

Appendix A

Western Carolina University
College of Arts and Sciences
Strategic Plan
18 December 2013

Mission

The College of Arts and Sciences provides students with a liberal arts foundation where they are taught to think critically, grow academically, and communicate effectively. We prepare our students to be intellectually, socially, culturally, and professionally engaged citizens and leaders who contribute to and promote the sustainability of local and global communities.

Vision

The College of Arts and Sciences will be a national model among colleges of arts and sciences for student-centered teaching and learning, engagement, and collaboration.

Core Values

The faculty, staff, and administration of the College of Arts and Sciences value:

- An intellectually stimulating environment
- Academic excellence
- Interdisciplinary collaboration
- Committed and effective teacher-scholars
- Diversity of ideas, perspectives, and cultures
- Engagement
- Our communities
- Sense of place
- Student success

Strategic Direction #1: Fulfill the Educational Needs of Our State and Region

Western Carolina University is committed, first and foremost, to fulfilling its academic mission of providing each student a rigorous and relevant curriculum with learning experiences that emphasize knowledge and skills that are durable, flexible, and transferable. WCU is committed to providing an education grounded in a strong set of foundational knowledge and skills combined with specific practical knowledge in content degree areas, the outcome of which is personal, intellectual, and economic enrichment for each student. WCU seeks to ensure educational opportunities that result in graduates who are prepared for success, who are ready to compete in a challenging, changing, and global environment, and who are committed to contributing to the intellectual, cultural, and economic development of our region and state.

The College of Arts and Sciences will support Strategic Direction #1 of the 2020 Vision through the following goals and initiatives:

Goal 1.1 By 2020, the College of Arts and Sciences will increase educational and research opportunities for faculty and students that will enhance our current programs and offer avenues

for exploration into new courses, programs, and degree offerings that are consistent with the needs of our state and region.

Initiative 1.1.1 Seek outside funding opportunities for educational and research programs that support students, collaborative ventures between students and faculty, and multidisciplinary research opportunities for faculty and students across the College and University.

Initiative 1.1.2 Increase the use of the Biltmore Park campus by providing additional courses in A&S disciplines at that location.

Initiative 1.1.3 Increase internal funding of faculty research projects that include heavy involvement of students through the use of a portion of the indirect costs returned to A&S.

Initiative 1.1.4 Encourage programs to integrate student research and inquiry into all levels of the curriculum.

Initiative 1.1.5 Seek competitive grant funding for course improvement to improve student success, especially in major and gateway courses.

Initiative 1.1.6 Recognize and reward faculty who excel in advising and mentoring students and seek ways to improve advising and mentoring in all departments.

Initiative 1.1.7 Increase online program and course offerings, where appropriate, to meet the needs of the state and region.

Initiative 1.1.8 Continue to foster the development of courses, curricula, and programming that explores the history, culture, socioeconomic conditions, and environment of southern Appalachia.

Goal 1.2 Increase graduation and retention rates for students in all College undergraduate and graduate programs.

Initiative 1.2.1: Enhance and expand College efforts to develop effective and focused advising and mentorship opportunities.

Initiative 1.2.2 By 2014, develop a strategic plan to enhance College recruiting and retention efforts.

Initiative 1.2.3 Develop plans and initiatives to increase and enhance student access through coordinated endeavors with Birth-16 and community college partners.

Goal 1.3 Ensure that each WCU student receives a strong foundation in liberal studies by maintaining a strong general education program.

Initiative 1.3.1 The College will advocate for a liberal arts foundation for all WCU students and will remain at the core of the general education program.

Initiative 1.3.2 Encourage departments to regularly review general education course offerings and ensure that they are meeting the current needs of students in state, regional, and global communities.

Strategic Direction #2: Enrich the Total Student Experience

WCU is committed to working toward the best interests of all students by deliberately and consciously considering what it means to educate citizens, a pursuit that encompasses both curricular and co-curricular elements that serve to prepare students to participate in and help create a vibrant, intellectually, culturally, and economically thriving region, state, nation, and world.

The College of Arts and Sciences will support Strategic Direction #2 of the 2020 Vision through the following goals and initiatives:

Goal 2.1 Provide all students a rigorous, well-rounded educational experience that emphasizes the liberal arts and sciences, essential skills, and disciplinary expertise.

Initiative 2.1.1 Because students learn in a variety of different ways, the College will provide a secure environment for faculty to explore pedagogies that foster student success.

Initiative 2.1.2 Encourage programs to integrate student research and inquiry into all levels of the curriculum.

Initiative 2.1.3 Appoint a liaison in each department to report to the College on current student involvement in undergraduate and graduate research and to meet with counterparts in other departments to develop best practices for encouraging meaningful student research and collaborative opportunities to be distributed college wide.

Initiative 2.1.4 Ensure that all programs include cross-curricular, experiential, applied, state, regional, and global learning opportunities.

Goal 2.2 The College of Arts and Sciences will increase student engagement opportunities that prepare them more fully for their future endeavors.

Initiative 2.2.1 By 2020, College of Arts and Sciences students will increase participation in local, state, national, and international internships by 15% from 2013 levels.

Initiative 2.2.2 Working with campus partners in Academic Affairs and Student Affairs, develop and implement focused departmental professional development experiences for students to provide information on careers, the job search process, graduate and professional schools, and related topics by 2015.

Initiative 2.2.3 Integrate engagement, where appropriate, into each department's QEP.

Goal 2.3 Foster active citizenship among students in the College of Arts and Sciences.

Initiative 2.3.1 By 2020, each department in the College will have an active, locally engaged student organization.

Initiative 2.3.2 In order to promote diversity and global citizenship, the College of Arts and Sciences will increase opportunities for study abroad and exchange programs.

Initiative 2.3.3 Increase opportunities to engage in meaningful service learning that extends beyond community service, is clearly connected to respective curricula, and assessed for its academic value.

Goal 2.4 Encourage the development of College and departmental identities and traditions.

Initiative 2.4.1 Review and expand avenues for recognition of academic achievement of A&S students

Initiative 2.4.2 Enhance and reinforce the intellectual climate for A&S students, faculty, and staff, as well as other members of the university and the local community, through lectures, symposia, and other academic programming.

Strategic Direction #3: Enhance Our External Partnerships

Partnerships with regional businesses and industries, nonprofits, civic organizations, government agencies, communities, and cities are an integral part of WCU's core mission as a recognized, regionally engaged university. The University's emphasis on integrated learning experiences, its commitment to engaged scholarship, and its embrace of the institution's role as both a steward of this unique and special place and a catalyst for economic and community development all demonstrate and reinforce WCU's commitment to enhancing engagement with external partners.

The College of Arts and Sciences will support Strategic Direction #3 of the 2020 Vision through the following goals and initiatives:

Goal 3.1 By 2020, the College of Arts and Sciences will increase our partnerships with local, state, national, and international entities that support our mission and values.

Initiative 3.1.1: By 2020, increase faculty and student exchange programs, especially in the international arena, by 20% over 2013 levels.

Initiative 3.1.2: The College of Arts and Sciences administration, faculty, and students will provide professional support for community organizations and businesses (e.g., offer professional development training or courses that are business specific or open community forums).

Initiative 3.1.3 Establish an administrative structure within the College to identify possible external partners, coordinate, and assess engagement activities.

Initiative 3.1.4 Encourage each department to develop an engagement strategy that includes current and potential community partners.

Initiative 3.1.5 Provide open house opportunities for regional partners and residents to show the work of our students, faculty, and staff, and to make the region more aware of our quality and capabilities.

Initiative 3.1.6 Increase ties with regional and national external entities by hosting more multidisciplinary, regional, and national events, such as conferences, meetings, professional development activities, and workshops.

Goal 3.2 Align internal processes and reward system to foster external engagement.

Initiative 3.2.1 Establish a mechanism by which members of the College of Arts and Sciences are rewarded for work with external partners.

Initiative 3.2.2 Establish a small competitive grant program to encourage faculty to develop coursework that includes interaction with the community.

Strategic Direction #4: Invest in Our People

Excellent faculty and staff are prerequisites for the fulfillment of Western Carolina University's mission. Western Carolina University must therefore advocate for competitive compensation for its employees and facilitate professional development; leadership development, succession, and stability; and, as appropriate, support for issues related to quality of life, all of which will enhance the recruitment, development, and retention of qualified and satisfied faculty and staff.

The College of Arts and Sciences will support Strategic Direction #4 of the 2020 Vision through the following goals and initiatives:

Goal 4.1. The College of Arts and Sciences will value and reward those professors who are highly committed, and effective, in enhancing student success.

Initiative 4.1.1 Provide resources to professors to attend professional development opportunities aimed at enhancing effective teaching and learning opportunities.

Initiative 4.1.2 Identify new ways to recognize, reward, and encourage innovative and highly successful teaching.

Initiative 4.1.3 By the 2014-2015 academic year, develop and implement a grants program to support faculty research.

Initiative 4.1.4 Organize formal venues for teachers and scholars to discuss their best practices.

Goal 4.2 Recruit, retain, and develop outstanding faculty and staff who are committed to our mission.

Initiative 4.2.1 Develop and implement effective mechanisms for retaining high-performing employees with competitive salaries within existing policies and in accordance with national salary data.

Initiative 4.2.2 Assist faculty and staff in securing employment for spouses, and support efforts for WCU to offer cost effective child-care for employees.

Initiative 4.2.3 Promote diversity in hiring throughout the College.

Initiative 4.2.4 Examine ways to address salary inequity, compression, and inversion at the department and college levels.

Initiative 4.2.5 Support and appropriately compensate faculty for curriculum development, especially in the area of online courses and programs.

Initiative 4.2.6 Support a professional and expert faculty and advocate for tenured and tenure-track positions to match the growing enrollment at WCU and in the College.

Initiative 4.2.7 Link program growth to tenure-track faculty requests, operating budget increases, and other budget request in the College budget process.

Goal 4.3 Create an environment in which the primary role of faculty as teacher-scholar is recognized and valued.

Initiative 4.3.1 Create an environment in which teaching and scholarship can be balanced ensuring both can be effectively pursued and rewarded.

Initiative 4.3.2 Ensure that faculty receiving grant support can present evidence regarding the prestige of the funding in their Collegial Review Document.

Initiative 4.3.3 Encourage departments to review and clarify expectations for teaching, scholarship, and service in their Collegial Review Documents.

Initiative 4.3.4 Review committee commitments at the department and college levels to identify opportunities for consolidation and/or elimination.

Initiative 4.3.5 Ensure that all faculty members are aware of college-level committee openings to ensure full faculty representation and balanced workloads.

Initiative 4.3.6 By 2020, increase the number of sponsored research submissions by 25% and the number of successful awards by 15% through college incentive programs.

Initiative 4.3.7 Identify and implement a system of best practices for class size that is based on discipline-specific student learning concerns, resource limitations, and retention and graduation rates.

Goal 4.4 Recognize and reward achievements by faculty and staff.

Initiative 4.4.1 Review and enhance non-monetary recognition, rewards, and incentives for outstanding teaching, research, and service for the faculty and for exceptional job performance for staff.

Goal 4.5 Provide professional development, mentoring, and advocacy for staff members.

Initiative 4.5.1 Advocate for salary increases for college staff members to recognize and reward them for their contributions to student success.

Initiative 4.5.2 Support staff members taking courses through WCU's tuition remission program.

Initiative 4.5.3 The Dean's Office will develop and implement a program of regular professional development for College staff members and an orientation program for new staff members.

Strategic Direction #5: Invest in Our Core Resources

Western Carolina University will ensure a consistently updated infrastructure in support of its mission and vision. Infrastructure is interpreted broadly to include facilities, technology, fiscal practices, and business processes and procedures.

The College of Arts and Sciences will support Strategic Direction #5 of the 2020 Vision through the following goals and initiatives:

Goal 5.1 Sustain and increase instruction and research technology capabilities and capacity required to meet the goals of the College of Arts and Sciences.

Initiative 5.1.1 Develop plans to invest in instrumentation, updating older existing equipment and acquiring new capabilities in order to meet the advancing technological and scientific demands of the 21st century.

Initiative 5.1.2 Continue to invest in outdoor labs and classrooms in order to take advantage of our unique geographic setting and provide engagement opportunities for students.

Initiative 5.1.3 Review service contract expenditures and develop a plan for cyclical replacement of some equipment where economically feasible, and reinvest the savings in equipment purchases, replacement, and sustainment.

Goal 5.2 Develop a comprehensive College of Arts and Sciences master plan.

Initiative 5.2.1 Coordinate all science departments in the design of the new science building.

Initiative 5.2.2 Develop an interim plan to maximize effective space utilization for classrooms, labs, and offices in order to better accomplish our instructional mission.

Initiative 5.2.3 Advocate for space allocation and renovation to better accomplish our instructional and research missions.

Initiative 5.2.4 Identify classrooms and labs for renovation to better address issues of pedagogy and class size.

Strategic Direction # 6: Garner Support for the Vision

WCU's continued emergence as an ambitious institution of higher education dedicated to the economic and community development of Western North Carolina depends on the development and cultivation of consistent and robust funding sources and an ongoing communications strategy designed to ensure that internal and external stakeholders are consistently informed about the University and its progress in achieving strategic goals.

The College of Arts and Sciences will support Strategic Direction #6 of the 2020 Vision through the following goals and initiatives:

Goal 6.1 Promote and celebrate the accomplishments of its students, faculty, and staff.

Initiative 6.1.1 During the 2014-15 academic year, the College will develop and implement an effective communications strategy that will include traditional media and social media.

Initiative 6.1.2 The College will develop and publish a semi-annual media package to highlight the achievements of our students, faculty, and staff.

Goal 6.2 Strengthen and expand connections with College alumni, friends, and community partners.

Initiative 6.2.1 Foster relationships with A&S alumni and encourage their continued involvement in the College through strategic communications that highlight each of the College's departments and their accomplishments with students

Initiative 6.2.2 By 2020, increase alumni annual donation rates by 25% from current 2013 levels.

Goal 6.3 Strengthen and expand development initiatives within the College.

Initiative 6.3.1 By 2020, establish at least one endowed scholarship in all departments and programs.

Initiative 6.3.2 By 2020, increase the amount of departmental scholarship donations by 20% annually over 2013 levels.

Initiative 6.3.3 Establish an endowed fund to support student engagement activities.

Initiative 6.3.4 Establish an endowed scholarship to support student international experiences.

Initiative 6.3.5 Establish an endowed fund to support faculty scholarship.

Appendix B

Department of Anthropology and Sociology
Collegial Review Document
Effective Fall 2014

Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review

- I. **Overview** – The criteria, guidelines, and procedures outlined here are supplementary to Section II, 4.00 of the current WCU Faculty Handbook and WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail over any matter not covered here or on any point where this departmental document is inconsistent with these provisions.

II. Domains of Evaluation

A. Teaching (*Faculty Handbook 4.04 & 4.05*)

1. Evaluation of teaching centers on three areas: pedagogical content knowledge; the professional administration of the class; and student response to instruction.
“Pedagogical content knowledge” refers to the ways that scholars restructure their expertise in forms that are understandable and useable by their students. The “professional administration of the class” refers to the required administrative and professional functions associated with instruction. “Student response to instruction” refers to observed and reported ratings of teaching effectiveness from the student’s perspective.

B. Methods of evaluation

1. **Pedagogical Content Knowledge** – Faculty members should be able to evaluate the current state of their pedagogical content knowledge for a particular course by responding to the questions: “What am I doing to help my students understand the most important material in my field?”; and “How have I changed my teaching practices to help students understand the central concepts, skills and advancements for the courses I teach?”. Peer evaluators should be able to see evidence of pedagogical content knowledge in the portfolios of materials faculty members submit, including their syllabi, assignments, exams, classroom exercises, and self-evaluations. Two statements will be submitted: 1) a statement by the faculty member discussing how instruction has changed or developed in relation to her/his discipline; 2) a peer evaluation of the extent to which a faculty member’s pedagogy is appropriate to the discipline.
2. **Professional Aspects of Teaching** – Direct observation by peers of instruction and materials is the basis for evaluation of a faculty member’s organizational and administrative performance in their classes. Student feedback (on SAIs, for example) may also provide evaluation of performance in this area.

- 3. Student Response to Instruction** – Evaluation is based on feedback from direct peer-observation of teaching and by peer-evaluation of teaching materials. All sections of all courses taught by all faculty will also be evaluated by SAIs using a version of the Faculty Senate-approved university-wide SAI instrument. Independent studies and other course formats where student anonymity cannot be maintained are exempt from this requirement. Course-specific SAIs may be used to supplement but not replace the university-wide SAI instrument. (4.05B2A)
- 4. General comments** – Teaching evaluation draws on input from varied sources each with positive and negative aspects. While student evaluation is valued and provides specific insights into instructional activities, peer review provides a less biased assessment. Teaching is not a static process. Demonstration of professional development as an instructor is an expectation of all faculty.
- 5. Sources of Data for Evaluating Teaching** – When evaluating a faculty member's teaching for tenure, promotion, and reappointment, data must be included from at least the following three sources: Student assessment of instruction (SAI); Colleagues' reviews of teaching and teaching materials; Instructor's self-report and evaluation.

 - a) Student Assessment of Instruction (SAI) – Tenured faculty members are required to report SAIs during at least one semester each academic year. Those standing for promotion or reappointment may be required to provide more frequent evaluations as prescribed by the Provost. SAIs will be conducted using forms and procedures that have been departmentally approved and include one of the university-wide assessment forms approved by the Faculty Senate.
 - b) Colleagues' Review of Teaching –

 - Teaching Materials. The elected members of the departmental CRC/AFE committee will review and evaluate teaching materials prepared by the instructor being evaluated. Materials may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. All files must include the peer evaluation report of teaching materials. The committee will follow departmental protocol in reviewing materials.
 - Direct Observation of Classroom Teaching. All tenure-track faculty members must be evaluated by direct observation of classroom teaching as required by the University of North Carolina General Administration (see UNC Policy Manual 400.3.1.1(G)). The department head will ensure that additional teaching faculty, both full time fixed-term and adjunct faculty, are included in the peer observation process. Classroom observation should never be used as the sole measure of teaching effectiveness. Peer observation assignments will be made available to faculty members by the department head. Department head observation assignments shall follow the following guidelines: Untenured faculty shall not be assigned to

- observe a tenured faculty member. There should be no reciprocal assignments (the person a given faculty member observes should not also be the person who will observe them). Other faculty members may also include direct observations in support of their AFE. In addition to the direct classroom observation, the peer evaluator will also review teaching materials provided by the faculty peer to which they were assigned.
- Peer evaluation of the extent to which the faculty member's pedagogy is appropriate to the discipline will be conducted by a member of the faculty in the same discipline.

B. Scholarship and Creative Works (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below. The Department of Anthropology and Sociology recognizes that during each evaluation cycle faculty members may emphasize one of these forms of scholarship more than another. Each Boyer category is valued equally.
 - a) **Scholarship of discovery** – Original research that advances knowledge.
 - b) **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.
 - c) **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.
 - d) **Scholarship of teaching and learning** – Systematic study of teaching and learning processes.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to external peer review; (2) there is clear evidence of methodological rigor; (3) the activity results in substantive outcomes or implications beyond the scope of the activity itself; and (4) the outcomes are disseminated to a professional, governmental, or scholarly audience. These four criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement. Peer review can include traditional forms (e.g., journal reviewers, editors, committees awarding grants), but it can also include a broader community of scholars.

2. **Methods of evaluation** – Scholarship in the Department of Anthropology and Sociology, regardless of the Boyer category involved, will be based on the concept of a “unit” of work, which generally reflects the expectation for most faculty members for a normal year. The department’s AFE/TPR Committee will judge whether a unit has been achieved on a case-by-case basis, but the following

provides general guidelines:

- a) Published pieces are valued more highly than unpublished pieces.
- b) The quality of the journal in which an article appears will play a role in determining the value of the contribution.
- c) The department values multi-disciplinary research but candidates should show competence in anthropology or sociology.
- d) The department values collaboration and co-authorship, but sole author status is valued slightly higher than the other alternatives.
- e) Presentation at national, international, or regional conferences is valued more highly than presentation at local conferences.
- f) Publishing the first edition of a book is valued more highly than publishing subsequent editions of that book.
- g) With published books, scholarly treatises that involve some degree of original research are valued more highly than the production of textbooks.
- h) Technical reports resulting from professional consulting for academic, governmental, or professional organizations will be evaluated differentially based on factors such as impact of scholarship (international, national, state, regional, etc) and type of scholarship (discovery, integration, application, etc.).
- i) When acquiring grants, external grants are more highly valued than internal grants.
- j) Applying for a grant, even if unsuccessful, is valued.
- k) Scholarship should identify Western Carolina University as the author's institution unless a previous arrangement is made to count prior service.
- l) The department expects faculty to have a well formulated research agenda indicating future projects and activities.

Using these general guidelines, the department's AFE/TPR peer review committee will determine "unit" totals for each faculty member being reviewed. Although what constitutes a unit cannot be defined absolutely, the following should be useful to the candidate and to the committee. Some items are of such high value that they will be awarded two or four units, most items will earn one unit, and some items will earn a half unit. It is important to recognize what follows are examples and do not exhaust the possible ways in which units can be earned.

Category A: four units

- Authorship of a first edition book with a university press or equivalent

Category B: two units

- Authorship of an article in a refereed international or national journal
- Authorship of the first edition of a textbook
- Editorship of a book with a university press or equivalent

- A previously unpublished chapter in a scholarly edited book

Category C: one unit

- Authorship in a nationally-recognized regional journal (sponsored and refereed by a regional professional association)
- A successful external grant proposal, external awards, contracts, or other professional funding support

- A peer-reviewed technical report based on implementation of an original project or investigation that has the purpose of aiding society or the discipline in addressing problems

Category D: one-half unit

- Authorship in a refereed state-level journal or equivalent
- A book review prepared for professional journals or publishers
- A presentation at a professional conference
- A successful internal grant proposal (excludes travel grants)
- An article related to your scholarship in a magazine or other non-scholarly publication
- An encyclopedia entry in a scholarly publication
- Facilitation of undergraduate research that results in a presentation or publication
- An unsuccessful external grant proposal
- A grant or manuscript review
- A presentation in workshops related to one's discipline
- A presentation in workshops related to the scholarship of teaching and learning

3. General comments – These guidelines and examples are not exhaustive, nor do they focus on “borderline” cases. The activities listed are intended to be typical examples of scholarship in this department. In the case of scholarship where a traditional external review is not possible, the Department Head in consultation with the departmental AFE/TPR peer review committee will create a formal peer review process that will result in at least two positive written assessments of the work in question by qualified external peer-reviewers. These assessments will be filed in the departmental office and will be included in tenure and promotion dossiers. Forensic Anthropology case reports may be peer reviewed within the medicolegal system. Due to their confidential and sensitive nature this process involves the use and acceptance of the report by professionals in the medicolegal system. Although not specified in the unit system, professional development activities in the area of scholarship are also positively valued and should be described and documented as appropriate for the specific review event. As the

candidate progresses through the probationary period, expectations increase with regard to production of scholarship and creative works.

