

☐ AI   ☐ Comp   ☐ IL   ☐ QL

☐ CA   ☐ HU   ☐ LS   ☐ PS   **X SS**

X WSU   X DV

Provide a brief summary of the program's contribution to supporting, improving, and/or revitalizing the General Education program at WSU:

Contribution to the WSU General Education Program
Sociology contributes to the WSU General Education program with two courses, SOC 1010: Introduction to Sociology and SOC 1020: Social Problems, which are taught every semester, including summer, and serve students across campus. Those two courses are offered as face-to-face, evening, online, and hybrid formats and are taught by full-time sociology faculty as well as adjunct instructors.

Dr. Glass developed and has co-taught an interdisciplinary WSU General Education course, WSU/PS&SS 2420: Evil Chemicals, Drug Scares, and Big Business with Dr. Covey (Chemistry). This course meets both the physical science and social science Gen Ed learning outcomes.

To meet demand, we have also offered SOC 1010 at WSU Davis and Farmington campuses. The American Medical Association's recent integration of sociology questions into the MCAT standardized test has brought pre-med students to these courses. However, at the same time, programs outside the College of Social Behavioral Sciences that previously required a sociology Gen Ed course (e.g., Automotive used to require SOC 1020), have dropped that requirement in favor of any Social Science Gen Ed course. We have therefore seen a decline in the number of students, especially in SOC 1020.

In the past year, Dr. Glass developed a new course offering for the WSU General Education Program, SOC 2400: Introduction to Ethnic Studies, which is taught for the first time this fall (2022) and, therefore, does not directly fall into the time span of the current self-study. It does, however, illustrate that the program is committed to contributing to the Social Science Gen Ed Breadth Area and will be offering the course regularly. We do not expect a large number of students in SOC 2400 in the short term; *however, the course supports the University strategic plan and the goal of becoming a Hispanic Serving Institution.*

Sociology faculty members have supported the Gen Ed revitalization efforts by serving on GEIAC, chairing the Social Science Area Committee. Dr. Ollilainen worked on the General Education Revitalization Task Force that overhauled the entire program, and developed and implemented the new GE learning outcomes (GELOs). All faculty and instructors have integrated the Big Question and Signature Assignment in their courses. Faculty members regularly assess the Gen Ed courses they teach and, for a while, Sociology was the only program that had assessed their gen Ed courses for the Diversity (DV) outcomes. The Gen Ed courses we teach include a variety of innovative pedagogies, including community engaged learning (CEL).

Five-year Assessment Summary

AY 2020-21 (Excerpts from the assessment report review)

- *Learning outcomes*: Learning outcomes seem to effectively describe the intent of course material. The program has provided detailed information pertaining to each course and its relationship to each learning outcome.
- *Curriculum Grid*: The learning outcomes accurately describe the expectations of the course and display the assessment tool used to determine success. Students have multiple exposures to the learning outcomes throughout multiple courses within the program.
- *Assessment Plan:* Utilizes multiple assessment tools to determine the outcomes of student success in each course, which will be obtained throughout multiple courses at various levels in the program.
- *Evidence*: There is detailed evidence of data from different measures indicating the success of the students. The program describes the benefits and weaknesses of each assessment tool within the program. The program does not hesitate to describe results of an assessment tool and areas needing improvement. This is especially noted in the Gen Ed courses as the program indicates the overall struggle for students to score well on the exam assessment tool. Although there is a struggle with the exam, the program is seeking ways to improve the tool or replace it.
- *Threshold/Expectations*: The threshold is meaningful as it evaluates the overall understanding of the concepts taught within the program. As previously noted, if the threshold is in question, the program is seeking alternatives.
- *Interpretation*: The interpretation is clear as it describes the requirements.
- *Described Action:* The reasoning for proposed changes to be considered is clearly described as it indicates the struggles with particular exams and the need for the students' understanding of particular concepts.
- *Closing the loop*: The program has indicated a plan to improve areas needing improved assessment tools as well as the introduction of eLearning tools that is believed to better accommodate the student needs. It was recommended that the program seek the creation of a community advisory board during the last program review. However, the program met and decided that this was not a possible addition to their program as they lack funding and time. The reviewer felt that there should be further clarification and justification regarding this response as it was so strongly encouraged by the review team. The program is reconsidering an Advisory Board.
- In the 2018-2020 period, the Sociology program averaged a 67% completion rate within 2 years of 90 CH. This is an increase from the two-year period of 2016-2018, in which the completion rate was 63%. Furthermore, given the 2-year long COVID pandemic interruption, this increase is significant. This has

been the greater effort made by each of the faculties in the program to do whatever needed to move students forward. And the result shows.

AY 2018-20: The assessment report for 2019-20 includes 2018, when the report moved from annual to biennial reporting. The key interest in the report was monitoring *first-year students* in our courses and the practice of *"closing the loop"* with assessment data.

- *First-year students* - We typically find first-year students enrolled in our Gen ed courses, Soc 1010 and Soc 1020. No "specific mechanisms" are in place to "identify, meet with, and support first-year students." Faculty inquire about the first-year status in class and are sensitive to their issues, especially when they see first-year students struggling. Interventions include inviting students to meet with them face-to-face to discuss their situation and performance in class and directing them to the appropriate resources. Very few first-year students are declared as sociology majors or minors (we wish they did, and are trying to get the word out to high schools through high school social studies teachers). Students typically declare a sociology major as juniors or seniors, when they take a Gen Ed sociology course, after which the light bulb goes off in their mind and they declare a soc major/minor.

- *Closing the loop* - The program is continuously monitoring how it is doing with respect to enrollment and student success. As a small program, this information comes to us more informally over the academic year than through formal assessment. As for the annual (and now biennial) assessment report, each faculty assesses their courses and reflects on the need for changes or improvements. Together we discuss reflections and assessments during meetings and retreats. This is an integral part of curriculum development.

AY 2016-17: A year after the self-study, we did not find anything new. The faculty continue to discuss and reflect on assessments and the program review to develop the program and to provide students with the best possible experience.
- During the academic year 2016-17, the Sociology program had 133 declared majors and 103 minors. That academic year, the program graduated 12 Majors, 13 Minors, and 7 BIS minors.
- Grade point averages of graduating seniors (AY 2016-17):
  - Sociology major GPA – 3.64; WSU GPA – 3.49
  - Number of students in Sociology CEL (Community Engaged Learning) courses (Su 2016 - Sp 2017): 96 (in 4 courses)

Assessment of Graduating Students

A. Exit Survey of Graduating Seniors

After our previous program review, we stayed with the WSU exit survey till 2019 because of the low response rate. From 2021, the Sociology Program took our graduation exit survey back and conducted our own. Here are the exit survey results from 2019 to 2021 (N=15). The assessment questions are aligned with our **six** learning outcomes. See the detailed survey questions and summaries below:

1. **Soc_analyze#1 - First, rate how upper division sociology courses helped you learn to conduct RESEARCH AND ANALYZE... - <mark>Before</mark> Taking Upper Division Sociology Courses**

Version Date: April 2022

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to identify and formulate possible research questions from class readings	1.00	4.00	2.55	0.99	0.98	11
2	Ability to craft surveys or interviews to answer your research question	1.00	4.00	2.45	0.89	0.79	11
3	Ability to use software (e.g., SPSS) to analyze data	1.00	5.00	1.82	1.27	1.60	11
4	Ability to write a report based on your results	1.00	3.00	2.55	0.66	0.43	11

1. **Soc_analyze#1 - First, rate how upper division sociology courses helped you learn to conduct RESEARCH AND ANALYZE... - After Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to identify and formulate possible research questions from class readings	4.00	5.00	4.55	0.50	0.25	11
2	Ability to craft surveys or interviews to answer your research question	4.00	5.00	4.82	0.39	0.15	11
3	Ability to use software (e.g., SPSS) to analyze data	2.00	5.00	3.45	0.99	0.98	11
4	Ability to write a report based on your results	4.00	5.00	4.45	0.50	0.25	11

Summary of Question 1: The average score for these 4 pairs questions, the before taking classes score is 2.34, and the after taking classes mean score is 4.32. **This is a 54% increase.**

2. **Soc_comm#1 - First, rate how upper division sociology courses helped you learn to COMMUNICATE skillfully. Plea... - Before Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to present orally to an audience a summary of information you have read	1.00	5.00	3.00	1.35	1.82	11
2	Ability to write a summary of main points of an article or a book	1.00	5.00	3.18	1.19	1.42	11

Version Date: April 2022

	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Ability to synthesize information from many sources to answer a question both orally and in writing	1.00	5.00	2.73	0.96	0.93	11
4	Ability to write a report/paper based on library sources	2.00	5.00	2.82	0.94	0.88	11

2. soc_comm#1 - First, rate how upper division sociology courses helped you learn to COMMUNICATE skillfully. Plea... - After Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to present orally to an audience a summary of information you have read	3.00	5.00	4.64	0.64	0.41	11
2	Ability to write a summary of main points of an article or a book	3.00	5.00	4.55	0.78	0.61	11
3	Ability to synthesize information from many sources to answer a question both orally and in writing	2.00	5.00	4.45	0.99	0.98	11
4	Ability to write a report/paper based on library sources	4.00	5.00	4.64	0.48	0.23	11

Summary of Question 2: The average score for these 4 pairs questions, the before taking classes score is 2.93, and the after taking classes mean score is 4.57. **This is a 64% increase.**

3. soc_identify#1 - First, rate how upper division sociology courses helped you learn to IDENTIFY AND EXPLAIN THE TER... - Before Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to outline basic information about the U.S. society and institutions	1.00	5.00	2.91	1.31	1.72	11
2	Ability to use sociological theory or theories to discuss a current event or issue	1.00	5.00	2.18	1.47	2.15	11
3	Ability to use sociological theory or theories to discuss a current event or issue	1.00	5.00	2.09	1.38	1.90	11
4	Ability to use sociological theory or theories to discuss a current event or issue	1.00	4.00	1.82	1.03	1.06	11

3. (POST) Soc_identify#2 - First, rate how upper division sociology courses helped you learn to IDENTIFY AND EXPLAIN THE TER... - After Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to outline basic information about the U.S. society and institutions	4.00	5.00	4.64	0.48	0.23	11
2	Ability to use sociological theory or theories to discuss a current event or issue	4.00	5.00	4.82	0.39	0.15	11
3	Ability to use sociological theory or theories to discuss a current event or issue	4.00	5.00	4.73	0.45	0.20	11
4	Ability to use sociological theory or theories to discuss a current event or issue	4.00	5.00	4.64	0.48	0.23	11

Summary of Question 3: The average score for these 4 pairs questions, the before taking classes score is 2.25, and the after taking classes mean score is 4.71. **This is a 48% increase.**

4. **Soc_critical#1 - First, rate how upper division sociology courses helped you learn to THINK CRITICALLY. Please rat... - Before Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to question commonly held assumptions about the social world	1.00	5.00	2.45	1.23	1.52	11
2	Ability to recognize competing explanations for any social phenomenon or problem	1.00	5.00	2.45	1.23	1.52	11
3	Ability to create and explore alternative explanations to social phenomena or problems	1.00	5.00	2.64	1.23	1.50	11
4	Ability to evaluate the credibility of competing explanations	1.00	5.00	2.36	1.23	1.50	11

4. **soc_critical#2 - First, rate how upper division sociology courses helped you learn to THINK CRITICALLY. Please rat... - After Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to question commonly held assumptions about the social world	5.00	5.00	5.00	0.00	0.00	11
2	Ability to recognize competing explanations for any social phenomenon or problem	4.00	5.00	4.82	0.39	0.15	11

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Ability to create and explore alternative explanations to social phenomena or problems	4.00	5.00	4.82	0.39	0.15	11
4	Ability to evaluate the credibility of competing explanations	3.00	5.00	4.55	0.66	0.43	11

Summary of Question 4: The average score for these 4 pairs questions, the before taking classes score is 2.48, and the after taking classes mean score is 4.80. **This is a 52% increase.**

5. **Soc_apply#1 - First, rate how upper division sociology courses helped you learn to APPLY HISTORICAL, CULTURAL,... - Before Taking Upper Division Sociology Courses**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to explain the historical origins of a social arrangement to another person	1.00	4.00	1.70	1.10	1.21	10
2	Ability to describe how behavior and events locally have global causes and consequences	1.00	5.00	2.20	1.33	1.76	10
3	Ability to compare a social phenomenon across different cultures, race-ethnicities, and classes	1.00	5.00	2.50	1.50	2.25	10

5. soc_apply#2 - First, rate how upper division sociology courses helped you learn to APPLY HISTORICAL, CULTURAL,... - After Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to explain the historical origins of a social arrangement to another person	2.00	5.00	3.90	0.83	0.69	10
2	Ability to describe how behavior and events locally have global causes and consequences	4.00	5.00	4.70	0.46	0.21	10
3	Ability to compare a social phenomenon across different cultures, race-ethnicities, and classes	4.00	5.00	4.80	0.40	0.16	10

Summary of Question 5: The average score for these 3 pairs questions, the before taking classes score is 2.13, and the after taking classes mean score is 4.47. **This is a 48% increase.**

Version Date: April 2022

6. Soc_found#1 - First, rate how upper division sociology courses helped you learn to PREPARE A FOUNDATION FOR CAR... - <mark>Before</mark> Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to prepare a resume or a CV with education and job experience	1.00	5.00	2.40	1.02	1.04	10
2	Ability to write an application letter	1.00	5.00	2.60	1.28	1.64	10
3	Ability to explain how sociological skills apply to the current job market	1.00	4.00	1.80	1.08	1.16	10

6. soc_found#2 - First, rate how upper division sociology courses helped you learn to PREPARE A FOUNDATION FOR CAR... - <mark>After</mark> Taking Upper Division Sociology Courses

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to prepare a resume or a CV with education and job experience	1.00	5.00	4.20	1.25	1.56	10
2	Ability to write an application letter	3.00	5.00	4.10	0.83	0.69	10
3	Ability to explain how sociological skills apply to the current job market	1.00	5.00	4.20	1.17	1.36	10

Summary of Question 6: The average score for these 3 pairs questions, the before taking classes score is 2.27, and the after taking classes mean score is 4.17. **This is a 54% increase.**

Excerpts from the Exit Survey

Describe your most meaningful learning experience at WSU. Be descriptive!

Joining the Army as a result of pursuing my degree was the most meaningful to me. It allowed my to see the world in a completely different way than that of any normal student.

I learned in a class how I can do research that can make an impact on my community. I can help bring people together

Internship in the career services center gave me skills to use in the workplace. I used that internship to do a community based capstone, doing more research on career readiness and also my major.

My internship. It was related to my major and gave me a lot of insight into my career path. It helped me realize that my original career path was not for me and helped me find a new one.

Version Date: April 2022

Everything was good.

Learning to new ideas, and teachers are so easy to connect with to get help on academic questions

My senior capstone. It was directly related to my major and applied everything that I learned in my major.

I had this specific teacher, Blake Spencer, he made everything click for me. I found I loved learning and understanding society.

Participating in student research projects. This was outside of class with the exception of capstone.

The social science professors were my most meaningful experience at WSU. They are knowledgeable, inspirational, open-minded, critical thinkers that helped me succeed. They pushed me in every class to think about everyday life and how to apply my education, which is a meaningful learning experience.

B.   The Collegiate Learning Assessment (CLA)

The CLA was a required assessment in the SOC 4900: Senior Capstone Course in the spring 2019. The program integrated the CLA in the spring Capstone courses for a few years (it is ot longer available at WSU). The CLA entails two tasks:
(1) A performance task (PT) where students write a response to a scenario for which they are given sources and data (60 min).
(2) A set of selected response (SR) questions with three foci: (a) scientific and quantitative reasoning, (b) critical reading and evaluation, and (c) 'critique an argument' (30 min).

The CLA results for the spring 2019 sociology graduating students (n=7) were encouraging, as sociology seniors performed, on average, better than WSU seniors on the Performance Task (mean of 1063 vs. 1023, respectively) and well above the WSU seniors (1157 vs. 1074) on the Selected Response questions, involving critical reasoning. The sociology seniors' total mean score was also slightly higher than that of the WSU seniors who completed the CLA (1110 vs. 1060, respectively). The following table reports the sociology senior results in comparison to WSU seniors.

Table 4: Collegiate Learning Assessment Results for Sociology Seniors, Spring 2019

Spring 2019/Sociology [Department]	DEPT (Sociology seniors, Spring 2019)	WSU
Total n	7	119
PT_n	7	107

PT_mean	**1062.57**	**1022.68**
PT_min	783	716
PT_max	1298	1389
Reported effort (1-5)	3.14	3.36
SR_n	7	118
SR_mean	**1157.14**	**1074.11**
SR_min	897	492
SR_max	1332	1453
Reported effort (1-5)	2.86	3
Total_score_n	7	106
Total_score_mean	**1110**	**1059.92**
Total_score_min	840	699
Total_score_max	1315	1376
Mastery_advanced	0	1
Mastery_accomplished	1	14
Mastery_Proficient	3	30
Mastery_Basic	2	34
Mastery_Below_Basic	1	27

Table 5: The Sociology Program Five Year SCH/ FTEs, Majors and Minors

Sociology	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Sociology SCH	5,329	5,248	4,703	4,460	4,281
Sociology FTE	177.6	174.9	156.8	148.7	142.7

Version Date: April 2022

Student Majors [3] (Sociology only, including Sociology Teaching)	70	71	67	73	71
Second Major or Concentration	22	20	14	19	13
Minors	75	69	59	48	56
Program Graduates [4] (Sociology only, including Sociology Teaching)	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Associate Degree	0	0	0	0	0
Bachelor Degree	7	15	14	8	9
Student Demographic Profile [5]					
Female	47	55	50	50	46
Male	23	16	17	23	25
Department Faculty FTE Total [6]	17.2	18.2	19.0	19.0	N/A
Adjunct FTE	6.7	7.6	7.7	7.5	N/A
Contract FTE	10.6	10.7	11.3	11.6	N/A
Department Student/Faculty Ratio [7]	20.0	19.8	19.0	20.0	N/A

Explanation: The steady decrease of SCHs and FTEs year by year since the last program review could be explained in several ways:

1. The Gen Ed requirement of some programs across campus changed from a sociology Gen Ed to any social science Gen Ed course, which resulted in a sharp decline of enrolments, especially in SOC 1020.

Version Date: April 2022

2. Moving from our old building to the Science Building and then moving back again let go of our designated big classrooms (from our 70 seats classrooms to any available classroom with less than 70 seats).
3. The major SCH contributors are our General Education courses, i.e. SOC 1010 and SOC 1020. Ever since the exit of one faculty member who mainly taught SOC 1020, the succeeding faculty members made SOC 1020 a CEL designated course and added more academic rigor to it. Our enrollment of SOC 1020 decreased greatly for a few years, and now it is slowly coming back, but not to the level of pre-2018.
4. COVID-19 pandemic affected especially lower division enrollments.
5. Lack of the public's awareness of sociology as a discipline.
6. The statewide emphasis on health and STEM career training is shifting students away from social sciences.
7. Lack of perceived connection between a sociology major and careers.
8. Non-social science disciplines teaching more and more basic social science GEN ED courses at WSU.
9. Competition for majors and minors with other social science disciplines in our college.

On the positive side, the Sociology Program has had a consistent number of **sociology majors**, **minors** and **graduates** in the past five years, except for a small dip during the pandemic years.

Standard D - Academic Advising

Advising Strategy and Process

All new students (majors, minors, BIS) are encouraged to come in person or online, on Zoom (during COVID) to declare major/minor/BIS and to be advised by the Chair/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 is drawn up for minors and BIS sociology emphasis, 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. We have worked out a sociology graduation map for sociology major students, any students who declared sociology major will meet (or virtually during pandemic years) with the Program Coordinator and be provided with a graduation map. This map is updated annually (See appendix I).

Advising is carried out informally by all faculty members because they were all trained to use CatTracks (including the department administrative specialist) and, formally, by the program coordinator, Huiying Hill since July 1, 2021. Marjukka Ollilainen was the department chair and Sociology coordinator from 2012-2021, she was the main advisor since 2014. Advising records are kept on CatTracks with notes to provide historical data. Sign-offs for graduation are the responsibility of the program coordinator. General Education program advising is done centrally in the college by three Gen Ed advisors.

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.

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.

Past Changes and Future Recommendations

Our experimental career advising seminar – SOC/ANTH 2810: Career Building Seminar (Spring 2016) was not successful. Despite our best efforts to recruit majors with sophomore or junior standing, the seminar drew 11 students, and 8 of them are Anthropology seniors. The Sociology Program therefore created an online open course in Canvas, named "Sociology Careers Sandbox" https://weber.instructure.com/courses/420306. This sandbox incorporated various kinds of materials and information, including what sociology studies, sociology related jobs, internships, how to survive college, sociology careers, national trends in sociology, etc. Students can find information they need any time from the different modules. All students who declare sociology major, minor, or a BIS emphasis are invited to this Canvas course every semester and can explore sociology careers related information as they please. Graduates maintain access to this information depository even after they leave WSU. The course is managed by the sociology program coordinator and the department administrative specialist, and all faculty members have editor privileges and can add new information.

Standard E - Faculty

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 Faculty Annual Review for merit policies and procedures of the College of Social and Behavioral Sciences. Faculty annual review is submitted to the chair who evaluates faculty members' annual accomplishments and recommends merit considerations to the dean who makes the final decision.

   (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

Version Date: April 2022

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	6	0	3
Number of faculty with Master's degrees	0	0	3
Staff		1	0
Total	6	1	6

There is one full-time administrative staff member for the department, Belinda McElheny, who has been in this position for nine years. She received the university's Presidential Outstanding Staff Award in 2018 for her service to the department.

Full-time Faculty

There are currently six full-time faculty, all tenured, 4 full professors and 2 associate professors in Sociology. They all hold Ph. D. degrees in sociology. In the last 6 years, we have had a stable and consistent faculty team.

Dr. Pepper Glass, Ph.D., Professor

Dr. Huiying Wei Hill, Ph.D., Professor, department chair and coordinator of sociology program

Dr. R. C. Morris, Ph. D. Associate Professor

Dr. Marjukka Ollilainen, Ph.D., Professor

Dr. Rob Reynolds, Ph.D. Associate Professor

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

Adjunct Faculty

There are currently Six adjunct faculty in sociology. Three of them currently hold a doctoral degree and three have master's degrees.

Dr. Terry Allen, Ph.D.

Mr. Spencer Blake, M.S.

Ms. Kimberly Love MA, (ABD, Organizational leadership)

Dr. Greg Richens, Ph.D.

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

Version Date: April 2022

Dr. Christina Wilson, Ph. D.

Spencer Blake is a full-time faculty member in Sociology at SLCC, and teaches WSU Sociology courses on the SLCC campus in the evenings. Kimberly Love is the director of the Distance Learning Division of Continuing Education at WSU. Mark Simpson is working on his dissertation in Sociology (Brigham Young University).

Diversity of 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.

Faculty Scholarship

The faculty members in the Sociology Program are engaged in research and scholarship, including publishing and conference presentations. But given the 4/4 heavy teaching course load each year, the scholarly achievements among the sociology faculties are remarkable and some are extremely impressive. The following lists selected books, articles, and presentations by sociology faculty. Their full Curriculum Vitae are available in the Program Review web page.

