Higher Learning Commission
Self-Study Questionnaire/Report for Academic Departments

Academic Department: Department of Sociology and Anthropology

Individual(s) Completing the Questionnaire/Report: Patricia Searles, Chair

BACKGROUND INFORMATION
1. Please list the majors (including emphasis areas), minors, and/or certificates offered by your department.

Majors (and emphases): Sociology Major, Sociology with Criminal Justice Emphasis
Minors: Sociology Minor, Criminal Justice Minor, Family and Health Studies Minor
Certificates: None

2. Fill in the data requested below relevant to enrollments and the number of graduates. Also, please estimate the percentage of student credit hours (SCH) your department's curriculum serves relevant by both: 1) student level (e.g., freshmen, sophomores); and 2) majors, minors, interdisciplinary programs, and general education requirements.

(Skip to Question #3. This information will be secured and filled in by the Campus Self-Study Coordinator)

<table>
<thead>
<tr>
<th>Enrollment (Headcount)</th>
<th>AY 99-00</th>
<th>AY 00-01</th>
<th>AY 01-02</th>
<th>AY 02-03</th>
<th>AY 03-04</th>
<th>AY 04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td># of Majors</td>
<td># of Minors</td>
<td># of Majors</td>
<td># of Minors</td>
<td># of Majors</td>
<td># of Minors</td>
</tr>
<tr>
<td>Fall 1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 1998</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1998</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2003</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2003</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduates (Majors & Minors)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Majors</th>
<th># of Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 96-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 97-98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 98-99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCH Distribution

<table>
<thead>
<tr>
<th>Student Level</th>
<th>% of Student SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
</tr>
<tr>
<td>Total=</td>
<td>100%</td>
</tr>
</tbody>
</table>

SCH Distribution

<table>
<thead>
<tr>
<th>Programmatic Purpose</th>
<th>% of Student SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Majors</td>
<td></td>
</tr>
</tbody>
</table>
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by addressing the questions below:

**Human Resources**

Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the department's ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

“6” 1-9

In a paragraph or two, discuss the human resources evaluation score you provided. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The faculty of the Department of Sociology and Anthropology have an extraordinary record of accomplishments. We are dedicated teacher-scholars who have published more than two dozen books and numerous scholarly articles. In the past decade we have won the College of Letters and Sciences’ Excellence in Teaching Award six times, Excellence in Research Award twice, and Excellence in Service Award three times. We have also won the University’s highest honors four times—two Roseman Awards for Excellence in Teaching and two University Excellence in Research Awards. New faculty hires are following in these footsteps with impressive records of teaching, research, and service accomplishments. Our academic staff are all dedicated, well-trained, seasoned teachers.

The 11 tenured and tenure-track faculty and five academic staff teach a broad curriculum including more than 40 courses. Pedagogical approaches are a varied mix of lecture, discussion (in-class and/or online), group work, and service learning. We offer online and hybrid courses as well as the traditional classroom format. These options allow us all to teach to our strengths, and they accommodate a wide range of student learning styles.

In spite of our strong program, I have assigned a “6” on a nine-point scale for adequacy of human resources. There are three areas where important opportunities are not now being explored because of human resource limitations.

One area of development the department would like to pursue focuses on the anthropology component of our program. In 2004, anthropology was merged with sociology when the only two anthropologists on campus retired. Shortly prior to this, the Sociology Department had agreed to develop an interdisciplinary minor in forensic science and had hired a biological anthropologist to develop coursework in this area. The Department of Sociology and
Anthropology has just recruited an archaeologist and is now in the process of recruiting a cultural anthropologist for 2005-2006. Anthropology is an important and fascinating field of study and the long-term goal of the department is to develop both an anthropology minor and a Broadfield Sociology/Anthropology Emphasis. The department will need to hire at least one additional tenure-track anthropologist to make this possible.

Two other areas of desired growth involve developing coursework that will enhance the marketability of our majors and minors. Approximately 70% of sociology students seek an internship placement. About 40% of these students want to pursue a career in human services, focusing on the problems of youths and their families. Students seeking to work with at-risk and delinquent youths are encouraged to take existing courses that focus on urban problems and the family, as well as courses that focus on delinquency, crime, and criminal justice. What these students need that we cannot now provide are courses that include content on methods of human service practice, in particular, assessment of client functioning, interview and counseling skills, case planning, and knowledge of the laws and systems which structure the provision of these services. The department will be better able to serve the needs of our students and the advancement of their careers if we can recruit a faculty member with this expertise.

In 2001, the department developed a minor in Family and Health Studies. This minor is an interdisciplinary course of study that focuses on the social and psychological dimensions of family and health. It integrates career development goals with a foundation in the liberal arts to provide students with the background to understand and analyze the interrelationships between family and health issues. This minor is designed to enhance students’ abilities to confront the challenges facing families in the twenty-first century and to increase graduates’ marketability in a world of ever-expanding occupational opportunities in organizations that serve family and health-care needs. We now seek to strengthen this program so students interested in health can take coursework they need to pursue opportunities in Health Care Administration and Policy and in Environmental Protection and Policy.