C. Service (4.04C3 & 4.05D)

1. Types of service

- a) **Institutional service** – Institutional service may include, but is not limited to
 - participation in faculty governance by serving on department, college, and university committees
 - serving on the Faculty Senate
 - participation in recruitment (both on and off campus)
 - serving on departmental and college search committees
 - mentoring fellow faculty
 - administrative duties (other than Department Head)
 - special assignments for benefit of department, college, or university
- b) **Community engagement** – As social scientists, community engagement is a common element of faculty service and may include
 - participation in the activities of community service agencies and boards
 - participation in local and state organizations related to one's discipline
 - consultation provided *pro bono* to community groups and organizations
 - presentations to non-professional organizations
 - presentations to elementary, middle, and high school classes or groups
 - non-compensated off-campus instruction
- c) **Special expertise, unusual time commitments, or exceptional leadership** - Some university and professional service may involve significant time or other commitments
 - serving as an officer or board member in a professional organization
 - membership on national committees or holding offices in professional organizations related to one's discipline
 - serving on professional accrediting boards
 - serving on editorial review boards
 - administrative duties such as department head
 - any major role in faculty governance
- d) **Advising** – All department faculty have the expectation of student advising. With this expectation comes the responsibility of maintaining accessibility to students and advisees, as well as currency in university curriculum and related policies. Special activities may include
 - advisor to department student organizations
 - advisor to or serving on on-campus student honorary societies
 - support of student participation in research activities and presentations
 - service or engaged learning activities

- 2. **Methods of evaluation and sources of evidence** – Using these criteria the departmental AFE/TPR peer advisory committee will review and evaluate the service activities of each faculty member. It is recognized that not all faculty can serve in the same manner and that junior faculty will have fewer opportunities.

- 3. General comments** – The Department of Anthropology and Sociology recognizes that each faculty member should be a good “academic citizen.” The expectation of more entailed service comes with rank and longevity. While service is generally regarded as secondary to teaching and scholarship it is an important element in each faculty member’s professional development.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (4.05)

- 1. Overview** – All faculty are evaluated annually. Timelines for the completion of the review process are determined annually by the Dean and Provost.
- 2. Composition of review committee** - An AFE/TPR peer advisory committee comprised of up to six tenured faculty (excluding the Department Head) will be formed each academic year. The members of this committee will be elected by the faculty at large at the beginning of each academic year with the intention of fairly representing each discipline.
- 3. AFE Review Period** - The review period for SAI data is the prior spring, summer, and fall semesters. The review period for teaching load, service, and scholarly activity is May 1st (of the preceding calendar year) through April 30th

4. Procedures and preparation of documentation

- a) All faculty members must prepare an AFE document that includes:

- 1) Teaching**
 - a. a self-evaluation addressing the three dimensions of teaching (especially pedagogical content knowledge), a statement of teaching philosophy, a description of goals, methods, and strategies used; and selected teaching materials for courses taught during the period of review
 - b. copies of peer evaluations of teaching materials
 - c. copies of peer teaching observation report
 - d. student assessment of instruction (SAI)
 - 2) Scholarship and Creative Activity** – List scholarly activity that took place during the current AFE review period. Documentation (reprints etc.) of scholarly activities may be requested in order to give the AFE/TPR peer advisory committee the opportunity to see the individual faculty member’s scholarly work.
 - 3) Service** – List service activities by category (institutional, community, special, advising) that took place during the current academic year (the 12 months since the last AFE review cycle). In the case of advising list the

number of advisees assigned to the faculty member and present the results of student assessment of advising.

- b) Specific guidelines for preparation of the AFE document
 - 1) At least two weeks prior to the start of the evaluation process the Department Head will solicit from each full-time faculty member materials to comprise the AFE document. The assembled AFE document will be provided to the AFE/TPR peer advisory committee.
 - 2) **Teaching:** In preparing AFE the faculty member will include the following:
 - a. **Self Evaluation:** Each faculty member must provide a 300 word maximum statement discussing how her/his instruction has changed or developed in relation to her/his discipline.
 - b. **Teaching Load Data:** Faculty should provide SCH data for each course taught during the evaluation period. The AFE period for teaching load data is summer through spring during the year in question.
 - c. **Student Evaluations (“SAI”):** Faculty must provide a copy of the CoursEval "comparative" (complete) quantitative data report for each course section taught during the evaluation period. Results of the CoursEval qualitative data reports are not required to be submitted with the AFE document. If a faculty chooses to provide them, s/he must provide them for all class sections taught during the evaluation period. Results of the CoursEval "individual" (summary) quantitative data reports are not required to be submitted with the AFE document. If a faculty chooses to provide them, s/he must provide them for all class sections taught during the evaluation period.
 - d. **Peer review of teaching:** A copy of the written feedback from the departmental peer review of classroom instruction and teaching materials. These peer ratings should be for the current academic year.
 - e. **Teaching Materials:** Representative samples of teaching materials from the current academic year. Include syllabi, examinations or other assessment forms, projects and assignments
 - f. **Other Materials:** Any other documentation the faculty member wishes to include.
 - g. **General Comments:** The AFE review period for SAI data is the prior spring, summer, and fall semesters.
 - 3) **Scholarly Activity:** In preparing the AFE the faculty member will include a succinct account of all scholarly activity for the AFE review period.
 - a) For activities for which a faculty member is claiming units of scholarship, that activity needs to be documented (copy of title page, conference schedule with your presentation, etc.). Units of scholarship should only be claimed when the activity is completed within the review period (presentation given, publication or equivalent of work, contract completed and product accepted, grant application submitted

and acknowledged, etc.).

- b) In addition to this enumeration of units of scholarship, a narrative may be included that describes works in progress and other aspects of your scholarly activity that the AFE/TPR committee needs to be aware of when assessing your activity for the year. Activity described in the narrative doesn't have to include documentation, but the AFE/TPR committee has the right to ask for documentation.
- c) The Department Head shall prepare a written AFE summary statement based on the AFE document assembled by the faculty member together with the evaluations provided by the AFE/TPR peer advisory committee. This statement will address the faculty member's performance in the areas of teaching, scholarship, and service, with regard to departmental expectations (does not meet, meets, exceeds). The faculty member meets with the Department Head to read and sign the AFE Statement. If the faculty member disagrees with the evaluation, he/she may submit a response which indicates areas of disagreement. The faculty member will have one week in which to provide a written response to the Department Head evaluation. This response will be appended to the Department Head's evaluation. The Department Head may reconsider the evaluation and change, amend or forward it as previously written.
- d) The evaluation of the Department Head, with responses attached as appropriate, will be provided to the Dean of Arts and Sciences according to the timetable provided by that administrator.
- e) Evaluation of part-time/non tenure-track instructors (*4.05F*) – It is assumed that part-time faculty members are responsible solely for teaching. Although the AFE will be conducted during the time of annual faculty evaluation, peer review of classroom instruction will take place during each semester of teaching.
 - 1) All part-time instructors will be evaluated by the AFE/TPR peer advisory committee with regard to teaching effectiveness based on the three dimensions (as outlined in Section II.A.1. above).
 - 2) Materials to be evaluated include
 - a. a self-evaluation addressing the three dimensions of teaching-- especially pedagogical content knowledge--(as outlined in Section II.A above), a statement of teaching philosophy, a description of goals, methods, and strategies used.
 - b. copies of peer evaluations of teaching materials
 - c. copies of peer teaching observation report
 - d. Student Assessment of Instruction
 - 3) The Department Head shall prepare a written AFE summary statement based on the AFE document assembled by the faculty member together

with the evaluations provided by the AFE/TPR peer advisory committee. This statement will address the faculty member's performance in the areas of teaching, scholarship, and service, with regard to departmental expectations (does not meet, meets, exceeds). The faculty member meets with the Department Head to read and sign the AFE Statement. If the faculty member disagrees with the evaluation, he/she may submit a response which indicates areas of disagreement. The faculty member will have two weeks in which to provide a written response to the Department Head evaluation. This response will be appended to the Department Head's evaluation. The Department Head may reconsider the evaluation and change, amend or forward it as previously written.

B. Reappointment, Tenure and Promotion (4.06 & 4.07)

1. **Overview** – Probationary faculty will be evaluated annually. Evaluation for tenure and promotion to Associate Professor will normally take place at the beginning of the sixth year of service. Faculty to be considered for tenure should meet with the Department Head during the Spring Semester of the fifth year to begin organizing materials for the TPR dossier.
2. **Composition of review committee (4.07D1)** – An AFE/TPR peer advisory committee comprised of up to six tenured faculty (excluding the Department Head) will be formed each academic year. The members of this committee will be elected by the full-time faculty at large at the beginning of each academic year. The Department Head will Chair (non-voting) the committee.
3. **Procedures and preparation of documentation** – The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The list is finalized by the Office of the Provost in conjunction with the Dean's office. Detailed instructions for preparing the dossier are issued annually from the Office of the Provost including the TPR schedule for when documents are due and decisions are made at the various review levels.

C. Post-Tenure Review (4.08)

1. **Overview** – A post-tenure review is required of all tenured full-time faculty. This review will be consistent with the policies and procedures developed by the University and by the College of Arts and Sciences. This review is conducted every five years and provides an evaluation of activities of tenured faculty in order to promote and support continuing faculty development, to promote faculty vitality, and to encourage excellence in the performance of duties.
2. **Composition of review committee** - At least three tenured department faculty (excluding the Department Head) shall comprise the Post-Tenure review committee. The members of this committee will be appointed by the Department Head.
3. **Procedures and preparation of documentation** –
 - a) The faculty member will provide the following for evaluation of performance:

- 1) the four most recent Annual Faculty Evaluations (Department Head will submit annual Dean's evaluation) along with supporting materials, including a summary of SAIs and peer reviews of teachings
 - 2) a current *curriculum vitae*
 - 3) any other relevant documents the faculty member wishes to include
- b) Faculty shall be evaluated on the basis of professional competence; conscientious discharge of duties in relation to workload; and efforts to improve performance in teaching, scholarly development, and service.
- c) Members of the evaluation committee will present written evaluations to the Department Head.
- d) The Department Head shall prepare a written summary statement based on the document assembled by the faculty member together with the evaluations provided by the post-tenure review committee. This statement will address the faculty member's performance in the areas of teaching, scholarship, and service, with regard to departmental expectations (does not meet, meets, exceeds). The faculty member meets with the Department Head to review the Post-Tenure Review Statement. If the faculty member disagrees with the evaluation, he/she may submit a response which indicates areas of disagreement. This response will be appended to the Department Head's evaluation. If appropriate, suggestions for improving or enhancing performance may be provided. In the case of review of a department head, the dean shall perform the roles assigned to the department head.
- e) See the Faculty Handbook (Section 4.08) for further details concerning procedures, outcomes, appeals, and due process.

D. Program Director Annual Review

1. Overview – Annual review is required of all departmentally associated Program Directors. This review will be consistent with the policies and procedures developed by the University and by the College of Arts and Sciences. In all cases the timing of the annual evaluation of Program Directors will coincide with that of their Annual Faculty Evaluation, so that the outcomes of their reviews will be included with their Department Head AFE written summaries.

2. Reviewers -- The Director of the Forensic Anthropology Program is annually evaluated by the Department Head. The Director of Cherokee Studies is annually evaluated by a committee organized by the Department Head and comprised of at least three members, including at least one representative from the WCU Cherokee Studies Program and including program partners associated with the EBCI. The Cherokee Language Revitalization Program Director is annually evaluated by the Director of Cherokee Studies.

3. Procedures and preparation of documentation – Evaluations will be based on the documented roles and responsibilities of the particular positions, which are filed in the College of Arts and Sciences.

Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV. The criteria for meeting expectations in the Department of Anthropology and Sociology

A. Annual Faculty Evaluation (4.05)

- 1. Teaching** – Every faculty member should meet or exceed departmental expectations in the three areas of teaching effectiveness for the year with regard to the following criteria
 - a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
 - b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
 - c) overall rating on the peer review of instruction
- 2. Scholarship** – Every faculty member should meet or exceed departmental expectations for effective scholarship for the year
 - a) an assessment of scholarship will be made by the AFE/TPR peer review committee
 - b) to meet expectations of scholarship each faculty member should produce one unit as described in Section II.B.2. of the Department of Anthropology and Sociology Collegial Review Document
 - c) though not required to do so each single year, faculty must successfully demonstrate ability to produce different forms of scholarship and show progress toward fulfilling tenure and promotion expectations
- 3. Service** – All tenured or tenure track faculty are expected to participate in service
 - a) satisfactory assessment (meets or exceeds expectations) of service by the AFE/TPR peer review committee
 - b) to meet expectations of service each faculty member must demonstrate performance in at least one category each year
 - c) though not required to do so in a single year, faculty will be expected to serve both internal and external constituencies
- 4. General comments** – As this is an undergraduate department, teaching stands as the most important element in each faculty member's annual activities. Scholarly activity follows with service usually as the least significant. In any given year each faculty member will have a different mix of proportions of the three areas of assessment. Regardless, teaching should never take a secondary role to either scholarly activity or service.

B. Reappointment (4.06)

- 1. Teaching** - Every faculty member should meet or exceed departmental expectations in the three areas of teaching effectiveness for the year with regard to the following criteria
 - a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
 - b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee

- c) overall rating on the peer review of instruction
- 2. **Scholarship** – For the initial reappointment decision, there will be no expectation for scholarly activity beyond a plan to initiate scholarly activity. As the faculty member progresses through the probationary period, expectations will increase with regard to the breadth of scholarly activity. A satisfactory assessment (meets or exceeds expectations) of scholarship by the AFE/TPR peer advisory committee is expected each year of the probationary period
 - a) to meet expectations of scholarship the faculty member must show evidence of at least one form of scholarship identified in Section II.B.2. of the Department of Anthropology and Sociology Collegial Review Document
 - b) this evidence must demonstrate clear progress toward the completion of a research agenda (for example the presentation of research at a professional meeting that leads toward the submission of a peer-reviewed publication)
 - c) during the probationary period the faculty member must demonstrate the ability to successfully produce externally peer-reviewed scholarly work
- 3. **Service** - For the initial reappointment decision, there will be no expectation for faculty service. As the faculty member progresses through the probationary period the expectation of service will increase. The faculty member should demonstrate performance in at least one category including some community service activities. There should be a clear pattern of service beyond the department as the faculty member approaches tenure. Following the first probationary year the faculty member should carry an appropriate share of advisees.
- 4. **General comments** - As this is an undergraduate department, teaching stands as the most important element in the tenure-track faculty member's annual activities. Scholarly activity follows with service as the least significant. Scholarly activity should increase in frequency and depth as the faculty member approaches tenure. Regardless, teaching should never take a secondary role to either scholarly activity or service.

C. Tenure (4.07)

- 1. **Teaching** – The faculty member should meet departmental expectations in the three areas of teaching effectiveness for the prior four years with regard to the following
 - a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
 - b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
 - c) overall rating on the peer review of instruction
- 2. **Scholarship** - Meets or exceeds expectations of highly effective scholarship by the AFE/TPR peer advisory committee for the prior four years of the probationary period. The faculty member should demonstrate a clear and consistent program of scholarly activity. To meet the scholarship expectation, faculty should accumulate six total units. At least three units must be from categories II.B.2. A, B, or C and at least one point must come from activity other than authorship of technical reports and successful grant proposals. This activity should demonstrate recognition of the faculty member's efforts beyond the region.

- 3. Service** – The faculty member should have a record of highly effective service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry an appropriate share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.
- 4. General comments** – As this is an undergraduate department, teaching stands as the most important element in the tenure-track faculty member’s job expectations and evidence of highly effective teaching should carry the greatest weight in the tenure decision. Scholarly activity follows with service usually as the least significant.

D. Promotion to Associate Professor (4.07)

- 1. Teaching** - The faculty member should meet departmental expectations for highly effective teaching in the three areas of teaching effectiveness for the prior four years with regard to the following criteria
 - a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
 - b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
 - c) overall rating on the peer review of instruction
- 2. Scholarship** – The faculty member should demonstrate a clear and consistent program of scholarly activity. To meet the scholarship expectation, faculty should accumulate six total units. At least three units must be from categories II.B.2. A, B, or C and some points must come from activity other than authorship of technical reports and successful grant proposals. This activity should demonstrate recognition of the faculty member’s efforts beyond the region.
- 3. Service** – The faculty member should have a record of highly effective service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry an appropriate share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.
- 4. General comments** – As this is an undergraduate department, teaching stands as the most important element in the tenure-track faculty member’s job expectations and evidence of highly effective teaching should carry the greatest weight in the promotion decision. Scholarly activity follows with service usually as the least significant. The faculty member should demonstrate a good balance in teaching, scholarly activity, and service.

E. Promotion to Full Professor (4.07)

- 1. Teaching** - The faculty member should meet departmental expectations for superior teaching in the three areas of teaching effectiveness for the prior four years with regard to the following criteria
 - a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
 - b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee

- c) overall rating on the peer review of instruction
 - d) facilitating other faculty teaching through mentoring and/or pedagogical presentations and publications
- 2. Scholarship** – The faculty member should demonstrate a superior record with a clear and consistent program of scholarly activity. To meet the scholarship expectation, faculty should accumulate six total units since promotion to Associate Professor. At least four units must be from categories II.B.2. A or B. This activity should demonstrate recognition of the faculty member's scholarship at the national and/or international levels.
 - 3. Service** – The faculty member should have a superior record of service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry an appropriate share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.

General comments – As this is an undergraduate department, teaching stands as the most important element in the tenured faculty member's job expectations and evidence of superior teaching should carry the greatest weight in the promotion decision. Scholarly activity follows with service usually as the least significant. The faculty member should demonstrate a good balance in teaching, scholarly activity, and service. Activities should be commensurate with senior rank.

F. Post-Tenure Review (4.08)

- 1. Teaching** - The faculty member should meet or exceed departmental expectations with regard to instruction for the prior four years with regard to the following criteria
 - a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
 - b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
 - c) overall rating on the peer review of instruction
- 2. Scholarship** – The faculty member should demonstrate a clear and consistent program of scholarly activity. An average of one unit for each year since tenure or the last post-tenure review is the general expectation.
- 3. Service** – The faculty member should have a consistent record of service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry a full share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.
- 4. General comments** – Expectations for scholarly activity will depend on rank.

Approved by:

Department Head

Date

Dean

Date

Provost

Date

Appendix C

External Review Report
Western Carolina University Sociology Program
February, 2007

Joseph Healey, Sociology & Anthropology, Christopher Newport University

Niall Michelsen, Political Science, Western Carolina University

Krista E. Paulsen, Sociology & Anthropology, University of North Florida

I. Introduction

a. Description of visit length

The team, which was comprised of two external Sociologists and one internal Political Scientist, gathered on Sunday evening at a local restaurant with Director of Assessment Wargo and the Department Head, and a couple of members of the Sociology faculty. The team spent the day Monday meeting with faculty, students, and administrators. The team departed on Tuesday morning.

b. Summary and Description of Meetings Conducted

On Monday morning the team and Director Wargo met to discuss the day's activities. The review process began with a session with the unofficial program director Hickey and the department head Williams. The main items of conversation were the questions of space, Cherokee Studies, and curriculum. The manner in which Resource-25 allocates classrooms was criticized. Questions of faculty scholarship and student internships were also discussed.

The second meeting was with the Dean of Arts and Sciences, Dr. Kehrberg. This meeting focused on ways the program could develop a specific niche that would allow it to establish a unique identity and generate resources for future growth. The Cherokee Studies program was raised as a possible means toward this end. Raising the profile of the program internally and externally was addressed.

The next meeting was with the Associate Vice Chancellor for Academic Affairs, Dr. Tyson-Lofquist. The issue of Cherokee Studies and its relationship to the program and department was raised. The relationship of enrollment growth with additional resources was discussed. The goal of integrating undergraduate students in faculty research was also raised.

For lunch, the team met with several students including one recent alumnus of the program. The students spoke very highly of the faculty members, and were proud of their activities with the Sociology Club.

After lunch the team met with the Sociology faculty and discussed space issues once again, and spent considerable time discussing the current curriculum and possibilities for adapting the curriculum. The issue of how service is valued in the promotion and tenure process was raised with concerns that service consumes considerable time with little payoff. The faculty raised the possibility of creating a MA in Social Research. The discussion focused on the limited resources available for this undertaking.

The team next toured the departmental facilities in McKee building, including the main office, classrooms, and faculty offices.

Following the tour, the team had an opportunity to review the day's materials and plan the writing of the report.

The final event of the day was dinner with faculty from the program as well as the department head.

The next morning Director Wargo and the team met for breakfast after which the team disbursed to their origins.

II. Analysis of Program

a. Undergraduate Program

The curriculum is standard for universities of WCU's type. The major requires 33 hours of Sociology courses and 120 credit hours to graduate. The core consists of an introductory course and two methodology courses and one theory course. The remainder of the curriculum is designed with maximum flexibility to enable students to complete the program in a timely manner even if they join the program in their sophomore or junior years. Courses show strong enrollment. The program has both a BA and a BS degree with roughly 80% of the students in the BS program. This high percentage is due to the easier requirements (MFL is required in the BA program). The question of prerequisites was discussed with no firm conclusion reached. This area deserves more discussion. Approximately 60 percent of majors complete internships.

A review of syllabi for required courses (Human Society, Methods of Social Research, Analysis of Social Data, and Sociological Theory) indicates that these courses are thoughtfully constructed and rigorous. Course materials and required assignments are consistent with those at other universities. Together, these courses provide a core of sociological knowledge that prepares students for advanced electives in the discipline as well as for further study or employment.

The ratio of tenure-track faculty (5) with reported majors (~50) allows faculty to spend significant time with advising duties and building rapport with the students. The student body has a high ratio of minority students and the faculty has a high number of female members (a fact that was noted for approval by the students).

The planning and assessment processes are undergoing revision and are not yet completed. An alumni survey was the largest evidence of student satisfaction presented. The faculty within the program seems to decide matters collegially with a senior faculty member identified as the unofficial program director. The faculty indicated that they played an advisory role in producing the self-study document. As part of a three-element department (along with Cherokee Studies and Anthropology) the program is in danger of getting less than they deserve.

III. ANALYSIS OF FACULTY

a. Qualifications

The sociology faculty is highly qualified. All have the terminal degree and are teaching courses consistent with their areas of specialization and interest. All are enthusiastic classroom teachers and all have active research agendas and programs of professional development.

b. Resources and Support

Institutional support seems adequate. Processes and procedures for tenure and promotion seem appropriate and are consistent with those of the University. The department faculty did however express some concern that contributions to service were undervalued in the evaluation process.

We received no information about faculty compensation in the documents we were sent. However, based on informal conversations with department members, it seems that compensation is consistent with similar departments at this University and comparable institutions. Some concern was expressed that quickly rising housing prices in the area strain faculty salaries, and this could be an issue in recruiting and retention.

Library resources seem adequate at present but the library budget for the sociology program is a concern. According to the 2006 Program Review, the budget for book purchasing has remained static for the last several years while book costs have risen. Another concern is that this budget is shared with the Cherokee Studies program but no provision for the added expense has been made. An increase in the library budget to balance inflation and to account for the added expense of the Cherokee Studies program would be appropriate.

Technological support for the program seems adequate. The University supplies all faculty members with computers and high speed Internet access and some classrooms have electronic teaching equipment.

Support for travel to professional conferences is barely adequate. At the moment, the budget will cover travel expense to, at most, one sociological regional or national meeting per year for each department member. These meetings are vital for professional

development and networking with others in the profession and are especially important for a younger department in which four of five members are untenured or Assistant Professors. We urge the University to at least double the budget for travel to professional conferences.

At present, the sociology program is part of the larger Department of Sociology and Anthropology, led by a department head who happens to be an anthropologist. This arrangement seems to be working well but we believe that the structure could be improved by formally creating a director for the sociology program. This would provide more recognition for program leadership and a clearer contact point for communication between department members and the Department Head and University.

IV. ANALYSIS OF OPERATIONAL FACILITIES AND BUDGET

a. Facilities

This is a major concern. The department is cramped and some faculty members are in small, windowless offices. Perhaps more importantly, the scheduling software used by the University frequently assigns sociology faculty members to classrooms in other buildings. While we recognize that classroom space is in high demand – and will become even scarcer as buildings continue to be remodeled – we concur with the department that assigning sociology courses to classrooms close to faculty offices has a number of important benefits. Communication with students and particularly with sociology majors would be enhanced, as would the sense of community so important to the department. While it appears to be possible to “game” the scheduling software, we believe that it would be more straightforward to simply assign a higher priority to keeping sociology classes in the same building as the departmental offices.

b. Budget

Given the recent departmental budget increase, the program budget seems adequate but, as noted previously, more support is needed for travel to professional conferences and library holdings.