Pepper Glass

Latest publications
- *Misplacing Ogden, Utah: Race, class, immigration, and the construction of urban reputations* (2020) University of Utah Press.
- "Dividing and defending Ogden: The intersection of race making and space making in a diverse community" (2017) *Ethnic and Racial Studies*, 40(14): 2520-2538
- "Using history to explain the present: The past as born and performed" (2016) *Ethnography*, 17(1): 92-110
- "Doing scene: Identity, space, and the interactional accomplishment of youth culture" (2012) *Journal of Contemporary Ethnography*, 41(6): 695-716

Recent presentations
- "How do we do history?" Opening talk, Weber State University Stewart Library Special Collections "50 Stories for 50 Years." 10/2021
- "What our divisions do for us, and what they do to us" Opening keynote, Weber State University 22nd Annual Diversity Conference. 10/2020
- "Misplacing Ogden, Utah: Race, class, immigration, and the construction of urban reputations" Presenter, Brown Bag Seminar for University of Utah Department of Sociology. 9/2020
- "Virtual Book Launch: Misplacing Ogden, Utah" Presenter, with Adrienne Andrews, Andrew Deener, Krista Paulsen, and Val Holley. 8/2020
- "From disorder to boundaries: Rethinking urban reputations" Presenter, American Sociological Association Annual Meeting, New York City, NY. 8/2019

Huiying Hill

Latest publications
- Book Review: (forthcoming) *A Decade of Upheaval – The Cultural Revolution in Rural China,* by Dong Guoqiang and Andrew G. Walder. Princeton & Oxford: Princeton University Press, 2021, in the *International Journal of Comparative Sociology (IJCS)*, 2022.
- Revised and Updated Chapter – Groups, Networks and Organizations in *Introduction to Sociology – A Collaborative Approach E-Book*, (peer reviewed) published by Ashbury Publishing LLC, Boise, Idaho in 2017.
- Book Chapter --- Groups, Networks and Organizations in *Introduction to Sociology – A Collaborative Approach 4ᵗʰ edition* by Ashbury Publishing LLC, Boise, Idaho in May 2014.

Recent Presentations
- "You Are a 'Model Minority' But Still Undeserving" at Weber State University 2022 Faculty Symposium, March 22, 2022, Ogden, Utah.
- "Taming the Wild West – A Review of Chinese Governmental Policies toward Xinjiang Uyghur Since 2010" at the Pacific Sociological Association on April 9, 2022, Sacramental, California.
- "Two-Faced Female Gender Images in American Culture" virtually presented at the Pacific Sociological Association Annual Conference, March 2021.
- "You Are a 'Model Minority' but Still Undeserving" virtually presented at the Pacific Sociological Association Annual Conference, March 2021.
- "Depression in the Comfort Culture --- Exploring the Correlation between College Students' Depression and Our Comfort Culture" at the Pacific Sociological Association on March 30, 2019, Oakland California.

R.C. Morris

Latest publications
- Morris, R.C., & LeCount, Ryan J. (2022), "The Identity Thief: How Politics, Religion, and Values Stole Support for Sexual Assault Reporting and the #MeToo Movement," *Criminology, Criminal Justice, Law & Society*.
- Osteen, P.J., Morris, R. C., Castillo, J., & Baffour, T. (2021), "Professional Values, Gatekeeping, and Motivations for Seeking the MSW Degree." *Journal of Social Work Education*, 1-12.
- Osteen, P.J., Oehme, K., Morris, R. C., Woods, M., Forsman, L., Arciniegas, J., Wilford, A., & Frey, J. (2021), "Suicide Intervention Training with Law Enforcement Officers." *Suicide and Life-Threatening Behavior*, 51(4): 785-794.
- Morris, R. C. & LeCount, Ryan J. (2020), "The Value of Social Control: Racial Resentment, Punitiveness and White Support for Spending on Law Enforcement." *Sociological Perspectives* 63(5):697-718.
- Osteen, P. J., Oehme, K., Woods, M., Forsman, R. L., Morris, R. C., & Frey, J. Law (2020), "Law Enforcement Officers' Knowledge, Attitudes, Self-Efficacy, and Use of Suicide Intervention Behaviors." *Journal of the Society for Social Work and Research*, 11(4): 509-527.

Recent presentations

- 2022. (accepted, forthcoming) Morris, R. C. & LeCount, Ryan J., "Partisan Political Identity and Firearm Acquisition: A Panel Study of Polarized Gun Ownership in the U.S." The American Society of Criminology Annual Meeting, Atlanta, GA, USA
- 2022. LeCount, Ryan J. & Morris, R. C., "Accessorizing Ideology: Conservative Political Identity Shift and Firearm Acquisition" Society for the Study of Social Problems Annual Meeting, Los Angeles, CA, USA
- 2022. Morris, R. C., "Culture Wars? An Analysis of Politics, Race & Value Identities Shaping Police (Ab)Use of Force" The Western Society of Criminology Annual Meeting, Honolulu, HI, USA
- 2021. Morris, R. C. & LeCount, Ryan J. "Including Values with Christian Nationalism as a Predictor of Support for Sexual Assault Reporting and #MeToo." The American Society of Criminology Annual Meeting, Washington, D.C., USA

Marjukka Ollilainen

Latest publications
- 2020. Ollilainen, M. "Ideal bodies at work: faculty mothers and pregnancy in academia." *Gender and Education* 32(7): 961-976.
- 2019. De Welde, K., M. Ollilainen, and C. R. Solomon. "Feminist Leadership in the Academy: Exploring Everyday Praxis," in Demos, Vasilikie, Marcia Texler Segal and Kristy Kelly (Ed.) *Gender and Practice: Insights from the Field (Advances in Gender Research, Vol. 27*), Emerald Publishing Limited, pp. 3-21.
- 2019. Ollilainen, M. "Academic mothers as ideal workers in the USA and Finland," *Equality, Diversity and Inclusion: An International Journal*, 38(4): 417-429.
- 2019. (Book review) *The Cost of Being a Girl: Working Teens and the Origins of the Gender Wage Gap* by Yasemin Besen-Cassino. *Gender & Society* 33(6): 998-999.

Recent presentations
- 2019. (with De Welde, K., and Solomon, C. R.), "Feminist Leadership in the Academy: Exploring Everyday Practices," presented at the Pacific Sociological Association Annual meeting, Oakland, CA.
- 2019. Panelist, Author Meets Critic session on *Where the Millennials Will Take Us: A New Generation Wrestles with the Gender Structure* by Barbara Risman, Pacific Sociological Association Annual Meeting, Oakland, CA.
- 2018. (with Kris De Welde and Catherine R. Solomon), "Feminist Solidarity and Leadership in the Academy: Exploring Everyday Practices," *Gender, Work & Organization* biannual meeting, Sydney, Australia.
- 2018. (with Kris De Welde and Catherine R. Solomon), "Feminism as a Compass: Justice-Minded Leadership in Academia," The Southeastern Women's Studies Association Annual Meeting, Clemson, SC.
- 2018. (with Kris De Welde and Catherine R. Solomon), "Feminist Leadership in the Academy: The Role of Mentors in Cultivating the Next Generation of Feminist Leaders," Sociologists for Women in Society Winter Meeting, Atlanta, GA.

Dr. Rob Reynolds

Version Date: April 2022

Latest publications

- Reynolds, Robert W., John D. Remy, and Armand L. Mauss. 2006. "Maturing and Enduring: Dialogue and Its Readers after Forty Years." *Dialogue: A Journal of Mormon Thought*, Vol. 39, No. 4, pp. 82-106.
- Sangster, Roberta L. and Robert W. Reynolds. 1996. "A Test of Inglehart's Socialization Hypothesis for the Acquisition of Materialist/Postmaterialist Values." *Political Psychology*, Vol. 17, No 2, pp.253-269.
- McKay, Ruth B., Martha J. Breslow, Roberta L. Sangster, Susan M. Gabbard, Robert W. Reynolds, Jorge M. Nakamoto, and John Tarnai. 1996. "Translating Survey Questionnaires: Lessons Learned." *New Directions for Evaluation: Advances in Survey Research*, No. 70, Summer, pp. 93-104.

Dr. Carla Trentelman

Latest publications

- Trentelman, Carla Koons. 2020. "Relationships between Humans and Great Salt Lake: Dynamics of Change." Pp. 63-86 in Baxter, B.K and Butler, J.K., eds. *Great Salt Lake Biology: A Terminal Lake in a Time of Change*. Springer, Netherlands.

- Trentelman, Carla Koons, Jessica Irwin, Kyle A. Petersen, Nallely Ruiz, and Caitlin S. Szalay. 2016. "The Case for Personal Interaction: Drop-Off/Pick-up Methodology for Survey Research." *Journal of Rural Social Sciences. Journal of Rural Social Sciences.* 31(3):68-104.

- Jackson-Smith, Douglas, Courtney G. Flint, Mallory Dolan, Carla Trentelman, Grant Holyoak, and Blake Thomas. 2016. "Effectiveness of the Drop-Off/Pick-Up Survey Methodology in Different Neighborhood Types." Journal of Rural Social Sciences. 31(3):35-67.

- King, Anthony, Zackary Bjerregaard, Matthew Booth, Shannon Clugston, Miles Dittmore, Stephen Fossett, Dusty Pilkington, Pieter Sawatzki, and Carla Koons Trentelman. 2015. "Behaviors, Motivations, Beliefs, and Attitudes Related to Bottled Water Usage at Weber State University." The Journal of the Utah Academy of Sciences, Arts, and Letters. 91:191-211.

Recent Presentations

- Sarah Church, Carla Koons Trentelman, Jessica Schad, Brooke McWherter, and M. Azahara Mesa-Jurado. "A Facilitated Workshop with the IASNR Ethics Committee: An Invitation to Determine Aspirational Values & Goals for Inclusion in IASNR's Code of Ethics." Co-facilitated the roundtable. 2022 International Association for Society and Natural Resources (IASNR) Conference, San Jose, Costa Rica, June 27

- Carla Koons Trentelman, Brett Miller, and Lee Cervany. 2021"A Roundtable Conversation about IASNR's Code of Ethics: Working Together to Make Ethics Relevant and Real for Members." Chaired and served as a panelist. International Association for Society and Natural Resources (IASNR) Conference (synchronous virtual). June 21.

- K. De'Arman, C. Trentelman, C. Taylor, S. Kar, and C. Techtmann. 2020. "Teaching Strategies for Bridging the Social-Environmental Binary." Panel presentation, International Symposium on Society and Resource Management (ISSRM) Virtual Conference. (Synchronous virtual) July 11-26.
- C. Trentelman, J.M. Brehm, B. Eisenhauer, R. Schewe. 2018. "Teaching Environmental/Natural Resource Classes in These Times: A Dialogue." Panel presentation, International Symposium on Society and Resource Management, Snowbird, Utah. June 18.
- Carla Koons Trentelman and Brian Eisenhauer. 2017. "Campus Research that Matters: Making a Difference in Campus Sustainability Efforts." International Symposium on Society and Resource Management, Umeå, Sweden, June 22.

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 and training for that as well.

Ongoing Review and Professional Development

Regular Faculty

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

1. *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.
2. *Second Year Reviews* of new tenure track faculty made by the Department Chair according to university policy, and with the results submitted to the faculty professional files.
3. *Peer Reviews* of all faculty (including post-tenured 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.
4. *Ranking and Tenure Reviews*, conducted by the appropriate committees as indicated by institutionally established policy and procedures of the University and College, measuring effectiveness in teaching, scholarship and service, with the results maintained in faculty professional file.
5. *Student Evaluations* of faculty and classes conducted formally in accordance with College and institutional policies and procedures using a standardized instrument developed by the College of Social and Behavioral Sciences and occurring 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.
6. *Performance Compensation Review*, optional for full professors with a 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 have been peer-reviewed periodically by regular faculties and the chair.

1. Periodic in-class visit and evaluation by regular faculty members, and provide class visit feedback.
2. The program coordinator monitors all student evaluations of adjunct instructors after every semester and addresses issues if they emerge.
3. The program coordinator uses in-office visits and emails with adjunct faculty to discuss issues and check on teaching related problems.

Use and impact of high impact educational experiences

Table 6: Sociology Program High Impact Educational Experience (HIEE) Activities

Undergrad Research (CRE)	Community Engaged Learning (CEL)	Sustainability-related (SUS)	Equity, Diversity and Inclusion (EDI)	Internship	Interdisciplinary	Study Abroad
SOC/CRE 4900: Senior Capstone (all sections)	Social Problems (all); Environmental Sociology; Soc of Education - Trentelman	SOC/DV/SUS 1020: Social Problems - Trentelman SOC/DV/SUS 1010: Intro to Soc - Morris; Reynolds SOC/SUS 3300: Environment & Society - Trentelman	EDI designation applied for all SOC 1010 sections, F22 (All SOC 1010 and 1020 are DV courses)	Examples of recent internships include: Salt Lake Community College's TRIO program (3 cr. hrs) F 22; Visiting Angels senior homecare, (2 cr. hrs) F 22; WSU Careers Center (2 cr. hrs), F 20	GenEd course, WSU PS&SS 2420: Evil Chemicals - Glass (Soc) and Covey (Chemistry)	China Study Abroad, 2018 - Hill
SOC 3850: Race & Ethnicity - Glass - Sp 22, community-based research with OgdenCAN	SOC 1010 (all) - Morris	SOC/SUS 4220: Consumer Society (Ollilainen)			HNRS 3900: Selling Emotion, Buying Feeling - Ollilainen (Soc) & Matt (History), Sp 18	
SOC 3300: Environment & Society - Trentelman - Sp 20, community-	SOC 1010 (all) - Wilson; SOC 1020 (all) Wilson	SOC 4990: Thirsty Society: A Sociology of Water -			FL 3320: European Studies - Ollilainen, Sp 22	

Version Date: April 2022

based research with WSU Office of Energy & Sustainability and Facilities Management		Trentelman, Sp 19		SOC 2920: Pandemics & People interdisciplinary course by Social and Behavioral Science faculty) - lecture, Su 20 (Ollilainen)	
SOC 3840: Cities & Urban Life - Glass, F 18, community-based research with Ogden City		SOC 4990: Environmental Hazards, Risk, and Resilience in Communities - Trentelman (Sp23)		HNRS 2040: Just Cancer? The Disease in Cells & Society - Trentelman (SOC) & Trask (Zoology), Sp 21	
				SOC 4990: Thirsty Society: A Sociology of Water - Trentelman - run in collaboration with GEO 4800: Great Salt Lake Science & Society - Frantz (Geo), Sp 19	

Evidence of Effective Instruction

Regular Faculty – Selected teaching innovations and activities

Dr. Pepper Glass

- Interdisciplinary collaborations -
  - Evil Chemicals, Drugs, and Big Business – WSU division course developed and taught with chemist Tracy Covey.

- ○ Final assignment collaboration for Race and Ethnicity (SOC 3850, Spring 2022) with Jenny Gnagey (Economics), collecting data for her project on racial covenants in Ogden.
  - ○ Social Science Researcher for WSU College of Science for NSF Grant #1742561 "Integrated support and community engagement to increase undergraduate recruitment, retention, and graduation in physical sciences." PI Tracy Covey (chemistry).
  - ○ Community collaborations - My Fall 2018 Cities and Urban Life course answered a call from Ogden city to know how its residents who rent receive municipal information (answer – they often do not receive it). That semester, we created, implemented, and analyzed a survey with 98 responses, as well as a literature review and presentation. We then reported our findings to Ogden's Diversity Commission on 12/12/2018. In 2019, students presented the research at UCUR, the Ogden City Council, and the Pacific Sociological Association annual meeting in Oakland, CA.
- Community collaborations - My Fall 2018 Cities and Urban Life course answered a call from Ogden city to know how its residents who rent receive municipal information (answer – they often do not receive it). That semester, we created, implemented, and analyzed a survey with 98 responses, as well as a literature review and presentation. We then reported our findings to Ogden's Diversity Commission on 12/12/2018. In 2019, students presented the research at UCUR, the Ogden City Council, and the Pacific Sociological Association annual meeting in Oakland, CA.

- **Course updates 2017 – 2022**
  New courses developed and taught
  Soc 3030: Classical Sociological Theory (Fall 2018, Fall 2019)
  Soc 3400: Social Change (Fall 2019)
  Soc 4300: Qualitative Methods (Fall 2020)
  WSU2420: Evil Chemicals, Drugs, and Big Business (Spring 2019, Spring 2020)

Dr. Huiying Hill

- Revamped the course Soc 3550— Organizations in Society in the spring of 2017. I adopted a new text book, and prepared an entire new lecture notes and assignments.
- Mentored and coached five students from my Soc 3550 class to present their research projects at the Sociology and Anthropology Department annual research conference.
- Changed textbook in my Soc 3400 --- Social Change class, built a collection of video clips and added new information on artificial intelligence. Prepared an entire new lecture notes and assignments.
- Adopted new video clips from YouTube to enhance my SOC 1010 and SOC3030 class lectures.
- Revamped SOC 4550—Sociology of Work, Fall 2018. Since I have not taught this course for a few years. I adopted a brand-new textbook, and prepared an entire new lecture notes and assignments.
- Mentored and helped my SOC 4550 students in their research projects, and coached them to do oral presentations in class about their research projects.
- Adopted new video clips from YouTube to enhance my SOC 1010, SOC 3030, SOC 4030 and 4550 class lectures.
- Summer of 2018, collaboration with Anthropology, Women/Gender Studies and Chinese Language took nine students to China Study Abroad for two weeks.
- Taught a two-week preparatory course (30 contact hours) to the students of the China Study Abroad prior to the trip to China.

Version Date: April 2022

- In the summer of 2018, mentored a SOC major student Janessa Cole in her summer internship, 6 credit hours.
- In the summer of 2018, mentored and directed four students in the China Study Abroad group in their research projects.
- Updating course material for SOC 3550 – Organizations in Society. Adopted new textbook and prepared new lecture notes.
- Developed and taught a brand-new upper division online course soc 4990 – sociology of health, illness and culture. This is a special topic class; the teaching format and materials are designed and collected by myself.
- *Taking advantage of new technology:* Adopted new video clips from YouTube and other sources to enhance all of my lower and upper division classes. I also used power points, DVDs, and film excerpts to illustrate hard concepts in my lectures. Students felt that all the visual enhancements do help them to understand hard concepts or theories better, especially my evening contemporary theory class and capstone class.
- *Improvements and revisions:* In SOC 1010 classes, our Big Question is young people suicide in Utah and the U.S., and the Signature Assignment is a comprehensive paper of seven small assignments throughout the semester. I require each student to share their assignment in the class at least once, so that other students can learn from each other, and discuss the issues.
- *Additional work with students:* I have taught the sociology senior capstone class SOC 4900 in the spring semester. I helped and assisted students in their research project topics and research conference presentations (although it did not happen due to COVID). I helped and coached our first student who did a community engaged research project.
- *Internship and directed reading:* I supervised one student with her internship and one student in directed reading in the spring semester.
- *Zoom teaching workshops:* Because of COVID, we were given a few days to convert all our face-to-face courses either online or virtual. I took three Zoom workshop training sessions and converted all my courses to Zoom in three days in March 2020.
- Developed Online course Soc 3400 – Social Change & Movement. Because of Covid pandemic, the Sociology Program decided to move some upper division courses online. Since I am the instructor who usually teaches this course, I had to learn new techniques (such as making several trips to Lampros Hall in the summer of 2021 to get help, and recorded chapter lectures on Canvas, etc.) to put this course online entirely.
- Adopted new textbooks (two books) for Soc 3400 class, and prepared a set of new chapter lecture notes and used Zoom to audio record the lectures.

Dr. R. C. Morris

- 2021. Completed a Best Practices Course Review (BPR) in January, just prior to the start of the Spring 2021 semester. According to WSU online and my BPR, my Intro to Soc course is now being taught using best practices.
- 2020. Completed the 15-hour Intro to eLearning and 10-hour Growing with Canvas prerequisite courses. I also completed the three-credit hour eLearning Certificate.
- 2018. Attended WSU faculty retreat at Zermatt Resort, Midway, UT, August 20, 2018.

Version Date: April 2022

- 2019-present. Incorporated High Impact Educational Experiences into my courses. For instance, my sections of Introduction to Sociology include the CEL and SUS attributes which gives students experiences working on a sustainability project as well as community engaged service learning.
- 2018. adopted the use of i>clickers into my classrooms. Clickers are a great way to engage with an entire classroom, when adopted correctly.
- *Creative assignments.* I always seek to provide students with novel ways to engage with course material, and/or apply the material to their own experiences. The following are two examples:
  1. Sci-Comm Social Problem Exploration. Over the course of the semester, each student works on an individual semester "social problem exploration project".
  2. *Reviewing the television show The Wire* to understand the complex processes leading to criminal behavior.
- *Equity, Diversity, and Inclusion (EDI)* In my courses I:
  • In collaboration with EDI provide guidelines to faculty on how to incorporate diversity, equity and inclusion into their teaching, scholarship and/or service.
  • Provide guidelines for faculty to highlight their efforts toward this goal, and the results during faculty evaluation processes.
  • Provide guidelines for faculty to conduct pedagogy and curriculum reviews and engage in deliberate dialogue to successfully identify and approach issues of diversity and inclusion.
  • Ensure that the language of new or updated policies is inclusive. Review those documents to see how they may inadvertently impact communities in an adverse manner. As issues are identified, consult with EDI committee for guidance Ongoing).

Dr. Marjukka Ollilainen

- Obtained CRE designation for SOC 2400: Senior Capstone course (2021)
- Piloted the new student evaluation instrument, which eliminated comparisons among faculty members to focus instead on student accountability and the instructor's own improvement (2021)
- WSU Faculty Symposium presentation, "How to Improve the Value of Student Evaluations for Faculty and Students at Weber State University?" (2021)
- 2020. Upgraded Canvas skills: Zoom, Kaltura, Yuja, Annoto.
- 2020. Completed seven e-learning courses.
- 2020. SUS designation approved for SOC 4220: Life in a Consumer Society.
- Supervised 15 students in Directed Readings, Internship, BIS (2017-21).
- Co-taught HNRS 3900: Selling Emotion, Buying Feeling: Emotions, Work, and Consumption in America with Dr. Susan Matt (History). Received *Honors Eccles Fellowship* for the course (2017), which allowed us to take the entire class to Disneyland, CA to study emotions and consumerism.
- 2017. Completed "Sustainability across the Curriculum" workshop
- 2017. Organized a speaker series on sustainability for a group of students visiting from Somaiya College, Mumbai, India.

Dr. Rob Reynolds

- Completely revised the Soc 1010 online course assignments. Since 2021, used a free, open source textbook in Soc 1010; discontinued using midterm exams, instead use chapter quizzes. This is in

Version Date: April 2022

keeping with EDI advice of having more low-cost assessments of student learning, rather than with a few high-cost assessments that are hard to recover from if a student fails one of them.

- Incorporated the General Education big question and signature assignment into my Soc 1010 sections in 2019; currently revising both so they address sustainability as well as general education goals and outcomes.
- Taught an Honors course, titled "Nuclear Landscapes" (2020)
- Students in Soc 3600: Statistics participated as judges at the Ritchey Science and Engineering Fair Spring, 2017-2022 giving them practical experience in analyzing statistical reasoning.
- Completed WSU mathematics course in Spring 2018 to improve teaching of statistics and research.
- Learned new video programs for presenting course lectures and for editing and posting videos during the pandemic.