Another concern is that the large number of sections of GenEd 130: “Individual and Society” that we are required to staff decreases the number and variety of courses in the sociology/anthropology curriculum that we are able to offer. Transfer students and students who register for classes in the last third of the advising period have few classes to choose from and most of those are at time slots that are hard to take if one has work or family obligations. Additional faculty will help ameliorate this situation.

Finally, it is important to mention the department’s pressing need to upgrade the department’s secretarial position to a PA3 and request additional secretarial help. Since our one program assistant joined the department, the number of faculty/staff has increased substantially as has the number of students registered in our majors and minors. Between faculty requests for assistance and students dropping by the office with every concern imaginable, the responsibilities related to the position have drastically increased and it is not possible for one person to perform all the office work in a timely fashion. Our two part-time student workers assist with xeroxing and running errands, but the workload and accompanying stress is more than any one person should be expected to bear.
Physical Resources
Evaluate the adequacy of the physical resources available to support the department's ability to serve its student population and achieve programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs). Consider such issues as classroom space, office space, supporting technology, lab space to support research and/or instruction, etc.

“5” 1-9

In a paragraph or two, discuss the physical resource evaluation score you provided. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The department, even prior to the acquisition of anthropology, has been growing steadily. Nevertheless, in 2004-2005 when we had 16 faculty/staff, we had the same number of classrooms (three) assigned to the department that we had when there were nine members of the department. Starting in Fall 2005, we were assigned one additional classroom. Although this additional classroom is a substantial improvement, the number of rooms we are assigned is still woefully inadequate. Many of the classes in the department’s Fall 2005 timetable, for example, did not have rooms when the timetable was submitted. Although rooms are eventually found for classes, these circumstances mean that faculty often end up running from building to building in the short break between classes or with teaching schedules that do not allow blocks of time that facilitate doing the research necessary for retention and/or promotion.

Although all department classrooms have adequate technology and are appropriate for classes taught in a lecture format, they are not appropriate for classes taught in a seminar format. Even student group work is difficult in most of our classrooms. Having classrooms with a variety of room designs would allow faculty to accommodate a wider range of both faculty teaching styles and student learning styles.

Faculty office space is also less than desirable. When the Sociology Department acquired anthropology, the anthropology offices were not transferred with the positions. Not all faculty and academic staff offices are in the same building and those that are are distributed over several floors. Since newer department members are most likely to be spread out, they have a more difficult time developing the camaraderie and sense of team spirit that facilitates satisfaction and commitment. This situation seems likely to get even worse given our planned recruitment.

In addition, the transfer of anthropology to the Sociology Department, the 2004 hire of a biological anthropologist, and the commitment to develop a minor in forensic science necessitate the development of a forensic anthropology and archaeology lab. The development of a Social Psychology lab is another important project. A social psychologist was hired in 2002 with an understanding that lab space would be available to conduct research.
Fiscal Resources
While recognizing that every academic department would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the department to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

“5” 1-9

In a paragraph or two, discuss the fiscal resources evaluation score you provided. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being explored because of fiscal limitations.

The following equipment will be needed for the forensic anthropology and archaeology lab: drying racks, float machine, water and air jets, sink and drainage area, drain with specialty trap, storage shelves, total station for mapping in the crime or archaeological site; associated software, a hooded area, SEM (scanning electron microscope), advanced stereo microscope, compound microscope, comparison microscope with camera capacity, Spectrographic analysis Spectronic 20, Electrophoresis, Chromatography, motor driven sieve shaker, Breathalyzer Intoxilyzer.

The following equipment will be needed for the Social Psychology lab: two computers, two tables, two video cameras and stands, a VCR, a video editing station, a digital camera with extra memory card, an extra photo disk drive, and editing software.

The department office also needs a document scanner that will be used for pdf and text production for class materials and for photos and slides for PowerPoint use in classrooms.

4. In a paragraph or two, overview significant changes made in your department or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).

The department has grown considerably since the last accreditation visit. In 1996, there were 12 faculty/academic staff. Faculty who retired, passed away, or left the university were replaced with new hires. In 2004-2005, there are 16 faculty/academic staff. The gender composition in the department has also changed dramatically. In 1996, 8.3% of the faculty/academic staff were female. In 2004-2005, 50% of the faculty/academic staff (including the department chair) are female.