V. SUMMARY OF PROGRAM STRENGTHS AND AREAS FOR IMPROVEMENT

a. General impression of the program

Overall, this program has succeeded in creating a strong and cohesive intellectual community for faculty and students. The curriculum is rigorous yet flexible, covering the foundations of the discipline while allowing faculty to teach in their areas of specialization. Faculty are dedicated to their students and institution. Resources are adequate to meet instructional needs, though research support is very limited. The program faces some challenges in terms of its visibility within the college and its relationship with Cherokee Studies.

b. Areas of strength

Students feel a strong sense of community within the sociology program, and enjoy camaraderie with the faculty and with one another. They are engaged by the program content, and eager to apply what they are learning. Small course sizes almost certainly contribute to this feeling of integration. These students are eager to share their high opinions of the program with others, and would be a great resource in recruiting majors. The department should be commended for reaching out to a diversity of students, and providing them with a supportive atmosphere.

The faculty are thoughtful and energetic teachers who clearly care about the students' wellbeing. They seek novel and engaging approaches to teaching, and have developed interesting activities for students outside of the classroom. Furthermore, they share an enthusiasm for improving their Department and University through professional service, and for continuing their own research agendas.

c. Areas for improvement

The program lacks a strong identity or presence within the institution. Faculty should work to increase the profile of their own and students' accomplishments, and better define their specific contributions within the College. The department could also raise its profile on campus by focusing more on professional publications and research projects that could involve students as co-investigators.

As is the case in many sociology programs, students have trouble visualizing how their studies will be put to use in the work world. The department could better facilitate these understandings through use of American Sociological Association materials, increasing student-faculty collaboration in research, continued development of the internship program, and expansion of the Professional Issues course (at current the course is optional, and has a low enrollment, but this course has the potential to aid the school-work transition for all majors).

While students in the major are engaged and successful, as the department works to recruit additional majors it might also consider strategies to recruit high quality students to the major. Opportunities to collaborate on faculty research, and active engagement on campus and in the region might serve this end.

VI. SUMMARY OF RECOMMENDATIONS

Allocation of office and classroom space to facilitate a learning community: The strong sense of community shared by majors and faculty is one of this program's greatest strengths. The physical proximity of classroom and office space helps to develop and maintain connections between students and faculty, and facilitates the out-of-class communications that enhance student engagement. Faculty report that when they teach near their offices, students are far more likely to continue conversations into office hours.

This type of benefit should be considered as important as the presence of specific classroom equipment (e.g. maps, technology) in allocating classrooms to courses.

Resolution of relationship with Cherokee Studies: At present, the Sociology Program (and the Department as a whole, evidently) has an awkward relationship with Cherokee Studies. While the Cherokee Studies is physically and administratively housed in Anthropology & Sociology, it does not appear to be well integrated in terms of program contents or collaboration on events (though personal relationship seem amicable). The Cherokee Studies Program is thus regarded as a drain on spatial and financial resources. Possible solutions include increasing the degree of integration or severing the relationship and housing Cherokee Studies elsewhere. The broadly interdisciplinary nature of Cherokee Studies, which, at present, includes almost no sociology content, and differences in the intellectual and administrative approaches of the programs, suggest that severing the relationship might be the easier course. Were a new hire in Cherokee Studies to be a sociologist with a strong vision of how the programs could better work together, integration might be a possibility.

Increased visibility & recruitment of majors: The program must increase its visibility within the College and University in order to secure future resources and recruit majors. Some strategies for achieving this could be immediately implemented with minimal resources. For instance, the creation of a regular speaker series wherein academic sociologists or practitioners in sociologically relevant fields address contemporary issues would increase student interest and draw attention across campus. In addition, because program faculty are actively engaged in research, they might present in a regular colloquium series for interested students and faculty in other disciplines. Similarly, a panel presentation by WCU sociology alumni would be a visible event as well as a means to showcase what one does with a degree in sociology (a question that perennially plagues students). In addition, because most students do not enter college with an awareness of sociology, the Program and/or Sociology Club should have a booth at the annual Valley Ballyhoo to draw the attention of incoming students.

Other strategies for increasing visibility require more planning and resources. For instance, focusing on a substantive sub-field that is particularly relevant to the area might garner regional attention. At the moment, the faculty's strengths are well distributed across the breadth of sociology, which allows this relatively small faculty to cover the discipline well. Future hiring in targeted areas might complement this breadth with some depth and regional specificity. Areas to consider might include environmental sociology, social inequality, community development, or the Hispanic/Latino diaspora. A stronger connection between sociology and Cherokee Studies might also serve this purpose, but due to the issues noted above, this seems more challenging.

Any discussion of growing the major should be based on an accurate count of the students served by the program, including education majors who choose Sociology as an area of specialization. Resource allocation should reflect service to students in this capacity, and to those fulfilling Liberal Studies requirements, as well as service to majors and minors.

Curriculum: We feel the curriculum provides a good base of fundamental knowledge while allowing students substantial flexibility. Curriculum development should focus on removing elective courses that are no longer taught and replacing these with courses in the faculty's research areas, as well as developing courses that fulfill the Liberal Studies requirement at all levels. The program should also provide advising materials (in a brochure or website) that show students how courses might be combined to provide coherent courses of study and to complement their career interests.

Development of a Master's Degree program: Given current demands on faculty, we do not advocate the development of a graduate program at this time. Discussions on the topics should continue, however, and the program might consider this part of a long-range plan (10-15 years) should demand and resources prove adequate.

Institutionalization of program leadership: At this time, the program is led by an unofficial Program Director with limited authority. This position should be formalized and granted sufficient resources and bureaucratic authority to lead the program. The Program Director should be charged with crafting strategies to improve and grow the program.

Appendix D

Initial Report

Last Modified: 11/22/2013

1. Years at WCU (e.g., 2001-2005):

Text Response
4
2009-2013
2010-2013
2009-2013
2009-2013
2009-2013
2009-2013
2009-2010,2012-2013
2009-2013
2008-2013
2008-2013
2010-2013
2010-2013

Statistic	Value
Total Responses	13

2. If applicable, please list your second major:

Text Response	
International Studies	
Statistic	Value
Total Responses	6

3. If applicable, please list your minor:

Text Response
Parks and recreation management
Fine Arts
Social Work
Social work
Women's Studies
Health and physical activity
Spanish
Health and Physical Education
ENVH
Anthropology

Statistic	Value
Total Responses	10

4. The faculty demonstrated interest in your academic success.

#	Answer	Bar	Response	%
1	Strongly agree		7	54%
2	Agree		6	46%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.46
Variance	0.27
Standard Deviation	0.52
Total Responses	13

5. The faculty provided personal advising based on your specific career goals and personal interests.

#	Answer	Bar	Response	%
1	Strongly agree		6	50%
2	Agree		5	42%
3	Neither Agree nor Disagree		1	8%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		12	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.58
Variance	0.45
Standard Deviation	0.67
Total Responses	12

6. The faculty provided support and encouragement for attending graduate school.

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		4	31%
3	Neither Agree nor Disagree		2	15%
4	Disagree		1	8%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.85
Variance	0.97
Standard Deviation	0.99
Total Responses	13

7. The faculty provided opportunities for research collaboration.

#	Answer	Bar	Response	%
1	Strongly agree		4	31%
2	Agree		5	38%
3	Neither Agree nor Disagree		3	23%
4	Disagree		1	8%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.08
Variance	0.91
Standard Deviation	0.95
Total Responses	13

8. Departmental faculty were up-to-date in their fields.

#	Answer	Bar	Response	%
1	Strongly agree		8	67%
2	Agree		3	25%
3	Neither Agree nor Disagree		1	8%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		12	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.42
Variance	0.45
Standard Deviation	0.67
Total Responses	12

9. Departmental classes included a range of assessment methods (i.e., multiple choice, essay, papers etc.).

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		4	31%
3	Neither Agree nor Disagree		0	0%
4	Disagree		2	15%
5	Strongly Disagree		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.08
Variance	1.91
Standard Deviation	1.38
Total Responses	13

10. Departmental classes emphasized the development of communication skills through writing and classroom presentations.

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		7	54%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.54
Variance	0.27
Standard Deviation	0.52
Total Responses	13

11. Departmental classes emphasized the development of critical thinking skills.

#	Answer	Bar	Response	%
1	Strongly agree		12	92%
2	Agree		1	8%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.08
Variance	0.08
Standard Deviation	0.28
Total Responses	13

12. Departmental faculty were fair and unbiased in their presentation of course materials.

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		5	38%
3	Neither Agree nor Disagree		2	15%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.69
Variance	0.56
Standard Deviation	0.75
Total Responses	13

13. Departmental faculty cultivated excitement and love of learning.

#	Answer	Bar	Response	%
1	Strongly agree		10	77%
2	Agree		3	23%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.23
Variance	0.19
Standard Deviation	0.44
Total Responses	13

14. The department provided sufficient course offerings in the major.

#	Answer	Bar	Response	%
1	Strongly agree		4	31%
2	Agree		8	62%
3	Neither Agree nor Disagree		0	0%
4	Disagree		1	8%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.85
Variance	0.64
Standard Deviation	0.80
Total Responses	13

15. The requirements in the major should be expanded.

#	Answer	Bar	Response	%
1	Strongly agree		1	8%
2	Agree		2	15%
3	Neither Agree nor Disagree		6	46%
4	Disagree		4	31%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.00
Variance	0.83
Standard Deviation	0.91
Total Responses	13

16. The department provided a friendly environment for students to gather.

#	Answer	Bar	Response	%
1	Strongly agree		5	38%
2	Agree		6	46%
3	Neither Agree nor Disagree		2	15%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.77
Variance	0.53
Standard Deviation	0.73
Total Responses	13

17. The department provided adequate supplementary experiences such as guest speakers, brownbags, film series, etc.

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		5	38%
3	Neither Agree nor Disagree		2	15%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.69
Variance	0.56
Standard Deviation	0.75
Total Responses	13

18. Field school, internships, and/or independent studies were useful and worthwhile experiences.

#	Answer	Bar	Response	%
1	Strongly agree		5	38%
2	Agree		3	23%
3	Neither Agree nor Disagree		4	31%
4	Disagree		1	8%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.08
Variance	1.08
Standard Deviation	1.04
Total Responses	13

19. Co-curricular departmental activities (e.g., the departmental picnics) facilitated a sense of community within the department.

#	Answer	Bar	Response	%
1	Strongly agree		3	23%
2	Agree		7	54%
3	Neither Agree nor Disagree		3	23%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	0.50
Standard Deviation	0.71
Total Responses	13

20. Library resources for the major were adequate.

#	Answer	Bar	Response	%
1	Strongly agree		4	31%
2	Agree		5	38%
3	Neither Agree nor Disagree		2	15%
4	Disagree		2	15%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.15
Variance	1.14
Standard Deviation	1.07
Total Responses	13

21. If you had it to do all over again would you still choose sociology as a major? Why or why not?

Text Response

I would, I learned a lot of great things during my time in the program. I feel like I have become more educated in areas where I held a previous view based off of uneducated and uninformed opinions. My views have changed now and they are based on educated and informed opinions.

I will always choose sociology. The knowledge and new perspectives that I've gained through my studies are something that I wouldn't trade for anything.

Absolutely! This major has helped me grow as a thinker, writer, and socially conscious individual. More so, I believe there is no better major for students that are passionate about something and want to better understand/conceptualize ideas and/or movements. I feel that through sociology, I have been able to actively participate in my learning experience and tailor it to my interests and passions by being given the tools necessary to articulate my ideas. Lastly, I have not only adopted a major, but a community of individuals who express the same kind of enthusiasm and passion (have I overused that word yet?) that makes for an exciting, engaging, and supportive learning environment! This is my family!

Yes, I would have added it sooner than I did and would have been more involved

Yes. I wish I would have declared earlier so that I would have a chance to take more of the sociology classes.

I would absolutely pick Sociology all over again. I think the education I have received has prepared me for the real world. I now understand how society functions and how I can survive within it. The department is also full of amazing faculty and students.

Yes I would. I have become a much better writer and critical thinker.

Yes. My experience in this department and the professors in this department are incomparable.

Yes. The critical thinking skills and sociological imagination I have developed during my time as a Sociology major has been tremendous. All of the teachers were helpful when I visited in their office, explained content thoroughly and seemed much more interested about my future than did previous teachers in other majors I explored.

I love my major, and if I had to I'd do it all over again, I would. This program has taught me a lot of necessary skills, and I thoroughly loved engaging with the content. I found the greatest mentor while I've been in this program, and even generally I've been able to make great connections with other faculty here.

Absolutely. Choosing to become a sociology major was the best decision I've ever made and gave me experiences I will never forget. I learned how to think critically and write well. I also had the opportunity to engage with some of the most brilliant professors who actually cared about me and my education--as sociology majors we weren't "just another student" to our professors. When I chose to become a sociology major, I allowed myself to reach a new potential I didn't know was possible.

Statistic	Value
Total Responses	11

22. Using one's own culture as a means to evaluate another group or individual, leading to the view that cultures other than one's own are abnormal or inferior is called _____.

#	Answer	Bar	Response	%
1	an institutionalized norm		0	0%
2	ethnocentrism		10	77%
3	cultural relativism		1	8%
4	the sociological imagination		2	15%
	Total		13	

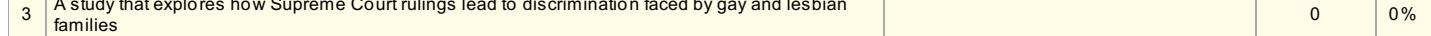
Statistic	Value
Min Value	2
Max Value	4
Mean	2.38
Variance	0.59
Standard Deviation	0.77
Total Responses	13

23. _____ is the process by which humans internalize societal norms and develop the capacities to participate in society.

#	Answer	Bar	Response	%
1	Cognition		1	8%
2	Social structure		0	0%
3	Socialization		11	85%
4	The looking glass self		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.92
Variance	0.41
Standard Deviation	0.64
Total Responses	13

24. Which of the following studies is NOT a macro level sociological analysis of family life in modern U.S. society?

#	Answer	Bar	Response	%
1	A study that explores how the mortgage crisis impacts divorce rates		1	8%
2	A study that explores non-verbal communication patterns in one family		12	92%
3	A study that explores how Supreme Court rulings lead to discrimination faced by gay and lesbian families		0	0%
4	A study that explores the effect of the immigration process on immigrant children's economic mobility		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.92
Variance	0.08
Standard Deviation	0.28
Total Responses	13

25. Which of the following statements does NOT capture an insight of the sociological imagination?

#	Answer	Bar	Response	%
1	Personal troubles are often linked to social problems		0	0%
2	Individual lives are shaped by history		1	8%
3	Social context impacts our everyday lives		0	0%
4	Understanding social forces will only lead to indifference		12	92%
	Total		13	

Statistic	Value
Min Value	2
Max Value	4
Mean	3.85
Variance	0.31
Standard Deviation	0.55
Total Responses	13

26. _____ are organized ways society develops to meet societal members' basic needs.

#	Answer	Bar	Response	%
1	Social institutions		4	31%
2	Social statuses		0	0%
3	Social structures		7	54%
4	Cultures		2	15%
	Total		13	

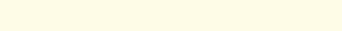
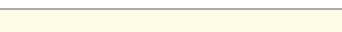
Statistic	Value
Min Value	1
Max Value	4
Mean	2.54
Variance	1.27
Standard Deviation	1.13
Total Responses	13

27. Which statement is the MOST accurate regarding the sociological meaning of race?

#	Answer	Bar	Response	%
1	Race is entirely dependent on fixed biological characteristics		2	15%
2	Race varies depending on the society in which its meaning is constructed		11	85%
3	Race is the same thing as ethnicity		0	0%
4	The concept of race tends to be quite similar in all cultures		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.85
Variance	0.14
Standard Deviation	0.38
Total Responses	13

28. Lower class people are more likely than higher class people to:

#	Answer	Bar	Response	%
1	Be victims of crime		12	92%
2	Live longer		0	0%
3	Be healthier		0	0%
4	Vote		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.23
Variance	0.69
Standard Deviation	0.83
Total Responses	13

29. In measurement, the question of whether a variable measures what it is meant to measure is an issue of _____.

#	Answer	Bar	Response	%
1	reliability		1	8%
2	correlation		0	0%
3	validity		11	85%
4	sampling		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.92
Variance	0.41
Standard Deviation	0.64
Total Responses	13

30. What kind of research are you conducting if you directly observe a group in order to determine its values, norms, rules, and meanings?

#	Answer	Bar	Response	%
1	Qualitative research		11	85%
2	Quantitative research		0	0%
3	Normative research		1	8%
4	Survey research		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.38
Variance	0.92
Standard Deviation	0.96
Total Responses	13

31. In survey research, a closed-ended question is one that:

#	Answer	Bar	Response	%
1	Allows for a wide range of responses		0	0%
2	Allows creativity in answering		0	0%
3	Allows respondents a limited number of possible responses		13	100%
4	Allows respondents to write in their answer		0	0%
	Total		13	

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	13

32. We are only able to assume that a sample is representative of a larger population if we use which of the following types of sampling techniques?

#	Answer	Bar	Response	%
1	Convenience sampling		0	0%
2	Snowball sampling		0	0%
3	Probability sampling (a.k.a., Random sampling)		13	100%
4	Haphazard sampling		0	0%
	Total		13	

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	13

33. What level of variable measurement is represented by the following survey question and response categories? How often do you have direct control over the activities of others at work?
 1 Never 2 Rarely 3 Sometimes 4 Often

#	Answer	Bar	Response	%
1	Nominal		3	23%
2	Ordinal		8	62%
3	Interval		2	15%
4	Ratio		0	0 %
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.92
Variance	0.41
Standard Deviation	0.64
Total Responses	13

34. Which of the following measures of central tendency represents the average score in a distribution of scores?

#	Answer	Bar	Response	%
1	The mode		1	8%
2	The median		1	8%
3	The mean		11	85%
4	The midrange		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.77
Variance	0.36
Standard Deviation	0.60
Total Responses	13

- 35.** Which of the following measures of dispersion represents the distance between the highest and lowest scores in a distribution?

#	Answer	Bar	Response	%
1	The range		11	85%
2	The interquartile range		1	8%
3	The variance		0	0%
4	The standard deviation		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.31
Variance	0.73
Standard Deviation	0.85
Total Responses	13

36. Given that alpha specifies the probability of making the wrong decision when testing the null hypothesis, how confident can we be rejecting the null hypothesis with an alpha of .05?

#	Answer	Bar	Response	%
1	90% confident		0	0%
2	95% confident		10	77%
3	99% confident		3	23%
4	99.9% confident		0	0%
	Total		13	

Statistic	Value
Min Value	2
Max Value	3
Mean	2.23
Variance	0.19
Standard Deviation	0.44
Total Responses	13

37. Which theoretical perspective suggests that all social systems must meet certain imperatives or requisites in order to remain in a state of balance or equilibrium?

#	Answer	Bar	Response	%
1	Critical Theory		0	0%
2	Symbolic Interactionism		0	0%
3	Dramaturgical Analysis		0	0%
4	Structural Functionalism		13	100%
	Total		13	

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	13

38. Which of the following theoretical perspectives suggests that social structure emerges from and is reproduced through shared definitions created by face to face communication?

#	Answer	Bar	Response	%
1	Post-Modernism		0	0 %
2	Conflict Theory		1	8 %
3	Symbolic Interactionism		11	85%
4	Social Darwinism		1	8 %
	Total		13	

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	0.17
Standard Deviation	0.41
Total Responses	13

39. _____ debates involve the extent to which human beings are controlled by social forces and the extent to which humans are free actors able to mold and shape their social worlds.

#	Answer	Bar	Response	%
1	Integration-regulation		0	0%
2	Macro-micro		1	8%
3	Agency-structure		10	77%
4	Individual-institutional		2	15%
	Total		13	

Statistic	Value
Min Value	2
Max Value	4
Mean	3.08
Variance	0.24
Standard Deviation	0.49
Total Responses	13

40. Max Weber said that as societies become more modern they become dominated by preset rules and regulations with an emphasis on efficiency. He referred to this as _____.

#	Answer	Bar	Response	%
1	formal rationality		9	69%
2	bi-polarization		0	0%
3	structuration		0	0%
4	mechanical solidarity		4	31%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.92
Variance	2.08
Standard Deviation	1.44
Total Responses	13

41. Karl Marx suggested that members of the working class often believe the capitalist mode of production works in their best interest. This phenomenon is referred to as _____.

#	Answer	Bar	Response	%
1	the division of labor		2	15%
2	rationality		0	0%
3	structural emergence		1	8%
4	false class consciousness		10	77%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.46
Variance	1.27
Standard Deviation	1.13
Total Responses	13

- 42.** Imagine that post-graduation, a job interviewer asks, "What have you learned and what skills have you gained by majoring in sociology?" How would you respond?

Text Response

I have learned that there are many ways in which social issues impact a person's life, and I have also learned how to interpret those issues and the ways they have influenced a person's life.

I am able to articulate my ideas and arguments in a clear, grounded manner, and I am also able to critically approach and process information. Furthermore, I feel I have garnered a better understanding of the world around me, the structures in which we reside, the impact they have on individuals, and in turn, the capability of individuals to work cohesively and in favor of structural change for the betterment of one's own world. Lastly, I am a more well read, culturally engaged and aware individual because of the tools and inspiration I have acquired throughout my undergraduate career.

I am able to understand how society affects an individual and I have learned how despite those challenges I can try to help them.

I learned how I look at the world in different perspectives a side from the one I personally experienced. Through sociology I have become a much better researcher.

Majoring in Sociology has allowed me to develop the skills needed to analyze society and the world as a whole. I was also able to develop skills in conducting research and analyzing data efficiently.

I have learned how to analyze data so that I can read and report it correctly. I feel that I have a better understanding of how society works and what enables and constrains our abilities. I understand different points of view and how different cultures vary in values, norms and rules. That alone determines why and how important things are to people and it helps us form better relationships. Some skills I have learned are to write more clear and concise, look for underlying meanings of behaviors and norms, an understanding of the complexities of society, and to not believe everything you read or hear—that there is room for research and questions to find out more.

Being a Sociology major, I have developed good critical thinking and writing skills. I have also gained a new perspective on different cultures, races and gender through understanding the institutional limitations our society has formed against them. With these skills I have become a more open-minded person, which will benefit me when working and communicating with others. I have also acquired specific computer skills, such as excel, word, powerpoint, spreadsheet, etc. that will contribute to my work qualities.

By majoring in sociology I have cultivated and strengthened my sociological imagination, and I am able to think critically about the world. Not only have I expanded critical thinking, but I have learned to beautifully articulate and communicate concepts and ideas with others. Majoring in sociology has also lead me to develop research and analysis skills. Last, sociology has broadened my worldview and I am equipped with cross-cultural understanding.

I have learned about cultural relativism which has allowed me to step outside of my own comfort zone and realize that we all come from completely different backgrounds and that no one person is right or wrong in the way that they may act. I also learned that life is a team-player game because no one can successfully accomplish everything on their own, we all have the capacity to support each other. My professor once told me that "If you don't believe things can change, you're right," so I learned very quickly that my voice does matter and I gained the skills to advocate and the knowledge necessary to stand up for human rights and inequality.

Statistic	Value
Total Responses	9

43. If you have any additional information to share about your experience as a sociology major, please include it here.

Text Response

I have never experienced a professor able to lecture as well as Peter nieckarz, to completely rock my brain like Heather Talley, to push me like Anthony Hickey, or encourage me like Kathleen Brennan.

The best part about being a Sociology major was the relationships I formed with the professors and the way they treated the students. I found the professors to be extremely helpful and caring anytime I stopped by their office with questions or thoughts.