Dr. Carla Trentelman

- 2022. Developing a new sustainability-focused class to be taught spring 2023: SOC 4990: Environmental Hazards, Risk, and Resilience in Communities (Environmental Hazards and Risk). This class is being developed in collaboration with this year's Geoscience & Society seminar series (GEO 4800), taught by Carie Frantz, Earth and Environmental Sciences.
- 2022. Was part of a Great Salt Lake panel for Carie Frantz's Geoscience and Society class (GEO 4990), with L. de Freitas, J. Butler and C. Frantz. Audience included class members, campus community members, and community members, a total of about 26 between Zoom and in person.
- Fall 2021. Supervised two internship students, one at Salt Lake Community College's TRIO program (3 credit hours), one at Visiting Angels senior home care (2 credit hours)
- 2021. Developed and taught a new interdisciplinary, team-taught course, "Just Cancer? The Disease in Cells & Society" (Honors 2040), with Barbara Trask, Zoology.
- 2020 to present. After learning how to use Zoom for virtual classes spring 2020, like my colleagues, I spent a good deal of the summer learning better and best practices, including for Zoom simulcast teaching. Since fall 2020 I have taught in person classes with Zoom simulcast options as needed. These skills have helped me not only accommodate students needing to quarantine due to COVID, but also students with a number of other difficulties and challenges, and students who needed to complete one last class after having moved away to take a job.
- 2020. Attended a number of trainings on online teaching, including Summer 2020 Training Kick-off by WSU Online, and Online Tools, put on by WSU Online in March. Completed the "Teaching in a Digital Classroom" series by TLF and WSU Online.
- 2020. Supervised an internship student, WSU Careers Center (2 credit hours)
- 2020. Conducted community-based research on water conservation and attitudes as part of SOC 3300, Environment & Society, community partners are WSU Energy & Sustainability Office and Facilities Management. Student involvement in this project: 1 current student (research assistant); 12 students total through Spring 2022, including 8 students from Environment & Society, spring 2020, and 5 research assistants (with overlap between the two).
- 2019. Received the new SUS designation for SOC 1020, Social Problems, and SOC 3300, Environment & Society. Also renewed the CEL designations for SOC 1020, SOC 3300, and SOC 3420 (Soc of Ed).
- 2019. Developed and taught SOC 4990, Thirsty Society: A Sociology of Water, in conjunction with GEO 4800, Great Salt Lake Science and Society, with Carie Frantz from the Geosciences. We

coordinated the GEO speaker series together, and it was used as the Fri. class time for SOC 4990. My 3-credit class was accepted as an elective for Geography, Geosciences, and Botany.

Adjunct Faculty
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.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff
There is one full-time staff member for the department Belinda McElheny, who has been in this position for 9 years. She received the university's Presidential Outstanding Staff Award in 2018 for her service to the department.

Evidence of ongoing Staff Development
Since September 2016 Belinda McElheny has completed the following trainings:

- 2020-Scholarship Nominations System, FERPA Online Training, Staff Changing Lives, Excellence Week Keynote, Announcement App Training for Input Users, 2020 Customer Service Virtual Conference
- 2019- Sleep from A-Zzz's, De-Stress at Your Desk, PEHP Cooking Demonstration, Become Brand Certified, Celebration of Excellence, Etiquette & Accommodating Disabilities, Curriculog- Curriculum Software Training
- 2018- Color Code Interpersonal Skills, Lunch and Learn, Emotional Intelligence 2.0, Cholesterol 101, Leadership Qualities, 2018 Faculty & Staff Update
- 2017-Purple PRIDE- Customer Service Essentials, applying for a Staff Development Grant, Registrar's Workshop, Understanding People: It's easier than you think
- 2016- Project Management Essentials, Intermediate Argos Reporting, Safe@Weber: Supporting Survivors, Building a Safe Campus through Trust and Education

Adequacy of Administrative Support

The department administration includes the Department Chair, Huiying Hill (Sociology), and Program Coordinators for Sociology (Hill) and Anthropology (Mark Stevenson). The department also recently formalized an MOU for an Archaeology Program Director (David Yoder) who manages the archaeological laboratory, curation space, and archaeological internships/advising. The department chair works with the dean for the College of Social and Behavioral Science, Dr. Julie Rich, to complete various tasks including budgeting, facilities care, hiring and salary, ranking and tenure, and fundraising as well as institutional administration. Administrative support is appropriate for the program's needs.

Version Date: April 2022

Adequacy of Facilities and Equipment

In 2019, the program moved back to the newly built Lindquist Hall. The new faculty offices are equipped with standardized new furniture and well-arranged spaces. There are also cubicles for adjunct faculty to prepare their lectures and meet with students. The department has its own conference room, a joint administrative space, joint mailroom and break room. Beyond these dedicated program spaces, sociology classes are taught in classrooms across Lindquist Hall, all of which are equipped with a computer, wi-fi connection, and a projecting system. Most classrooms are also set up to synchronously broadcast courses.

Each faculty member has a personal computer and office equipment (e.g., copy machine) shared with the Anthropology program. Overall, facilities and equipment are adequate.

Adequacy of Library Resources

The Stewart Library is used frequently by students and faculty for research and educational purposes. Library resources include extensive collections of sociology books, journals, and digital collections. There is also an extensive streaming video collection (e.g., Kanopy and Academic Video Online) which includes many classic and modern sociological films. The library also has an efficient Inter Library Loan service which can provide articles and books within a few days of a request. Finally, the dedicated Social Sciences and Music Librarian, Wade Kotter, is an anthropologist. The library resources are adequate for the program.

Standard G - Relationships with External Communities

Description of Role in External Communities

The Sociology program maintains ties to the broader Ogden community through a number of partnerships maintained by various faculty, and through engaged learning practices, including both service work and community research. Many of our alumni work in Ogden and other local communities with skills they acquired in sociology. They work, for example, in law, healthcare, the military, data analysis, social services in both Weber and Davis Counties, the schools (e.g. Weber and Davis Districts and the Utah School for the Deaf and Blind), as well as higher education, and in the private sector.

Faculty members R.C. Morris and Carla Trentelman, and adjunct faculty member Christina Wilson, teach community engaged learning (CEL-designated) courses every semester, while Pepper Glass regularly includes community-based research in two of his upper division courses. Dr. Trentelman has also included community-based research in one section of a class during these last five years. Rob Reynolds has involved his own upper division students in judging at the Ritchey Science and Engineering Fair every spring, as well as providing opportunities for other sociology students to do likewise. These various engaged learning practices have involved hundreds of students in community engagement with a wide number of community organizations and agencies.

The program also made an attempt at creating relationships with local high school teachers teaching sociology and other social science classes. We planned an event for January 2020, however only one person attended.

Some of the faculty have presented to the Social Science Education Center seminar series for local secondary education teachers, though, including Dr. Reynolds and Dr. Trentelman. Dr. Glass and Dr. Trentelman have also presented for the Weber County Library's educational programming. Dr. Marjukka Ollilainen served on the board of DaVinci Academy of Science & the Arts. All program faculty have supported the Ritchie Science Fair by volunteering as evaluators, and the Sociology Program gave out an annual Award for a Sociologically Relevant Project in both senior and junior fairs.

Pepper Glass directs his students in conducting community-based research in two upper division courses. Spring 2022 his Race and Ethnicity (Soc 3850) class partnered with Ogden Civic Action Network (OgdenCAN), assisting in research on local property covenants that had restricted ownership of those properties. Fall 2018, his Cities and Urban Life (SOC 3840) class created, implemented, and analyzed a survey with 98 responses, as well as a literature review and presentation. They reported their findings to Ogden's Diversity Commission on 12/12/2018. In 2019, students presented the research to the Ogden City Council. Of note, Dr. Glass has also published a well-researched book on Ogden, and presented his research in a number of public venues, including the Weber County Library.

R.C. Morris has taught Introduction to Sociology every fall and spring semester, with a community service component where each student completes service hours for a local nonprofit organization of the student's choice. The organizations have included A Center for Grieving Children, Catholic Community Services of Northern Utah, Habitat for Humanity of Weber and Davis Counties, Ogden Nature Center, and many others, a total of 92 different community partner locations.

Additionally, as a practicing LCSW, Dr. Morris also maintains professional relationships with a number of local behavioral health and social service agencies and providers.

Rob Reynolds has served as the Social Science Director, Organizing Committee member and Lead/Fair Director for the Ritchey Junior and Senior Science Fair, which is the 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 had students from both the day and night sections of Soc 3600 participate in judging at the Ritchey Science and Engineering Fair Spring semesters 2017-2022, giving them practical experience in analyzing statistical reasoning (spring 2020 and 2021 this was done virtually). Dr. Reynolds also serves as a social science competition judge at the Intel International Science and Engineering Fair.

Carla Trentelman has taught Social Problems every fall and spring semester with a community service component where each student does at least 15 hours of community service; a total of three sections of Sociology of Education (including Fall 2022), each student does at least 15 hours of service work at the Ogden School District school of their choice; and a total of two 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 2020) 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.

Dr. Trentelman has also been working to form a Social Science Working Group focused on Great Salt Lake. This group of social scientists from USU and WSU (thus far) work on issues related to GSL, each also

Version Date: April 2022

collaborates with a number of other entities related to the lake. She has assisted with the Intermountain Sustainability Summit nearly annually, in various capacities including everything from a judge for the student poster competition to roving photographer. Additionally, she was a member of the Ogden Civic Action Network (OgdenCAN) Education Implementation Team, April 2017 through Dec. 2021, co-chairing the 9th to Post-secondary Readiness Education Network summer 2020 through April 2021. She served as a consultant to Weber Reads, a program run annually by a coalition of K-12 educators, Weber County Library, and Weber State University, in 2019-2020 when the program focused on water as the theme for curriculum development and the development of related events and speakers throughout the year. She presented to a group of K-12 teachers working on curriculum development, and did two community presentations on Great Salt Lake at Weber County Libraries as part of this program. Dr. Trentelman also served on the Board of Directors for Youth Futures, an Ogden shelter for homeless youth one term.

All sociology faculty members give talks to the 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.

Summary of External Advisory Committee Minutes

Forming an advisory committee has been discussed, but its potential functions and benefits have not been fully established for the program. Sociology provides a solid undergraduate liberal arts degree with skills for practical application in a broad range of fields, from public service to marketing. While conversations about establishing an Advisory Committee were moving forward before the pandemic (as recommended by the previous program reviewers), they were set aside in favor of course development and virtual delivery of classes from 2020 to 2022. The program will continue developing a framework for the role and composition of an advisory board.

Community and Graduate Success

Recent Media Interactions and News Stories

Carla Trentelman
- (April 2022) "Sense of place & place attachment with Great Salt Lake," 15-minute invited presentation for the journalism collaborative, The Great Salt Lake Collaborative: A Solutions Journalism Initiative. The recording is now one of six posted on the Great Salt Lake Collaborative's website, on a Video Library webpage, "Find out What Utah Scientists Have to Say about the Lake," (https://greatsaltlakenews.org/lake-resources/video-library)
- Carla Trentelman was interviewed by *Deseret News,* "Could Utah children help shape the destiny of the ailing Great Salt Lake? Studies show link between youth education, protecting nature," by Amy Joi O'Donoghue, *News*, 4/20/22 https://www.deseret.com/utah/2022/4/20/23032228/the-nature-conservancy-climate-change-great-salt-lake-katharine-hayhoe-drought-weber-state-research)

- The story was also carried by KSL, 4/20/22 (https://www.ksl.com/article/50390796/could-utah-children-help-shape-the-destiny-of-the-ailing-great-salt-lake?)
- Interviewed by McCaulee Blackburn, an intern for the GSL Collaborative, on the question, "What are some ways we can showcase the beauty and necessity of the lake?" The interview was for radio programming. May 30, 2022.

Version Date: April 2022

- Interview material included in "Lake Questions: How can locals help the Great Salt Lake?" by M. Blackburn, *The Globe* (Salt Lake Community College), 10/12/22 (https://www.globeslcc.com/2022/10/12/great-salt-lake-collaborative-survey-questions-answers-oct-12/)

Marjukka Ollilainen
- Interviewed for the *Deseret News* about what the future of work will look like (Feb 15, 2021). https://www.deseret.com/utah/2021/2/15/22272370/with-3-4-downtown-salt-lake-office-workers-working-remotely-what-will-future-workplaces-look-like
- *Deseret News* republished parts of the Feb 15 interview July 8, 2021. https://www.deseret.com/2021/7/8/22568601/remote-working-hybrid-workplace-covid-19-pandemic-changes-google-calendar-invite-update
- Interviewed about working from home during and after the pandemic by Rod Arquette, KNRS 105.9FM, in "The Rod Arquette Show," Feb 18, 2021.
- Interviewed by the *Standard Examiner* story about gender issues in a Valentine's Day dance at a local elementary school, February 2018.

Members of the Sociology program maintain connection with 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.

Alpha Kappa Delta (AKD), the international sociology honor society, continues to provide networking for current students who are members and alumni members. We have inducted 38 new members between 2017 and 2022 (including 4 who will be inducted in December 2022). We hold AKD inductions twice a year, in conjunction with a social gathering of current student members and alumni members of AKD, and program faculty.

Sociology Alumni
The program is proud of its record of preparing students for graduate programs. Many students have obtained a Master's degree after graduating with a Sociology BS and a handful have continued their education to a Ph.D. and are practicing sociologists in academia. While the list does not capture all of our alumni who have earned a graduate degree (we have lost contact with a few), it provides a snapshot of the graduates who pursued further education.

Selected sociology graduates with completed Ph.D.s
- Lori Lundell, PhD in Sociology, Purdue University, 2019.
- Mark Walker, PhD in Sociology, University of Iowa, 2015. Assistant Professor of Sociology, Louisiana State University.
- McKenzie Wood, Ph. D. in Criminal Justice at North Dakota State University, 2015. Assistant Professor of Criminal Justice at WSU.
- Rob (RC) Morris, Ph.D. in Sociology at Purdue University, 2014. Associate Professor of Sociology at WSU.

Version Date: April 2022

- Cassie (Meyer) Meyerhoffer, Ph.D. in Sociology at University at Buffalo, 2012. Associate Professor of Sociology at Southern Connecticut State University.
- Carla Koons Trentelman, Ph.D. in Sociology at Utah State University, 2009. Professor of Sociology at WSU.
- Krista Lynn (Smith) Minnote, Ph.D. in Sociology at Utah State University, 2004. Professor of Sociology, University of North Dakota.

Selected sociology graduates with completed J.D.s
- Raegan Chavez, University of South Dakota Law School, 2022.
- Adrianna Johnson, U of U law school, 2015.

Sociology alumni in Ph.D. programs (that we know of)
- Mai Yamamoto, Ph.D. student in Linguistics. Purdue University, 2022-.
- Mike Nguyen, Ph.D. student in educational sciences, University of Kentucky, 2022-.
- Andriana Petrovich, Ph.D. student in Sociology, University of Kansas, 2022-.

Selected recent sociology graduates with completed Master's Degree
- Sarah Lockyer Hainline, MBA, Western Governors University 2020.
- Viviana Felix, Master of Arts in Community Leadership at Westminster College, 2019.
- Ryan Bell, Master's in Sociology, Oxford University, 2018.
- Cassie Germer Unguren, Master of Arts in Executive Leadership at Liberty University, 2018.
- Andrew Hyder, Master of Public Administration at the U, 2017.
- Jennifer Croft, Master's of Library and Information Science, Kent State University, 2017.

Sociology alumni in Master's programs (that we know of)
- Sadie Braddock, Master's in Sociology at USU, 2022-
- Chelsea Charouhas, Master of Counseling program at Capella University (in MN), 2019-
- Breanna Child, Master's of Professional Communication at WSU, 2022-
- Victoria Flores-Brinkerhoff, Master's in Social Work at WSU, 2021-
- Alicia Martinez, Master's in Instructional Technology and Learning Sciences at USU, 2022-.
- Quade McGuire, MBA at WSU, 2021-
- Randy Thomas (soc minor), Master's in Social Work at Boise State University, 2022-
- Eliza Thompson, Master's in Social Work, Utah State University

Version Date: April 2022

Standard H – Program Summary

Results of Previous Program Reviews

Date of Previous Program Review: March 3, 2017	Recommendation	Progress Description
Recommendation 1: Community engagement capstone	"This Program Review Team recommends the development of a "community engagement pathway" through the major working with existing CCEL courses, expanding into other classes, and most significantly culminating with a capstone internship."	*Nov 15, 2017 +1 progress* In its fall retreat (9/15/2017), faculty decided to develop a two-semester long, "applied senior capstone" experience, involving Semester 1 – SOC 4890: Internship Semester 2 – SOC 4900: Senior Capstone The senior project would be guided by the needs of the community organization and entail a program evaluation, workshop, presentation, action research, grant proposal, conference, etc. The first applied capstone experience will be available for students in Fall 2018/Spring 2019. Students are advised on this change throughout AY 2017-18.
		Nov 15, 2019 +3 progress Accomplished. *SOC 4930: Community Engaged Capstone* course is now in the Course Catalog as an option for the Senior Capstone Course. The course requires a completion of SOC 4890: Internship in the preceding semester. One student is currently taking SOC 4930 in its inaugural semester.

		Nov 15, 2020 + 4 progress SOC 4930: Community Engaged Capstone is being taught.
Recommendation 2: Community Advisory Board	"If the department develops the option for a capstone internship, an advisory board could be helpful to facilitate conversations about community needs and the ways that interns might meet those needs."	*Nov 15, 2017 +1 progress* Although the review team's recommendation was either to do this or work with CCEL, we are looking into this. We will consult with other programs in the college (e.g., Social Work) about how their community advisory board functions, who is on it, and how often they meet and for what purpose.
		Nov 15, 2019 +3 progress After a long deliberation among program faculty and participating in the Provost's workshop on how to set up a Community Advisory Board, we decided that the Advisory Board model will not work for our program. More importantly, at this time, we lack the resources (money and time) to accomplish this goal in a meaningful way that would make sense for the board members and the program. Instead of an advisory board, we will create closer connections to community organizations via CCEL to facilitate students who wish to embark on the Community Engaged Capstone sequence.
Recommendation 3: Required, 1 credit hour professional development course (pro seminar)	"The team encourages the department to make the "professional development 1-unit seminar" a requirement for students holding between 60 and 90 credit hours. This seminar could be the introduction for students planning to intern in their final year in the program."	*Nov 15, 2017 +1 progress* The program decided in the fall retreat to make this course a requirement. The course proposal will go through the curriculum approval in the spring 2018 and will start once it is in the catalog, most likely in fall 2019. This will allow us to advise students in advance of this program requirement change.

		Nov 15, 2019 +3 progress In progress. We are currently working on a curriculum proposal for a *required, 3 credit hour* course, SOC 2050: Doing Sociology, which articulates with a similar course at the University of Utah and Salt Lake Community College. We envision this course will be taught first time as a required course in Fall 2021, as it requires increasing the major completion credits from 36 to 39 and, therefore, affects the whole program.
		Nov 15, 2020 +4 progress Covid-19 pandemic, all program development was halted, as faculty were focusing on teaching.
Recommendation 4: (a) Rethink assessment; (b) scaffold writing skills through courses	(a) "The team is concerned about the amount and intensity of assessment in the department. While clearly meeting university expectations, this model leaves little time for collective meaningful discussion and data driven decision-making . . . A more reasonable long-term assessment plan for sociology would include annual assessment of "one" learning outcome as part of completing an assessment cycle in "six" years. These more measured processes allow for more focused attention and change related to a single outcome, rather than making too many programmatic changes at once." (b) The program "might discuss scaffolding of learning outcomes related to research and academic writing across core required and sequenced classes, breaking down the building blocks. For example, introducing article	***Nov 15, 2017 +1 progress*** (a) We have revised the assessment schedule: Two learning outcome at the time in lower and upper level courses; scaffolding of research and writing skills through required curriculum ● (2016-17) Nov 15, 2017 report; follow old plan ● Outcomes: ● #1 & #2—2017-18 ● #3 & #4 —2018-19 (Nov 2019 report) ● #5 & #6—2019-20 (2017-2020 self-study) ● All outcomes will be assessed for the spring 2021 program review. (b) Spring 2018: we are scaffolding writing skills through the curriculum. All 3000-level courses will include one article review, and all 4000-level courses will include a 5-article literature review assignment.

	annotation in an introductory class and teaching synthesis across readings in theory."	
		Nov 15, 2019 +3 progress *In progress.* Learning outcomes #1 & #2 assessed for AY 2017-18 and #3 & #4 for 2018-19 in this report. We currently require an article review in all 300-level courses and a 5-article literature review assignment in all 4000-level courses.
		Nov 15, 2020 +4 progress
Recommendation #5: Required advising	"The team recommends a more intrusive advising protocol. The department could require that the department chair advise students before they can officially declare the major."	*Nov 15, 2017 +1 progress* We are working on advising and the establishment of the 1 cr. Hr. Proseminar as an integral part of this. In addition, once we get Starfish, maybe we will be able to track students better.
		Nov 15, 2019 +3 progress See Recommendation 3 above. The "Doing Sociology" course will be offered as a 3 credit hour course (to help faculty meet their annual 12 credit hour teaching requirement). Starfish reporting is being used by all program faculty.
		Nov 15, 2020 +4 progress

		The Covid-19 pandemic halted all program development, including the Doing Sociology course. We have not returned to this process yet.

APPENDICES

Appendices A-I, pp. 49-156

Appendix A: Student and Faculty Statistical Summary

(*Note*: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

Sociology	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Department Student Credit Hours Total [1]	**10,358**	**10,850**	**10,816**	**11,414**	**10,897**
Anthropology SCH	5,029	5,602	6,113	6,954	6,616
Sociology SCH	5,329	5,248	4,703	4,460	4,281
Department Student FTE Total [2]	**345.3**	**361.7**	**360.5**	**380.5**	**363.2**
Anthropology FTE	167.6	186.7	203.8	231.8	220.5
Sociology FTE	177.6	174.9	156.8	148.7	142.7
Student Majors [3] (Sociology only, including Sociology Teaching)	**70**	**71**	**67**	**73**	**71**
Second Major or Concentration	22	20	14	19	13
Minors	75	69	59	48	56
Program Graduates [4] (Sociology only, including Sociology Teaching)					
Associate Degree	0	0	0	0	0
Bachelor Degree	7	15	14	8	9
Student Demographic Profile [5]					
Female	47	55	50	50	46

Male	23	16	17	23	25
Department Faculty FTE Total [6]	**17.2**	**18.2**	**19.0**	**19.0**	N/A
Adjunct FTE	6.7	7.6	7.7	**7.5**	N/A
Contract FTE	10.6	10.7	11.3	11.6	N/A
Department Student/Faculty Ratio [7]	**20.0**	**19.8**	**19.0**	**20.0**	N/A

Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

Student FTE Total is the Student Credit Hours Total divided by 30.

Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

Student Demographic Profile is data retrieved from the Banner system.

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.