Changes made to the curriculum since 1996 are substantial. A new minor, “Family and Health Studies,” has been added, as have the following new courses: “Sociology of Disability”, “Sociology of Homicide,” “Sociology of Sport,” “Sociology of Terrorism,” “Sociological Analysis,” “Sociology of Pacific Asia,” “Contemporary Japanese Society,” “Women and Crime,” “Introduction to Australian Studies,” and “Introduction to Environmental Sociology.” Travel Study courses to Japan, Thailand and Vietnam, Mexico, and Australia have also been added. An International Studies “Topics” course with a focus on Globalism was offered by a sociologist, and “International Perspectives on Crime, Justice, and
Human Rights,” “Sociology of Aging,” “Sociology of Serial Murder,” “Minorities and the Criminal Justice System” and Archaeology of Women” were taught as Special Studies courses. Also created was a new prefix, “CRIMJUS,” for applied Criminal Justice and Forensic Science courses to be offered by the department. “Criminal Investigation” and “Introduction to Forensic Science” have been taught under this new prefix, and “Death Investigation” will be taught under this prefix in Fall 2005.

In addition, “Social Change” and the “Sociological Theory” offerings were completely revamped. “Social Change” was redesigned to highlight global perspectives on social change and it was retitled “Sociology of Globalization.” A new dual-level theory course, Sociology 473/673: “Social Theory: Classical and Contemporary Perspectives,” was created to replace “Classical Sociological Theory” and “Contemporary Sociological Theory.” Previously, the vast majority of Sociology majors took either “Classical” or “Contemporary” since only one theory course was required. This new required course allows students to develop a deeper understanding of social theory through the study of the classical roots of social theory, the influence of classical perspectives on contemporary theorists, and contemporary currents in social theory. A graduate component was also added to Sociology 350: “Contemporary Japanese Society” (now Sociology 350/550) and the following new courses were introduced as web-based and/or hybrid courses for the first time: General Education 130: “Individual and Society”, Sociology 252: “Marriage and Family”, Sociology 265: “Race and Ethnic Relations”, Sociology 352: “Urban Sociology”, Sociology 355/555: “Social Psychology”, and Sociology 380/580: “Organizations and Society.”

In addition, the Departments of Sociology and Communication developed an interdisciplinary “Crime Reporting Module.” This carefully selected cluster of courses enhances the understanding of the criminal justice system for journalism students and provides criminal justice students with the communication skills necessary to become effective advocates for their discipline. This model may be completed at UW-Whitewater or at Deakin University in Australia. The UW-W Sociology and Communication Departments have developed relationships with their peer departments at Deakin University and have identified an extensive list of equivalent courses, including ones in this module. We have also developed a faculty exchange program with Deakin University.

The Department of Sociology and Anthropology has developed a 54 credit Broadfield Sociology/Comparative Emphasis. This initiative is designed to support the effort to globalize the undergraduate program and strengthen the international education objective. The department will initiate the curricular approval process for this emphasis in Spring 2005.

In another paragraph or two, describe why these changes occurred

The changes described above (i.e., increase in teaching staff, revision of existing courses, addition of new courses, addition of hybrid and web-based methods of delivery) occurred in order to increase availability of courses, to increase currency of courses, to make majors and minors more appealing to students, to provide instruction in areas of study on the cutting edge, to keep up with curricular trends, to be competitive with other sociology programs, and
to provide opportunities for educational advancement to students who are place-bound and to students with physical or learning challenges. Recruitment of new faculty/staff also serves to provide existing faculty with opportunities for collaboration in scholarly research and for exposure to colleagues more recently trained and/or trained in newly developed areas of study or newer methods of delivery.

**MISSION & PLANNING**

5. In a paragraph or two, describing any significant projects/initiatives that your department is planning or currently has underway, but has not yet completed.

A) **Development of an Anthropology Minor and a Sociology/Anthropology Emphasis**

Some of the existing anthropology courses (e.g., “Cultural Anthropology” and “Women in Cross-Cultural Perspective”) are now being offered. Others (e.g., “Women in the Global Economy” will be offered in 2005-2006. One new Special Studies, “Archaeology of Women,” has been developed and is now being taught and a course on “Women in Latin America” is under development. A biological anthropologist joined the faculty in 2004-2005 and tenure-track recruitment of an archaeologist and a cultural anthropologist (with a specialization in medical anthropology) will be completed in Spring 2005. The department will request to hire one more anthropologist in 2005-2006, and if successful, will request approval of an anthropology minor and a Sociology/Anthropology Emphasis after any needed courses are developed and approved.

B) **Development of an Interdisciplinary Minor in Forensic Science**

Courses on “Introduction to Forensic Science,” “Criminal Investigation,” and “Sociology of Terrorism” have been approved and are now being taught as is a Special Studies on “Forensic Psychology.” “Sociology of Homicide” has been approved and a Special Studies on “Investigation of Death” has been submitted for curricular approval. The Department of Sociology and Anthropology will put an interdisciplinary minor in Forensic Science through the curricular process when courses on the “Science of Forensic Analysis,” “Advanced Forensics,” and “Seminar in Forensics” are developed and approved.