Sociology became my life, so needless to say I don't think the word count would allow me to write about the plethora of experiences that have shaped me into the proud person I am today. But I would like to thank all of the amazing professors that helped me along the way!

Statistic	Value
Total Responses	3

Initial Report

Last Modified: 11/20/2013

1. Years at WCU (e.g., 2001-2005):

Text Response
2009-2013
2008-2013
2009-2013
2010 - 2013
2009-2013
2011-2013
2009-2013
2010-2013
2008-2013
2.5

Statistic	Value
Total Responses	10

2. If applicable, please list your second major:

Text Response
English
Psychology
Psychology
Nutrition & Dietetics
Fine art

Statistic	Value
Total Responses	5

3. If applicable, please list your minor:

Text Response
N/A
None.
Business Law
Political Science
criminal justice
Psychology
Women's Studies

Statistic	Value
Total Responses	7

4. The faculty demonstrated interest in your academic success.

#	Answer	Bar	Response	%
1	Strongly agree		10	100%
2	Agree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	10

5. The faculty provided personal advising based on your specific career goals and personal interests.

#	Answer	Bar	Response	%
1	Strongly agree		7	70%
2	Agree		3	30%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.30
Variance	0.23
Standard Deviation	0.48
Total Responses	10

6. The faculty provided support and encouragement for attending graduate school.

#	Answer	Bar	Response	%
1	Strongly agree		9	90%
2	Agree		1	10%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.10
Variance	0.10
Standard Deviation	0.32
Total Responses	10

7. The faculty provided opportunities for research collaboration.

#	Answer	Bar	Response	%
1	Strongly agree		6	60%
2	Agree		1	10%
3	Neither Agree nor Disagree		3	30%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.70
Variance	0.90
Standard Deviation	0.95
Total Responses	10

8. Departmental faculty were up-to-date in their fields.

#	Answer	Bar	Response	%
1	Strongly agree		8	80%
2	Agree		1	10%
3	Neither Agree nor Disagree		1	10%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.30
Variance	0.46
Standard Deviation	0.67
Total Responses	10

9. Departmental classes included a range of assessment methods (i.e., multiple choice, essay, papers etc.).

#	Answer	Bar	Response	%
1	Strongly agree		7	70%
2	Agree		3	30%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.30
Variance	0.23
Standard Deviation	0.48
Total Responses	10

10. Departmental classes emphasized the development of communication skills through writing and classroom presentations.

#	Answer	Bar	Response	%
1	Strongly agree		8	80%
2	Agree		2	20%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.18
Standard Deviation	0.42
Total Responses	10

11. Departmental classes emphasized the development of critical thinking skills.

#	Answer	Bar	Response	%
1	Strongly agree		10	100%
2	Agree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	10

12. Departmental faculty were fair and unbiased in their presentation of course materials.

#	Answer	Bar	Response	%
1	Strongly agree		5	50%
2	Agree		4	40%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		1	10%
	Total		10	

Statistic	Value
Min Value	1
Max Value	5
Mean	1.80
Variance	1.51
Standard Deviation	1.23
Total Responses	10

13. Departmental faculty cultivated excitement and love of learning.

#	Answer	Bar	Response	%
1	Strongly agree		9	90%
2	Agree		1	10%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.10
Variance	0.10
Standard Deviation	0.32
Total Responses	10

14. The department provided sufficient course offerings in the major.

#	Answer	Bar	Response	%
1	Strongly agree		5	50%
2	Agree		4	40%
3	Neither Agree nor Disagree		1	10%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.60
Variance	0.49
Standard Deviation	0.70
Total Responses	10

15. The requirements in the major should be expanded.

#	Answer	Bar	Response	%
1	Strongly agree		3	30%
2	Agree		1	10%
3	Neither Agree nor Disagree		4	40%
4	Disagree		2	20%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	1.39
Standard Deviation	1.18
Total Responses	10

16. The department provided a friendly environment for students to gather.

#	Answer	Bar	Response	%
1	Strongly agree		8	80%
2	Agree		1	10%
3	Neither Agree nor Disagree		0	0%
4	Disagree		1	10%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.40
Variance	0.93
Standard Deviation	0.97
Total Responses	10

17. The department provided adequate supplementary experiences such as guest speakers, brownbags, film series, etc.

#	Answer	Bar	Response	%
1	Strongly agree		10	100%
2	Agree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	10

18. Field school, internships, and/or independent studies were useful and worthwhile experiences.

#	Answer	Bar	Response	%
1	Strongly agree		5	50%
2	Agree		1	10%
3	Neither Agree nor Disagree		4	40%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.90
Variance	0.99
Standard Deviation	0.99
Total Responses	10

19. Co-curricular departmental activities (e.g., the departmental picnics) facilitated a sense of community within the department.

#	Answer	Bar	Response	%
1	Strongly agree		5	50%
2	Agree		4	40%
3	Neither Agree nor Disagree		1	10%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.60
Variance	0.49
Standard Deviation	0.70
Total Responses	10

20. Library resources for the major were adequate.

#	Answer	Bar	Response	%
1	Strongly agree		6	60%
2	Agree		4	40%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		10	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

21. If you had it to do all over again would you still choose sociology as a major? Why or why not?

Text Response

Yes. My major in sociology kept me interested in higher learning. Without this major -- and without this department -- it is entirely likely that I would have dropped out of school during my sophomore year. The faculty members are the most encouraging, friendly people on this campus, bar none. The department truly is remarkable.

Yes, I would. I had a blast talking about topics and learning about topics that were so far out of my comfort zone. I learned so much more than I had expected and I have a completely different viewpoint from having made Sociology one of my majors.

Yes. Sociology mixed with Psychology really created a great space for critical thinking. While sometimes psychology was looked down upon, the similarities between the two is undeniable.

I would choose it again. I feel that this major provided me with a knowledge of society that will be very beneficial in the future.

Yes, choosing sociology as a major is something that has changed my entire outlook on life and society and it gave me valuable knowledge that I will use in future endeavors.

yes i would, because sociology has really opened my mind to a new way of thinking and seeing the world.

Yes, I learned so much from the major as a whole and it helped me grow as a person. Not only did the classes improve my writing and communication skills but also my empathy for others and an understanding of world issues.

Yes. Majoring in sociology changed my life. It gave me the tools to better understand inequalities that are often invisible or hard to see within society. The department also provided me a community that I can truly call a second family. Thank you to all the sociology professors and dedicated classmates for making my experience at Western unforgettable.

Statistic	Value
Total Responses	8

22. Interpreting other people's beliefs and activities in terms of your own culture is known as _____.

#	Answer	Bar	Response	%
1	an institutionalized norm		0	0%
2	ethnocentrism		6	67%
3	cultural relativism		3	33%
4	the sociological imagination		0	0%
	Total		9	

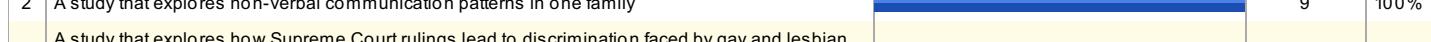
Statistic	Value
Min Value	2
Max Value	3
Mean	2.33
Variance	0.25
Standard Deviation	0.50
Total Responses	9

23. _____ is the process by which humans internalize societal norms and develop the capacities to participate in society.

#	Answer	Bar	Response	%
1	Cognition		0	0%
2	Social structure		0	0%
3	Socialization		9	100%
4	The looking glass self		0	0%
	Total		9	

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

24. Which of the following studies is NOT a macro level sociological analysis of family life in modern U.S. society?

#	Answer	Bar	Response	%
1	A study that explores how the mortgage crisis impacts divorce rates		0	0%
2	A study that explores non-verbal communication patterns in one family		9	100%
3	A study that explores how Supreme Court rulings lead to discrimination faced by gay and lesbian families		0	0%
4	A study that explores the effect of the immigration process on immigrant children's economic mobility		0	0%
	Total		9	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

25. Which of the following statements does NOT capture an insight of the sociological imagination?

#	Answer	Bar	Response	%
1	Personal troubles are often linked to social problems		0	0%
2	Individual lives are shaped by history		0	0%
3	Social context impacts our everyday lives		0	0%
4	Understanding social forces will only lead to indifference		9	100%
	Total		9	

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

26. _____ are organized ways society develops to meet societal members' basic needs.

#	Answer	Bar	Response	%
1	Social institutions		4	44%
2	Social statuses		0	0%
3	Social structures		5	56%
4	Cultures		0	0%
	Total		9	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.11
Variance	1.11
Standard Deviation	1.05
Total Responses	9

27. Which statement is the MOST accurate regarding the sociological meaning of race?

#	Answer	Bar	Response	%
1	Race is entirely dependent on fixed biological characteristics		0	0%
2	Race varies depending on the society in which its meaning is constructed		9	100%
3	Race is the same thing as ethnicity		0	0%
4	The concept of race tends to be quite similar in all cultures		0	0%
	Total		9	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

28. Lower class people are more likely than higher class people to:

#	Answer	Bar	Response	%
1	Be victims of crime		9	100%
2	Live longer		0	0%
3	Be healthier		0	0%
4	Vote		0	0%
	Total		9	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

29. In measurement, the question of whether a variable measures what it is meant to measure is an issue of _____.

#	Answer	Bar	Response	%
1	reliability		2	22%
2	correlation		1	11%
3	validity		6	67%
4	sampling		0	0%
	Total		9	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.44
Variance	0.78
Standard Deviation	0.88
Total Responses	9

30. What kind of research are you conducting if you directly observe a group in order to determine its values, norms, rules, and meanings?

#	Answer	Bar	Response	%
1	Qualitative research		5	56%
2	Quantitative research		0	0%
3	Normative research		2	22%
4	Survey research		2	22%
	Total		9	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.11
Variance	1.86
Standard Deviation	1.36
Total Responses	9

31. In survey research, a closed-ended question is one that:

#	Answer	Bar	Response	%
1	Allows for a wide range of responses		0	0%
2	Allows creativity in answering		0	0%
3	Limits the possible responses		8	89%
4	Predisposes people to answer in a certain way		1	11%
	Total		9	

Statistic	Value
Min Value	3
Max Value	4
Mean	3.11
Variance	0.11
Standard Deviation	0.33
Total Responses	9

32. We are only able to assume that a sample is representative of a larger population if we use which of the following types of sampling techniques?

#	Answer	Bar	Response	%
1	Convenience sampling		1	11%
2	Snowball sampling		1	11%
3	Probability sampling (a.k.a., Random sampling)		7	78%
4	Haphazard sampling		0	0%
	Total		9	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.67
Variance	0.50
Standard Deviation	0.71
Total Responses	9

33. What level of variable measurement is represented by the following survey question and response categories? How often do you have direct control over the activities of others at work?
 1 Never 2 Rarely 3
 Sometimes 4 Often

#	Answer	Bar	Response	%
1	Nominal		2	22%
2	Ordinal		7	78%
3	Interval		0	0 %
4	Ratio		0	0 %
	Total		9	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.78
Variance	0.19
Standard Deviation	0.44
Total Responses	9

34. Which of the following measures of central tendency represents the average score in a distribution of scores?

#	Answer	Bar	Response	%
1	The mode		0	0%
2	The median	<div style="width: 10px; height: 10px; background-color: blue;"></div>	1	11%
3	The mean	<div style="width: 80px; height: 10px; background-color: blue;"></div>	8	89%
4	The midrange		0	0%
	Total		9	

Statistic	Value
Min Value	2
Max Value	3
Mean	2.89
Variance	0.11
Standard Deviation	0.33
Total Responses	9

35. Which of the following measures of dispersion represents the distance between the highest and lowest scores in a distribution?

#	Answer	Bar	Response	%
1	The range		8	89%
2	The interquartile range		0	0%
3	The variance		0	0%
4	The standard deviation		1	11%
	Total		9	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.33
Variance	1.00
Standard Deviation	1.00
Total Responses	9

36. Given that alpha specifies the probability of making the wrong decision when testing the null hypothesis, how confident can we be rejecting the null hypothesis with an alpha of .05?

#	Answer	Bar	Response	%
1	90% confident		0	0%
2	95% confident		9	100%
3	99% confident		0	0%
4	99.9% confident		0	0%
	Total		9	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

37. Which theoretical perspective suggests that all social systems must meet certain imperatives or requisites in order to remain in a state of balance or equilibrium?

#	Answer	Bar	Response	%
1	Critical Theory		0	0%
2	Symbolic Interactionism		0	0%
3	Dramaturgical Analysis		0	0%
4	Structural Functionalism		9	100%
	Total		9	

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	9

38. Which of the following theoretical perspectives suggests that social structure emerges from and is reproduced through shared definitions created by face to face communication?

#	Answer	Bar	Response	%
1	Post-Modernism		1	11%
2	Conflict Theory		0	0%
3	Symbolic Interactionism		8	89%
4	Social Darwinism		0	0%
	Total		9	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.78
Variance	0.44
Standard Deviation	0.67
Total Responses	9

39. _____ debates involve the extent to which human beings are controlled by social forces and the extent to which humans are free actors able to mold and shape their social worlds.

#	Answer	Bar	Response	%
1	Integration-regulation		1	11%
2	Macro-micro		0	0%
3	Agency-structure		6	67%
4	Individual-institutional		2	22%
	Total		9	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.00
Variance	0.75
Standard Deviation	0.87
Total Responses	9

40. Max Weber said that as societies become more modern they become dominated by preset rules and regulations with an emphasis on efficiency. He referred to this as _____.

#	Answer	Bar	Response	%
1	formal rationality		4	44%
2	bi-polarization		0	0%
3	structuration		1	11%
4	mechanical solidarity		4	44%
	Total		9	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.56
Variance	2.28
Standard Deviation	1.51
Total Responses	9

41. Karl Marx suggested that members of the working class often believe the capitalist mode of production works in their best interest. This phenomenon is referred to as _____.

#	Answer	Bar	Response	%
1	the division of labor		1	11%
2	rationality		0	0%
3	structural emergence		0	0%
4	false class consciousness		8	89%
	Total		9	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.67
Variance	1.00
Standard Deviation	1.00
Total Responses	9

- 42.** Imagine that post-graduation, a job interviewer asks, "What have you learned and what skills have you gained by majoring in sociology?" How would you respond?

Text Response

Before I answer this question: This survey didn't mention that there was a test! I would respond that majoring in sociology provided me with skills in statistical analysis and critical thinking. Having an employee with a degree in Sociology means that you have an employee that is capable of digging deeper in analysis that allows for the fullest understanding of a problem or issue (via seeing all possible sides of the problem, the causes of that problem, and a variety of different ways to solve that problem -- as well as the pros and cons of each potential solution). Majoring in sociology gave me strong research skills (through undergraduate research) and leadership skills (through clubs and extracurricular activities).

I learned multiple things by majoring in Sociology. I learned that social interactions are a key component for creating social change; Sociology involves more than just looking at a group of people and studying what they do in groups; Sociology involves politics, history, psychology, etc. The skills that I have gained from majoring in Sociology include looking at social interactions in different perspectives, understanding what kind of impact societal roles play on every age group, and how to conduct in-depth research.

I learned about diversity. I learned how to deal with it in everyday life. I also learned that as a women I'm a minority and truly need to work hard to compete in a mans world.

I have learned how to better interpret why people do the things they do. Sociology helps me to interact with individuals without preconceived notions about who they are or where they come from.

i would respond telling them that i have learned to critically think through alot of societal issues, and can actually give feasible answers to things outside of the social norm.

I have learned to be a better communicator with people from a variety of different backgrounds and find I can better understand and relate to them. I know to not judge a book by its cover and that I should never assume that I know what is going on in someone else's life. I am now much less apt to assume anything about a person by first impressions.

I have learned how to think critically about social issues. I've also learned to always consider the individual as well as institutions when looking at social problems and phenomenons. Skill wise I can now gather quantitative and qualitative data and interpret it. I can also use SPSS as well as complete general statistical equations and interpret my findings.

Statistic	Value
Total Responses	7

43. If you have any additional information to share about your experience as a sociology major, please include it here.

Text Response

Many professors want us to write papers in ASA. I have never had formal training in ASA, nor have my peers. An ASA, how-to-write-in-this-discipline unit in one of the required Sociology courses would have been incredibly helpful.

I have enjoyed sociology and the sociology department over these last 4 years. While I am not going on to graduate school in soc I know that the skills I learned will help me along the way.

Statistic

Value

Statistic	Value
Total Responses	2

Initial Report

Last Modified: 05/03/2014

1. Years at WCU (e.g., 2001-2005):

Text Response
2011-2014
2010-2014
1991-1993 - 2013-2014
2010-2014
2010-2014
2010 - 2014
5
2012-2014
2011-2014
2009-2014
2010-2014
2009-2014
2010-2014

Statistic	Value
Total Responses	13

2. If applicable, please list your second degree/major:

Text Response	
Psychology	
Psychology and Sociology	
International Studies	
Political Science	
Forensic Anthropology	
psychology	
Communication	
Statistic	Value
Total Responses	7

3. If applicable, please list your minor(s):

Text Response	
Social Work	
Social Work	
Coaching and Physical Education	
Health & PE	
Criminal Justice	
Art	
Women's Studies, International Studies	
Statistic	Value
Total Responses	7

4. The faculty demonstrated interest in your academic success.

#	Answer	Bar	Response	%
1	Strongly agree		11	85%
2	Agree		2	15%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.15
Variance	0.14
Standard Deviation	0.38
Total Responses	13

5. The faculty provided personal advising based on your specific career goals and personal interests.

#	Answer	Bar	Response	%
1	Strongly agree		11	85%
2	Agree		2	15%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.15
Variance	0.14
Standard Deviation	0.38
Total Responses	13

6. The faculty provided support and encouragement for attending graduate school.

#	Answer	Bar	Response	%
1	Strongly agree		5	38%
2	Agree		4	31%
3	Neither Agree nor Disagree		4	31%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.92
Variance	0.74
Standard Deviation	0.86
Total Responses	13

7. The faculty provided opportunities for research collaboration.

#	Answer	Bar	Response	%
1	Strongly agree		7	54%
2	Agree		4	31%
3	Neither Agree nor Disagree		2	15%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.62
Variance	0.59
Standard Deviation	0.77
Total Responses	13

8. Departmental faculty were up-to-date in their fields.

#	Answer	Bar	Response	%
1	Strongly agree		8	62%
2	Agree		4	31%
3	Neither Agree nor Disagree		0	0%
4	Disagree		1	8%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.54
Variance	0.77
Standard Deviation	0.88
Total Responses	13

9. Departmental classes included a range of assessment methods (i.e., multiple choice, essay, papers etc.).

#	Answer	Bar	Response	%
1	Strongly agree		5	38%
2	Agree		5	38%
3	Neither Agree nor Disagree		1	8%
4	Disagree		2	15%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.00
Variance	1.17
Standard Deviation	1.08
Total Responses	13

10. Departmental classes emphasized the development of communication skills through writing and classroom presentations.

#	Answer	Bar	Response	%
1	Strongly agree		10	77%
2	Agree		1	8%
3	Neither Agree nor Disagree		2	15%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.38
Variance	0.59
Standard Deviation	0.77
Total Responses	13

11. Departmental classes emphasized the development of critical thinking skills.

#	Answer	Bar	Response	%
1	Strongly agree		10	77%
2	Agree		2	15%
3	Neither Agree nor Disagree		1	8%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.31
Variance	0.40
Standard Deviation	0.63
Total Responses	13

12. Departmental faculty were fair and unbiased in their presentation of course materials.

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		6	46%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	5
Mean	1.77
Variance	1.19
Standard Deviation	1.09
Total Responses	13

13. Departmental faculty cultivated excitement and love of learning.

#	Answer	Bar	Response	%
1	Strongly agree		11	85%
2	Agree		2	15%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

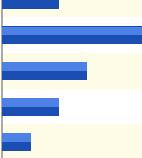
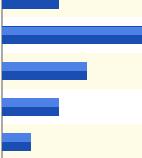
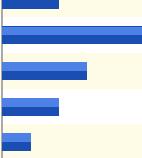
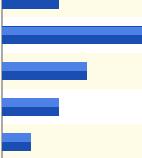
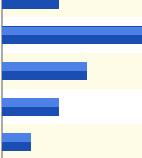
Statistic	Value
Min Value	1
Max Value	2
Mean	1.15
Variance	0.14
Standard Deviation	0.38
Total Responses	13

14. The department provided sufficient course offerings in the major.

#	Answer	Bar	Response	%
1	Strongly agree		2	15%
2	Agree		9	69%
3	Neither Agree nor Disagree		0	0%
4	Disagree		2	15%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.15
Variance	0.81
Standard Deviation	0.90
Total Responses	13

15. The requirements in the major should be expanded.

#	Answer	Bar	Response	%
1	Strongly agree		2	15%
2	Agree		5	38%
3	Neither Agree nor Disagree		3	23%
4	Disagree		2	15%
5	Strongly Disagree		1	8%
	Total		13	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.62
Variance	1.42
Standard Deviation	1.19
Total Responses	13

16. The department provided a friendly environment for students to gather.

#	Answer	Bar	Response	%
1	Strongly agree		9	69%
2	Agree		3	23%
3	Neither Agree nor Disagree		1	8%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.38
Variance	0.42
Standard Deviation	0.65
Total Responses	13

17. The department provided adequate supplementary experiences such as guest speakers, brownbags, film series, etc.

#	Answer	Bar	Response	%
1	Strongly agree		4	31%
2	Agree		8	62%
3	Neither Agree nor Disagree		1	8%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.77
Variance	0.36
Standard Deviation	0.60
Total Responses	13

18. Field school, internships, and/or independent studies were useful and worthwhile experiences.

#	Answer	Bar	Response	%
1	Strongly agree		6	46%
2	Agree		2	15%
3	Neither Agree nor Disagree		5	38%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.92
Variance	0.91
Standard Deviation	0.95
Total Responses	13

19. Co-curricular departmental activities (e.g., the departmental picnics) facilitated a sense of community within the department.

#	Answer	Bar	Response	%
1	Strongly agree		4	31%
2	Agree		3	23%
3	Neither Agree nor Disagree		6	46%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.15
Variance	0.81
Standard Deviation	0.90
Total Responses	13

20. Library resources for the major were adequate.

#	Answer	Bar	Response	%
1	Strongly agree		5	38%
2	Agree		5	38%
3	Neither Agree nor Disagree		3	23%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.85
Variance	0.64
Standard Deviation	0.80
Total Responses	13

21. If you had it to do all over again would you still choose sociology as a major? Why or why not?

Text Response

Yes, but only if I took social problems again freshmen year. It is legitimately the only reason I am a sociology major. Dr. Tally literally changed my life. Without her guidance freshman year, I never would have had the opportunity to even think about sociology as a major. Every incoming freshman should be required to take social problems, it is a transformative life experience.

Definitely! I have loved the continuous growth that sociology allows a student. There is always something to be learned and a new perspective to be understood. I could study in this field for the rest of my life and never learn enough.

Absolutely!!!! I would have never recognized or understood the drastic need for social change in our society, if I hadn't taken sociology. Nor would I have realized that I have been part of the problem for so many years. Now I have changed my agency, who I am, what I can be and can now pass what I have learned on to my children and social network. Basically, I have filled my social tool box and understand the responsibility of putting it to work for all people. Regardless of race, gender, sexual preference or social construction.

No only because I didn't figure out what I really wanted to do until this year. Sociology gave me the power of empathy, but other students in the major were sociologically illiterate during discussion 99% of the time. I would have done chemistry.

Definitely, I really enjoyed the subject in every class, what's so special about sociology is real life day to day experiences that you learn about, and of course you see these things happening. Therefore, the subject matter kept my attention.

No

Hell Yes. Because it is a great field of research and the teachers at WCU are extremely passionate about it.