Appendix B: Faculty (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	6	0	3
Number of faculty with Master's degrees	0	0	3
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty			
Total	6	0	6

Full time and Adjunct Faculty

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Pepper Glass	Professor	Yes	Ph.D.	11	Community and Urban Sociology; Race and Ethnicity; Deviance and Social Control, Ethnographic and Qualitative Methods

Huiying Hill	Professor	Yes	Ph.D.	27	Sociology of Organizations; Organizational Behavior; Political Sociology; Social Change; Politics, Society, and Culture in China; Sociology of East Asia; Ethnic Relations; Asian-American Studies; Qualitative and Quantitative Methodology; Statistics; Sociological Theory; Gender and Family
R.C. Morris	Assoc. Prof.	Yes	Ph. D.	6	Developmental Social Psychology; Self, Identity & Values; Mental Health; Criminology; Deviance; Law & Society; Criminal Justice Policy; Research Methods; Quantitative Methodologies; Mixed Methods
Marjukka Ollilainen	Professor	Yes	Ph. D.	23	Sociology of Gender; Sociology of Work; Organizations; Occupations; Consumerism; Social Theory
Rob Reynolds	Assoc. Prof.	Yes	Ph.D.	29	Environment; Technology; Sociology of Religion; Environment and society, Statistics, Introduction to Sociology; the Atomic West
Carla Trentelman	Professor	Yes	Ph.D.	14	Environmental and Natural Resource Sociology; Community Sociology, Research Methods, Sociological Theory, Introduction to Sociology; Social Problems; the Great Salt Lake, Sociology of Water
Kimberly Love	adjunct	No	ABD	1	Organizational leadership
Terry Allen	adjunct	No	Ph.D.	15	Research methods, statistics, criminology
Spencer Blake	adjunct	No	MS	12	Classical Theory, Sociology of Family, Religion, Social Inequality, Intermountain West
Greg Richens	adjunct	No	Ed.D.	16	Introduction to Sociology, Social Problems

Mark Simpson	adjunct	No	M.Ed. (ABD)	13	Social Problems, Urban Sociology
Christina Wilson	adjunct	No	Ph. D.	4	Introduction to Sociology, Social Problems

Appendix C: Staff Profile

Belinda McElheny -- Administrative Specialist II

Belinda holds a Bachelor of Science in Health Promotion and Nutrition Education from WSU (2013) and is Certified Health Education Specialist (CHES). In her position as an administrative specialist, she focuses on the intellectual dimension of health and well-being. In addition to managing the department office, she applies the knowledge and skills gained in health promotion studies to assist and advise sociology and anthropology students in their whole educational experience.

Appendix D: Financial Analysis Summary
(This information will be provided by the Office of Institutional Effectiveness)

Department of Sociology & Anthropology					
Funding	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Appropriated Fund	1217656	1188770	1357081	1424894	1028614
Other: IW Funding from CE	199710	208510	234420	240875	221975
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	2863	1039	1321	41	174

Total	1420229	1398319	1592822	1665810	1250763
Student FTE Total	345.27	361.67	360.53	380.47	363.23
Cost per FTE	4113.43	3866.32	4417.96	4378.33	3443.41

Note – with this information and the student information, we will calculate a 'cost per fte' as part of the financial summary
Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Contact	Organization
Bill Cook	Ogden Civic Action Network (OgdenCAN)
Carrie Maxson	Ogden School District
Jenn Bodine	WSU Energy & Sustainability Office and Facilities Management
Rachel Martin	Volunteer Coordinator, Catholic Community Services of Northern Utah
John Sohl	Ritchey Science Fair

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

Name	Position	Affiliation
Tracy Ore (external)	Professor of Sociology	Cloud State University
Molly Sween (internal)	Professor of Criminal Justice	Weber State University

Appendix G:
Evidence of Learning - Table of Contents

Required Courses within the major	Instructor	Sociology program learning outcomes assessed	Report page
SOC 1010	Hill	1-6	57-61
SOC 3030	Hill	1-6	62-64
SOC 3600	Reynolds	1-6	65-67
SOC 3660	Reynolds	1-6	68-70
SOC 4030	Hill	5-6	71-72
SOC 4900	Hill	5-6	73-74
Elective courses in major	**Instructor**	**Outcomes assessed**	
SOC 1020	Glass	1-4	75-77

SOC 3000	Glass	3-4	78
SOC 3010	Reynolds	1-6	79-80
SOC 3110	Morris	3-4	81-83
SOC 3250	Morris	1-2	84-85
SOC 3260	Morris	3-4	86-87
SOC 3270	Morris	1-2	88-89
SOC 3400	Glass	5-6	90-91
SOC 3410	Reynolds	5-6	92-93
SOC 3550	Reynolds	5-6	94-95
SOC 3840	Glass	5-6	96
SOC 3850	Glass	5-6	97-98
SOC 4410	Reynolds	5-6	99-102
SOC 4550	Ollilainen	5-6	103-106
SOC 4270	Morris	5-6	107-108
General Education courses	**Instructor**	**Outcomes Assessed**	**Report page**
SS/DV 1010	Ollilainen	Social Science area (SS)	109-113

SS/DV 1020	Morris	SS	114-124
SS/DV 1020	Trentelman	SS	125-128
SS/DV 1020	Glass	SS	129-130

Evidence of Learning: Core Courses within the Major

SOC 1010: Introduction to Sociology/Dr. Huiying Hill (outcomes 1-6)

Course: Soc 1010: Introduction to Sociology   Semester taught: 2018 Fall   Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Conduct research and analyze data	Measure 1: Since this is an introductory class. No research is involved.	Measure 1: N/A	Measure 1: N/A	Measure 1: N/A	N/A	N/A
	Measure 2: N/A	Measure 2: N/A	Measure 2: N/A	Measure 2: N/A	N/A	N/A
Learning Outcome 2:	Measure 1:	Measure 1: Accuracy of the summary of the	Measure 1: PowerPoint presentation in	Measure 1:	Students did pretty well in this	N/A

Communicate skillfully	Oral presentation based on assigned reading articles.	reading assigned and interpretation.	classes. The average score for this activity is 90%.	Students are required to follow a guideline; their grade reflects the guidelines accurately.	category, no change in this category.	
	Measure 2: Essay writings: students were assigned to write six essays about the "big question".	Measure 2: The assignment clearly instructed how to write each essay.	Measure 2: Online submission and each essay was graded according to the rubrics. Most students scored an average of 90%.	Measure 2: The grade each student get does reflect their understanding of the issue and grasping the concepts related to the topic.	Some of the essay assignment was not as clear, future clarification or examples will be provided.	Use the classroom time to summarize the essay expectation and results.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: Identify and explain the terms,	Measure 1: Tests	Measure 1: There are four tests in each semester, and most of the questions are	Measure 1: The median score for each test is above 75%.	Measure 1: The grade each student gets in the tests reflect their real understanding.	Continue to make the test questions more clear and understandable.	Need to find ways to help the students who don't score over 60%.

concepts, and theories of the discipline of sociology.		about concepts and theories.				
	Measure 2: Essays	Measure 2: Essays are all about apply the concepts in real life.	Measure 2: The average score of each essay is about 85-90%.	Measure 2: The grade each student get does reflect their understanding of the issue and grasping the concepts related to the topic	This method is a good one, no plan to change this action.	
Learning Outcome 4: Practice critical thinking	Measure 1: Test questions.	Measure 1: Some test questions are about critical thinking.	Measure 1: The median score for each test is above 75%.	Measure 1: The test score reflects the critical thinking skills.	Continue to make the test questions more clear and understandable.	Need to find ways to help the students who don't score over 60%.
	Measure 2: Essays and article presentation and class discussions.	Measure 2: Each student is required to raise a few questions after their oral presentation. Class discussions.	Measure 2: The average score of each essay is about 85-90%. The presentation's average score is between 80-100%.	Measure 2: Some class discussions are better than others. But each student was given a chance to express their opinions and understanding.	Will guide students how to look at issues are critically and explain what is critical thinking.	Ask students to give more feedback and clarification.

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	Measure 1: Test questions and Essays.	Measure 1: Some test questions and some essay topics deal with interactions of groups.	Measure 1: The median score for each test is above 75%. The average essay score is between 80-100 percent.	Measure 1: These scores reflect this learning outcome.	No future change in this category.	Find better ways to help the students who didn't do well in the tests. Offer office visits and more communications.
	Measure 2: Class lectures and discussions.	Measure 2: No specific measure in this category.	Measure 2: No actual measure.	Measure 2: N/A	N/A	Emphasize this part more in class lectures.
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: Class lectures	Measure 1: At the end of the semester, give a ppt presentation about careers in sociology.	Measure 1: No measurement.	Measure 1: N/A	N/A	N/A
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		N/A

	Essays	By the end of the semester, students will write a signature paper about one big question.	Paper assignment. The average score is about 80%.	Most students can link the dots and produce a coherent paper.	No plan to change this.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Core Courses within the Major

SOC 3030: Classical Sociological Theory/Dr. Huiying Hill (outcomes 1-6)

Course: SOC 3030 Classical Theory   Semester taught: 2017 Fall   Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: **Conduct research and analyze data**	Measure 1: This is a theory class, no research is required.	Measure 1: N/A	Measure 1: N/A	Measure 1: N/A	N/A	N/A
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		
Learning Outcome 2: **Communicate skillfully**	Measure 1: Outcome 2. Oral presentation.	Measure 1: 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.	Measure 1: The presentation average score is 9 out of 10. This shows that students can understand the material and articulate the main idea orally.	No Changes needed.	Try to help students who have any problems with the reading, so that they can be better prepared for the presentation.
	Measure 2: Writing essays.	Measure 2: Take home Essays.	Measure 2: The average final grade for this	Measure 2: This shows that students can		

		First Take-home exam has three essays.	class is 84 and the median is 89.	understand the material and articulate the main idea in writing.	No Changes needed.	Make writing assignment even clearer.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: **Identify and explain the terms, concepts, and theories of the discipline of sociology**	Measure 1: Students have eight take-home essays to write about the theories of each sociologist.	Measure 1: Take home Essays. First Take-home exam has three essays. The second one also has three essays. The third one has two essays.	Measure 1: The average final grade for this class is 84, with a median of 89.	Measure 1: In order to pass this course, students have to have a C at least. The B average for the whole class is way above the passing grade, which is a C.	No change is planned.	Could help students to understand the material better in lectures.
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		
Learning Outcome 4: **Practice critical thinking**	Measure 1: In some of the take-home essays, they are specifically targeted on critical thinking ability.	Measure 1: 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	No changes needed.	Could help students to understand the material better in lectures.

				students grasped these skills.		
			Measure 2:	Measure 2:		
Learning Outcome 5: **Apply historical, cultural, and global perspectives to the interaction of groups and societies.**	Measure 1: Students are asked to give examples in their essay to illustrate sociological perspectives from each sociologist.	Measure 1: Essays, especially the essay on Durkheim's theory of suicide.	Measure 1: The final average grade for this class is 84 and median was 89.	Measure 1: This grade shows that most students can apply cultural and global perspectives in social interactions.	No changes needed.	N/A
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: Last lecture: How can theory help me in my understanding of the world after I graduate.	Measure 1: After the lecture with power point, 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 at the world very differently after learning these sociological theories.	No changes planned.	I could add more personal experience in the class lectures.

Evidence of Learning: Core Courses within the Major

SOC 3600/Dr. Rob Reynolds (outcomes 1-6)

Course: SOC 3660 Sociological Research   Semester taught: 2017 Spring   Sections included: 2

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: **Conduct research and analyze data**	Measure 1: 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 70% and 100 % on the assignment with a mean of 83.24%. 100% scored above 70% and 86.67% scored over 80%.	Measure 1: Most students correctly demonstrated how to create and administer an online survey. These results are better than the last time the course was assessed.	Measure 1: Provide more examples of online surveys to students.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 2: **Communicate skillfully**	Measure 1.: Students will be able to write up analysis a peer-reviewed research article.	Measure 1: 10 question analysis of a peer-reviewed research article. (1st article review assignment.)	Measure 1: Students scored between 0% and 100% on the assignment with a mean of 86.35%.	Measure 1: Most students correctly analyzed the peer-reviewed research article. Three students never completed/submitted the assignment	Measure 1: Do more group analysis of peer-reviewed articles in class and more follow up with students	Discuss with other SOC program faculty these results and plans.

					who don't submit assignments.	

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: **Identify and explain the terms, concepts, and theories of the discipline of sociology**	Measure 1: Students will identify and accurately use research terminology.	Measure 1: 10 question analysis of a peer-reviewed research article. (2st article review assignment.).	Measure 1: Students scored between 85% and 100% on the assignment with a mean of 94.25%. All students were above 80%.	Measure 1: Most students successfully demonstrated knowledge of terms of sociological research in the article review, except for students who had dropped the course and didn't complete the assignment.	Measure 1: Develop an assignment that more directly measures this learning outcome.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 4: **Practice critical thinking**	Measure 1: Students will be able to select a viable research question to conceptualize and operationalize.	Measure 1: Research question assignment where students choose a topic or problem they are interested in and then narrow it down to a research question. Students can	Measure 1: 100% of students developed a usable research question, and scored above	Measure 1: All students demonstrated the ability to develop usable research questions.	Measure 1: Will continue to use the current assignment.	Results will be discussed with SOC program faculty.

		revise their questions until they have a usable research question.	80% on this assignment.			
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	This is not a goal of SOC 3660					
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1.: 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: 87% of students successfully completed all three assignments with a score of 80% or above. 95% of all assignments were above 80%. Four students had one of their three assignments below 80%.	Measure 1: 87% of students demonstrated their ability to conduct ethnomethodology, field observation, and surveying.	Measure 1: Add more time to demonstrating, lecturing and hands-on practice to the surveying assignment.	Results will be discussed with program faculty.

Evidence of Learning: Core Courses within the Major

SOC 3660: Sociological Research/Dr. Rob Reynolds (1-6)

Course: SOC 3660 Sociological Research   Semester taught: 2017 Spring   Sections included: 2

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: **Conduct research and analyze data**	Measure 1: 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 70% and 100 % on the assignment with a mean of 83.24%. 100% scored above 70% and 86.67% scored over 80%.	Measure 1: Most students correctly demonstrated how to create and administer an online survey. These results are better than the last time the course was assessed.	Measure 1: Provide more examples of online surveys to students.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 2: **Communicate skillfully**	Measure 1.: Students will be able to write up analysis a peer-reviewed research article.	Measure 1: 10 question analysis of a peer-reviewed research article. (1st article review assignment.)	Measure 1: Students scored between 0% and 100% on the assignment with a mean of 86.35%.	Measure 1: Most students correctly analyzed the peer-reviewed research article. Three students never completed/submitted the assignment	Measure 1: Do more group analysis of peer-reviewed articles in class and more follow up with students	Discuss with other SOC program faculty these results and plans.

					who don't submit assignments.	

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: **Identify and explain the terms, concepts, and theories of the discipline of sociology**	Measure 1: Students will identify and accurately use research terminology.	Measure 1: 10 question analysis of a peer-reviewed research article. (2st article review assignment.).	Measure 1: Students scored between 85% and 100% on the assignment with a mean of 94.25%. All students were above 80%.	Measure 1: Most students successfully demonstrated knowledge of terms of sociological research in the article review, except for students who had dropped the course and didn't complete the assignment.	Measure 1: Develop an assignment that more directly measures this learning outcome.	Discuss with other SOC program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 4: **Practice critical thinking**	Measure 1: Students will be able to select a viable research question to conceptualize and operationalize.	Measure 1: Research question assignment where students choose a topic or problem they are interested in and then narrow it down to a research question. Students can	Measure 1: 100% of students developed a usable research question, and scored above	Measure 1: All students demonstrated the ability to develop usable research questions.	Measure 1: Will continue to use the current assignment.	Results will be discussed with SOC program faculty.

		revise their questions until they have a usable research question.	80% on this assignment.			
Learning Outcome 5: Apply historical, cultural, and global perspectives to the interaction of groups and societies.	This is not a goal of SOC 3660					
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1.: 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: 87% of students successfully completed all three assignments with a score of 80% or above. 95% of all assignments were above 80%. Four students had one of their three assignments below 80%.	Measure 1: 87% of students demonstrated their ability to conduct ethnomethodology, field observation, and surveying.	Measure 1: Add more time to demonstrating, lecturing and hands-on practice to the surveying assignment.	Results will be discussed with program faculty.

Evidence of Learning: Core Courses within the Major

Course: Soc 4030 Contemporary Sociological Theories- Learning outcomes 5 and 6
Semester taught: Fall 2019 by Huiying Hill   Sections included: one

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Eight take-home essays	Measure 1: See if students can apply what they learned to reality	Measure 1: Out of the seven students in the class, they all got 70/100 or above.	Measure 1: The eight essays are worth 200 points, a C grade means students have to get at least 140 points	This is a required course for sociology majors, if a student gets less than a C, they have to retake the class.	So far, after the revising of take-home essay questions, I think the essays are true reflection of the main purpose of the course.
	Measure 2: Presentations and in-class discussions.	Measure 2: Each student would read two pieces of original writings and do a presentation and discussion. The purpose is to see if they can apply what they read to reality.	Measure 2: Five out of eight students got full points for their presentations and discussions.	Measure 2: All the students in this class got a B or above grade, this means they performed well in these two activities.	These two activities are worth 15% of the final grade. If they miss or fail these two activities, it will put a big dent in their final grade.	I could give more relevant articles for students to read and do their presentations. This is in my plan for the next semester.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and*	Measure 1: Wring essays and oral presentations will prepare students to communicate well in their graduate studies as well as in work	Measure 1: Logical thinking and writing, critical thinking abilities and verbal communication	Measure 1: In this class, out of the eight students, two got an A, two got a	Measure 1: The final grade has to be a C in order to pass this class. So, they all passed the class.	For this required class, getting a C or above means they have passed class,	I think all the measures incorporated in this class measured all the aspects of the course requirements.

informed participation in a complex society	settings. Critical thinking is a key to both working settings and graduate studies or be a responsible member in the society.	skills are all measured in these activities.	B, and three got a C or C+.		and can go on to take the senior capstone class.	I don't intend to change anything in the future.

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):
Contemporary Sociological Theories is one of the required courses for sociology majors. Students have to take a Classical Theory course before they are allowed to take this course. Because of this, this class is the most demanding class and I really emphasize the functions of theories and how to apply them in the real world. This is the last but second course for students to have a solid foundation for the senior capstone class. Theoretical perspectives are the key for students to do their senior research projects. The whole class passed the course, this is a positive sign.

Evidence of Learning: Core Courses within the Major

Evidence of Learning Worksheet: **Courses within the Major – (Learning outcomes 5 and 6)**

Course: SOC 4900: Senior Capstone Semester taught: Spring 2020 by Huiying Hill   Sections included: One

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Chapter presentation, recent journal article presentation.	Measure 1: See if students can apply sociological theories to the present societies.	Measure 1: Each student was required to give a real-life example and use the theory to apply. Journal article presentations directly deal with contemporary social issues.	Measure 1: Among the seven soc major students, 6 out of 7 got full points in these two activities. These two activities are worth 15% of the final grade.	These two activities show that students can link theories to real social problems and also learn how to do research by dissecting the journal articles.	These activities are very helpful to students in relating theories to reality. Nothing needs to be changed.
	Measure 2: Research project proposal.	Measure 2: Students need to do a preliminary probe and come up with a doable research topic.	Measure 2: It is not easy to come up with a manageable research topic that is to be completed in one semester.	Measure 2: Some students need to do several attempts in order to find a meaningful and doable research topic. If their proposal is approved, they can start to write their literature review paper.	Research project proposal is a blueprint of students' research projects. Only after they have this plan, they can proceed to do their research.	This research proposal is very vital to the entire research project, so I don't intend to change this step.

Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Research project.	Measure 1: Final research paper, which is worth 65% of the final grade.	Measure 1: Four out of seven students got 60 out of 65 points in this paper. Three got over 50 points, one gets 45 out of 65 points.	Measure 1: Besides one student who was weak in the research paper, other students did a decent job. One paper was excellent.	This research project is the showcase of sociology major. It is the capstone for all they have learned in the program.	Nothing needs to be changed here.
	Measure 2: Resume Writing; Dept. research conference presentation.	Measure 2: Critical thinking, ability to conduct an entire research project; oral and written communication skills.	Measure 2: In this class, 5 out of 7 students got an A, 1 student got an A- and 1 got a C.	Measure 2: Students must get a C or above to pass this class and graduate. Majority of the students got A means they really demonstrate the ability of doing a whole piece of research.	All the activities are all concentrated to finish an entire piece of research, knowing how to write a resume, how to do job interviews and other abilities.	Nothing needs to be changed here

*Direct and indirect: at least one measure per objective must be a direct measure.

Summary: During the research period, COVID hit and all the classes suddenly transferred to online or virtual. The students' research plans were all interrupted and they could not do their face-to-face interviews and surveys. All the research activities went to virtual or on social media. This disruption impacted the quality of students' research projects. But, they all finished their research projects and did a virtual oral presentation for the class. Usually, our senior capstone students are required to present their research projects at our department annual research conference. This is one of the HIEE course, but I think the students still learned a lot through their research experiences and job-related activities.

Evidence of Learning: Elective Courses within the Major

SOC 1020: Social Problems/Dr. Pepper Glass (1-4)

FALL 2018					
Program Outcome	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
1. Conduct research and analyze data.	Learning Outcome 1.A.: Students should be able to analyze and compare social science research.	Measure 1: Social science news analysis	Measure 1: 70% of students should be able to successfully compare two news stories about social science research to sociological perspectives 70% of the time.	Measure 1: 82% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.
		Measure 2: Diversity Wheel assignment.	Measure 2: 70% of students should be able to successfully compare their involvement in various large-scale, demographic groups to sociological perspectives 70% of the time.	Measure 2: 71% of student attempts successfully completed the assignment at 70% or higher.	Measure 2: No change is needed at this time.

		Measure 3: Network friend map assignment.	Measure 3: 70% of students should be able to successfully generate a network map of your friends and family and then analyze it as an example of various network concepts 70% of the time.	Measure 3: 63% of student attempts successfully completed this assignment at 70% or higher.	Measure 3: Focus more on concepts of network analysis.
2. Communicate skillfully.	Learning Outcome 2.A: Students will communicate in written and oral assignments.	Measure 1: "Network friend map" assignment	Measure 1: 70% of students should be able to successfully analyze a network map of their friends and family as an example of various network concepts 70% of the time.	Measure 1: 63% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: Focus more on concepts of network analysis.
		Measure 2: Research project assignment presentation.	Measure 2: 70% of students should be able to successfully present their research in front of the class 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.
3. Identify and explain the terms, concepts, and theories of the discipline of sociology.	Learning Outcome 3: Students will apply an example to various perspectives.	Measure 1: Research project assignment blog post.	Measure 1: 70% of students should be able to successfully explain how a research topic connects with concepts, themes, or other issues of the course 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.
4. Practice critical thinking.	Learning outcome 3.A.: Students will compare various explanations of a chosen example.	Measure 1: Community engagement assignment.	Measure 1: 70% of students should be able to successfully explain how their experience with community engagement fits three course perspectives 70% of the time.	Measure 1: 94% of student attempts successfully completed this assignment at 70% or higher.	Measure 1: No change is needed at this time.

		Measure 2: Research project assignment blog post.	Measure 2: 70% of students should be able to successfully explain how different researchers explain a topic 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.

Evidence of Learning: Elective Courses within the Major

SOC 3000: Self & Society/Dr. Pepper Glass (Outcomes 3-4)

SOC 3000, Self and Society, SPRING 2019					
Program Outcomes	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
3) Identify and explain the terms, concepts, and theories of the discipline of sociology.	Learning outcome 3: Demonstrate understanding of perspectives of social construction and Symbolic Interactionism	Measure 1: "Reaction paper 1" assignment, a five page analytic essays where students summarize, compare, and critique course perspectives.	Measure 1: 70% of students should complete this assignment with a score of 70% or better.	Measure 1: 100% of students completed this assignment with a score of 70% or better.	No changes at this time.
4) Practice critical thinking.	Learning Outcome 4: 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 perspectives of the course.	Measure 1: 70% of students should complete this assignment with a score of 70% or better.	Measure 1: 100% of students completed this assignment with a score of 70% or better.	No changes at this time.
		Measure 2: "Reaction paper 2" assignment, a five page analytic essay where students summarize and compare various research articles.	Measure 2: 70% of students should complete the assignment with a score of 70% or better.	Measure 2: 100% of students completed the assignment with a score of 70% or better.	No changes at this time.

Evidence of Learning: Elective Courses within the Major

SOC 3010: Social Inequality/Dr. Rob Reynolds (Outcomes 1-6)

Course: SOC 3010 Social Inequality   Semester taught: 2019 Spring   Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: **Conduct research and analyze data**	Measure 1: Students will conduct research using field observation and secondary sources to write a paper on how their selected social class members are living their lives 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: While final papers and presentations met the 80% mark, data interpretation was a weakness	Provide students a refresher lecture on analyzing and visualizing data. Program faculty are in discussion on creating a 2000 level secondary data collection and presentation course. Discussing whether to have it become a prerequisite is needed.
Learning Outcome 2: **Communicate skillfully**	Measure 1: Students will conduct research using field observation and secondary sources to write a paper on how their selected social class members are	Measure 1: Students will conduct group research, write a group paper based on their research, and orally present	Measure 1: All groups and students scored above 80% on both the paper and the presentation.	Measure 1: Students demonstrated their ability to present research and data. While all groups were at or above 80% grade wise,	Measure 1: Based on the 2015 assessment, more source materials were provided to students by the instructor in 2019. The quality of the	Provide a model/example of a good to excellent final paper presentation to

	living their living on the Northern Wasatch Front.	their findings to the class.		some groups presentations were weaker than hoped for.	papers was better, but the presentations could have been better. This will be continued.	students the next time the course is taught.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: **Identify and explain the terms, concepts, and theories of the discipline of sociology**	Measure 1: 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 from 64% to 106 % (bonus points), with a mean of 89.58% on the midterm exam. 83.3% scored over 80% on the midterm.	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.	Discuss with other program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 4: **Practice critical thinking**	Measure 1: 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.	Results will be discussed with program faculty.

Learning Outcome 5: **Apply historical, cultural, and global perspectives to the interaction of groups and societies.**	Measure 1: 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 applied to social inequality to analyze their data 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 apply social inequality theories that emphasize historical, cultural, and global perspectives.	Measure 1: No curricular or pedagogical changes planned at this time beyond those discussed above.	Results will be discussed with program faculty.
Learning Outcome 6: Prepare a foundation for career, graduate studies, and informed participation in a complex society.	Measure 1: 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: Include in lectures and assignment feedback more on how student's skill can be applied in their future endeavors.	Results will be discussed with program faculty.

Evidence of Learning: Elective Courses within the Major

SOC 3110: Sociology of the Family/Dr. RC Morris (Outcomes 3-4)

Course: Soc 3110 – Sociology of the Family   Semester taught: Spring 2019   Sections included: 1 Section

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1: Results of Podcast reflection papers focused on themes, theories, and ideas related to sociological theories of family.	Measure 1: Using a rubric to assess the quality of the reflection papers, 90% of students will achieve a score of 75% or above.	Measure 1: 83% of students scored 80% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to family theory, demonstrating an ability to synthesize the topics covered in readings, lecture, and on the podcast.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of the essay portion of a final exam.	Measure 2: 85% of students will score at or 75%.	Measure 2: 85% of students scored above 75%.	Measure 2: Students successfully demonstrated competence.	Measure 2: I will review the essay section to ensure the questions are as clear as possible.	Discuss with my chair thoughts about best testing practices.

Learning Outcome 4: Practice critical thinking	Measure 1: Student presentations given in debate format.	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 94% of students received full points for this assignment.	Measure 1: It may be necessary to provide a peer grading component. I have been reluctant to do this thus far, but I plan to ask for student feedback about how this might work/be helpful.	Measure 1: Provide for a peer grading/evaluation piece for this element of the course. I will seek student feedback, as mentioned.	Continue to revise test questions to be as clear as possible.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 83% of students scored above 75%.	Measure 2: Lowest average score was in the key-concepts sections.	Measure 2: I will review the section on key concepts to determine why this area was the lowest; reassessed during next review.	Discuss with my chair thoughts about best testing practices.

Evidence of Learning: Elective Courses within the Major

SOC 3250: Deviance & Social Control /Dr. RC Morris (Outcomes 1-2)

Course: Soc 3250 – Deviance & Social Control   Semester taught: Spring 2018   Sections included: 1 Section

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Conduct Research & Analyze Data	Measure 1: Results of a course paper requiring students to write a synthesized literature review and analysis of the existing literature.	Measure 1: Using a rubric to assess the quality of the final paper product, 90% of students will achieve a score of 75% or above.	Measure 1: 84% of students scored 80% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to Criminological theory, demonstrating an ability to synthesize research findings.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 87% of students scored above 75% or higher.	Measure 2: Students successfully demonstrated competence.	Measure 2: No curricular or pedagogical changes needed at this time	Continue to dialogue with my chair about best testing practices.
Learning Outcome 2: Communicate Skillfully	Measure 1: Student presentations	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 86% of students received full points for this assignment.	Measure 1: Despite the positive results, it may be necessary to provide a peer grading component.	Measure 1: provide better explanation of the expectations for this criterion and re-assess.	Continue to revisit ways encouraging active participation with the course.

	Measure 2: In class discuss cards. Students must give 10 thought out comments out loud in class.	Measure 2: 80% of students will turn in all comment cards.	Measure 2: 94% of students turned in all their comment cards.	Measure 2: Students tested communicated well; however, in a few cases students turned in very few cards.	Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.	Continue to revisit ways encouraging active participation with the course.

Evidence of Learning: Elective Courses within the Major

SOC 3260: Juvenile delinquency/Dr. RC Morris (Outcomes 3-4)

Course: Soc 3260 – Juvenile Delinquency   Semester taught: Fall 2018   Sections included: 1 Section

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 3: Identify and explain the terms, concepts, and theories of the discipline of sociology	Measure 1: Results of Podcast reflection papers focused on themes, theories, and ideas related to sociological theories of delinquency.	Measure 1: Using a rubric to assess the quality of the reflection papers, 90% of students will achieve a score of 75% or above.	Measure 1: 91% of students scored 80% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to Criminological theory, demonstrating an ability to synthesize the topics covered in readings, lectures, and on the podcast.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of the essay portion of a final exam.	Measure 2: 85% of students will score at or 75%.	Measure 2: 87% of students scored above 75%.	Measure 2: Students successfully demonstrated competence. At various points students struggled to articulate their critique, but 87% of students were above average.	Measure 2: I will review the section explanation of the expectations for the critical analysis piece of the essay(s) on the final exam.	Discuss with my chair thoughts about best testing practices.

Learning Outcome 4: Practice critical thinking	Measure 1: Student presentations given in debate format.	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 87% of students received full points for this assignment.	Measure 1: It may be necessary to provide a peer grading component. I have been reluctant to do this thus far, but I plan to ask for student feedback about how this might work/be helpful.	Measure 1: Provide for a peer grading/evaluation piece for this element of the course. I will seek student feedback, as mentioned.	Continue to revise test questions to be as clear as possible.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 89% of students scored above 75%.	Measure 2: Students successfully demonstrated competence; lowest average score was in the essay portion described above.	Measure 2: I will review the section on theory contextualization to determine why this area was the lowest; reassessed during next review.	Discuss with my chair thoughts about best testing practices.

Evidence of Learning: Elective Courses within the Major

SOC 3270: Criminology/Dr. RC Morris (Outcomes 1-2)

Course: Soc 3270 - Criminology   Semester taught: Fall 2017   Sections included: 1 Section

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Conduct Research & Analyze Data	Measure 1: Results of a course paper requiring students to write a synthesized literature review and analysis of the existing literature.	Measure 1: Using a rubric to assess the quality of the final paper product, 90% of students will achieve a score of 75% or above.	Measure 1: 91% of students scored 78% or better on the final paper.	Measure 1: Students successfully demonstrated their critical thinking about perspectives related to Criminological theory, demonstrating an ability to synthesize research findings.	Measure 1: No curricular or pedagogical changes needed at this time	Analyze the performance on the lower-scoring criterion and determine if clarity of instruction improved student performance.
	Measure 2: Results of standardized test	Measure 2: 85% of students will score at or 75%.	Measure 2: 81% of students scored above 75%.	Measure 2: Lowest average score was in theory contextualization.	Measure 2: I will review the section on theory conceptual understanding prior to writing my next exam to ensure that questions are as clear as possible.	Discuss with my chair thoughts about best testing practices.

Learning Outcome 2: Communicate Skillfully	Measure 1: Student presentations	Measure 1: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students received full points for this assignment.	Measure 1: It may be necessary to provide a peer grading component.	Measure 1: provide better explanation of the expectations for this criterion and re-assess.	Continue to revisit ways encouraging active participation with the course.
	Measure 2: In class discuss cards. Students must give 10 thought out comments out loud in class.	Measure 2: 80% of students will turn in all comment cards.	Measure 2: 88% of students turned in all their comment cards.	Measure 2: Students tested communicated well; however, in a few cases students turned in very few cards.	Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.	Continue to revisit ways encouraging active participation with the course.

The few responses we received in Spring 2019 indicated student improvement in program outcomes after taking upper division sociology courses. The before-after results for each program outcome are reported in the following tables, understanding the limitations of such a small number of respondents to the graduate survey.

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Evidence of Learning: Elective Courses within the Major

Course: Soc 3400: Social Change by Glass (Learning outcome 5&6)   **Semester taught: Fall 2019**

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement***	**Target Performance**	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1:** Reaction Paper 1	**Measure 1:** 70% of student attempts will demonstrate the historical underpinnings of social change 70% of the time.	**Measure 1:** 92% of student attempts demonstrated the historical underpinnings of social change 70% of the time.	**Measure 1:** Students were able to explain social change historically.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Final assignment	**Measure 2:** 70% of student attempts will use historical and cultural perspectives to analyze an interview with an activist 70% of the time.	**Measure 2:** 60% of student attempts successfully used historical and cultural perspectives to analyze an interview with an activist 70% of the time.	**Measure 2:** Students had difficulty connecting their example with broader perspectives.	**Reflection:** Need to reinforce the concepts more, using more examples.	No change is needed at this time.
Learning Outcome 6: *Students prepare a foundation for careers, graduate*	**Measure 1:** Final assignment	**Measure 1:** 70% of student attempts will perform a qualitative interview with an	**Measure 1:** 100% of student attempts performed a qualitative interview with an activist	**Measure 1:** Students learned or reinforced a basic research skill.	**Reflection:** No change is needed at this time.	No change is needed at this time.

studies, and informed participation in a complex society		activist and transcribe it 70% of the time.	and transcribed it 100% of the time.			
	Measure 2: Discussion leaders assignment	**Measure 2:** 70% of student attempts will lead a class discussion 70% of the time.	**Measure 2:** 100% of student attempts successfully led a class discussion 100% of the time.	**Measure 2:** Students learned or reinforced valuable leadership, presentation, and group management skills.	**Reflection:** No change is needed at this time.	No change is needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Elective Courses within the Major

Course: Soc 3410 Sociology of Religion (Learning outcomes 5-6) - Reynolds - Semester taught: Spring 2020

Sections included: A single section that was taught online by Dr. Rob Reynolds. Covid-19 closures and quarantining changed the field observation assignment's requirements.

Evidence of Learning: elective						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Students will conduct field research of three different faiths' main worship services and write a compare-contrast paper.	Measure 1: Students will perform at a level of 70% or better on the compare-contrast paper.	Measure 1: All students who completed the assignment scored above 80% on the compare-contrast paper.	Measure 1: Students were able to apply the socio-cultural perspective of religion to their observations as measured in their compare-contrast paper.	This assessment showed the validity of students learning diverse cultural perspective, including their historic origins and global reach, through the sociological lens on religion.	The results of this assessment will be shared with sociology program faculty.

| Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society* | Measure 1: Students will conduct field research of three different faiths' main worship services and write a compare-contrast paper. | Measure 1: Students will perform at a level of 70% or better on the compare-contrast paper. | Measure 1: All students who completed the assignment scored above 80% on the compare-contrast paper. | Measure 1: Students were able to integrate direct field observation with artifact collection and library/internet research to analyze different religions' (groups) social organization and collective behavior | This field observation and compare-contrast paper show how students are able pair the substantive know of religion they have gained in the class with the research skills they have developed in the program. | The results of this assessment will be shared with sociology program faculty. |

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Elective Courses within the Major

Course: Soc 3550 Organizations in Society - Learning outcomes 5-6 - Semester taught: Spring 2021

Sections included: This is the only section taught. It was taught virtually by Dr. Rob Reynolds

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Students will use sociological theory, including those using historical, cultural, or global perspectives to analyze the structure and form of organizations.	Measure 1: Students will conduct a case study of an organization in which they must include a discussion of organization form and structure	Measure 1: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%. All students had included a discussion of organizational form and structure and how it had developed in the organization.	Measure 1: While students were exposed to historical, cultural, and global perspectives in the readings and lectures, I was not able to adequately directly measure their understanding with the used student assessment tools.	There is a need to more directly measure this learning outcome the next time this course is taught.	The need for a better direct measure will be discussed with the sociology program faculty.

	Measure 2: Students will use sociological theory, including those using historical, cultural, or global perspectives to analyze the culture of an organization.	Measure 2: Students will conduct a case study of an organization in which they must include a discussion of organizational culture.	Measure 2: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%. All students included an analysis of the organizational culture of their organization.	Measure 2: While students were exposed to historical, cultural, and global perspectives in the readings and lectures, I was not able to adequately directly measure their understanding with the used student assessment tools.	There is a need to more directly measure this learning outcome the next time this course is taught.	The need for a better direct measure will be discussed with the sociology program faculty.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Students will conduct research on a social organization.	Measure 1: Students will research an organization for the case study paper measured through the written case study paper. 70% of students will score 70% or better on the case study paper.	Measure 1: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%.	Measure 1: The students showed they were capable of conducting research on organizations.	Organizational research and analysis is an excellent skill sought by many employers in the business, NGO, and governmental sectors. We need to showcase these skills to WSU's career office, when recruiting students, and WSU administrators.	Discuss the results and plan of action with sociology program faculty. Develop a plan for including these skills in major/minor recruiting and marketing materials, as well as reports on the program.
	Measure 2: Students will write a case study paper based on their research of an organization.	Measure 2: Write the case study paper. 70% of students will score 70% or better on the case study paper.	Measure 2: All students scored 80% or higher on the case study paper. Scores ranged from 80% to 98%, with a mean score of 93%.	Measure 2: The students showed they could analyze organizational data and present the results in a paper.	Organizational research and analysis is an excellent skill sought by many employers in the business, NGO, and governmental sectors. We need to showcase these skills to WSU's career office, when	Discuss the results and plan of action with sociology program faculty. Develop a plan for including these skills in major/minor recruiting and marketing materials, as well as

					recruiting students, and WSU administrators.	reports on the program.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Elective Courses within the Major

Course: Soc 3840: Cities and Urban Life (Learning outcome 5-6)   Semester taught: Fall 2020 by Glass

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement***	**Target Performance**	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1:** Reaction paper 2	**Measure 1:** 70% of student attempts will analyze how city spaces shape interaction 70% of the time.	**Measure 1:** 92% of student attempts analyzed how city spaces shape interaction 70% of the time.	**Measure 1:** Students were able to connect the ideas.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Reaction paper 3	**Measure 2:** 70% of student attempts will analyze Ogden City using academic research 70% of the time.	**Measure 2:** 91% of student attempts analyzed Ogden City using academic research 70% of the time.	**Measure 2:** Students were able to connect research on urban areas with the example of Ogden City.	**Reflection:** No change is needed at this time.	No change is needed at this time.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	**Measure 1:** Discussion leaders assignment	**Measure 1:** 70% of student attempts will lead an online class discussion 70% of the time.	**Measure 1:** 100% of student attempts led an online class discussion 70% of the time.	**Measure 1:** Students learned or reinforced valuable leadership, presentation, and group management skills.	**Reflection:** No change is needed at this time.	No change is needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Elective Courses within the Major

Course: SOC 3850 – Race and Ethnicity (Learning outcome 5-6)   Semester taught: Spring 2020 by Glass

Evidence of Learning: elective

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1:** Reaction Post #5	**Measure 1:** 70% of student attempts will critically compare and assess course concepts 70% of the time.	**Measure 1:** 85% of student attempts critically compared and assessed course concepts 70% of the time.	**Measure 1:** Students were successfully able to analyze course ideas.	**Reflection:** No change is needed at this time.	No change is needed at this time.
	Measure 2: Final assignment	**Measure 2:** 70% of student attempts will analyze a topic using course concepts 70% of the time.	**Measure 2:** 100% of student attempts analyzed a topic using course concepts 70% of the time.	**Measure 2:** Students were successfully able to apply course ideas to a new topic.	**Reflection:** No change is needed at this time.	No change is needed at this time.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	**Measure 1:** Final assignment	**Measure 1:** 70% of student attempts will research a topic 70% of the time.	**Measure 1:** 100% of student attempts analyzed a topic using course concepts 100% of the time.	**Measure 1:** Students were successfully able to research an outside topic.	**Reflection:** No change is needed at this time.	No change is needed at this time.

	Measure 2: Discussion leaders	Measure 2: 70% of student attempts will lead a class discussion 70% of the time.	Measure 2: 100% of student attempts led an online class discussion 70% of the time.	Measure 2: Students successfully learned or strengthened skills in organization and leadership.	Reflection: No change is needed at this time.	No change is needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Elective Courses within the Major

Course: Soc 4410 Sociology of Globalization - Semester taught: Fall 2019 (Learning outcome 5-6)
Sections included: One section by Dr. Rob Reynolds

Evidence of Learning: elective						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Students will answer 3 of the following questions on exam 1 1. What is globalization? How does the current "global age: compare to previous periods of globalization? 2. Is globalization simply another name for processes such as imperialism, colonialism, development, and Americanization? Examine the similarities and differences among these processes. 3. Choose a commodity and discuss how it moves through production, consumption, and disposal in global value chains (a material flow). Relate the	Measure 1: Students will perform at a 70% level.	Measure 1: All students performed above 80% on the three questions they completed.	Measure 1: Since this entire course is on globalization, they are learning historical socio-cultural and "global" perspectives throughout. Their performance on exam 1 shows they are understanding and synthesizing the material.	This learning outcome gets at the heart of this course and presents good evidence for the continued need for this course in our curriculum.	The results of this assessment will be shared with sociology program faculty.

	"race to the bottom" to your commodity flow. 4. Make the case either for or against the "death of the nation-state." You'll need to address the relationship of the nation-state to facilitating or blocking global flows. 5. How do you define a nation or nation-state in the era of the internet and imagined communities?					
	Measure 2: Students will answer three of the following seven questions on exam 2. 1. What is your ideal vision of the future of globalization? Provide evidence and examples in your discussion. 2. Make a case for whether the world is getting more similar or more different in terms of culture. Provide evidence and examples. 3. Is the heightened flow of people a unique feature of the current global era? Provide evidence and examples. 4. Given the TED talk by Jared Diamond and class	Measure 2: Students will perform at a 70% level.	Measure 2: All students performed above 80% on the three questions they completed.	Measure 2: Since this entire course is on globalization, they are learning historical socio-cultural and "global" perspectives throughout. Their performance on exam 2 shows they are understanding and synthesizing the material.	This learning outcome gets at the heart of this course and presents good evidence for the continued need for this course in our curriculum.	The results of this assessment will be shared with sociology program faculty.

	discussion, do you think the world may someday "collapse" because of environmental problems? Why or why not? Provide evidence and examples. 5. Describe current terrorism and warfare. How have they been affected by globalization. Provide evidence and examples. 6. Discuss economic inequality within nation states and between nation states and regions. Are the two kinds of inequality related to each other in a globalized world? Provide evidence and examples. 7. Discuss social inequality within nation states and between nation states and regions. Are the two kinds of inequality related to each other in a globalized world? Provide evidence and examples.				

| Learning Outcome 6:
Students prepare a foundation for careers, graduate studies, and informed participation in a complex society | Measure 1:
Each student will find an academic article on globalization, write a five page review of the article, and present it in class. | Measure 1:
Students will perform at a 70% or above. | Measure 1:
All students performed above 80% on the article review assignment. | Measure 1:
Students demonstrated their ability to conduct research, understand professional level writing and research, interpret results, and present their findings. These are all skills which prepare them for careers and graduate study. | Students should continue to have an article review assignment with a presentation component. These are good skills for graduates to bring to the next phase of their lives. | The results of this assessment will be shared with sociology program faculty. |

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning: Elective Courses within the Major

Course: **SOC 4550 OL: Sociology of Work (Learning outcomes 5 & 6) by Ollilainen**   Semester taught: **Fall 2020**
Sections included: 1 (Online)

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement***	**Target Performance** 70% of students perform at 70% or higher	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	**Measure 1: Direct** Students write an essay exam on how industrialization transformed work.	**Measure 1:** Students identify the milestones of work transformation in early industrialization and how they affected the relationship between workers and supervisors	**Measure 1:** Target met. 100% of students who wrote about early industrialization performed at 70% or better (in reality, all of them at 84% or better).	**Measure 1:** This question in the take-home essay exam was an elective question that five out of nine students responded to. While this does not reflect the performance of the entire class, those who chose this question did well.	**Measure 1:** I have used this question before as a required question and will likely go back to requiring it.	**Measure 1:** See the action plan.
	Measure 2: Direct Students write an essay exam on how globalization has changed the US labor market.	**Measure 2:** Students can explain the causes of the "new economy" and how globalization has impacted	**Measure 2:** Target met. 100% of students who wrote about early industrialization performed at 70%	**Measure 2:** This question in the take-home essay exam was an elective question that four out of nine students responded to. While	**Measure 2:** I will keep the globalization question in the exam since understanding the impact of globalization on jobs is critical for	**Measure 2:** See the action plan.

		American workers (incl. immigrant workers).	or better (in reality, all of them at 82% or better).	this does not reflect the performance of the entire class, those who chose this question did well.	students. The essay exams have only one required question (and two electives); this question might make a good requirement as well.	
	Measure 3: Direct Students write reflection papers on book chapters from *Flatlining: Race, Work, and Health Care in the New Economy* which focuses on Black health care workers.	**Measure 3:** Students demonstrate understanding of the cultural and organizational barriers faced by Black health care professionals.	**Measure 3:** Target met. 100% of students who submitted reflections on the monograph performed at 70% or better (all of them at 84% or better).	**Measure 3:** The greatest issue here is that students skipped some of the four reflection assignments on this book, so getting a good sense of their understanding is challenging. Those who did turn in the reflections showed solid understanding of the barriers Black professionals face in health care.	**Measure 3:** I may use this book again. I believe that the general exhaustion with the pandemic and online teaching factored into students' non-performance here. In the future, I may introduce a monograph earlier in the semester.	**Measure 3:** I will keep using sociological research monographs as part of the course materials, the book may change, though.
	Measure 4: Indirect Student research *The New York Times* archives for news stories from the 1900th century about factory work, present their findings, and engage in a discussion.	**Measure 4:** Students connect the assigned reading and real-life conditions in the early factories in the U.S.	**Measure 4:** Target met. 100% of students who completed the assignment performed at 70% or better (100% at 80% or better)	**Measure 4:** Student received full points for presenting a new story and engaging in discussion with others online, which is reflected in their performance.	**Measure 4:** Although I regard this as an indirect measure, it is a fun assignment for students who were enthusiastic about discovering news stories from over century ago. Will keep for the future.	**Measure 4:** I will continue to use *The New York Times* archives for assignments like this. They bring the past to life.