I would still choose Sociology as a major. I really enjoyed the professors and the fact that you can tell these professors are passionate about their work is phenomenal. I would recommend any student to come to WCU for Sociology, and not only because the major is awesome, but the professors really encourage students to go above and beyond and always pushing us to learn more and do better. Which is definitely the college experience I was hoping to have. Thanks for doing a great job!!!

Yes, the professors were amazing and super helpful. I also really enjoyed the courses I took. I believe I will benefit from the knowledge I gained during my time as a sociology major at WCU.

Studying sociology has given me a new perspective and taught me to look at the world around me differently. I would most definitely choose sociology as a major again. I think its a subject that everyone should take at least once.

Yes the material I learned made a huge impact on my outlook on life and changed the way I look at societal situations. Overall it made me a more open minded person.

I would ABSOLUTELY choose sociology as a major if I had to do it all over again! I loved everything about the major; from the classes to the professors! It is a great program! I owe so much to the Sociology Department! I can't thank all of you enough!

Statistic	Value
Total Responses	12

22. Using one's own culture as a means to evaluate another group or individual, leading to the view that cultures other than one's own are abnormal or inferior is called _____.

#	Answer	Bar	Response	%
1	an institutionalized norm		0	0%
2	ethnocentrism		9	82%
3	cultural relativism		1	9%
4	the sociological imagination		1	9%
	Total		11	

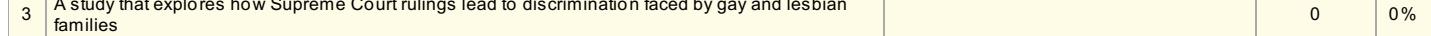
Statistic	Value
Min Value	2
Max Value	4
Mean	2.27
Variance	0.42
Standard Deviation	0.65
Total Responses	11

23. _____ is the process by which humans internalize societal norms and develop the capacities to participate in society.

#	Answer	Bar	Response	%
1	Cognition		0	0 %
2	Social structure		1	8 %
3	Socialization		11	92 %
4	The looking glass self		0	0 %
	Total		12	

Statistic	Value
Min Value	2
Max Value	3
Mean	2.92
Variance	0.08
Standard Deviation	0.29
Total Responses	12

24. Which of the following studies is NOT a macro level sociological analysis of family life in modern U.S. society?

#	Answer	Bar	Response	%
1	A study that explores how the mortgage crisis impacts divorce rates		1	8%
2	A study that explores non-verbal communication patterns in one family		11	92%
3	A study that explores how Supreme Court rulings lead to discrimination faced by gay and lesbian families		0	0%
4	A study that explores the effect of the immigration process on immigrant children's economic mobility		0	0%
	Total		12	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.92
Variance	0.08
Standard Deviation	0.29
Total Responses	12

25. Which of the following statements does NOT capture an insight of the sociological imagination?

#	Answer	Bar	Response	%
1	Personal troubles are often linked to social problems		0	0%
2	Individual lives are shaped by history		0	0%
3	Social context impacts our everyday lives		1	8%
4	Understanding social forces will only lead to indifference		11	92%
	Total		12	

Statistic	Value
Min Value	3
Max Value	4
Mean	3.92
Variance	0.08
Standard Deviation	0.29
Total Responses	12

26. _____ are organized ways society develops to meet societal members' basic needs.

#	Answer	Bar	Response	%
1	Social institutions		9	75%
2	Social statuses		1	8%
3	Social norms		1	8%
4	Cultures		1	8%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.50
Variance	1.00
Standard Deviation	1.00
Total Responses	12

27. Which statement is the MOST accurate regarding the sociological meaning of race?

#	Answer	Bar	Response	%
1	Race is entirely dependent on fixed biological characteristics		1	8%
2	Race varies depending on the society in which its meaning is constructed		11	92%
3	Race is the same thing as ethnicity		0	0%
4	The concept of race tends to be quite similar in all cultures		0	0%
	Total		12	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.92
Variance	0.08
Standard Deviation	0.29
Total Responses	12

28. Lower class people are more likely than higher class people to:

#	Answer	Bar	Response	%
1	Be victims of crime		11	92%
2	Live longer		0	0%
3	Be healthier		0	0%
4	Vote		1	8%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.25
Variance	0.75
Standard Deviation	0.87
Total Responses	12

29. In measurement, the question of whether a variable measures what it is meant to measure is an issue of _____.

#	Answer	Bar	Response	%
1	reliability		5	42%
2	correlation		0	0%
3	validity		6	50%
4	sampling		1	8%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.25
Variance	1.30
Standard Deviation	1.14
Total Responses	12

30. What kind of research are you conducting if you directly observe a group in order to determine its values, norms, rules, and meanings?

#	Answer	Bar	Response	%
1	Qualitative research		10	83%
2	Quantitative research		1	8%
3	Normative research		1	8%
4	Survey research		0	0%
	Total		12	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.25
Variance	0.39
Standard Deviation	0.62
Total Responses	12

31. In survey research, a closed-ended question is one that:

#	Answer	Bar	Response	%
1	Allows for a wide range of responses		0	0%
2	Allows creativity in answering		1	9%
3	Allows respondents a limited number of possible responses		10	91%
4	Allows respondents to write in their answer		0	0%
	Total		11	

Statistic	Value
Min Value	2
Max Value	3
Mean	2.91
Variance	0.09
Standard Deviation	0.30
Total Responses	11

32. We are only able to assume that a sample is representative of a larger population if we use which of the following types of sampling techniques?

#	Answer	Bar	Response	%
1	Convenience sampling		0	0%
2	Snowball sampling		0	0%
3	Probability sampling (a.k.a., Random sampling)		10	100%
4	Haphazard sampling		0	0%
	Total		10	

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	10

33. What level of variable measurement is represented by the following survey question and response categories? How often do you have direct control over the activities of others at work?

1 Never	2 Rarely
3 Sometimes	4 Often

#	Answer	Bar	Response	%
1	Nominal		2	18%
2	Ordinal		8	73%
3	Interval		1	9%
4	Ratio		0	0%
	Total		11	

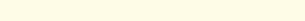
Statistic	Value
Min Value	1
Max Value	3
Mean	1.91
Variance	0.29
Standard Deviation	0.54
Total Responses	11

34. Which of the following measures of central tendency represents the average score in a distribution of scores?

#	Answer	Bar	Response	%
1	The mode		0	0%
2	The median		0	0%
3	The mean		11	92%
4	The midrange		1	8%
	Total		12	

Statistic	Value
Min Value	3
Max Value	4
Mean	3.08
Variance	0.08
Standard Deviation	0.29
Total Responses	12

35. Which of the following measures of dispersion represents the distance between the highest and lowest scores in a distribution?

#	Answer	Bar	Response	%
1	The range		10	83%
2	The interquartile range		0	0%
3	The variance		1	8%
4	The standard deviation		1	8%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.42
Variance	0.99
Standard Deviation	1.00
Total Responses	12

36. Given that alpha specifies the probability of making the wrong decision when testing the null hypothesis, how confident can we be rejecting the null hypothesis with an alpha of .05?

#	Answer	Bar	Response	%
1	90% confident		0	0%
2	95% confident		11	100%
3	99% confident		0	0%
4	99.9% confident		0	0%
	Total		11	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	11

37. Which theoretical perspective suggests that all social systems must meet certain imperatives or requisites in order to remain in a state of balance or equilibrium?

#	Answer	Bar	Response	%
1	Critical Theory		2	17%
2	Symbolic Interactionism		2	17%
3	Dramaturgical Analysis		0	0 %
4	Structural Functionalism		8	67%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.17
Variance	1.61
Standard Deviation	1.27
Total Responses	12

38. Which of the following theoretical perspectives suggests that social structure emerges from and is reproduced through shared definitions created by face to face communication?

#	Answer	Bar	Response	%
1	Post-Modernism		0	0%
2	Conflict Theory		0	0%
3	Symbolic Interactionism		9	75%
4	Social Darwinism		3	25%
	Total		12	

Statistic	Value
Min Value	3
Max Value	4
Mean	3.25
Variance	0.20
Standard Deviation	0.45
Total Responses	12

39. _____ debates involve the extent to which human beings are controlled by social forces and the extent to which humans are free actors able to mold and shape their social worlds.

#	Answer	Bar	Response	%
1	Integration-regulation		0	0%
2	Macro-micro		0	0%
3	Agency-structure		12	100%
4	Individual-institutional		0	0%
	Total		12	

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	12

40. Max Weber said that as societies become more modern they become dominated by preset rules and regulations with an emphasis on efficiency. He referred to this as _____.

#	Answer	Bar	Response	%
1	formal rationality		9	75%
2	bi-polarization		1	8%
3	structuration		2	17%
4	mechanical solidarity		0	0%
	Total		12	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.42
Variance	0.63
Standard Deviation	0.79
Total Responses	12

41. Karl Marx suggested that members of the working class often believe the capitalist mode of production works in their best interest. This phenomenon is referred to as _____.

#	Answer	Bar	Response	%
1	the division of labor		2	17%
2	rationality		1	8%
3	structural emergence		0	0%
4	false class consciousness		9	75%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.33
Variance	1.52
Standard Deviation	1.23
Total Responses	12

- 42.** Imagine that post-graduation, a job interviewer asks, "What have you learned and what skills have you gained by majoring in sociology?" How would you respond?

Text Response

Firstly, I definitely gained research skills, but not just the ability to research, the ability to understand what I am researching and why it is important. I can put together a survey that is entirely set up to be input and analyzed into a system. I gained more insight into how to tell if research is even valid or worth doing. In addition to research skills, I have a multitude of theories in my mind that I can use for nearly any job situation. I think what stuck out most to me is the conflict of structure versus agency, and this is not something that I immediately understood. Structure versus agency gives insight into many unjust, unequal situations (which is the field I aim to work in), because it talks about the struggle of individuals trying to work within and outside of the existing structure to change that structure, and they are constantly influencing one another.

I have learned to look at situations from many different perspectives and see most if not all of the underlying issues that may be at play. I have learned to analyze not only quantitative but qualitative data and apply it adequately to a possible solution.

I have learned that society is made up of a variety of diverse cultures, beliefs, rules and laws and that it's not necessary to understand and/or change those values and beliefs in order to function and grow in this ever changing society and world. Regardless of economic status, power and position, we all must find a way to work together and find a much needed social equilibrium. We must make every effort to create a system of acceptance, understanding and equality for all. That is a skill that is necessary in all jobs and one that I learned as a sociology major at Western Carolina University.

Qualitative research, quantitative research, assertiveness skills, empathy, written skills, group collaboration skills

I have enhanced my communication skills, my knowledge on world issues, and most of all understanding of different races, cultures, all of the different types of capital, sexual preference issues, and the importance of research.

People skills

I would say simply that I have gained perspective and the ability to apply evidence and facts to a proper level of society.

I've learned that the problems of the world is more than what we see. People are more than what we see and if we can go in and change the structure of society maybe most of the problems in the world will go away. But in doing that we need to be able to come together and accept the fact that we live in a society that is not structured in a way for it to become easier for other people to reach higher levels on the social ladder and not just financially either.

I would respond by saying that by majoring in sociology I have gained valuable critical thinking skills, research and data analysis experience, and a detailed knowledge of social interactions.

Sociology has really taught me to step outside myself and look at the bigger picture

I would say that majoring in sociology taught me how to think critically, better understand human interaction, and how to view a situation empirically.

Statistic	Value
Total Responses	12

43. If you have any additional information to share about your experience as a sociology major, please include it here.

Text Response

Honestly Social Problems should be required for EVERY SINGLE FRESHMAN STUDENT. The program would soon EASILY become the biggest in the school. Social problems really is transformative, and the reason I and many of my classmates are sociology majors.

Adding the sociology major was the most rewarding thing I have done here at Western. The things I have learned have helped me to grow as both a person and a scholar.

As a non-traditional, learning disabled student, I would like to thank all of the professors in the department for your patience and also for welcoming me in and challenging me to learn sociology. Your passion for the sociology program inspired me to learn as much as I could about sociology and has given me a much needed reality check and view on life. When I first came back to school it was to just do well enough to pass and graduate. However, you changed that. For the first time in my academic career I was trying to make A's in class rather than D's. Not to say I got an A but to show that you have made a difference and changed a life. For that I will never be able to repay you. Thank you so much for what you do and from the bottom of this 43 year old heart, Thank You! Thank you! Thank you!

An internship should be a requirement and people who are not Sociology majors should really really really be discouraged from taking sociology classes because as funding got cut, people figured out Soc professors have to try to include everybody when teaching. So I grew to freaking hate the people who weren't Soc majors taking 300 and 400 level Sociology classes. Forced requisites on them so non-majors can't take them and disallowing non-majors to take them should be a thing because it was progressively frustrating as I went through a major where half the class never cared because it wasn't their major.

I enjoyed my entire experience in the sociology dept. my only regret is I wish I would have started school as a sociology major. Thanks to all of my professors for giving me a great experience in the world of sociology.

I can only say that i have loved every second of being in this major. Everyone was so passionate and loved Sociology and that i was able to feed off of them, I can honestly say that i got a degree AND an education thanks to WCU Sociology, I greatly hope that the department will expand dramatically in the coming years.

My experience as a sociology major was wonderful and extremely beneficial to my life.

It was amazing! Sociology is a great program that deserves more credit than it is given!

Statistic	Value
Total Responses	8

Appendix E

**Western Carolina University
College of Arts & Sciences
Department of Anthropology & Sociology
Quality Enhancement Plan**

Department Mission Statement and Objectives

"The Department of Anthropology and Sociology fosters an understanding of the cultural and social factors that contribute to the environment which we all share. We provide an international perspective, encouraging students to develop an understanding of other cultures. In doing so, we create learning experiences that prepare students to become useful and productive citizens.

The Department of Anthropology and Sociology supports the mission and strategic vision of Western Carolina University. The faculty is dedicated to providing a learning environment conducive to the personal and intellectual growth of its students. The department is a resource for the region through its involvement in such activities as cultural resource management, forensic consultancy, and sociological research."

Alignment of Department Mission with University and College Missions¹

University Mission and Vision

Mission Statement: "To improve individual lives and enhance economic and community development in our region, state and nation through engaged learning opportunities in our academic programs, educational outreach, research and creative activities, and cultural activities."

Vision Statement: "To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university."

College Mission

"The role of the College of Arts and Sciences is to implement the University's Mission through exploration of a broad range of human experience, knowledge, and expression.

The most significant activity is the learning/teaching process that takes place in classrooms, laboratories, studios, field locations, and offices which engages students, staff, and faculty in common efforts to provide an environment where intellectual challenge, the free exchange of ideas, and high standards of scholarship and creativity prevail."

Synthesis

¹ Sources: Office of Institutional Planning & Effectiveness, Strategic Planning: (1) WCU's Mission, Core Values, & Guiding Principles and Vision Statement, <http://www.wcu.edu/30670.asp>; and (2) 2020 Vision: Focusing Our Future – WCU Strategic Plan Draft, <http://www.wcu.edu/30662.asp>

The department mission clearly complements the college and university missions' shared focus on engagement, experiential learning, and positive community impact. In line with the university's Quality Enhancement Plan (QEP), empowering students to "integrate knowledge and skills from their academic and co-curricular experiences to become intentional participants in their own learning" is also an underlying goal of each of these missions. Some specific ways the department mission and implementation of the QEP links to the university strategic plan are listed below. These implementation methods were conceived with the intention of impacting students' "understanding of self, intellectual flexibility and versatility, and capacity for integrated learning," as specified in WCU's QEP.²

University Strategic Directions

#1 - Fulfill the Educational Needs of the State and Region: WCU's faculty, staff, and students together make the university's academic mission paramount.

The department fulfills this strategic direction by integrating the five QEP outcomes, with a particular emphasis on engagement. The department collegial review document values and rewards faculty-led student mentoring, and faculty routinely promote and participate in cross-disciplinary and integrated learning experiences to demonstrate their importance and provide a model for students to emulate. Students must fulfill at least one documented engaged learning requirement to complete the major (see below). The departmental culture emphasizes the importance of faculty-student mentoring and community outreach.

Goals addressed: 1.1, 1.2, 1.3, 1.4, and 1.8

#2 - Enrich the Total Student Experience: Every WCU student's experience reinforces high standards and expectations, connects them with the surrounding communities and beyond, and instills pride in the university.

Department faculty deliberately and consciously prepares students to be educated citizens. In and outside of the classroom, students are expected to be socially aware and contribute to the vitality of the regional, national, or global communities. Majors are expected to participate in formal mentoring opportunities with department faculty and departmental club activities³ which focus on community engagement. Students are also encouraged to participate in campus and community leadership. Students must fulfill at least one documented engaged learning requirement to complete the major (see below). Students are routinely exposed to regional community members via departmental brown bags, classroom presentations, and field trips that promote and celebrate partnerships with the diverse institutions and cultures that surround WCU.

Goals addressed: 2.1, 2.2, and 2.3

² Source: Office for Undergraduate Studies, Quality Enhancement Plan, <http://www.wcu.edu/12284.asp>

³ Departmental clubs include the Anthropology Club, the Sociology Club, the Theta of NC Chapter of Alpha Kappa Delta (sociology international honor society), and Lambda Alpha (anthropology international honor society).

#3 - Enhance Our Community Partnerships: WCU is recognized as an active partner with regional communities, organizations, and businesses.

The department embraces its role as a community steward. As such, short and long-term formal partnerships have been established with numerous organizations in the region.⁴ Department faculty and students alike are expected to positively represent the larger university by maintaining open lines of communication with these organizations, with a special emphasis on conveying the ways in which members of the department may contribute to ongoing organizational development and/or revitalization. The department's collegial review document explicitly rewards faculty for these contributions, and students are likewise credited with fulfillment of degree expectations for their participation via a documented engaged learning requirement.

Goals addressed: 3.1, 3.2, and 3.3

While the specific expectations for fulfillment of the departmental engaged learning requirement are discussed below, generally speaking, the types of engagement activities that students participate in may include interdisciplinary courses, independent studies, research, creative activity, scholarly pursuits, application of “real world” issues via internships, travel courses, and field research, faculty advising and mentorship, regional engagement, and student participation in university governance through involvement in activities at the departmental, college, and university levels.

Degree Requirements

Western Carolina University offers a Bachelor of Arts degree and a Bachelor of Science degree in both Anthropology and Sociology.

The B.A. degree in Anthropology requires 120 hours, including 42 hours in Liberal Studies and 36 hours in the major. Required major courses include:

- 6 hours of language courses at the intermediate level (MFL 231-232 or 240);
- 9 hours of core courses: Archaeology and Bioanthropology (ANTH 250), Cultural and Social Anthropology (ANTH 260), and History of Anthropological Theory (ANTH 341); and
- 21 hours of electives selected from junior and senior level anthropology courses.

The B.S. degree in Anthropology is similar to the B.A. degree, except that a foreign language is not required and junior/senior anthropology electives are increased by 6 hours. Students

⁴ Organizations include but are not limited to: The Eastern Band of Cherokee Indians, the Stecoah community, the Cashiers community, the Wongnyi community in Kenya, Haywood County Council on Aging, the National Park Service, The Community Table, Haywood County Department of Social Services, Jackson County Habitat for Humanity, Resources/Education/Assistance/Counseling/Housing, Vecinos Inc. Farmworker Health Program, Western Carolinians for Criminal Justice, Act Like a Grrrl!, and numerous law enforcement agencies across the nation.

pursuing the B.S. degree with a concentration in Forensic Anthropology must take the following courses as part of their 27 hours of anthropology program electives:

- Introduction to Forensic Anthropology (ANTH 251), Human Osteology (ANTH 364), Human Osteology Method & Theory (ANTH 400), and Bone Trauma & Modification (ANTH 401).

The B.A. degree in Sociology requires 120 hours, including 42 hours in Liberal Studies and 39 hours in the major. Required major courses include:

- 6 hours of language courses at the intermediate level (MFL 231-232 or 240);
- 12 hours of core courses: Human Society (SOC 103), Methods of Social Research (SOC 385), Analysis of Social Data (SOC 386), and Sociological Theory (SOC 391); and
- 21 hours of electives selected from sophomore, junior and senior level anthropology courses.

The B.S. degree in Sociology is similar to the B.A. degree, except that a foreign language is not required and general electives are increased by 6 hours.

Undergraduates may choose from a wide variety of elective anthropology courses, including forensic anthropology, economy and society, applied anthropology, environmental anthropology, world prehistory, human osteology, Cherokee arts and crafts, ethnographic research methods, minority groups, southern Appalachian culture, comparative family, archeological field techniques, cultures of Latin America, Cultures of Sub-Saharan Africa, and folklore.

Likewise, undergraduates may choose from a wide variety of elective sociology courses, including social problems, social inequality, deviance, queer sociology, popular culture, the internet and society, gender roles, social psychology, social institutions, sociology of emotions, criminology, marriage and family, society and the environment, sociology of aging, community organization and development, regional and society development, social movements, sociology of work, family violence, and medical sociology.

Quality Enhancement Plan (QEP) Implementation

"Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems. Historically, anthropologists in the United States have been trained in one of four areas: sociocultural anthropology, biological/physical anthropology, archaeology, and linguistics. Anthropologists often integrate the perspectives of several of these areas into their research, teaching, and professional lives."⁵

"Sociology enables us to understand the structure and dynamics of society, and their intricate connections to patterns of human behavior and individual life changes. It examines the ways in which the forms of social structure -- groups, organizations, communities, social categories (such

⁵ Source: American Anthropological Association, <http://www.aaanet.org/about/whatisanthropology.cfm>

as class, sex, age, or race), and various social institutions (such as kinship, economic, political, or religious) affect human attitudes, actions, and opportunities.

The discipline also explores how both individuals and collectivities construct, maintain, and alter social organization in various ways. Sociology asks about the sources and consequences of change in social arrangements and institutions, and about the satisfactions and difficulties of planning, accomplishing, and adapting to such change. Areas studied in examining social dynamics include: culture, values, socialization, cooperation, conflict, power, exchange, inequality, deviance, social control, violence, order and social change."

The preceding descriptions of the disciplines of anthropology and sociology indicate that integration, application, and engagement are common themes in each discipline. Our departmental programs emphasize regional engagement, and this separates us from other anthropology and sociology programs in the region, state, and nation. The sociology program's outreach work with organizations and communities in the western part of the state go beyond that being conducted by sociology programs at other universities in the region. Similarly, the scholarship and teaching conducted in the Cherokee Studies and forensic anthropology programs are distinctive to not just the region and the state, but also to the nation. As such, the objectives of the QEP are a natural fit with the objectives of the degree programs offered by the Department of Anthropology and Sociology. Implementing the QEP will enhance the already occurring departmental regional engagement by providing faculty and students with formalized pathways for fulfilling our mission and allowing a means to formally assess the degree and effectiveness of engagement for our students.

The foundation of the departmental plan is built on an engaged learning requirement. The Carnegie Community Engagement Classification defines community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."⁶ In line with Western Carolina University's designation as a member institution of this Carnegie classification group, each student in the anthropology or sociology major will identify and participate in at least one of the types of engaged learning experiences discussed below. Given the nature of each discipline, though, it will not be uncommon for students to participate in more than one engaged learning experience during the course of the completion of their major requirements, although the departmental documentation of only one experience is required to assess whether students are achieving the desired outcomes of the QEP. Prior to the commencement of the engaged learning activity, students will complete a QEP contract with their advisor to assure the experience meets departmental expectations and to document the experience.⁷ All students will complete a reflective activity to fulfill their QEP contract. The reflective activity will address each of the following QEP outcomes: (1) Integrate information from a variety of contexts; (2) Solve complex problems; (3) Communicate effectively and responsibly; (4) Practice civic engagement; and (5) Clarify and act on purposes and values. This will be accomplished through the use of

⁶ Source: New England Resource Center for Higher Education,
http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92

⁷ The departmental assessment committee is in the process of creating a contract template to be used by advisors, students, and faculty who teach QEP-designated courses.

rubrics that are currently being developed by the departmental assessment committee to assess whether these QEP outcomes are being met.