	Measure 5: Indirect Students respond to brief (open book) textbook chapter quizzes.	**Measure 5:** Students demonstrate they have read and understood the textbook chapters on industrialization and its consequences, (Ch. 3), globalization (Ch. 6), and diversity in the workplace (Ch. 13).	**Measure 5:** (History of industrialization) <u>Target met</u>. 100% of students performed at 70% or better. (Globalization) <u>Target met</u>. 100% of students who took the quiz performed at 70% or higher (actually, at 79% or better). (Diversity) <u>Target met</u>. 87.5% of students who completed Ch. 13 quiz performed at 70% or better.	**Measure 5:** The quizzes were designed to test students' reading completion. Grades were high in general because the quizzes were open-book (and thus indirect measure of student learning).	**Measure 5:** I will continue to use these low stakes quizzes to keep students engaged with the material. Most students who completed the quizzes did well in recalling and understanding the material.	**Measure 5:** I haven't closed the loop on this in another Soc of Work course but will use quizzes in my other upper division classes.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	**Measure 1: Direct** (Foundation for careers) Students create and present an information sheet on an occupation or profession.	**Measure 1:** Students demonstrate ability to find occupational statistics on various features, including median wages and salaries, sex composition, largest	**Measure 1:** <u>Target met</u>. 100% of students performed at 70% or better (and also at 84% or better).	**Measure 1:** This assignment in the So of Work course is designed to help students explore occupations they themselves are interested in pursuing. Some students did just that and discovered	**Measure 1:** This is an assignment that fits well into the Soc of Work course because it provides an opportunity for students to look closer into their own career interests. The assignment typically	**Measure 1:** I have yet to teach this course again (planned for Fall 2022). See the action plan.

		employers, and safety.		new features and statistics about the occupation. They were enthusiastic about these discoveries (which were sometimes counter to their plans).	includes a class presentation, which was a recorded presentation in an online class. My plan is to keep using this assignment in the future.	
	Measure 2: Indirect (Foundation for careers) Students engage in a discussion about soft skills.	**Measure 2: Indirect** Student show they understand what soft skills are and how they themselves use them at work.	**Measure 2:** Target met. 100% of students who engaged in the discussion performed at 70% or netter (and also at 80% or higher).	**Measure 2:** This was a vigorous discussion about the importance of soft skills, where students learned them, and how they use them at work. Grade were based on participation, and all students participated.	**Measure 2:** A discussion about soft skills is an important part of understanding the current service sector work requirements, will keep it in the course material and perhaps change the assignment to a deeper exploration of how they are used at work—perhaps an observation assignment.	**Measure 2:** Have yet to teach this course but this reflection is very useful for planning my next class.

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): *Assessment based on an online course taught by Dr. Ollilainen during the Covid-19 pandemic (Fall 2020), when students were dealing with many changes into their typical university experience, including course delivery. The number of students who dropped the course was unusually high, which was associated with the increased pressures of the coronavirus, including virtual courses, lack of child care, and overall uncertainty of where the world was going. The students who persevered did remarkably well (all students at 79% and better) given the circumstances.*

Evidence of Learning: Elective Courses within the Major

R.C. Morris Spring 2021 – SOC 4270 (Learning outcome 5&6) Evidence of Learning Worksheet

Course: Sociology of Law (4270) Semester taught: Spring 2021 - Sections included: 1

Evidence of Learning: elective						
Measurable Learning Outcome	**Method of Measurement***	**Target Performance**	**Actual Performance**	**Interpretation of Findings**	**Action Plan/Use of Results**	**"Closing the Loop"**
Learning Outcome 5: *Students will apply historical, cultural, and global perspectives to the interaction of groups and societies*	Measure 1: Reading Memos covering the weekly readings.	Measure 1: 70+% of participation every week with 70% of points earned.	Measure 1: 100% of reading memos had 70+% participation and on average 82% of points.	Measure 1: Students were able to engage with the weekly reading content and exceed the minimum point threshold.	I will continue to utilize this assignment structure.	Some students find the weekly readings challenging but given the course grades, I think the rigor is right for 4270.
	Measure 2: Term papers reflecting on the OJ Simpson trial.	Measure 2: 70+% of points earned on papers.	Measure 2: Memo 1: 78% 2: 85% 3: 89% 4: 72% 5: 83%	Measure 2: Overall average is 81.4%, meeting my expectations.	I will look at Memo #4; this does tend to be a more challenging week.	This average feels like a good balance.
Learning Outcome 6: *Students prepare a foundation for careers, graduate studies, and informed participation in a complex society*	Measure 1: Weekly Podcast Discussion Covering Season 3 of the Serial Podcast.	Measure 1: 70+% of participation every week with 70% of points earned.	Measure 1: 100% of discussions had 70+% participation and on average 91% of points.	Measure 1: Based on points + participation discussions were one of the most effective elements of the course.	I may revisit the use of *Serial* as it ages, but for now I find it a good assignment aimed at "informed participation in a complex society."	Awareness of the aging nature of the podcast, but otherwise students enjoy this part of the course.

	Measure 2: Final video project with a court experience in the community.	Measure 2: 70+% of points earned on final project.	Measure 2: 100% completed their final video project, the lowest score was 84% of points possible.	Measure 2: Students find the experiential nature of this assignment to be very satisfying.	At present, I have no intention to change the HIEE nature of this final project.	Covid made this very challenging, but this reflects the nature of the virus not the assignment structure.

Overall, I find this course structure, outcomes, and students' engagement to be in a very positive place. Covid-19 made some of the work, i.e., the final video project, more challenging. It is too soon to tell if Covid-19 related changes, felt more broadly in higher education, will necessitate systemic alterations to this and other courses I teach. To be less abstract, I'm finding students are increasingly showing up to their coursework already stretched very thin (read "burnt out"), wanting a quick process toward the completion of their assignments, and less tolerance / patience / stamina for curriculum that asks them to think outside of standardized assessment procedures (read HIEE like my video project assignment).

Evidence of Learning: General Education Courses

SS/DV 1010 (2 sections), Fall 2019, Dr. Ollilainen - All 3 SS Outcomes

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen Ed SS Outcome **1. Interactions between individuals and society** *Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.*	**Learning outcome 1.** By correctly answering multiple choice or True/False exam questions.	**Measure 1:** Direct measure: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #1, "Interactions between individuals and society."	**Measure 1:** Threshold not met. In multiple choice/T-F exams, only 47% of students cleared the threshold at 60% AND 70% or higher for outcome #1.	**Measure 1:** This finding indicates that reaching competency level for the first--and perhaps the most important SS outcome--continues to be challenging for students.	**Measure 1:** This result, based on tagged questions across three exams, is alarming but, at the same time, reflects the bifurcation of results in most exams I have given in a general education course. They typically feature a range of 50 points and reflect two groups of students—those who come to class, read, and study and those who don't.	**Reflection:** This is a challenge that pertains specifically to GE courses and which I have tried to remedy in various ways, without much success. Aside from working on question wording and level of easiness and providing test reviews, I tailored the Signature Assignment to gauge this very outcome. Clearly there is more work to do on this. While students in these sections were given the opportunity to work with a learning software

					associated with the text, I have made it more clearly an exam prep in my current SOC 1010 course.
	Learning outcome 2. By creating a lecture for high school students to introduce the concept of "sociological imagination" and illustrate the micro-macro connection; i.e., how broader social processes shape individual experiences.	**Measure 2:** Direct measure: A signature assignment created specifically to help students understand the interaction between the individual and society—how society shapes us (macro) and how we construct society (micro). Student created PowerPoint presentations that were completed individually, in pairs or groups of three. 65 students submitted the SA, and each presentation received a grade.	**Measure 2:** Threshold met. 100% of students who completed the SA showed competency at 60% AND 70%. Furthermore, 94% (61/65) of students met the 80% competency threshold.	**Measure 2:** When students applied the concepts on a topic/question of their own choosing, it seemed to yield a better result. The lowest score on the SA for two sections was 70%.	**Measure 2:** This finding may reflect the difference of taking a test for which one must prepare and a self-selected and written assignment.	**The Reflection:** The main goal in the SA was to get students to grasp the micro-macro connection and, while the grading was not as objective as in an exam with correct/incorrect answers, I am encouraged by the result all students demonstrated competency for this outcome. I continue to use this same SA for my current 1010 sections.

	Learning Outcome 3.	Measure 3.	Measure 3.	Measure 3.	Measure 3.	Reflection:
	By participating in group work to discuss various assigned articles and answer questions about the content as well as apply concepts introduced in the readings.	Indirect measure: These "article quizzes" were completed as group work and were given a letter grade.	Threshold met. 83% of students showed competency at 60% or better and 73% of students were competent at 80% or higher.	I provide non-exam assignments to allow students to work with the material in various ways, including discussion and group work.	This finding is not surprising. I have used group quizzes to help students use the concepts in discussion so they learn to use the terms and apply them to various situations. This assignment relies on someone in the group having done the reading (ideally everyone should have done it) so they often get the benefit from "teaching" others. Not the intended outcome but it happens. Everyone in the group receives the same grade.	While these group quizzes work, I have discontinued them for the time being, as many students did not read the assigned articles. I continue to assign articles and have students discuss them in groups but only for class participation credit. Will need to re-evaluate whether this assignment should be brought back.
Outcome	**Measurable Learning Outcome** Students will demonstrate their mastery of the skill:	**Method of Measurement** Direct and Indirect Measures*	**Threshold** 70% of students should perform at 60% or better	**Findings Linked to Learning Outcomes**	**Interpretation of Findings** (compiled from multiple sections and data points)	**Action Plan/Use of Results**
Gen Ed SS Outcome	**Measure 1.**	**Measure 1.** Direct measure:	**Measure 1.**	**Measure 1.**	**Measure 1.**	**Reflection:**

2. Application of concepts, theories, and methods: *Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.*	By correctly answering multiple choice or True/False exam questions.	66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #2, "applications of concepts, theories and methods."	Threshold met. 80% of students performed at 60% or higher. However, only 58% of students showed competency at 70% or higher.	The threshold was met at 60% or higher but not at 70%. The course emphasizes concepts and theories and much time is dedicated to exam preparation for this outcome.	Sociological theories—and theory in general—is challenging for Intro students many of whom often encounter theoretical frameworks for the first time.	I will keep emphasizing theories in exam reviews and continue to provide opportunities for students to discuss them and apply theory to social situations and circumstances.
Gen ED SS Outcome **3. Diverse Perspectives:** *Students will identify an argument about a social phenomenon and understand alternative explanations.*	**Measurable Learning Outcome** Students will demonstrate their mastery of the skill:	**Method of Measurement**	**Threshold** 70% of students should perform at 60% or better	**Findings Linked to Learning Outcomes**	**Interpretation of Findings** (compiled from multiple sections and data points)	**Action Plan/Use of Results**

Measure 1.	Measure 1.	Measure 1.	Measure 1.	Measure 1.	Reflection:
By correctly answering multiple choice or True/False exam questions.	Direct measure: 66 students in two sections of SOC 1010 (Fall 2019) completed exams that featured questions tagged for learning outcome #3, "diverse perspectives." Questions dealing with race, ethnicity, gender, and class inequality were specifically tagged for this outcome.	Threshold was met. 94% of students performed at 60% or higher. Further, 79% at 70% or better, and 61% were at 80% or higher.	Students performed better on questions about diverse perspectives compared to SS Outcomes 1 and 2.	Many of the questions tagged as Outcome 3 pertain to course content that introduces class, race-ethnicity, and gender as organizing principles for social inequality. They may be interesting for (especially minoritized) students. There is also considerable overlap of the SS outcomes across much of the course content. Most of the time, diverse perspectives (#3), theories (#2), and the micro-macro interactions (#1) are manifested in the same course content, which makes it difficult to assess student learning.	I am happy that the majority of students performed at 80% or higher on this outcome that gauges critical thinking—the skill of considering alternative explanations and understating diverse circumstances. Sociology as a discipline is at its best in helping students get this right. There is always room for improvement, though. The action plan is to keep focusing on theoretical frameworks for understanding alternative explanations, which overlaps efforts to strengthen competence on outcome #2.

Summary Reflection: This assessment is based on students' work in two sections (one day time and one evening) of Introduction to Sociology in the Fall of 2019. The course is evaluated mostly (75%) on the basis of exam scores but other assignments were created to diversify the base for final grades. Exams are the most objective measure of student competence, the rest of the assignments (the SA, article quizzes, and class participation) are discussion based and/or completed in groups. The objective measures of student learning produce weaker results for all three SS learning outcomes, which is understandable. Students' preparation for and efforts in exams vary greatly in Gen Ed courses. Students like working together on assignments (especially quizzes), but individual competence is difficult to gauge through group work. I have tried to balance the assignments to provide a broad-based course evaluation scheme. Much work still to do for improving competence on outcome 1.

Evidence of Learning: General Education Course

SS/DV 1010: Introduction to Sociology - RC Morris - All SS outcomes - Spring 2021

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1.**	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Measure 1:**	**Reflection:**

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results

Evaluating Evaluating possible solutions to the many social problems we cover as you reflect on your exploriments and also respond to *The Myth of Individualism* chapter readings.
 	
Creating a positive relationship with the community partner that is benefiting from your service learning hours as you develop your own awareness (see p. 7 of the syllabus for more) of the social issue(s) that the community partner serves.
	Through participation with:
	
	    The Myth– your Callero readings.
	    Service– and Experiential-Learning
	        Sensitizing Students' Sense of Social Justice Awareness.
		Calculation Method: 65/35 Decaying Average
		Example:
		    Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.
		1- Item scores:
		Example item scores:
		    1, 4, 2, 3, 5, 3, 6
		2- Final score:
		Example final score 4.95
			2.57 /3
			2.64 /3
				This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:
				
				1. In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced
					I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

					the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings.
					2. Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology
					3. As noted, even though this was an overall easier course, my evaluations were lower.
					I am left wondering:
					1. Did the format, online/virtual learning, contribute to these changes?
					2. Did the external environment of stressors impact students' overall

					perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning? 3. Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories,	**Measure 1 – direct**	**Measure 1 – direct**		**Measure 1 – direct**	**Measure 1**	**Reflection:**

and/or methods to a particular issue and identify factors that influence change.						

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
	Applying your knowledge of sociology readings in *Seeing Ourselves* and online sources successfully on quizzes + with meaningful comments during presentations and weekly discussions.	Through participation with: ● Quizzes– x13. ● Weekly Discussions– x13. ● Group Presentations– x8	Calculation Method: 65/35 Decaying Average Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single	2.41 /3	This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was	I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best

			score will be returned. 1- Item scores: Example item scores: 1, 4, 2, 3, 5, 3, 6 2- Final score: Example final score 4.95		4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder: 0. In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings. 0. Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology 0. As noted, even though this was an overall	Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

					easier course, my evaluations were lower.
					I am left wondering:
					0. Did the format, online/virtual learning, contribute to these changes?
					0. Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning?
					0. Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.

Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.		Measure 1 - direct		Measure 1 – direct	Measure 1	Reflection: .

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
	Remembering and **understanding** why it is significant to gain a sociological imagination. **Analyzing** issues from various sociological perspectives (i.e., Conflict, Functionalism, and Symbolic Interactionism).	Through participation with: • Exploriments– x5. • Weekly Discussions– x13. • The *Myth*– x8	Calculation Method: 65/35 Decaying Average Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the	2.89 /3 3 /3	This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885.	I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the

| | | | | single score will be returned.
1- Item scores: Example item scores:
1, 4, 2, 3, 5, 3, 6
2- Final score: Example final score
4.95 | | In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:

0.   In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings.
0.   Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology
0.   As noted, even though this was an overall easier course, my evaluations were lower. | new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020. |

					I am left wondering:	
					0. Did the format, online/virtual learning, contribute to these changes? 0. Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning? 0. Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.	

Summary Reflection

This past year has been an interesting one to reflect upon. I began the year in the classroom, as usual; mid-semester the Covid19 pandemic shifted classes to an online/virtual format. This change came with a few insights. In Introduction to Sociology, a course that has the same curriculum regardless of delivery format there was a noticeable change in student evaluations. In the Spring, my Intro to Soc average evaluation score (once again averaged between two sections) was 4.885. In the Fall, this number was 4.175. This is a 14.53% decrease in positive perceptions based on these student evaluations. As I consider the possible explanations for this shift, I am left with a few addendums to ponder:

0.   In response to the "let's be mindful of our expectations of students in this moment" calls echoing across academia, I reduced the academic rigor of my Fall 2020 Intro to Sociology courses, e.g., I reduced the number of hours students needed to complete in community service, I reduced presentation expectations to one group presentation for the entire semester, and I posted a PDF of the first weeks of chapter readings.

0.   Despite the changes, I experienced more student "complaining" about the workload in the Fall as compared to *any* previous semester that I have taught Intro to Sociology

0.   As noted, even though this was an overall easier course, my evaluations were lower.

I am left wondering:

0.   Did the format, online/virtual learning, contribute to these changes?

0.   Did the external environment of stressors impact students' overall perceptions of their college experience, i.e., stress about life and Covid19 et cetera impacting learning?

0.   Is a near 15% reduction in positive impressions of the course the result my having no physical presence in my classes? If this is true, and it likely *is* a factor, this is a strong point in favor of face-to-face instruction as a vital source of learning in the higher education experience, despite calls to shift more and more learning to online formats.

Over the summer of 2020, I looked at the unprecedented pandemic semesters that were now in front of me and decided to pursue the eLearning Certificate offered by WSU online.

Over the summer, I completed the 15-hour Intro to eLearning and 10-hour Growing with Canvas prerequisite courses. During Fall 2020, I completed the three-credit hour eLearning Certificate.

I implemented several changes across several course preps because of my work in the eLearning course. After completing the certificate, over the 2020 holiday break, I took those ideas and completely redesigned my Intro to Sociology course + retaining the lower academic rigor I had adopted during Fall of 2020. After redesigning my Intro to Soc course, I then completed a Best Practices Course Review (BPR) of the new curriculum and delivery. I completed the BPR just prior to the start of the Spring 2021 semester. According to WSU online, my Intro to Soc course is now being taught using best practices. I am eager to see if this improves scores from Fall 2020.

Despite the changes and based on what I have seen so far this Spring semester, I am doubtful much will change. This Spring, I increased my course caps to 65 and a couple of days before the semester each course was full. After the first couple of weeks one class was down to 43 students and the other 32. Additionally, I am finding students continue to complain and even with the Canvas optimization provided by the eLearning Certificate and BRP, many students continue to get lost in the course. If scores do not increase to offset the 14.53% reduction, I will make a couple of additional academic rigor adjustments I have been pondering, but beyond that I am not willing to adjust workload expectations. If I remain in the 4.0 (+/- .10-20% points) range at the end of this semester, I am going to adjust my expectations for an online or virtual course to expect that 4.0 is where this course *should* be. It seems likely that returning to the near 5.0 scores I have had in the past requires that I be present in the classroom. I do not see that as a failure of curriculum, but rather, one that suggests that an instructor's physical presence matters to the learning process, especially when the rigor of the course has been so thoroughly vetted. I continue to enjoy good rapport and enrollments in my upper division courses. Though, I do think I am gaining a reputation for being a professor with high expectations. I am okay with this!

Evidence of Learning: General Education Course

Assessment report: SS/DV 1020: Social Problems, Fall 2020 by Trentelman

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1.** Students will develop an understanding of the interrelationships between various parts of social structure, including social institutions, social groups, social statuses and roles, as well as expected norms and sanctions. This understanding will include how individuals can affect society and social structure, as well as the influence social structure has on individual lives and opportunities.	**Measure 1:** (Direct) Students took an essay exam that covered the introduction of these elements of social structure and of culture, varying theories about these interactions, and other foundational sociological concepts. **Measure 2:** (Indirect) Students participated in class discussions about course materials, guest speakers, and class activities.	**Measure 1:**	**Measure 1:** The mean score for this exam was 81.9% of the total possible. 89% of students passed the exam at 60% or higher (also, 89% of students passed at 70% or higher). **Measure 2:** 95% of students earned 60% or more of the total participation points possible (71% of students earned 70% or more).	**Measure 1:** Students successfully demonstrated an understanding of how individuals and groups influence and are influenced by social structure and culture. **Measure 2:** Students successfully participated in discussions where they described how individuals and groups influence and are influenced by social contexts, social institutions, physical environments, and even global processes.	**Reflection:** No curricular or pedagogical changes needed at this time, will continue to work on obtaining these outcomes.

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	**Learning outcome 2A.** Having chosen a social problem to address with community service, students explain that problem and their observations about it (from their service work) sociologically, including its causes and conditions and the theory they think addresses the problem the best. **Learning outcome 2B.** Students will apply the sociological concepts, theories and research they are learning about various social problems to current news stories related to those social problems.	**Measure 1 – direct** Each student wrote a 3-5 page report on the community service, for which the first section required a detailed explanation of the social problem, its causes and conditions, as well as a brief discussion of the sociological theory the student thought explained the problem the best (including how the theory explains the problem). Students were also required to assess how effective the agency appeared to be at creating social change for the problem. **Measure 1 – direct** Students found newspaper articles related to five different social problems covered in the course. For each news story, students wrote short papers interpreting the news stories according to course materials on that social problem.		**Measure 1 – direct** 100% of the students completing this assignment scored 60% or higher on this full paper (100% of these students also earned 70% or more). However, it should be noted that only 79% of the class turned in this assignment. **Measure 1** Only 68% of the students in this class completed any of these assignments. Of those who did, 69% earned at least 60% of the total points for these assignments (they also earned at least 70% of the points). Of the students who completed at least 4 of the 5 assignments, 90% earned at least 60% of the points.	**Measure 1** Students who completed this assignment were successful in applying social science explanations to a social problem they addressed with community service work, drawing from sociological concepts, research and theory to do so. **Measure 1** Most students who completed these assignments successfully demonstrated that they can apply sociological concepts, etc., to current news stories, however many students did not follow through with all of these assignments. The majority of students who did not follow through with these assignments were also not following through with other assignments.	**Reflection:** For students who completed this assignment, it worked well to achieve the desired learning outcomes. The proportion of students who did not complete this assignment is anomalous for this course (see the narrative). **Reflection:** While those students who completed these assignments demonstrated success with this learning outcome and goal, because nearly 1/3 of the class did not complete any of these assignments, it is difficult to make inferences about curriculum

						or pedagogy based on this measure.

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings)	Action Plan/Use of Results
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	**Learning outcome 3.** Students will be able to appreciate the variety of perspectives on various social problems.	**Measure 1 - direct** Students completed an essay exam question asking them to choose one of five theories they thought provided the best explanation for crime, and provide an explanation of an example of crime using that theory. They then were asked to provide an example of a group who would disagree with that theoretical explanation, and the theory that group might prefer. **Measure 2 - indirect** Students participated in group work, discussing their own		**Measure 1** 100% of students taking the exam earned 60% of the 20 points possible for this essay question (76% of students earned 70% or better). **Measure 2** Students who participated in the group assignment	**Measure 1** Students successfully demonstrated an appreciation for variation in perspectives on the social problem of crime, and the theory that might best explain it. **Measure 2** Students were able to practice identifying an argument that made sense to them, from a range of theories for which they were developing	**Reflection:** No curricular or pedagogical changes needed at this time, will continue to work on obtaining these outcomes.

		preferences among differing theoretical explanations of various social phenomena.		received 100% for participation in the activity.	understanding, while also listening to the perspectives of others.	

Summary Reflection: This assessment is based on one section of Social Problems (SOC 1020), taught T/TH at 10:30 a.m. Providing a high impact educational experience, this class utilizes community engaged service in the form of service work, and the Signature Assignment is a course paper that asks students to synthesize what they learned from course materials with what they learned from their service work.

Due to COVID-19, this was a Zoom simulcast class, with students with compromised immune systems, and those living or working with people with compromised immune systems, joining virtually. When students needed to quarantine or were positive for COVID, they also attended by Zoom. The service component of the class was changed from the usual 15 hours of in-person service at a local community organization, to 10 hours of online or virtual service, which could be done for a local organization or one at a more regional or national level. Likely related to COVID and the response to it, it was an anomalous class in terms of outcomes. Only 2 students unofficially withdrew from the class. However, a full third of the class, 7 of 21 students, received a failing grade, with most of those students missing large portions of class sessions and/or assignments, yet still attended the last day of class and/or took the final exam. This made it appear they preferred to get the E rather than a UW. Of those who passed the class, 100% earned 70% or higher of the total points, and 75% earned 90% or more of the total points. The goal for successful outcomes for this lower division course was that at least 70% of the class earn at least 60% of the total for each measure. It is clear these outcomes were affected by the dynamics just described.

  -–Carla Koons Trentelman

Evidence of Learning: General Education Course

Assessment report based on SOC 1020 – Fall 2019, CRN 21970 by Pepper Glass

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold 70% of students should perform at 60% or better	Findings Linked to Learning Outcomes	Interpretation of Findings (compiled from multiple sections and data points)	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	**Learning outcome 1:** Students should be able to analyze and compare various social science ideas.	**Measure 1:** Social science news analysis	**Measure 1:** 70% of students should be able to successfully compare two news stories about social science research to sociological perspectives 70% of the time.	**Measure 1:** 82% of student attempts successfully completed this assignment at 70% or higher.	**Measure 1:** Students are successfully comparing news stores to social science research.	**Reflection:** No change is needed at this time.
		Measure 2: Diversity Wheel assignment.	**Measure 2:** 70% of students should be able to successfully compare their involvement in various large-scale, demographic groups to sociological perspectives 70% of the time.	**Measure 2:** 53% of student attempts successfully completed the assignment at 70% or higher.	**Measure 2:** Students especially have difficulty with the concepts of the "Matrix of domination."	**Reflection:** Focus more on how large-scale, demographic groups relate to sociological perspectives.
		Measure 3: Network friend map assignment.	**Measure 3:** 70% of students should be able to successfully generate a network map of your friends and family and	**Measure 3:** 60% of student attempts successfully completed this	**Measure 3:** Students offered incomplete responses or	**Reflection:** Focus more on concepts of network analysis.

			then analyze it as an example of various network concepts 70% of the time.	assignment at 70% or higher.	misunderstood some of the concepts.	

Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	**Learning Outcome 2.A.:** Students will apply an example to various perspectives.	**Measure 1:** Research project assignment blog post.	**Measure 1:** 70% of students should be able to successfully explain how a research topic connects with concepts, themes, or other issues of the course 70% of the time.	**Measure 1:** 85% of student attempts successfully completed this assignment at 70% or higher.	**Measure 1:** Most groups did well, but several had incomplete answers.	**Reflection:** No change is needed at this time.

Appendix H: Sample Signature Assignments (SA)

Sample #1: SOC 1010 – Introduction to Sociology

Assignment: Throughout this semester, you wrote 8 essays to tackle the multi causes of inequality. In this Signature Assignment, you need to write a **comprehensive paper** which should include **all** the causes **in your previous essays** and combine or configure them into one big paper.

In this paper:

1. You can copy and paste from your previous essays, **list** and **explain** how each element (such as culture, socialization, gender, race etc.) can be a factor that contributes to social and economic inequality (For example, you can use subtitles, or number causes plus explanations in your paper).

2. This is a comprehensive paper, it must be a **paper format** rather than short answers and incoherent paragraphs.

3. How does this exercise help you to understand the **complexity** of social and economic inequality in the U.S.?

4. After the learning of this course, what are dangers to have extreme inequality, and what are your **practical suggestions** that we can do to minimize (not eradicate) inequality?

5. The length of this paper should be 800 words (2 and 1/2 Pages) minimum and 1200 words (4 pages) maximum.

Good luck and having fun in writing this signature assignment. I thank you all for taking this class and sharing your personal experiences with me. I felt like I know something about each of you even though this is an online class. I hope this course will aspire your curiosity about sociology and decide to either major or minor in sociology. In this case, I will see you in our higher division classes, and we can meet in person.

Don't forget to do the **course evaluation**, and let me know after you have done so. I am offering **1%** of your total grade as extra credit for those who have done the evaluation and let me know. Thank you very much! **The deadline for evaluation is April 18th**.

Example of Student paper:

Today, social inequality is still a very real problem. It is an extremely complex issue, and each component of the issue exhibits additional complexities. In this essay, I will discuss many of the issues that perpetuate social and economic inequality.

First, I would like to talk about concepts in sociology that explain social inequality. The first one is Cultural Capital. Cultural capital is the idea that wealth can take the form of knowledge, ideas, and ways of thinking or behaving, for example, knowing how to act at a wedding or placing your hand over your heart during the pledge of allegiance. Knowing the cultural norms, mores, and taboos gives individuals cultural capital. Individuals can acquire more cultural capital by assimilating into the culture they live in, or at least by learning about it. An alternative means is for individuals to learn about other cultures and hold their cultural capital at an equal level. The second concept is habitus, the internalization of objective probabilities and the expression of the probabilities as a choice—for example, someone who decides not to go to college because their family is poor. The third concept is Social Class reproduction, The way in which social class is perpetuated from one generation to the next. An individual with upper-class parents lives their whole life in the upper class, or an individual with lower-class parents lives their whole life in the lower class. This often happens because members of lower-class families don't have the cultural capital recognized and rewarded by the public education system. In contrast, members of upper-class families will usually have the cultural capital that is recognized by public education. The final concept is language. In sociology, language is the method or system of communication in a country or community. Language is more than making sounds with your mouth. It also includes bodily gestures, and there is a lot of cultural background that can determine the meaning of what you are saying. Differences in cultural language can be a hindrance, especially for those immigrating from a very different culture.

Second, I would like to discuss socialization. As young infants, we are very moldable and easy to influence socially. However, as time goes by, we become more set in our socialization. However, we are still able to change and resocialize, albeit more challenging and difficult to change. There are many agents of socialization that impact individuals on a social level. These agents are families, schools, peers, religious organizations, social media, work, sports, and mass media. On average, the most influential agent of these is school and peers. There are commonly very few individuals in poorer communities who have attended college or other higher forms of education. Because of this, many children aren't told that college is important. As a result, they do not seek to attend college. Peers are the most influential group for socialization. When peers do not plan to go to college, that influence can prevent others from making important decisions for advancement, which perpetuates economic and social inequality.

The third is the Stigma of Imprisonment. When someone is incarcerated for a felony and released after serving their sentence, they have done their time and may believe that they have paid their debt to society and should be welcomed back. Unfortunately, this is not the case. Most convicted criminals walk back into a society that no longer welcomes them or wants them. Assistance, housing, and

jobs are difficult to find. Most employers will not hire a convicted criminal. This is known as the Stigma of Imprisonment. Previously incarcerated individuals are shunned and become outcasts in society. This is literally social inequality, but it also leads to economic inequality. Regardless of the level of education, individuals will not be able to find a job. Because of this, they are more likely to commit crimes again and be imprisoned once more. This stigma does not allow previously considered deviant members of society to stay out of prison. I think this is unfair, but I understand why this stigma exists, and I can't argue with the reasons. Additionally, there is a theory of a School-to-prison pipeline. The School-to-prison pipeline is the policies and practices that push school children, particularly at-risk minority youth, out of classrooms and into the juvenile and criminal justice systems. This 'pipeline' results from many schools incorporating a Zero-Tolerance policy. The Zero-Tolerance policy is when a school or district sets up predetermined punishments (usually suspension or expulsion) for certain misbehaviors that punish the offender in the same way, no matter the severity or context of the behavior. This universal punishment system often pushes school-age children into the justice system for light infractions. For example, a 12-year-old girl was arrested and removed in handcuffs for doodling on a desk from the school. Exposure to the criminal justice system at this young age can lead to further juvenile detention. These children will have a criminal label put upon them. The labeling theory states that deviant behavior is a product of the labels people attach to certain types of behavior. If these children are labeled as criminals at a young age, they are more likely to exhibit criminal behaviors and be incarcerated later on, further increasing the economic inequalities because they lose the potential jobs and academic opportunities.

The fourth is Residential Segregation. Residential Segregation is where members of races are forced by some means, whether it be economically or directly, to live in the same area. Residential Segregation started as a result of minorities having lower average household incomes and the start of Jim Crow laws in the south. Laws were created that prohibited the sale or renting of housing to members of minorities, especially African Americans. Last, white residents of the community would often leave when there was an increase of minorities moving to the area. As a result of this 'white flight,' about 50% of Black persons and 40% of Lanitx live without a white presence in their community. Often, these communities are poor, underfunded, and underdeveloped, leading to economic inequality because members of the community do not have access to quality education or healthcare. This decreased quality of services is a result of decreased funding from the community. The median wealth of Black Americans is $95,261, while the median for Whites is $678,737. This lower median wealth means that Black Americans have less access to quality education, health care, and even healthy food, which perpetuates economic and social inequality.

The fifth is gender inequality. Gender inequality is a widespread propblem that affects many aspects of people's lives, whether they are aware of it or not. For example, in many developing countries, women in families are expected to be caregivers for children, parents in their senior years, and sometimes their husbands. Although there are also inequalities in education, there is still a huge gap between

men and women in educaiton, with 66 percent of illiterate individuals being women and girls. In the nineteenth and twentieth centuries, a common idea was the brain--womb conflict, which stated the most important organ in the female body was the ovaries, not the brain. Although this idea has long since faded, its effects of this are still seen today. The workplace is a prime example of gender inequality. One example of this is women making less money than men for doing the same job. Another is occupational gender segregation, where specific jobs are assigned to specific genders, for example, elementary school teachers and nurses being mostly women, or doctors and construction workers being mostly men.

The sixth is family social class and parenting. Lareau studied different parenting styles and devised two concepts that are dependent on socioeconomic status, concerted cultivation and accomplishment of natural growth. Concerted cultivation is a style that is mostly attributed to middle-class families. It emphasizes negotiation, discussion, questioning of authority, and cultivation of talents and skills, usually through organized activities. The accomplishment of natural growth parenting style is typically attributed to working-class families, unlike concerted cultivation, which focuses on negotiating and explanations. The accomplishment of natural growth emphasizes obedience and an inclination to care for children's basic needs. Often in families, when parents don't prioritize education, children don't either because they follow the example of their parents. Children of lower-income families are more likely not to attend college or drop out of high school. Parenting styles in lower-income families usually don't emphasize higher education, while upper-income families will. This is because the socioeconomic standing of the parents will usually match the quality of teaching that they give their children. For example, my parents have a high socioeconomic status, and as a result, my upbringing placed an increased emphasis on education as well as additional schooling beyond high school.

The seventh is racial segregation in communities and educaiton. Currently, the state of racial segregation is still pretty bad. Many communities and schools are still separated by race. Still, unlike in the pre-civil rights era, where segregation was a legally mandated institution, modern-day segregation results from social and economic inequality. A common cause of this is wealthier white individuals leaving undesirable communities to live in. Poorer families, often being minorities and cannot provide adequate funding, are the ones that remain. This creates unintentional racial segregation. After the civil rights movement, racial segregation started to decrease due to some state and local governments requiring that schools enroll minority students. This partially worked for some time with extreme resistance from parents, teachers, and law enforcement. Schools in these areas were required to transport students from poorer communities outside of district lines. However, this didn't work very well as the students were dropped off at Irish schools, which were equally, if not poorer than black-only schools. Eventually, the requirements of schools to integrate their student bodies were relaxed, and most students who transferred schools retired to the underfunded school they previously attended. This is what is called de facto segregation. While there were no longer any laws supporting segregation, the circumstances of the poorer school

districts continued segregation. More impoverished communities couldn't provide quality education, which caused their students to leave school without proper education and it meant they couldn't get high-paying jobs to support their community financially. This, in turn, furthers economic inequality.

Social and economic inequality is rampant in society. Many factors contribute to this inequality, and each one is complex. I have thought about these issues many times and tried to think of potential solutions. However, the solutions I can think of are not really possible. Most solutions that would work are either unfair to one group of people or unreasonable. Social and economic inequality is a product of segregation and unfortunate circumstances. I believe this is a problem that our country and the world will be dealing with for decades to come. The path to an eventual solution will be a long and slow crawl.

Sample #2: SOC 1010 – Introduction to Sociology

This is your signature assignment paper; your <u>audiences are adults who haven't taken any sociology courses. In this paper, you need to:</u>

1. **Connect the dots** -- In your previous essays, you were asked to discuss about one or two **possible <u>causes</u>** that contribute to the high suicide rate in the U.S. Now, you need to **link** all the possible causes you have discussed in your previous essays and compose a report on the **multiple causes** that can link to high suicide rate.

2. You need to discuss **all** the topics in previous essays in this final paper. Go through each cause and make an argument how it is a possible cause for suicide (High teen suicide rate in Utah, Christian cultural values and attitude toward suicide, poverty, gender and racial factors. Lastly, why bureaucratic suicide prevention agencies do not work in preventing high suicide rate).

3. The purpose of this paper is to illustrate that **suicide is a multi faceted issue**, no one single cause can pin point the cause, and you have demonstrated this in your paper. What suggestions do you have to help curb the high suicide rate in the U.S.

4. Lastly, you need to comment on how does this introduction to sociology course helped you to realize the complexity of the causes of suicide and what you have learned from doing this portfolio.

5. This paper has to be at least **2-3 pages long**, 12 point font, and 1.5 spaced. This is your **capstone assignment,** it is very important that you do a good job, because it **weights 20%** of your entire grade in this semester.

Good luck and I hope you really learned something from this class. Best wishes to all of you.

Example of Student Paper: Sociology 1010
The Societal Complexity of Suicide and its Preventative Measures

While going through the Sociology course throughout the semester as it pertains to the discussion of suicidal causes and its preventative measures, it is abundantly clear that not only is the issue of suicide, itself, one that is drenched in complexity for its reasons of existing, but that the measures that have, and can be taken to help to prevent such cases involving suicide are quite numerous and complicated as well. No one solution will be the end to all of the suicide cases, just as no one suicide case is the same across the board. What we can do, however, as a society, is use the sociological perspective of establishing a clear trend that links many suicide cases together to establish at least some semblance of predictable causes. With this information, we can gain a better understanding of the systems around us and how each can play a role in the suicide rate within the country at large.

Firstly, it is important to discuss the reasons for Utah's higher than average suicide rate when compared to other U.S. states not only to see what causes that make Utah special on a nationwide scale in terms of suicide, but to also gain insight into how other areas within the country that have similar rates of suicide could have similar causes of suicide like that of Utah. The cause being referenced would be that of a strongly unaccommodating religion, or religions, as well as the culture at large as they each pertain primarily to the LGBTQ community. For Utah in particular, one of the major things that would set it apart from many other states would be that of the very dominant religion, that being Mormonism, in terms of both its cultural influence on the state as a whole, as well as its political power within the state. Considering the fact that Utah ranks 7th on the national average of teen suicide specifically, coupled with the fact that members of the LGBTQ community have a much higher rate of suicide than their heterosexual counterparts, it should be clear that certain factors would have to have been, and still be, in place for this disparity to occur. These factors would have to do with Utah culture at large and how it

views the LGBTQ community, and how this culture is influenced by the predominant religion of Mormonism. The LDS faith has had, and still does have, a record of not being entirely open or not open at all to the LGBTQ community, and thus the Utah culture at large is not extremely open to this community in terms of treating them equally to the rest of society. This inability to ensure that the LGBTQ community is safeguarded from how they are judged and treated by the larger society within Utah is no doubt one of the causes for Utah's higher than average suicide rate across the board, but also its suicide rate when it comes to the teenage population. Whilst it is important to establish that Utah's strong identity of being predominantly Mormon, along with the predominant conservative ideologies present within, are very important to acknowledge as causes for a higher than average suicide rate. It is also important to establish that other states with dominant religions and policies that look down upon certain individuals would also play into that area's suicide rate as well, which is why delving into Utah's case of high suicide can serve not only to look at which ideologies and viewpoints are held within that state, but also help explain how other states with similar circumstances of traditional opinions of certain communities, namely the LGBTQ community, also have high rates of suicide.

Contrary to some people's first-hand impression, the group of people living within the United States who possess the highest risk of suicide by quite a large margin would be that of white males, and more specifically middle-aged white males. This conclusion would likely be surprising to many people due to the reason that white males are not the minority members of society, but instead are the group that has held the most social and economic power within the U.S. historically and continuing into the present day. This goes to show that the issue of suicide is even more complicated than simply distinguishing between majority and minority groups and relating it to suicide, as was done in the case of the LGBTQ community. No, the issue is far more nuanced than that and thus, its solutions must become more nuanced. Socially speaking, the commonly held viewpoint of men being emotionally strong to the point of showing very little, to no, emotion has served to only make men very vulnerable to emotional issues that will arise. Since women have traditionally been linked to being very emotional, this ability to show ones emotions and their emotional vulnerabilities have historically been, and are still, looked down upon by a male dominant society, as showing any of these would be viewed as showing

weakness. Because of this widely held opinion on how men showing any king of emotion is a form of weakness, outlets that women would use to show their emotion are not present within our society, or at the very least these outlets are much less numerous and socially acceptable. Since men are socially barred from showing emotional weakness, men turn to bottling up their emotion, containing it within and ignoring it, which in turn increases the odds of that person committing suicide as this is what is perceived to be the only solution of ridding oneself of their inner turmoil, whatever it may be. Now,that we have given an explanation for why men have such a high suicide rate as opposed to the opposite sex, we must now address why it is the case of why white men have the highest suicide rate of the various racial groups, and why it is the case that middle-aged white men are extremely susceptible to these increases in suicide. Well, of the evidence that has been presented on the topic, there is a clear trend that white males who possess less than a college education, and more importantly a college degree, have a higher suicide rate than those with a college degree. Whilst it is true that many jobs do not require a college degree, these jobs are, on average, more physically demanding on the men working them and that these careers are viewed by society as being inferior to careers demanding a college degree. Now, how does this relate to white males specifically? Well, it relates to white males, specifically, because of the expectations placed upon white males as opposed to other racial and sex groups. Since white men are supposed to be the dominant members of society, as evidenced by our countries viewpoints and culture, if a white man fails to achieve success in terms of monetary wealth and educational attainment, they are viewed by society as whole as being "failures". Whilst failure may be too strong a word, they are, at the very least seen, to have not achieved their full potential as white men and are thus viewed differently by society. This relates more specifically to lower-wage middle-aged white men, due to the fact that their physicality weakens with age and their jobs that likely have them predominantly using their physicality quite often will lend to an older man feeling "useless", as their physicality of being a man is what they possessed to gain appreciation in the workplace and society.

In truth, whilst all of the reasons for suicide, as outlined above, are no doubt very prevalent in the United States, the one issue that seems to have the most wide-spread impact on the ever increasing suicide rate in the U.S. would be that of the decrease in funding for social

safety nets and the increase in bureaucratic suicidal preventative agencies. While the gesture of increasing suicide prevention lines seems to be made out of and earnest desire to address the issue, it unfortunately has done nothing to decrease the growing suicide rate in this country, and at the worst it seems to be linked to the increase in suicide. The fact of the matter is that a bureaucracy is designed to be impersonal, and so having a bureaucracy attempt to reach out to aid people struggling with suicide is frankly not a recipe for success since the issue of suicide is one that is very personal, and thus establishing a system for suicidal prone people to call and discuss their personal issues to something that is inherently not personable is designed to not work. Clearly, research and common sense both show that this attempt to decrease the suicide rate within the United States is one that has not worked and will not work. This country's attention must be placed on another area, one that has been gutted over the years to the point of being unrecognizable of its former self, and that is our country's safety net. No matter which group you are talking about, whether it be ethnic, racial, or sexual, one's poverty is the greatest indicator of a person's mental well-being, and thus their aptitude to commit suicide. Poverty breeds emotional vulnerability, not just for the current generation living in poverty, but to the generation afterward. Once a person is born into poverty, it is nearly impossible to break free of this economic predicament as the tools necessary of escape are greatly diminished to those living in poverty. These would include examples of not being able to gain a quality k-12 education and not being able to pay for higher learning in the form of college. These factors combine to make a family or individual unable to find a high paying job and must struggle greatly to subsist. To address the notion of poor people being in their situation because of their laziness or whatever other excuse that is commonly used to not solve the problem but to deflect oneself from it, the above point of generational poverty must be made clear as to recognize the issue facing the impoverished. The American Dream of "lifting up oneself by their bootstraps" is just that, a nice dream. This sentiment does not take into account the reality of economic disparity and ethnic, sexual, or racial disparity present within our society.

If this country is serious about reducing its rate of suicide, we must, as a society, strive to change the viewpoints held upon the LGBTQ community and on men. This is an area that clearly cannot be changed overnight, as changing a culture's perspective takes generations to

accomplish, but slowly and surely as each new generation comes, the former perspective will change for the better and in the meantime, we as a society can help to hasten and soothe that process by speaking out and saying that the formerly held opinions on these groups must change for the better. This can be done in variety of ways by, for instance, giving a greater representation to the LGBTQ community, in particular, to as many forms of media as possible as to normalize these people as being equal members of society. Religious reform must also continue to take place, especially if the religion is tied in directly with the opinions of the state. All of the above things are already happening, and must continue to happen. As for men, we do not need to completely redefine what a man is and how they should act, but we need to at least lessen the extent of the completely unemotional man by providing safe outlets for men to express their feelings. A form of wide-spread student counseling programs, for instance, would be very useful to not only normalize expressing feelings of emotional vulnerability in male students, but to also help these students to succeed in their current academic life, as well as for their lives in the future. Finally, the last thing that can be done to help prevent suicide in an effective manner would be to increase the safety nets that can be utilized by all people, but more specifically, those living in poverty. This is not a proposal that would bring an end to relative poverty in the United States, but one that would help members of society, particularly with regards to suicide. If there is one thing that I have learned in this class above all else as it relates to suicide, it would be that the issue of suicide is far more complicated than I had originally thought, and that in order to get a strong grasp of suicide and its causes, a sociological perspective of examining trends must take place.

Sample #3: SOC 1020 – Social Problems

Assignment: Reproductive Rights and Health of Women in the US culture and Across Other Countries

Example of Student Paper: Sociology 1020
Reproductive Rights and Health of Women in the US culture and Across Other Countries

Definition:

Reproductive rights are a major social issue in the United States and around the world. This is a multifaceted issue that is influenced by a lot of aspects of a woman's culture and personal life. Some of these aspects include governmental influence, education, healthcare access, class, religious influence, and more. These aspects lead to major disparities in reproductive rights and reproductive health all over the world. Reproductive rights tend to be worse in lower-income, minority communities. If these disparities are not improved through resources like education and advocacy, then women's rights and health, in general, can be affected adversely.

https://youtu.be/m_UjYOfmkn8 (https://youtu.be/m_UjYOfmkn8)

(https://youtu.be/m_UjYOfmkn8)

Methods:

10/31/22, 2:10 PM Topic: Reproductive Rights and Health of Women in the US culture and Across Other Countries

https://weber.instructure.com/courses/495517/discussion_topics/2319852 2/10

In the journal Women's Health Issues vol.19, no.6 on pages 355-364, in the section "US Fertility Prevention as Poverty Prevention", authors Diana Romero and Madina Agenor review original family-cap research and examine the "impact of the US welfare reform family-cap policy on the childbearing decisions of poor and low-income women". The method they mainly used was to thoroughly "review the past and current research pertaining to the family cap at both the state and nation levels"(the table down below) and then provide a cross-sectional perspective and provide an analysis on a general overview of international reproductive rights.