As previously discussed, students must select a minimum of one engaged learning experience from the following categories to satisfy the department requirement:

1) Scholarship (a.k.a., Mentored Research)

Students may enroll in an independent study course (ANTH 481 or SOC 480) or conduct additional research above and beyond the standard expectations for a given course in which they are enrolled. The scholarship proposed by the student should be relevant to and grounded in public problems, as well as grounded in a rigorous methodological framework. The following must be satisfied in order for the scholarship experience to meet departmental expectations:

- Prior to beginning the research, the student must speak with his/her advisor to ensure the proposed research meets the departmental expectations for the engaged learning requirement. Formalized expectations for corresponding QEP outcomes will be created by the departmental assessment committee.
- A QEP contract describing specific research activities and dissemination of results must be created and approved by the advisor and, if different from the advisor, professor of record before any research is conducted.
- The student must present the results of his/her research at a publicized departmental Brown Bag, the Undergraduate Expo, other comparable conference, or public event.
- The student must produce an electronic document for his/her educational briefcase. The advisor and, if different from the advisor, professor of record must have access to the student's educational briefcase in order to access and assess the documents contained within the briefcase. The department head must also have electronic access to the engaged learning requirement documents.

2) Application

Students may enroll in an internship course (ANTH/SOC 483, 484, or 485) or fulfill a cooperative education experience that goes above and beyond the standard expectations of a given course within which they are enrolled. The practical work experience represented in the internship or co-op must be structured such that the link between the classroom-based education and experiential learning is explicit. The following must be satisfied in order for the engagement experience to meet departmental expectations:

- Prior to beginning the co-op or internship, the student must speak with his/her advisor to ensure the work experience meets the departmental expectations for the engaged learning requirement. Formalized expectations for corresponding QEP outcomes will be created by the departmental assessment committee.
- A QEP contract describing the structure of the work experience, including specific activities, must be created and approved by the advisor and, if different from the advisor, professor of record before the student participates in the experiential learning activity. The QEP contract must include documentation/communication of expectations between the advisor and, if different from the advisor, professor of record and the host site.

- The student must produce two electronic documents for his/her educational briefcase: (1) A journal with consistent entries documenting the experience; and (2) A summary reflective piece that is roughly 5 pages in length. The advisor and, if different from the advisor, professor of record must have access to the student's educational briefcase in order to access and assess the documents contained in the briefcase. The department head must also have electronic access to the engaged learning requirement documents.

3) International Travel

Students may enroll in a study abroad or travel topics course (international and domestic). The following must be satisfied in order for the engaged learning requirement to meet departmental expectations:

- Prior to travel, the student must speak with his/her advisor to ensure the travel experience meets the departmental expectations for the engaged learning requirement. Formalized expectations for corresponding QEP outcomes will be created by the departmental assessment committee.
- A QEP contract describing the travel experience, including specific activities, must be created and approved by the advisor and, if different from the advisor, professor of record before the student leaves for the travel destination.
- The student must produce three electronic documents for his/her educational briefcase: (1) A journal with consistent entries while traveling documenting the experience; (2) A summary reflective piece that is roughly 5 pages in length; and (3) A PowerPoint or edited video to be presented during a department Brown Bag. The advisor and, if different from the advisor, professor of record must have access to the student's educational briefcase in order to access and assess the documents contained in the briefcase. The department head must also have electronic access to the engaged learning requirement documents.

4) Alternative Proposals for QEP Experiences

While the above approaches for satisfying the departmental engaged learning requirement will be commonplace, alternative methods may be employed. However, the alternative method must be vetted by the student's advisor, the department head, and the departmental assessment committee before any activity takes place.

QEP Courses

At this point, the department has opted not to require the QEP engagement experience in any of the major courses. However, at least one Engaged Learning course will be offered each semester in both the Anthropology and Sociology programs. These courses will be chosen on a rotating basis each semester and will have a structure and content that fits especially well with the objectives of the QEP. The department will publicize these courses as Engaged Learning courses via email announcements to the majors, posted paper announcements, advising sessions, and within the syllabus for each course so that students will be aware that they may choose to satisfy their engaged learning requirement via these courses, albeit through activities above and beyond the standard expectations for the course. These courses will be designed with engaged learning experience options for scholarship, experiential learning/application, and, in a few

instances, travel, as well as the corresponding deliverables for a student's educational briefcase. Exceptions may be granted by the department head and departmental assessment committee in the case that a student wishes to fulfill his or her engaged learning requirement in a course that is not designated an Engaged Learning course.

The previously discussed engaged learning requirement options correspond with the already existing department educational goals and learning outcomes discussed next. However, the implementation of the departmental engaged learning requirement and corresponding rubrics for its assessment will provide a consistent, identifiable means for documenting the fulfillment of these educational goals and learning outcomes. In addition, the departmental exit exam will provide a reliable means for documenting the realization of these educational goals and learning outcomes.

Anthropology and Sociology Educational Goals and Learning Outcomes⁸

Goal 1: Understanding core concepts and theoretical perspectives

Learning Outcome: Students will be able to discuss the core concepts and theoretical perspectives in anthropology or sociology.

Curricular and Co-Curricular Experiences: Courses within each major.

Methods of Assessment:

1. Engaged learning reflective piece.
2. In-house exit exam required of all seniors prior to graduation.
3. Random sampling of student course work (papers, PowerPoint presentations).

Goal 2: Integration of theoretical perspectives and methods

Learning Outcome: Students will be able to apply theoretical perspectives and methods to the study of anthropology or sociology.

Curricular and Co-Curricular Experiences: Courses within each major, internships, directed student research.

Methods of Assessment:

1. Engaged learning reflective piece.
2. Post-internship evaluation of all internees.
3. Evaluation of student research (oral or written presentations).

Goal 3: Proficiency in Oral and Written Communication

Learning Outcome: Students will be able to communicate effectively within the context of anthropology or sociology.

⁸ Source: Department of Anthropology & Sociology Assessment Plan 2006-2007

Curricular and Co-Curricular Experiences: Courses within each major, directed student research, and internships.

Methods of Assessment:

1. Engaged learning reflective piece.
2. Random sampling of student course work (papers, PowerPoint presentations).
3. Post-internship evaluation of all internees.
4. Evaluation of student research (oral or written presentations).

Goal 4: Professional Development

Learning Outcome: Students will be able to apply coursework within the major in preparation for future careers or education.

Curricular and Co-Curricular Experiences: Directed student research and internships.

Methods of Assessment:

1. Exit interview/ survey of all graduating seniors.
2. Employment/graduation rates.
3. Graduate school placement rates.

Note: Internship assessments will be performed by the professor directing the particular internship. All other assessments will be performed by the Department of Anthropology and Sociology Assessment Committee.

Assessment Material

For each student, satisfaction of the engaged learning requirement will be determined based on:

- The student's level of engagement with disciplinary materials and a public audience;
- The quality of the product(s) submitted to his/her educational briefcase;
- The student's reflection and self-evaluation of QEP outcomes;
- The assessment of an off-campus supervisor, when applicable; and
- The assessment of the WCU professor and/or advisor.

In addition, the departmental assessment committee will periodically review groupings of student documentation materials to verify that the deliverables meet the quality standards set by the department. Analysis of student exit exams will also be used by the departmental assessment committee to confirm that departmental quality standards are being met. The frequency of these reviews will occur as determined by the department head in consultation with the departmental assessment committee and the department faculty.

During the 2012-2013 academic year, the departmental assessment committee will develop a student-advisor contract template, student exit exam, and rubrics for assessing the quality of student engagement experience materials. The contract, exit exam, and rubrics will be available for departmental faculty and students to use as guides at the beginning of the fall 2013 semester. However, the departmental engaged learning experience will only begin to be required of majors

who come in under the 2013-2014 undergraduate catalog, which will officially reflect the implementation of the departmental QEP.

Advising and Mentoring

The Education Briefcase – A Proposal

The department has a long-established strong emphasis on student-professor relationships that is honored by faculty and students alike. Faculty are committed to a departmental open door policy in which students are encouraged to frequently "check in" with their advisor and other professors while they complete their degree requirements. This policy extends beyond students' enrollment at the university; it is departmental custom for faculty to keep in touch with students in an effort to track their progress in the discipline after graduation. In addition to informal advising duties, faculty are also held accountable for their formal advising through student assessment of advising opportunities made available to students on Advising Day.

As previously mentioned, student advisors will play a key role in the process of actively partnering with the broader community to effectively apply and utilize students' knowledge and skills to mutually address the needs and problems facing the community. Advisors will oversee the QEP contract and work in conjunction with the other faculty when appropriate to ensure the reflective portion of the engaged learning requirement is properly documented. These will become part of the departmental graduation check sheet and part of the program degree audits.

All students are expected to submit the deliverables related to the engaged learning requirement to their educational briefcase. In an effort to properly document these deliverables and ensure open access to these deliverables for advisors, each student is also required to submit all electronic deliverables to his or her advisor's educational briefcase in Blackboard via the "received portfolios" tab. Likewise, if a student chooses to fulfill the requirements for the engagement experience via an Engaged Learning course, she or he must also submit all electronic deliverables to the course professor via the professor's course in Blackboard. All anthropology and sociology majors will be required to give the department head access to their educational briefcase so she or he may routinely access deliverables for the purposes of program assessment. These expectations for eBriefcase access will be formally documented by the departmental curriculum committee.

QEP Resources⁹

While it is not expected that all students will need financial assistance to complete their engaged learning requirement, for some students, monetary support will be integral to the successful completion of engagement activities. The following institutional resources are available to promote student learning in these cases:

1. Undergraduate Research Employment Program
2. QEP Development Grants

⁹ Source: The Office for Undergraduate Studies, Grants & Support for QEP Implementation, <http://www.wcu.edu/28633.asp>

3. Undergraduate Academic Project Grants
4. QEP Engagement - Non-Conference Travel Requests
5. Student Travel Funds for Conference Presentation
6. Assessment Mini-Grants

Additional Considerations for Future Development

Most faculty members in the department are already collaborating with other faculty within and outside of the department on scholarship and engagement activities. It makes sense to expand this collaboration to the classroom context so that students may more widely benefit. Thus, the department could identify and create team-taught courses to further foster faculty collaboration and more fully integrate students in cross-curricular learning experiences.

Conclusion

The Department of Anthropology & Sociology is committed to the university's core values and guiding principles of excellence in scholarship, teaching, and learning, collaboration and respect for our communities, the free and open interchange of ideas, responsible stewardship and organizational effectiveness, organizational and environmental sustainability, cultural diversity, and equal opportunity.¹⁰

As the vision of the university changes, the departmental plan will also change. The departmental assessment committee will continue to develop and refine the department plan, including the development of student learning outcome assessments, in an effort to continue to meet the high quality student learning standards set by the department, college, university, and larger regional, national, and global communities.

¹⁰ Source: Office of Institutional Planning & Effectiveness, Strategic Planning: (1) WCU's Mission, Core Values, & Guiding Principles and Vision Statement, <http://www.wcu.edu/30670.asp>.

Appendix A: QEP Assessment Plan Matrix

QEP Assessment Plan Matrix				
QEP Outcome	Program SLOs State the program student learning outcome(s) that align with this QEP Outcome	Delivery Points in Curriculum/ Services/ Programming Where in the curriculum or co-curriculum are these outcomes being addressed?	Capture Points Where in the curriculum or co-curriculum will student performance data be collected to demonstrate proficiency in this outcome?	Assessment Methods What methods will be used to determine if students have achieved proficiency?
Integrate Information from a Variety of Contexts	<ul style="list-style-type: none"> • Students will be able to discuss the core concepts and theoretical perspectives in anthropology or sociology. • Students will be able to apply theoretical perspectives and methods to the study of anthropology or sociology. • Students will be able to communicate within the context of anthropology or sociology. 	<ul style="list-style-type: none"> • Engaged Learning courses within each major • Internships • Directed student research 	<ul style="list-style-type: none"> • Presentation of research at disciplinary forum • Production of electronic documents for the educational briefcase: (1) A journal with consistent entries documenting the experience; (2) A summary reflective piece that is roughly 5 pages in length; (3) A scholarly document relevant to and grounded in public problems, as well as grounded in a rigorous methodological framework; and/or (4) A PowerPoint or edited video to be presented during a disciplinary forum 	<ul style="list-style-type: none"> • Engaged Learning Reflection • In-house exit exam required of all seniors prior to graduation • Random sampling of student course work, including papers and PowerPoint presentations • Post-internship evaluation by external supervisor and program supervisor • Evaluation of student research (oral presentation and written work) • Random sampling of student course work, including papers and PowerPoint presentations

Solve Complex Problems	<ul style="list-style-type: none"> Students will be able to apply theoretical perspectives and methods to the study of anthropology or sociology. Students will be able to communicate within the context of anthropology or sociology. 	<ul style="list-style-type: none"> Engaged Learning courses within each major Internships Directed student research 	<ul style="list-style-type: none"> Presentation of research at disciplinary forum Production of electronic documents for the educational briefcase: (1) A journal with consistent entries documenting the experience; (2) A summary reflective piece that is roughly 5 pages in length; (3) A scholarly document relevant to and grounded in public problems, as well as grounded in a rigorous methodological framework; and/or (4) A PowerPoint or edited video to be presented during a disciplinary forum 	<ul style="list-style-type: none"> Engaged Learning Reflection Post-internship evaluation by external supervisor and program supervisor Evaluation of student research (oral presentation and written work) Random sampling of student course work, including papers and PowerPoint presentations
Communicate Effectively and Responsibly	<ul style="list-style-type: none"> Students will be able to discuss the core concepts and theoretical perspectives in anthropology or sociology. Students will be able to apply theoretical perspectives and methods to the 	<ul style="list-style-type: none"> Engaged Learning courses within each major Internships Directed student research 	<ul style="list-style-type: none"> Presentation of research at disciplinary forum Production of electronic documents for the educational briefcase: (1) A journal with consistent entries documenting 	<ul style="list-style-type: none"> Engaged Learning Reflection In-house exit exam required of all seniors prior to graduation Random sampling of student course work, including

	<ul style="list-style-type: none"> • study of anthropology or sociology. • Students will be able to communicate within the context of anthropology or sociology. 		<p>the experience; (2) A summary reflective piece that is roughly 5 pages in length; (3) A scholarly document relevant to and grounded in public problems, as well as grounded in a rigorous methodological framework; and/or (4) A PowerPoint or edited video to be presented during a disciplinary forum</p>	<p>papers and PowerPoint presentations</p> <ul style="list-style-type: none"> • Post-internship evaluation by external supervisor and program supervisor • Evaluation of student research (oral presentation and written work) • Random sampling of student course work, including papers and PowerPoint presentations
Practice Civic Engagement	<ul style="list-style-type: none"> • Students will be able to apply theoretical perspectives and methods to the study of anthropology or sociology. • Students will be able to apply coursework within the major in preparation for future careers or education. 	<ul style="list-style-type: none"> • Engaged Learning courses within each major • Internships • Directed student research 	<ul style="list-style-type: none"> • Presentation of research at disciplinary forum • Production of electronic documents for the educational briefcase: (1) A journal with consistent entries documenting the experience; (2) A summary reflective piece that is roughly 5 pages in length; (3) A scholarly document relevant to and grounded in public problems, as 	<ul style="list-style-type: none"> • Engaged Learning Reflection • Post-internship evaluation by external supervisor and program supervisor • Evaluation of student research (oral presentation and written work)

			<p>well as grounded in a rigorous methodological framework; and/or (4) A PowerPoint or edited video to be presented during a disciplinary forum</p>	
Clarify and Act on Purposes and Values	<ul style="list-style-type: none"> Students will be able to apply theoretical perspectives and methods to the study of anthropology or sociology. Students will be able to apply coursework within the major in preparation for future careers or education. 	<ul style="list-style-type: none"> Engaged Learning courses within each major Internships Directed student research 	<ul style="list-style-type: none"> Presentation of research at disciplinary forum Production of electronic documents for the educational briefcase: (1) A journal with consistent entries documenting the experience; (2) A summary reflective piece that is roughly 5 pages in length; (3) A scholarly document relevant to and grounded in public problems, as well as grounded in a rigorous methodological framework; and/or (4) A PowerPoint or edited video to be presented during a disciplinary forum 	<ul style="list-style-type: none"> Engaged Learning Reflection Post-internship evaluation by external supervisor and program supervisor Evaluation of student research (oral presentation and written work)

Appendix F

SOCIOLOGY MAJOR

Term	Total Enrollment				% Majors					
	Sociology	All A&S*	% A&S	A&S Rank	Minorities**	Female	Athletes	Transfers	BA	BS
Fall 2013	76	1981	3.8%	10th (of 22)	34.7%	52.6%	10.9%	35.5%	7.9%	92.1%
Fall 2012	48	1994	2.4%	15th (of 22)	34.0%	62.5%	8.3%	43.8%	10.4%	89.6%
Fall 2011	66	2138	3.1%	13th (of 22)	39.7%	51.5%	12.1%	50.0%	4.5%	95.5%
Fall 2010	52	1982	2.6%	13th (of 22)	25.5%	53.8%	13.5%	46.2%	1.9%	98.1%
Fall 2009	54	1825	3.0%	13th (of 20)	36.0%	40.7%	27.8%	44.4%	3.7%	96.3%

* This is a duplicated count of undergraduate students with A&S majors. Students with more than one major in A&S will be counted once for each major.

** Based on current IPEDS definitions. % given here excludes students reporting "race ethnicity unknown" and "non-resident alien" from the equation.

SOCIOLOGY MINOR

Term	Total Enrollment			
	Sociology	All A&S*	% A&S	A&S Rank
Fall 2013	66	1036	6.4%	4th (of 32)
Fall 2012	76	999	7.6%	4th (of 32)
Fall 2011	73	935	7.8%	4th (of 34)
Fall 2010	48	869	5.5%	6th (of 34)
Fall 2009	46	816	5.6%	5th (of 34)

* This is a duplicated count. Students with more than one minor in A&S will be counted once for each minor.

Sociology Majors - Sociology Graduates						Sociology Majors - Graduated From Any Program			
Cohort Term	Cohort Count*	Avg	Time-to-Declare	Graduated Count***	Graduation Rate - Sociology	Avg	Graduated Count - ANY Major†	Graduation Rate - ANY Major	Avg
			(years)**			(years)****		(years) - ANY Major††	
Fall 2001	11	3.1		7	64%	1.6	9	82%	2.4
Fall 2002	10	2.2		5	50%	2.1	8	80%	2.0
Fall 2003	21	2.1		10	48%	2.1	16	76%	2.6
Fall 2004	19	2.4		10	53%	1.5	17	89%	2.4
Fall 2005	21	2.6		14	67%	1.5	16	76%	1.6
Fall 2006	20	2.4		9	45%	1.7	15	75%	2.4
Fall 2007	12	2.6		7	58%	1.6	9	75%	1.8
Fall 2008	19	2.4		11	58%	1.8	14	74%	2.0
Fall 2009	18	2.6		5	28%	2.4	5	28%	2.4
Fall 2010	22	2.1		1	5%	2.0	1	5%	2.0
Totals	173	2.4		79	55%	1.7	110	78%	2.2

* Counts students that started as full-time and excludes transfer students

** Time (in years) from matriculation as full-time, non-transfer to declaring Sociology major

*** Counts students who graduated with a Sociology degree

**** Time (in years) from decalring Sociology major to graduating with Sociology degree

† Counts students who declared a Sociology major and graduated with any degree (including Sociology)

†† Time (in years) from declaring Sociology major to graduating with any degree

Sociology Course Sections

Term	Lecture	Internship	Independent Study	Total Sections Offered
Spring 2014	14	7	5	26
Fall 2013	16	5	5	26
Spring 2013	15	0	4	19
Fall 2012	17	1	1	19
Spring 2012	13	2	5	20
Fall 2011	15	1	2	18
Spring 2011	17	4	4	25
Fall 2010	18	3	2	23
Spring 2010	17	1	4	22
Fall 2009	18	3	1	22
AVG	16	2.7	3.3	22

Academic Year	Sociology Student Credit Hours			Total Arts & Sciences Undergraduate Student Credit Hours			Total Undergraduate Student Credit Hours - All Colleges		
	Total SCH	Liberal Studies SCH	% SCH Liberal Studies	Total SCH	Liberal Studies SCH	% SCH Liberal Studies	Total SCH	Liberal Studies SCH	% SCH Liberal Studies
2006-2007	3155	1752	56%	86,757	45,721	53%	203,606	71,494	35%
2007-2008	2570	1554	60%	80,923	42,535	53%	202,665	67,537	33%
2008-2009	2577	1530	59%	76,361	38,666	51%	193,731	63,326	33%
2009-2010	3193	1989	62%	84,823	41,887	49%	211,021	69,742	33%
2010-2011	3034	1866	62%	90,057	43,446	48%	214,674	70,689	33%
2011-2012	2702	1476	55%	88,228	41,083	47%	218,821	71,617	33%
2012-2013	2904	1653	57%	90,666	42,455	47%	227,176	75,335	33%
Total	20,135	11,820	59%	597,815	295,793	49%	1,471,694	489,740	33%

NOTE: The percent of SCHs that are liberal studies reflects the percent of SCHs in courses with a liberal studies designation. It does not necessarily reflect what percentage of SCHs were used to meet a liberal studies requirement (e.g. even though the course was designated as liberal studies attribute, some students in the course may have taken the hours to meet a major requirement, an elective, etc.)

Sociology Course Sections by Tenure Status and Instructional Format

Course Section Count - All Faculty

Academic Year	Lecture	Internships	Ind. Study	Total Sections
2013-2014*	33	17	11	61
2012-2013	33	1	8	42
2011-2012	30	6	8	44
2010-2011	38	7	9	54
2009-2010	39	9	11	59

* 2013-2014 figures are preliminary. Those figures do not include Summer I 2014, and figures for Spring 2014 are not yet finalized.

Course Section Count - Tenured Faculty

Academic Year	Lecture	Internships	Ind. Study	Total Sections	Percent
2013-2014*	20	13	9	42	68.9%
2012-2013	23	1	6	30	71.4%
2011-2012	23	6	7	36	81.8%
2010-2011	19	6	6	31	57.4%
2009-2010	21	10	8	39	66.1%

* 2013-2014 figures are preliminary. Those figures do not include Summer I 2014, and figures for Spring 2014 are not yet finalized.

Course Section Count - Tenure Track Faculty

Academic Year	Lecture	Internships	Ind. Study	Total Sections	Percent
2013-2014*	8	4	2	14	23.0%
2012-2013	7	0	2	9	21.4%
2011-2012	7	0	1	8	18.2%
2010-2011	13	1	3	17	31.5%
2009-2010	14	1	1	16	27.1%

* 2013-2014 figures are preliminary. Those figures do not include Summer I 2014, and figures for Spring 2014 are not yet finalized.

Course Section Count - Non-Tenure Track Faculty

Academic Year	Lecture	Internships	Ind. Study	Total Sections	Percent
2013-2014*	5	0	0	5	8.2%
2012-2013	3	0	0	3	7.1%
2011-2012	0	0	0	0	0.0%
2010-2011	6	0	0	6	11.1%
2009-2010	4	0	0	4	6.8%

* 2013-2014 figures are preliminary. Those figures do not include Summer I 2014, and figures for Spring 2014 are not yet finalized.

Incoming High School GPA and Standardized Test Scores*

Academic Year	Number of Students Declaring Soc Major**	Average H.S. GPA	Number with reported H.S. GPA	Average ACT Composite Score	Number with reported ACT Score	Average SAT Total Score***	Number with reported SAT Score
2009-2010	44	3.29	36	19	7	978	33
2010-2011	40	2.95	33	19	3	976	27
2011-2012	28	3.17	24	17	6	938	24
2012-2013	29	3.55	25	19	5	1012	25
2013-2014	22	3.39	19	20	3	935	15

* GPA and test scores represent all students, including transfer students. To further clarify, the data was generated from students who were new to the Soc major in the given academic year.