In the study by Morrison, researchers in Nepal surveyed approximately 860 girls in grades 7-10 (whom all had menstruated and had parental consent to participate in the survey) from various

regions across Nepal in structured interviews, group interviews, and focus group discussions to understand how "discriminatory practices related to menstruation affect the social, mental and physical wellbeing of girls in many low- and middle-income countries" (Morrison). Along with this, they conducted some semi-structured interviews with girls' mothers and interviews with health teachers and compared the girl's socioeconomic statuses.

In the article, "Does Religious Counselling on Abortion Comply with Sweden's 'Women-Friendly' Abortion Policies? A Qualitative Exploration among Religious Counsellors", interviews were conducted with a number of diverse religious counselors: Protestant, Catholic, Muslim, and Buddhist. Some of the counselors were personally contacted (through emails or phone numbers listed on the websites of their respective organizations) by an author of the article to see if they wished to participate in audio-recorded interviews. Some in-person interviews were conducted and others were conducted by telephone during which interviewers discussed their views on abortion and how their religious principles related to that. They also discussed their roles as counselors and how they would counsel women considering abortions.

In the article, "Building Coalitions to Support Women's Health and Rights in the United States: South Carolina and Florida", the researchers gathered data on the status of women's reproductive health in Florida and South Carolina, two of the worst states for reproductive health in the US. The researchers collected data based on many indicators such as race, age, class, religious influence, and access to healthcare. After gathering this data, the researchers determined which communities had the worst reproductive health. The researchers used their findings to create coalitions that would work on improving reproductive health in these communities. These coalitions were made up of healthcare providers, advocates, academic researchers, and representative individuals who all worked toward improving reproductive health. These coalitions used things like outreach, education, funding, and more to improve reproductive healthcare in their communities.

In the article "Shaping the Family: Individual's Capabilities to Exercise Reproductive Rights seen through a Qualitative Survey", the researchers were looking into what influences an individual's images of family norms and values and how they come to realize their family plans for themself. They looked at this through the lens of how these ideas formed to play a role in reproductive rights in an area. They did field studies in several countries with group discussions and individual interviews to collect their data. The interviewees were selected in order to reduce the intragroup heterogeneity as regards the most important features in this respect: gender, level of education, place of residence (urban/rural), economic activity, relevant cultural features on family values and the density of reproductive health facilities in the area.

Conclusions:
The main finding that the research by Romero and Agenor found was that the policy, which intended to discourage low-income women from having children by limiting cash assistance for a new child, "has not had an impact on poor women's reproductive health behaviors." The article also provides an additional finding, "the exclusive application of this policy to poor women receiving cash assistance is demonstrated to be in violation of eight international human and reproductive rights documents, several of which the US is a signatory." With these two findings,

the authors draw the conclusion that policymakers need to "critically reexamine" if the policy is truly effective and should continue.

In Nepal, the study by Morrison, through the surveys conducted, found that most girls learned about their menstrual cycles through their mothers and often there were superstitious beliefs involved with such things. One of those beliefs included Chhaupadi- a practice (which is illegal for family members to enforce) in which girls separate themselves from their family members, confined in huts, and do not eat certain foods. The New York Times has published several articles

about the girls who have died from this practice in Nepal every year, either by asphyxiation from smoke, dying due to the cold, snake bites, and multiple other reasons. The practice of Chhaupadi is already illegal for men to force upon women, but women continue to practice Chhaupadi because of cultural traditions steeped in superstitions and misinformation (https://www.nytimes.com/2018/06/19/world/asia/nepal-women-menstruation-period.html?action=click&module=RelatedLinks&pgtype=Article) . These practices will not change until Nepalese women have access to accurate information through educational initiatives designed to help them understand why they need to stop practices such as Chhaupadi. In parts of Nepal, it is still taboo to talk about menstruation. This must also change for women to be able to discuss the accurate information provided to them regarding menstruation. One way the study suggested providing a safe forum for girls to learn about menstruation was by inviting female nurses to discuss menstruation with girls, instead of teaching about it in mixed-gender classes- in which girls and teachers can feel uncomfortable discussing it. Hopefully encouraging discussion and education about menstruation amongst women and girls will help facilitate change and the dismissal of the social stigma surrounding menstruation.

The article on Religious Counseling in Sweden showed how one country tries to juggle balancing both a woman's reproductive rights and realizing that people come from diverse backgrounds and have diverse beliefs. The Swedish government attempts to help women by allowing them the choice to seek religious counseling (which the government funds) if they are considering an abortion. This doesn't mean, however, that all the religious counselors will agree with the idea that having an abortion is the best thing for the mother or baby, and may even try to change their mind otherwise. However, the Swedish government allows the mother to choose whether or not to receive counsel and simply ensures it is available. Some researchers have argued against this, for instance, in Jordan researchers argued that religious leaders should be allowed to assist- but only if they mimicked the agenda of the country in promoting its ideas. Controversially, some religious counselors (in Sweden and even the Netherlands) will advise and try to persuade against things like abortions or other medical practices. Nonetheless, the services in Sweden are still provided to allow for the fact that mothers may wish to have religious counsel in making their choice. The religious counsel is not forced on them, but it is available to them.

The article about creating advocacy coalitions for reproductive health found that there are huge disparities in reproductive health throughout the US. These disparities can be attributed to the differences in attributes like race, age, class, and access to healthcare. The researchers found

that communities with lower class, women of color have the worst reproductive healthcare. Their efforts of creating coalitions with the goal of improving reproductive health in these communities were successful. Creating coalitions similar to the ones in this article and advocacy throughout US politics could potentially improve reproductive health throughout the US and lessen the disparities between communities.

(https://youtu.be/5439FdYZrNE)

In the "Shaping the Family" article, the researchers found that two types of resources play a key role in someone's reproductive rights and family planning: schooling and influence/support from the family and network. These two types of resources play a key role not only in how an individual forms their ideas, values, and norms about reproductive rights but also how good their reproductive rights are. The researchers also found that individuals have the least amount of reproductive rights at the beginning of their family life and in gender power relationships. One of the biggest takeaways from the research is that in spite of these influences on reproductive rights, women can find more room for reproductive freedom if they have more personal resources and supportive surroundings.

Connections:
"This sort of cost-benefit analysis is itself a big and frighteningly complex field. One of the many important insights it has produced is that, other things being equal, 'wealthier is healthier'. The more money people and nations have, the healthier and safer they tend to be" (Gardner, p 82).

This idea that being wealthier is healthier is evidenced by the major disparities of reproductive rights and reproductive health between lower income communities / less developed countries and higher income communities / more developed countries.

"Government regulations can reduce risk and save lives... But regulations can also impose costs on economic activity, and since wealthier is healthier, economic costs can, if they are very large, put more lives at risk than they keep safe" (Gardner, p 83). If government regulations for reproductive rights are put into place, they can potentially improve reproductive rights and health and lessen the disparities between communities. For example, the coalitions that promote education and advocacy. On the other hand, even if government regulations are aiming to improve reproductive rights, if they are too restrictive/ too expensive, they might improve reproductive

rights and health in more privileged communities but worsen reproductive rights and health in less privileged communities.

"In a patriarchy, for example, power is culturally gendered in that it is associated primarily with men. To the people who live in such a society, power looks "natural" on a man but unusual and even problematic on a woman, marking her as an exception that calls for special scrutiny and some kind of explanation." (Johnson, pp. 91) This is significant in the sense of women's reproductive rights because it is the people in power who are making and initiating laws(such as the family-cap policy), and if most of those people are males, once again, it will make a difference on what is passed; a challenging question is why are males writing laws that decide what a woman should do with her body, when they can't relate to being a female at all?

"Gender inequality, for example, is often described as a charming "battle of the sexes," or as an anthropological curiosity based on the idea that males and females come from a different culture; if not, different planets."(Johnson, pp. 111) This misconception of what gender inequality is plays an important role because that signifies people are deposited to believe that men and women are

substantially different, more than just physical qualities; almost like males and females are totally different species. This puts women already at a disadvantage as most law and policy figures are mainly male.

"Behavioral imitation can be either conscious or subconscious (Christakis & Fowler 112)." There are certain behaviors ingrained into societies, and even into us. We learn these behaviors from our family, friends, and associates. Not all behaviors are picked up consciously; however, these behaviors do have consequences. Often in developing countries, women and men learn sexist behaviors that severely limit women's reproductive rights and cause extreme physical harm and even death. These cultural behaviors are accepted often without realizing they are a problem because of subconscious behavioral imitation. Women in Nepal have died from Chhaupadi not because they were forced to do it, but simply because that is what their mothers and grandmothers have always done and so the harmful cultural practice of Chhaupadi is perpetuated (Sharma & Gettleman, "In Rural Nepal, Menstruation Taboo Claims Another Victim" par. 11).

There are many challenges in this world today: poverty, hunger, disease, full access to reproductive rights, etc. "All of these challenges require us to recognize that although human beings are individually powerful, we must act together to achieve what we could not accomplish on our own" (Christakis & Fowler 304). But, as Malala Yousafzai said, "We cannot all succeed when half of us are held back." That is why we have to fight for women's rights – educational or reproductive – so we can come together as communities, counties, countries, nations, and as a world, and create something more beautiful and amazing than we could have otherwise.

Bibliography:

10/31/22, 2:10 PM Topic: Reproductive Rights and Health of Women in the US culture and Across Other Countries

https://weber.instructure.com/courses/495517/discussion_topics/2319852 7/10

Arousell, Jonna, et al. "Does Religious Counselling on Abortion Comply with Sweden's 'Women-

Friendly' Abortion Policies? A Qualitative Exploration among Religious Counsellors." Sexuality &

Culture 23.4 (2019): 1230-49. ProQuest. Web. 27 Mar. 2020.
Christakis, Nicholas A., and James H. Fowler. Connected: the Surprising Power of Our Social
Networks and How They Shape Our Lives. Vancouver, B.C.: Langara College, 2018.
Gardner, Daniel. The Science of Fear: How the Culture of Fear Manipulates Your Brain. New York:
Plume, 2009.
Gettleman, Jeffrey. "Where a Taboo Is Leading to the Deaths of Young Girls." The New York

Times, The New York Times, 19 June 2018, www.nytimes.com/2018/06/19/world/asia/nepal-
women-menstruation-period.html?action=click&module=RelatedLinks&pgtype=Article

(http://www.nytimes.com/2018/06/19/world/asia/nepal-women-menstruation-period.html?
action=click&module=RelatedLinks&pgtype=Article) .
"Privilege, Power, and Difference." Privilege, Power, and Difference, by Allan G. Johnson,
McGraw-Hill Education, 2006.
Morrison, Joanna, et al.
"Girls' Menstrual Management in Five Districts of Nepal: Implications for
Policy and Practice." Studies in Social Justice 12.2 (2018): 251-72. ProQuest. Web. 28
Mar. 2020.
Pillai, Vijayan K., and Guang-zhen Wang. "Social Structural Model of Women's Reproductive
Rights: A Cross-National Study of Developing Countries." Canadian Journal of Sociology/Cahiers
canadiens de sociologie 24.2 (1999): 255-81. ProQuest. Web. 27 Mar. 2020.
Romero, Diana, and Madina Agénor. "US Fertility Prevention as Poverty Prevention." Women's
Health Issues, vol. 19, no. 6, 2009, pp. 355–364., doi:10.1016/j.whi.2009.08.004.
Sharma, Bhadra, and Jeffrey Gettleman. "An Old Menstruation Taboo Killed Her. This Time, a Man
Went to Jail." The New York Times, The New York Times, 27 Dec. 2019,

www.nytimes.com/2019/12/27/world/asia/nepal-menstruation-hut-chhaupadi.html?auth=login-
email&login=email (http://www.nytimes.com/2019/12/27/world/asia/nepal-menstruation-hut-

chhaupadi.html?auth=login-email&login=email) .

Sharma, Bhadra, and Jeffrey Gettleman. "In Rural Nepal, Menstruation Taboo Claims Another Victim." The New York Times, The New York Times, 10 Jan. 2018, www.nytimes.com/2018/01/10/world/asia/nepal-woman-menstruation.html? action=click&module=RelatedLinks&pgtype=Article.
Sauvain-Dugerdil, Claudine, et al. ""Shaping the Family": Individual's Capabilities to Exercise Reproductive Rights seen through a Qualitative Survey." Etude de la Population Africaine 28.2

Sample #4: SOC 1020 –Social Problems

Dr. Carla Trentelman
Sociology 1020
April 21, 2022

Examining Poverty and Economic Inequality

Stepping back and taking a look at social problems requires an understanding of other social problems and the social groups that make up the world we live in. The way our country has been built from the ground up determines structural constraints, privilege-giving factors, and the way our justice system balances them. Addressing the needs of individuals and the recurring dilemmas for the poor or unemployed, compared to making a just system for those who own most of the country's wealth, can be challenging. Picking apart our capitalist economic system and focusing on the established barriers or inequalities that exist is an efficient way to solve problems, but people, industry, and economy are ever evolving and require constant examination. In the United States, the capitalist economy that we have formed allows companies to build and develop in areas with optimal work-force and environmental components. For example, coal burning plants and mines thrive where coal is abundant, so that area will be heavy

in production that only requires manual labor and low-income workers. Perhaps chunks of land with less housing will be used for these buildings that create products and lead to money for the corporate or retail districts elsewhere. Those who live in the areas with retail and business operations have varied job positions, increased likelihood of promotion, less work hazards, and possibly healthier environments to live in. The separation of production and corporate districts forms a rift between the opportunities of the locations, leaving large groups of people forced to physically work harder for less pay while others get greater benefits with less health risk. This can be used to explain why a very small percentage of the U.S. population owns almost half of the total wealth. The other factors of wealth and income inequality take more structural constraints and institutional foundations into account. The first effector is difference in gender and race, which is an underlying element in every case of receiving income or wealth. Due to our nation's history with women and minority rights, the foundations of our organizations, economies, and government still majorly function off of white male authority. Mooney et al. (2016) says, "In 2014, median household income for non-Hispanic whites was $60,256 compared with $42, 491 for Hispanic households" (pg. 185). This explains the outright income difference between races and how institutional discrimination is integreated into our economy. The same applies to the structure of families and the amount of inheritance that next-of-kin receive from their guardian. Mooney et al. (2016) uses the 2011 Forbes List (a list of the wealthiest people in the U.S.) to say that 40 percent of the 400 members inherited a large amount of inheritance from a spouse or family member (pg. 185-186). This means those who have the aid of privilege and less structural constraints, mainly those who are white, continue their wealth down family generations. These family members now have a better chance of success in society simply by relation to a specific person, and this pattern continues, giving an entire line of generations better opportunities than most in the country, especially minority families in lower income areas. When those who get frequent chances to be promoted or inherit a substantial amount of money reach head positions of companies or workplaces, those positions earn them a far greater proportion of income than workers. Whites and non-Hispanics are statistically more likely to get sizeable inheritance, a higher paying job, a better education, and can reserve these opportunities for their family members. Minorities or those born into a low-income family have more difficulty attaining any of these aiding factors, therefore are less likely to secure a

high-income lifestyle. Income from relatives or spouses, higher or lower income job opportunities based on living area, and CEO to worker income ratio compromise income equality. The social theory of Conflict Perspective correlates with these issues the most in my opinion. The so-called bourgeoisie or heads of corporations accumulate earnings and further income from the efforts of the proletariat, or working class, that remain at a fairly set income. The bourgeoisie utilize corporate tax inversion or corporate welfare to their advantage, furthering the profits they earn from the proletariat due to the government increasing corporate funding or lowering corporate taxes. Individuals or corporations may not intend to take advantage of the working class, but this theory implies that organizations and their members continue to gain while the workforce remains stagnant.

The service organization I attended in correlation with the issue of poverty is The Weber Cares Food Pantry, where food, hygiene, and child care products are provided to anyone involved with the Weber State campus at an accessible location. Weber Cares specifically uses the communal setting of a college campus to help financially struggling members of society. My job, with other volunteers, was to manage the food pantry, accept and sort acceptable donations, prepare events, and welcome visitors. After getting to know some of the administrators and meeting some regular volunteers, I noticed they had a passion and commitment for representing the pantry and supporting their community. With most volunteers being college students themselves, they are aware of the diversity of people and amount of people who need aid. Seeing foreign students, roommates, or spouses come in is natural and are welcomed the same as anyone else. The overall goal of the organization is to aid any staff, students, or faculty and promote the community engagement of these campus members.

Examining my stance with the problem and the way the pantry approached it, I saw a lot of similarities. When I think of income inequality, I consider education prices and access to education a major factor of income level. The pantry tries to make it easier for anyone to strive for educational success and gain a better income. Because it is such a small outlet, it struggles in directly reducing poverty, but making food a free option majorly assists the process of schooling and the total price. The hygiene and child care products also reduce the total price of schooling

for many. What the pantry could work on to solve this problem is to increase the publicity and awareness of the income issue on campus, along with more publicity for the existence of the pantry and its information. Aside from the lack of publicity and bulk of product to give away, they are efficient in giving every visitor who enters the food that they need and does not limit what they can take. Visitors typically left with enough food for a week or so, with the weight of every bag being recorded along with their Weber State credentials. This allows for accurate data recording and follow up on how many people on campus are in need, so their priority of having substantial food for everyone was fulfilled. Every person involved with this program is treated equally and with kindness. Every visitor is welcomed and talked to, even the volunteers who may also visit the pantry are appreciated with events or recognition. Free cloth bags, cups, food packs, and business cards are given away so visitors can have extra tools and resources to save more money. The pantry is very creative in the ways it involves volunteers, has events for anyone interested, or receives donations. Their process of admission for visitors is quick, efficient, and non-discriminatory towards anyone and how much food or materials they take. The way they can make a much larger difference for the issue of poverty is finding a more noticeable location on campus and increasing advertisement, especially for the issue of poverty and food insecurities in general. There were many cases where no one would enter the pantry for hours, as if it wasn't accomplishing its purpose because people aren't aware of it. The Weber Cares Food Pantry does an amazing job of addressing the needs of the community by always ensuring they have enough materials for those who visit and promoting the engagement of students in solving this issue. I would love to see this organization get involved with bigger events and try to publicize itself more so that volunteers including myself can give more efforts to help.
The issue of poverty and economic inequality is one that comes from deep rooted institutional cultures in our industries and economy. Educational institutions are a large influencer in determining the income of people, along with living areas and the heads of companies who control policies. Serving with the Weber Cares Food Pantry with their on-campus location showed me how much of a difference alleviating one aspect of living costs can potentially allow anyone to thrive better. The culture of companies typically being owned by white or non-Hispanic men in our economy along with non-profit services like food pantries or afterschool programs not being sufficiently funded makes this issue difficult to solve. Norms in

economy or education that have existed and still exist today need to be deconstructed. Someone must always have more income money than someone else in this economy, and balancing that fact in a way that seems equitable for all is what creates the complication of this issue. Communication with government representatives and modifications to policies are how we as a community may put a rift in the structural constraints that prevent many from reaping the same rewards as others.

References

Mooney, A.L., Knox, D., Schacht, C. (2016). Understanding Social Problems, Tenth Edition. Cengage.

Appendix I: Sociology Major Graduation Map

Bachelor of Science in Sociology

Graduation MAP

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

Catalog Year: 2021-2022: QL/ENGL 1010 placement

☑	Course	Credit Hour	Semester Offered	Milestones & Notes
	Freshman (Semester 1)			
	QL Math*	3		Meet with an academic advisor to discuss math paths and course options to complete the QL math requirement. Depending on the QL math course you choose to take, you may earn more than 3 credit hours.
	ENGL 1010 or ENLG 1005	3-6		
	SOC 1010 0 Intro to Sociology (SS/DV)	3		
	UNIV 1105	3		
	Elective	3		
	Total Semester Credits	**15-18**		
	Freshman (Semester 2)			
	ENGL 2010 or 2015	3-4		ENGL 2015 satisfies both the Composition (EN) and Information Literacy (IL) general education requirements. **If taking ENGL 2015, you will not need LIBS 1704 or 2804.**
	Physical Science (PS) or Life Science (LS)	3		
	Humanities (HU) or Creative Arts (CA)	3		
	SOC Elective	3		
	LIBS 1704 or 2804 (IL)	1		
	Total Semester Credits	**13-14**		
	Sophomore (Semester 3)			
	American Institutions (AI)	3		There are many course options to complete the American Institutions requirement. See a general CSBS advisor to discuss your options.
	Physical Science (PS) or Life Science (LS)	3		
	Humanities (HU) or Creative Arts (CA)	3		
	Elective	3		
	Elective	3		

	Course	Credit Hours	Semester Offered	Milestones & Notes
	Total Semester Credits	**15**		
	Sophomore (Semester 4)			
	Social Science (SS)	3		**Declare a minor beginning sophomore semester.
	Humanities (HU) or Creative Arts (CA)	3		
	Physical Science (PS) or Life Science (LS)	3		• Choose a SS course not from Sociology to avoid duplication.
	Elective	3		
	Minor Course**	3		
	Total Semester Credits	**15**		

☑	Course	Credit Hours	Semester Offered	Milestones & Notes
	Junior (Semester 5)			
	SOC 3030 Classical Sociological Theory	3	Fall/Spring	
	SOC 3600 Social Statistics	3	Fall/Spring/Summer	
	SOC Elective	3		
	Minor Course**	3		
	Minor Course**	3		
	Total Semester Credits	**15**		
	Junior (Semester 6)			
	SOC 3660 Sociological Research	3	Fall/Spring	
	SOC Elective	3		
	SOC Elective	3		
	Minor Course**	3		
	Minor Course**	3		
	Total Semester Credits	**15**		
	Senior (Semester 7)			
	SOC 4030 Contemporary Sociological Theory	3	Fall/Spring	
	SOC Elective	3		
	Elective	3		
	Elective	3		
	Minor**	3		
	Total Semester Credits	**15**		
	Senior (Semester 8)			
	SOC 4900 or SOC 4930	3	Fall/Spring	

	SOC Elective	3		120 total credit hours, including 40 Upper Division Hours are required to graduate. Keep an eye on your credits and supplement with elective courses as needed.
	Elective	3		
	Elective	3		
	Minor**	3		
	Total Semester Credits	**15**		
	Total Bachelor Credits	**118-122**		

Gen Ed Breadth Requirements (do not duplicate departments)

□ HU	□ CA	□ HU or CA
□ SS	□ SS	
□ PS	□ LS	□ PS or LS
□ DV (Double dip with breadth course)		

Avoid misadvisement! Consult your academic advisor (weber.edu/advisors), the WSU Catalog (weber.edu/catalog), and your CatTracks degree evaluation (log into your eWeber Student portal)

Notes: Notes: Students are required to complete 120 total credit hours, including 40 upper division hours in order to graduate. This is a university requirement and is not specific to the BS in Sociology.