** The data was generated from students who were new to the Soc major in the given academic year.

*** Average SAT total score reflects score on the 1600 scale.

Sociology Major Graduates Cumulative GPA

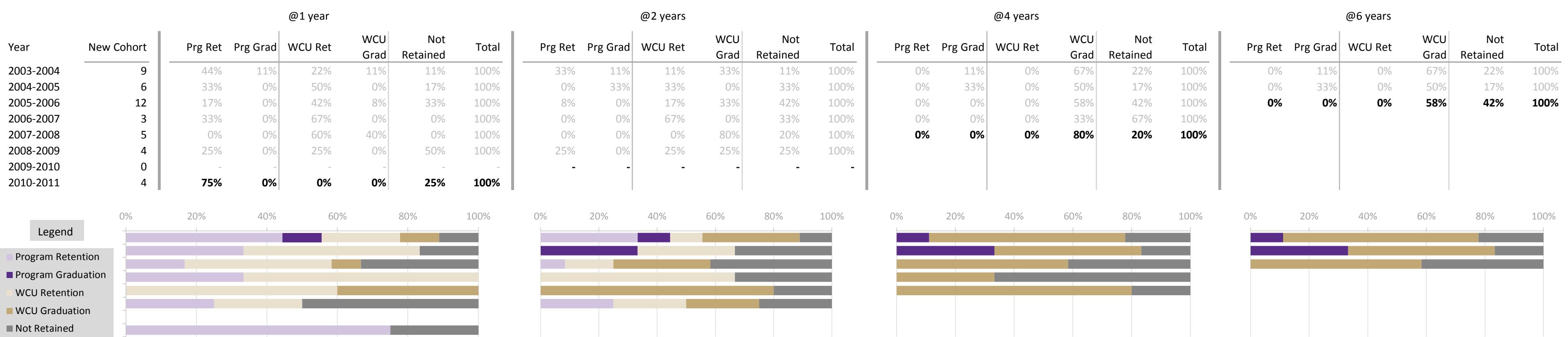
Academic Year	Count of Graduates	Average Cumulative GPA
2009-2010	19	2.85
2010-2011	22	2.99
2011-2012	30	3.07
2012-2013	18	3.15
2013-2014	32	2.90

Appendix G

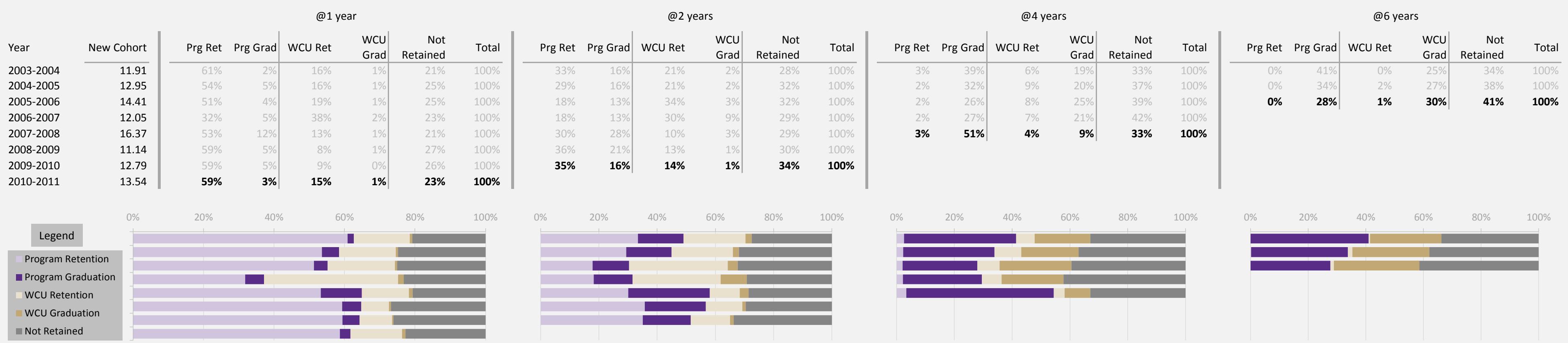
Program Code: ASBA SOC
Program Name: Sociology - BA
Career Level: Undergraduate
Degree Level: Bachelors
Program CIP (6-digit): 451101
Program CIP (4-digit): 4511
Program Department: Anthropology and Sociology
Program College: College of Arts and Sciences
Contributing College:

Retention and Graduation - by Program Code

Program Code: ASBA SOC

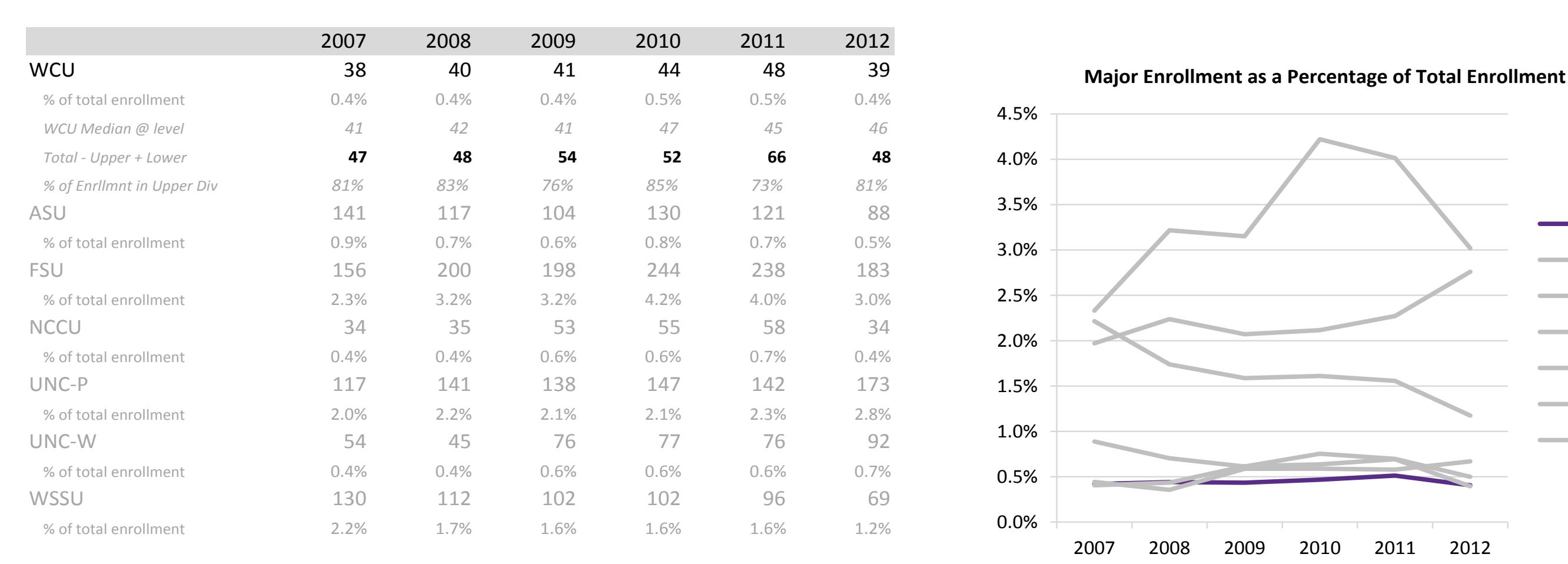


University Average



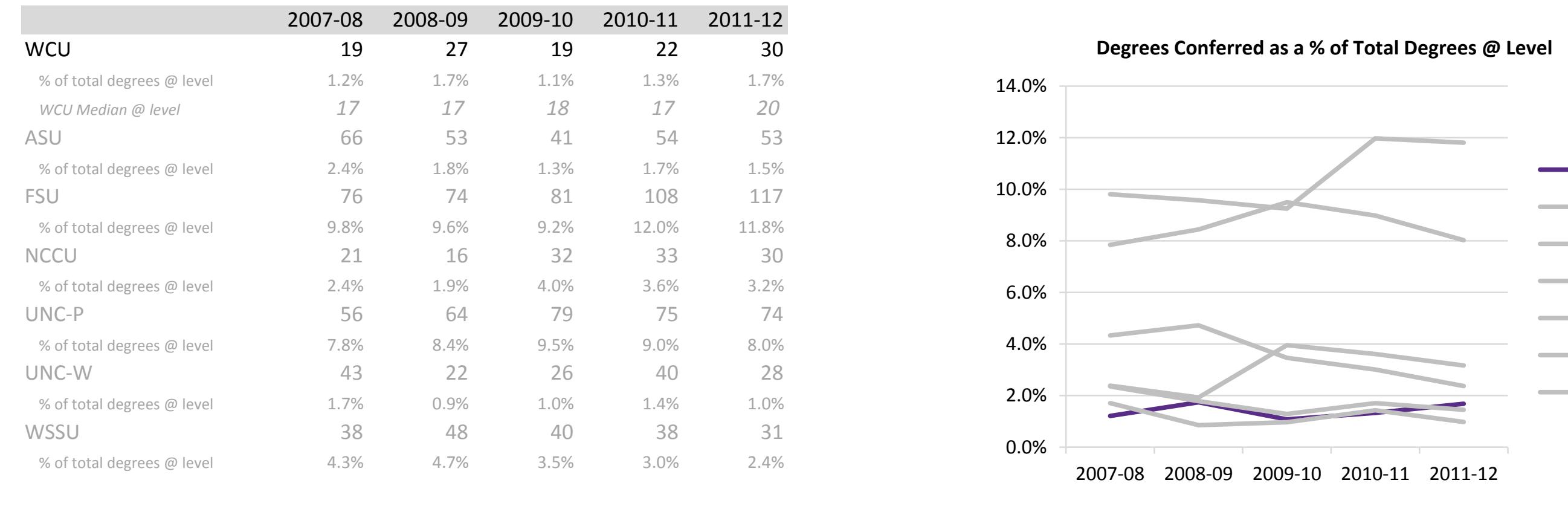
Number of Upper Division Majors at Fall Census - by 6-digit CIP Code and Degree Level

6 digit CIP Code: 451101 Degree Level: Bachelors



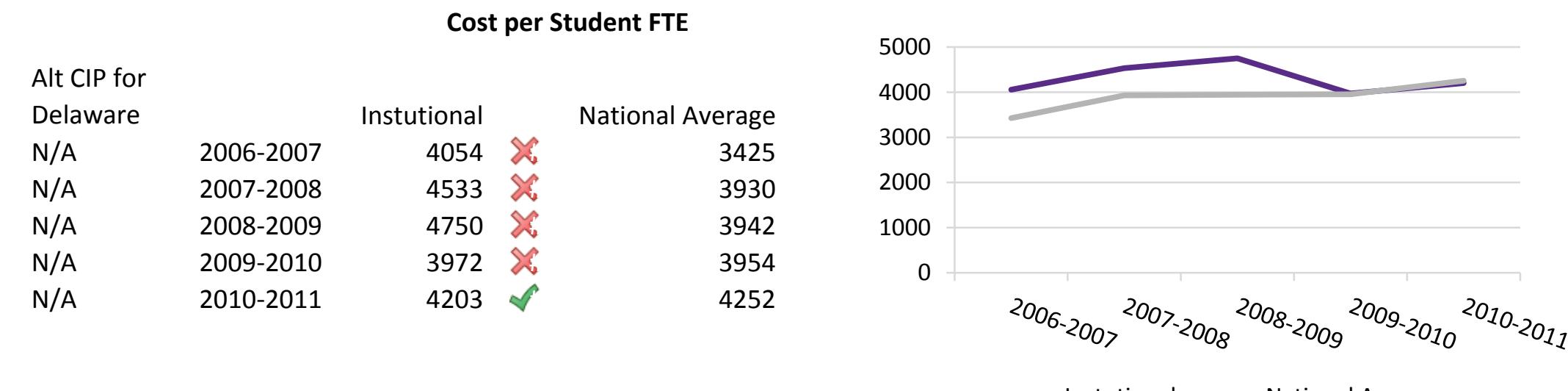
Number of Degrees Awarded per Academic Year - by 6-digit CIP Code and Degree Level

6 digit CIP Code: 451101 Degree Level: Bachelors



Instructional Cost - by 4-digit CIP

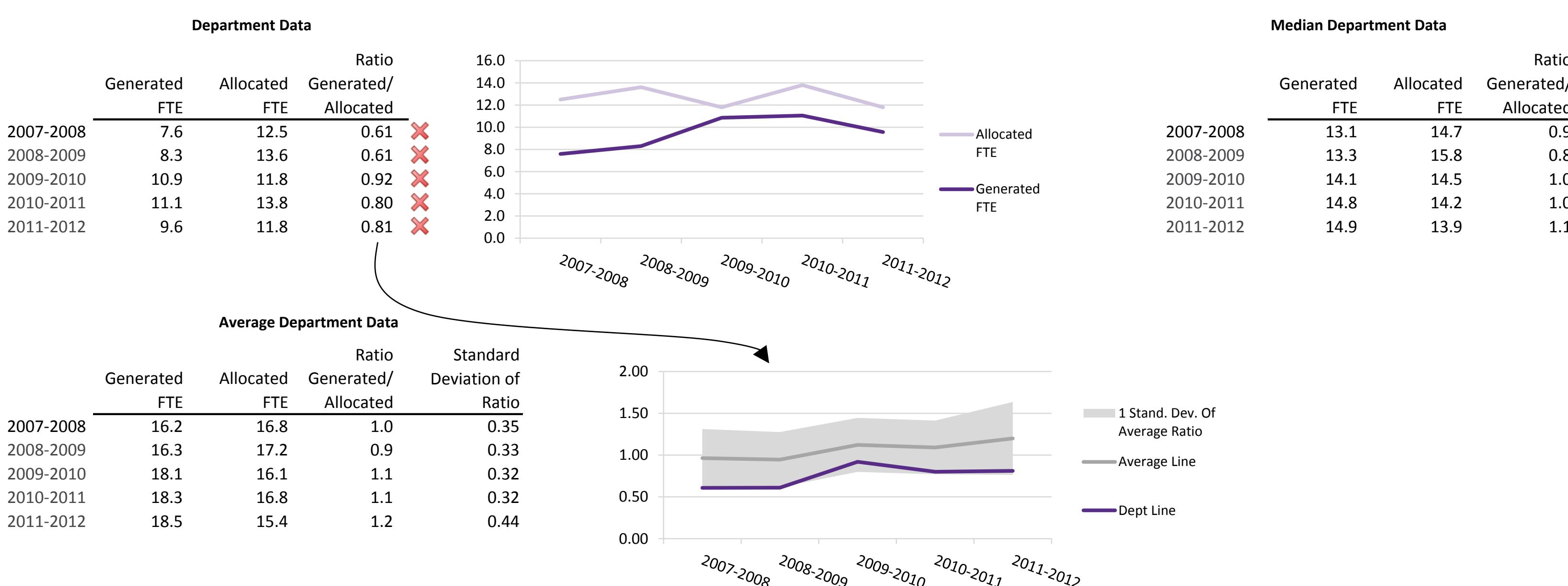
4-Digit CIP: 4511



Program Code:	ASBA SOC
Program Name	Sociology - BA
Career Level:	Undergraduate
Degree Level:	Bachelors
Program CIP (6-digit):	451101
Program CIP (4-digit):	4511
Program Department:	Anthropology and Sociology
Program College:	College of Arts and Sciences

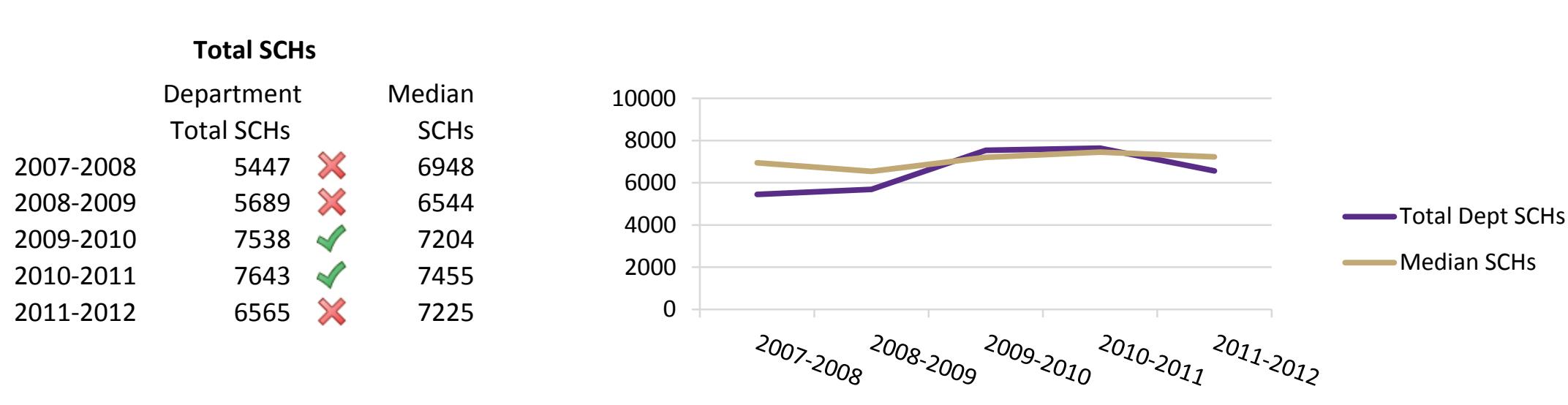
Generated/Allocated Faculty FTE - by Department

Department: Anthropology and Sociology



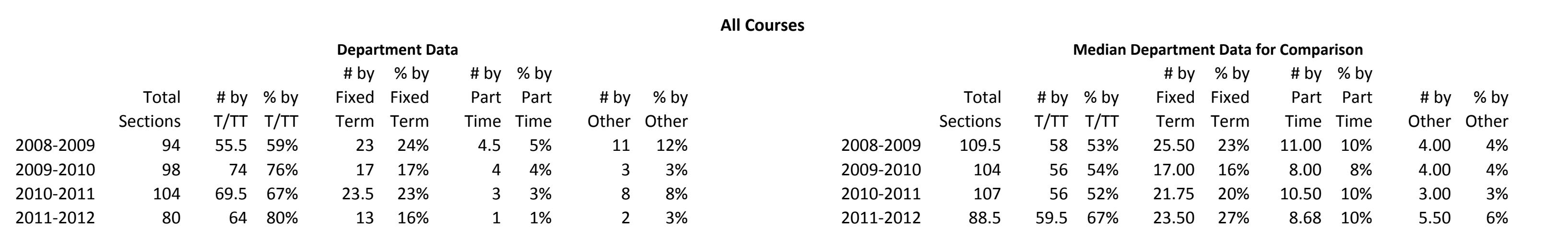
SCHs Generated - by Department

SEHS Generated by Department

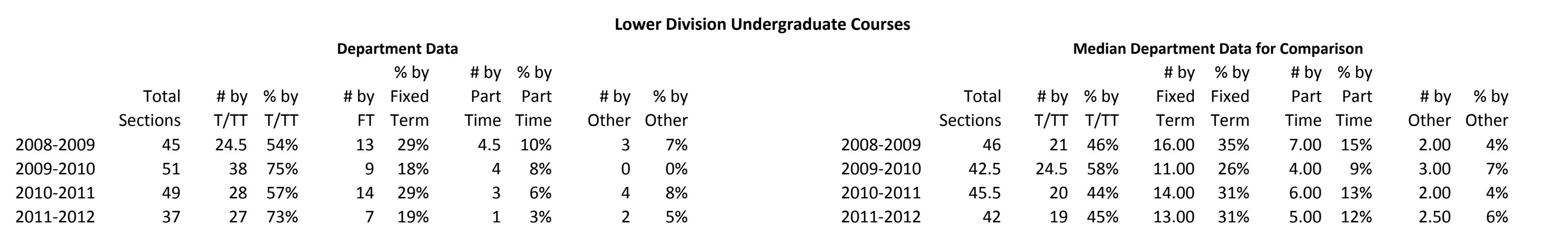


Percentage of Courses Taught by Faculty Type - by Department

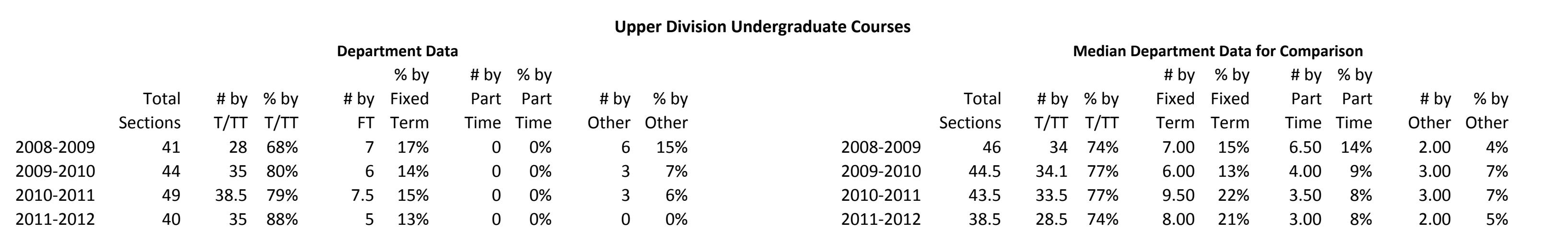
Department: Anthropology and Sociology



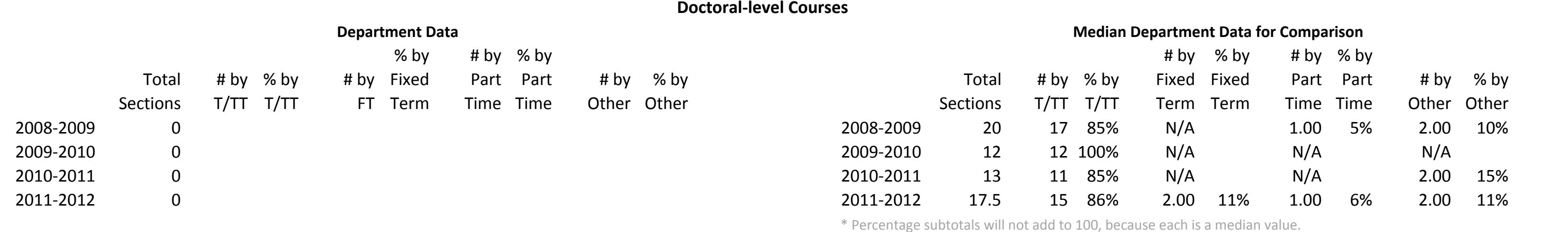
* Percentage subtotals will not add to 100, because each is a median value.
Some depts. don't have level/faculty type and therefore the total group used in the median calculation will vary.



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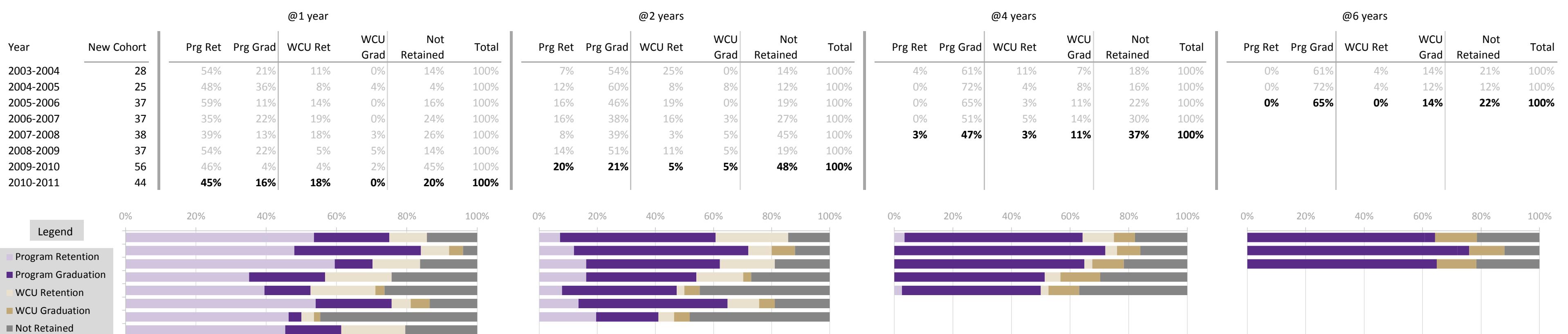
* Percentage subtotals will not add to 100, because each is a median value.
Some depts. don't have level/faculty type and therefore the total group used in the median calculation will vary.

*Other is made up of staff and administrators, graduate assistants, affiliate faculty, and any other/unknown

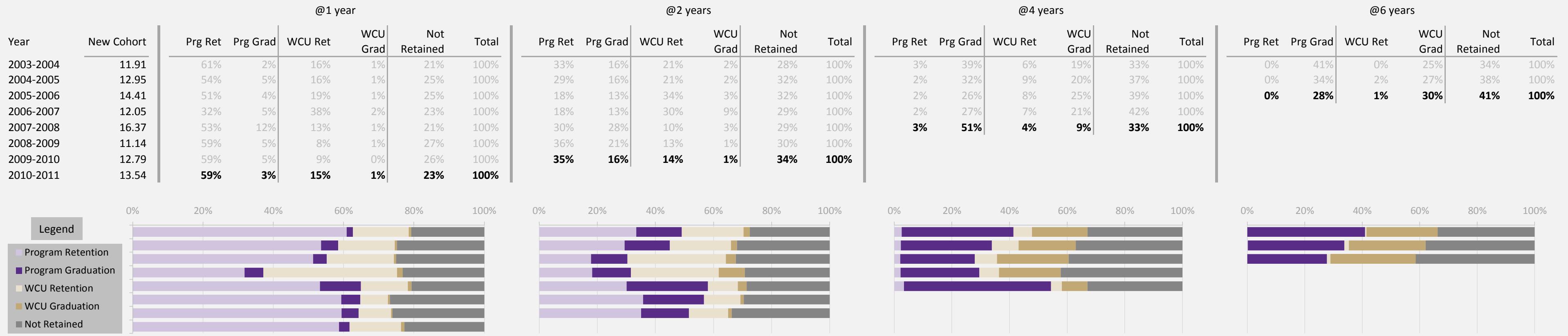
Program Code: ASBS SOC
Program Name: Sociology - BS
Career Level: Undergraduate
Degree Level: Bachelors
Program CIP (6-digit): 451101
Program CIP (4-digit): 4511
Program Department: Anthropology and Sociology
Program College: College of Arts and Sciences
Contributing College:

Retention and Graduation - by Program Code

Program Code: ASBS SOC

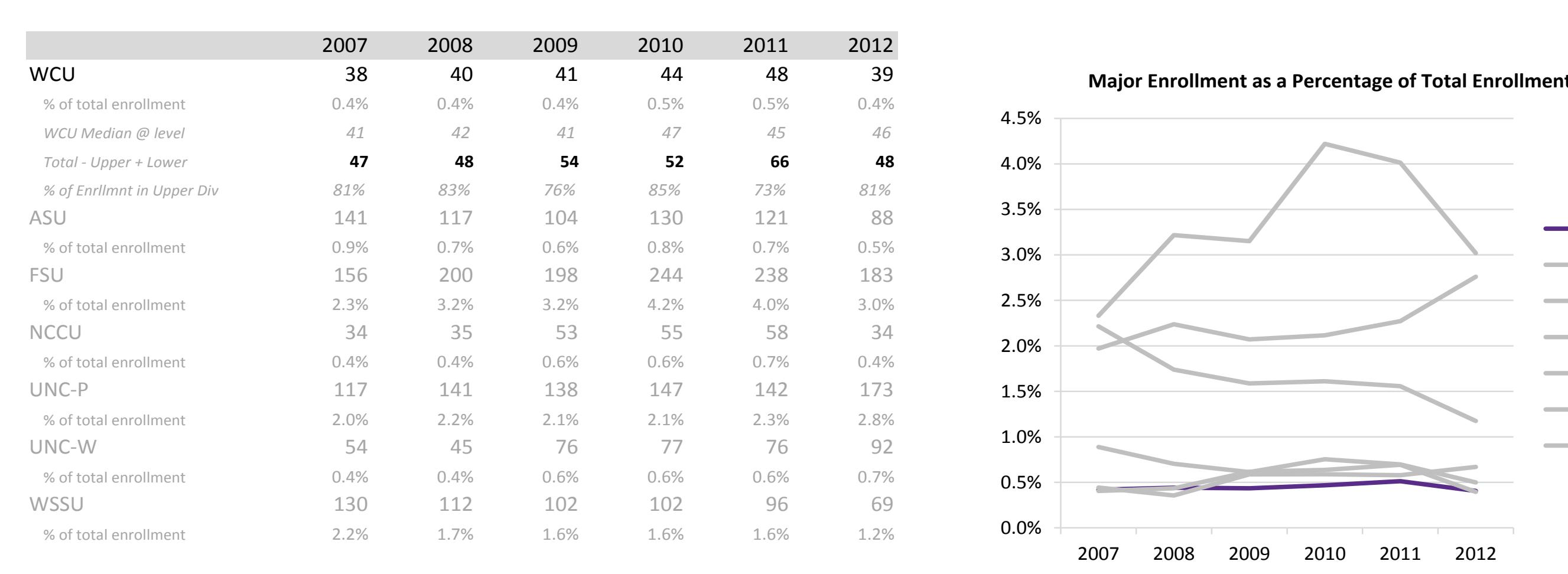


University Average



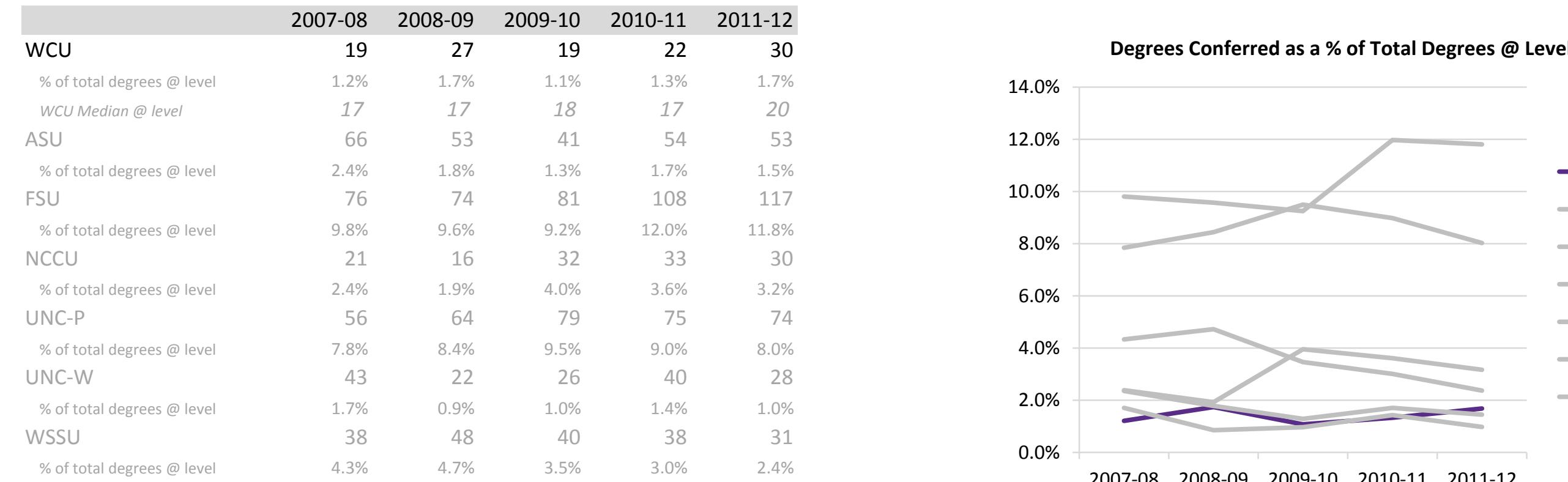
Number of Upper Division Majors at Fall Census - by 6-digit CIP Code and Degree Level

6 digit CIP Code: 451101 Degree Level: Bachelors



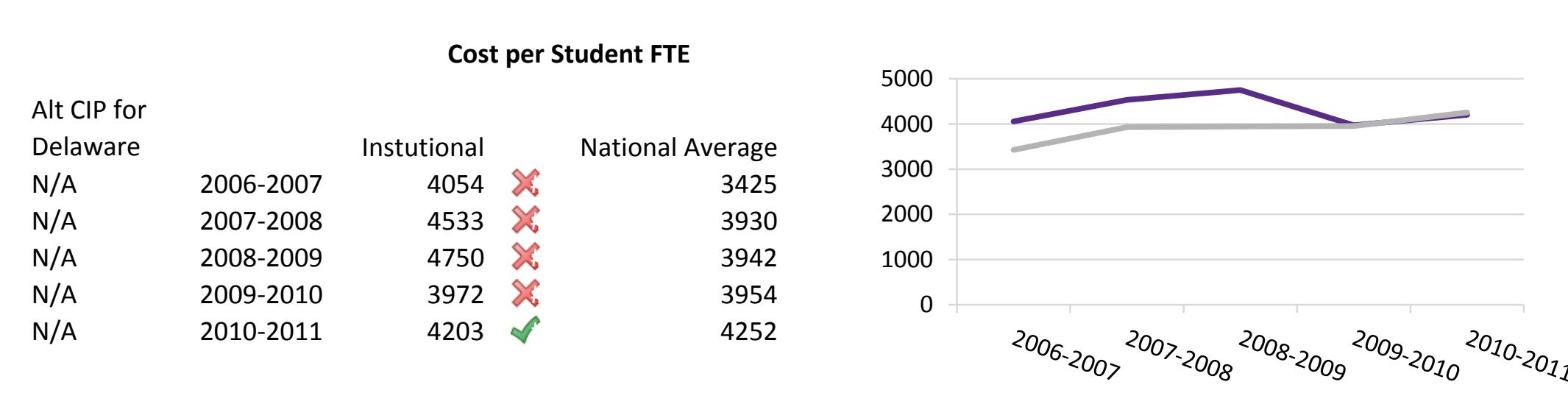
Number of Degrees Awarded per Academic Year - by 6-digit CIP Code and Degree Level

6 digit CIP Code: 451101 Degree Level: Bachelors



Instructional Cost - by 4-digit CIP

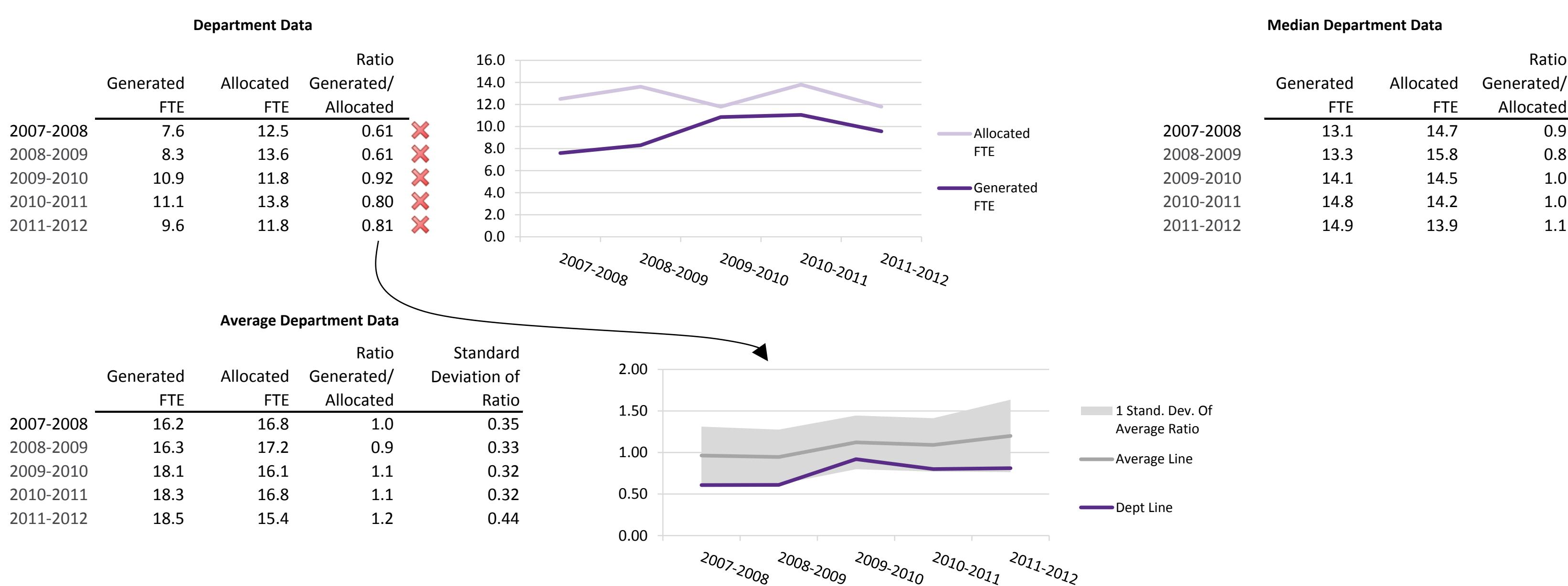
4-Digit CIP: 4511



Program Code: ASBS SOC
Program Name: Sociology - BS
Career Level: Undergraduate
Degree Level: Bachelors
Program CIP (6-digit): 451101
Program CIP (4-digit): 4511
Program Department: Anthropology and Sociology
Program College: College of Arts and Sciences

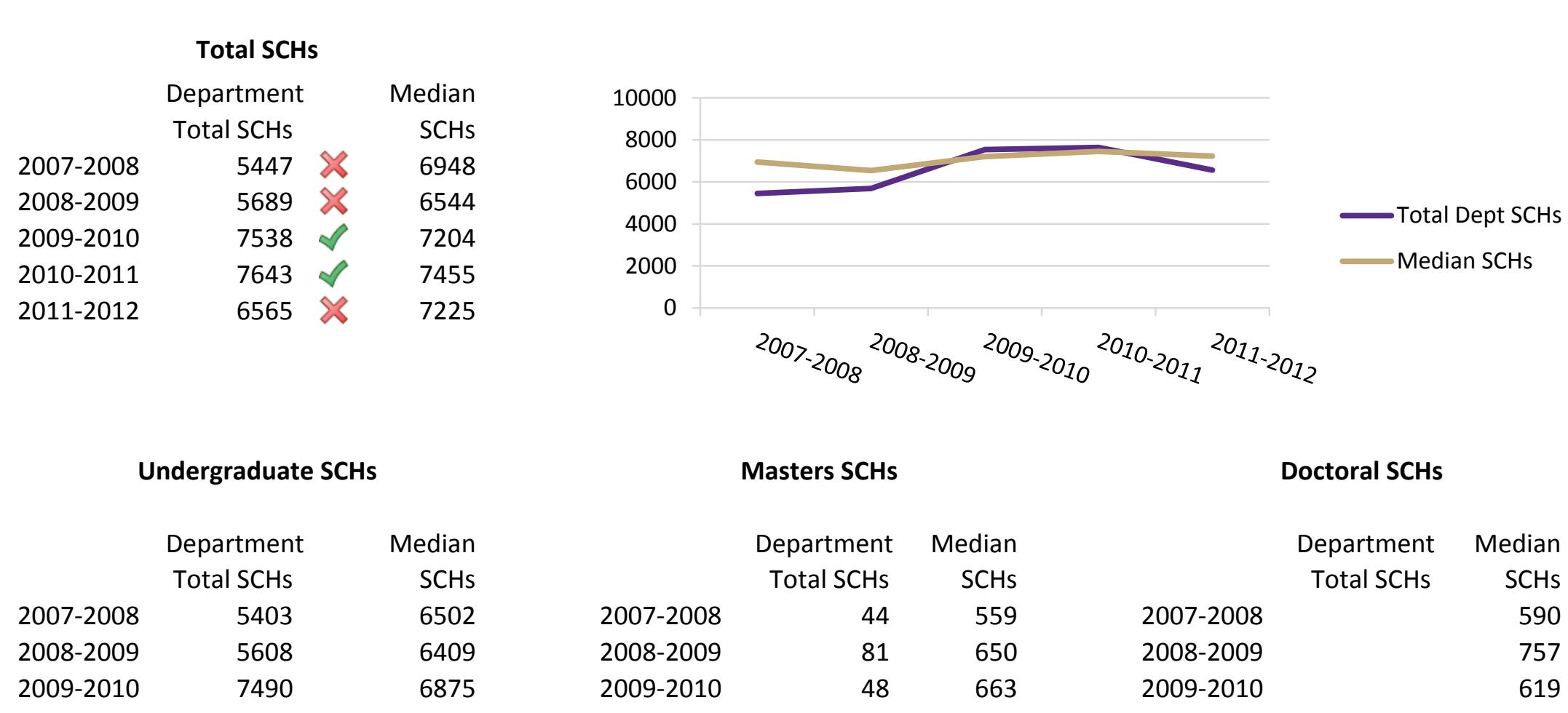
Generated/Allocated Faculty FTE - by Department

Department: Anthropology and Sociology



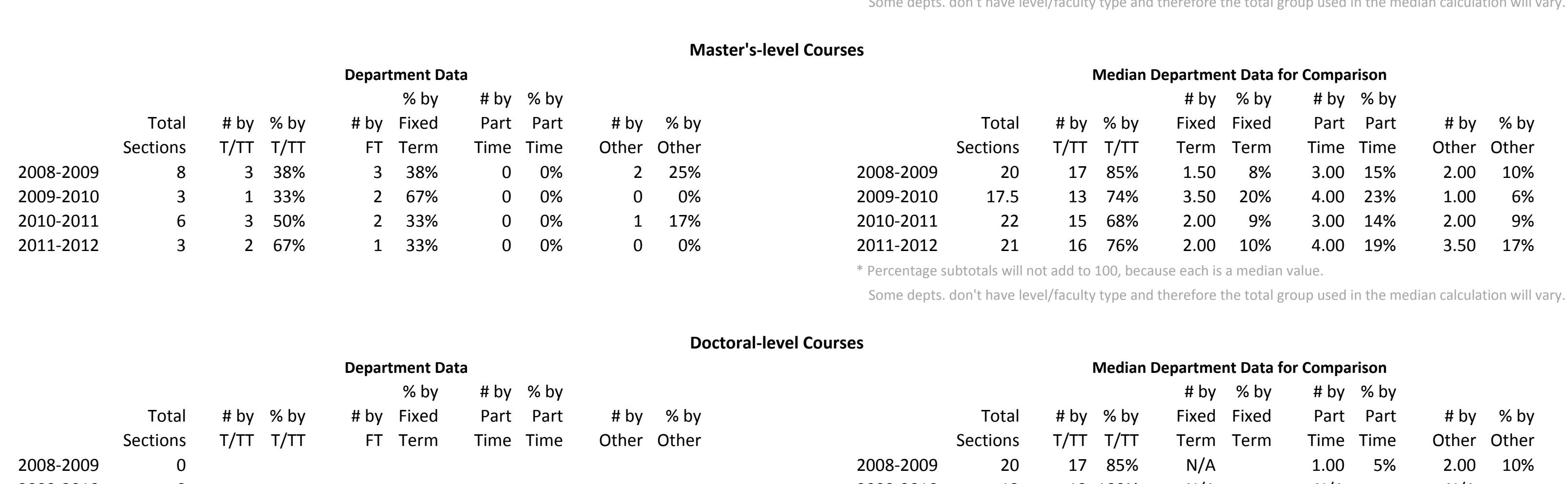
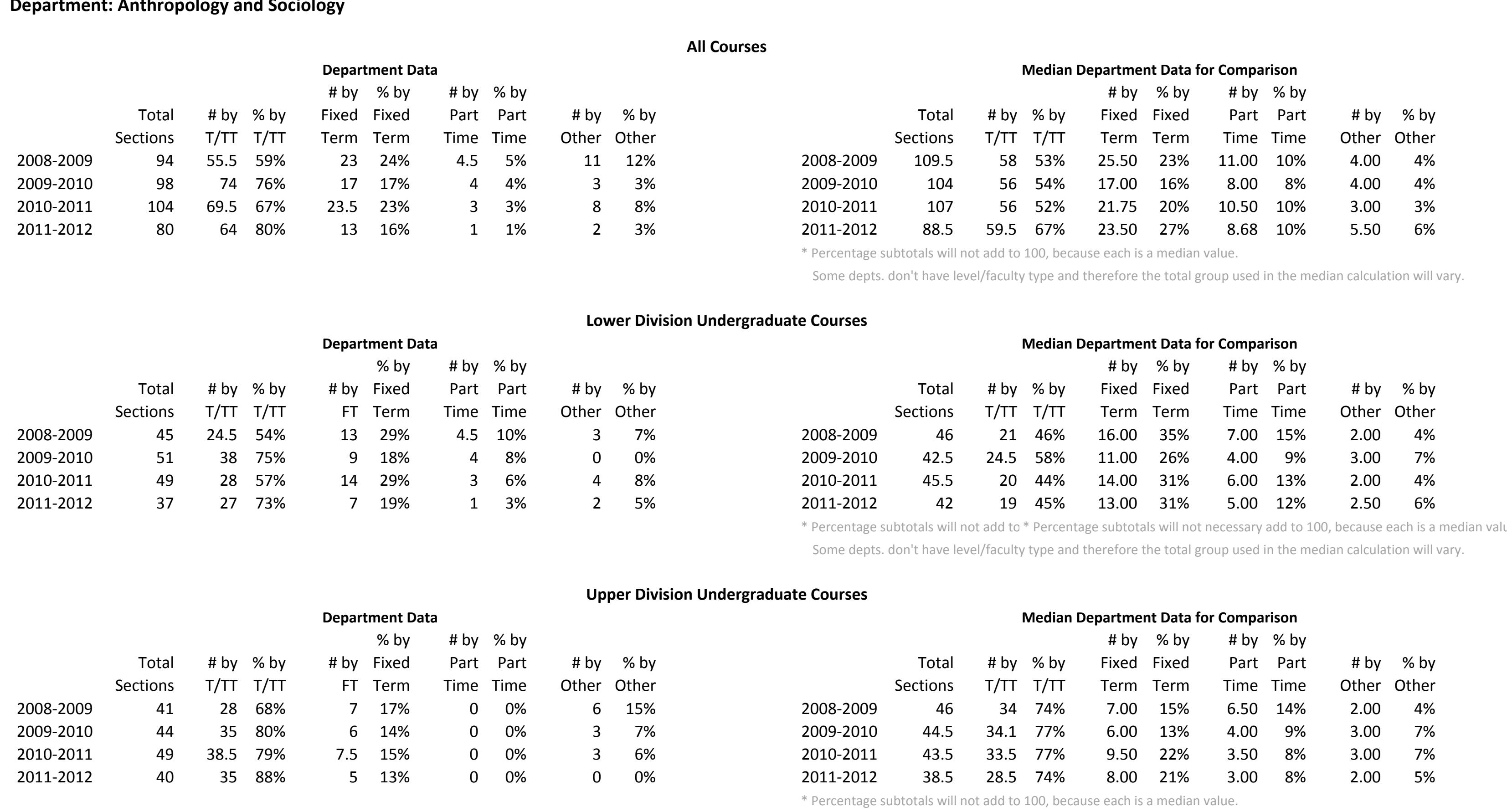
SCHs Generated - by Department

Department: Anthropology and Sociology



Percentage of Courses Taught by Faculty Type - by Department

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*Other is made up of staff and administrators, graduate assistants, affiliate faculty, and any other/unknown