6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your department (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your department receiving more points).

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>30</td>
</tr>
<tr>
<td>Development of the individual</td>
<td>20</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>10</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
7. Every academic department engages in planning. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your department as it relates to your curriculum (i.e., take a hypothetical 100 points and distribute them among the planning variables, with those variables playing a larger role in your planning process receiving more points).

<table>
<thead>
<tr>
<th>Planning Variables</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the University, college, and/or department</td>
<td>10</td>
</tr>
<tr>
<td>Academic assessment data/information relevant to student performance against learning outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Other data/information gathered relevant to performance (e.g., Audit &amp; Review feedback)</td>
<td>5</td>
</tr>
<tr>
<td>Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)</td>
<td>5</td>
</tr>
<tr>
<td>Campus trends (e.g., changes in university-initiated needs and demands)</td>
<td>15</td>
</tr>
<tr>
<td>Technology trends (e.g., technology developments that affect delivery of service)</td>
<td>5</td>
</tr>
<tr>
<td>Professional trends (e.g., changes evident at other universities/colleges)</td>
<td>10</td>
</tr>
<tr>
<td>Available human resources (e.g., # of employees, talents, etc.) within the unit</td>
<td>25</td>
</tr>
<tr>
<td>Available fiscal resources (e.g., budget, available and accessible $)</td>
<td>5</td>
</tr>
<tr>
<td>Available physical resources (e.g., space, existing technology, etc.)</td>
<td>5</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Total=</td>
<td>100 points</td>
</tr>
</tbody>
</table>

8. Does your department have a mission statement?

   Yes X No

   If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

The Department of Sociology and Anthropology offers a program of study designed to complement and strengthen a broad liberal arts education. Majors, minors, and students taking sociology and anthropology courses acquire knowledge and skills related to sociological/anthropological thought, methodology, and contributions.

Majors and minors acquire a broad understanding of the discipline with special emphasis on the sociological/anthropological perspective, social theory, social research methods, and data analysis. Students develop abilities to explain the important influence of culture, social structure, and social processes on human behavior; to recognize continuing sources of social inequality; and to develop an awareness and appreciation of cultural diversity. Within the curriculum, students develop skills in writing, oral presentation, critical thinking, and use of the computer in the acquisition and analysis of information and data. Students are encouraged to engage in active learning in the classroom and in the community.

The Department seeks to provide a challenging and well-rounded education that will serve as a solid foundation for students who pursue professional or graduate studies or who embark on a career after earning their baccalaureate degree.

   If you answered “yes,” please describe how, if at all, this mission statement plays a role in your department’s planning and/or decision-making, particularly as it relates to the curriculum.
The mission statement outlines what subject matter the department will offer and students will learn.

**STUDENT LEARNING & ASSESSMENT**

9. List all the student learning outcomes for each of the majors (and emphases, if relevant), minors, and certificate programs that you identified in question #1.

Goals and Outcomes Objectives for Students Graduating with a Sociology Major

**Goal #1:** Students graduating with a sociology major are able to articulate the sociological perspective on human behavior.

**Outcomes Objectives:**
1. An ability to express the contribution of sociology to understanding social reality
2. An ability to describe how sociology is similar to and different from other social sciences

**Goal #2:** Students graduating with a sociology major are able to articulate the role of theory in sociology.

**Outcomes Objectives:**
1. An ability to describe the role of theory in building sociological knowledge
2. An ability to compare and contrast theoretical orientations
3. An ability to apply sociological theories to areas of social reality

**Goal #3:** Students graduating with a sociology major are able to articulate the role of social research methods in sociology.

**Outcomes Objectives:**
1. An ability to describe the role of research methods in building sociological knowledge
2. An ability to compare and contrast methods of social research
3. An ability to design and carry out a social research project

**Goal #4:** Students graduating with a sociology major are able to articulate the role of data analysis in sociology.

**Outcomes Objectives:**
1. An ability to describe the role of data analysis in building sociological knowledge
2. An ability to compare and contrast techniques for analyzing data
3. An ability to use data analysis techniques to answer social questions
4. An ability to use the computer in the acquisition and analysis of information and data
Goal #5: Students graduating with a major in sociology are able to define and illustrate key sociological concepts.
Outcomes Objectives:
(1) An ability to define and illustrate the following sociological concepts: culture, social structure, social inequality, and cultural diversity
(2) An ability to describe cultural diversity in the United States and in the world and to have an appreciation for it

Goal #6: Students graduating with a major in sociology are able to summarize basic knowledge, questions, and issues in substantive areas of sociology.
Outcomes Objectives:
(1) An ability to summarize existing knowledge, current questions, and important issues in at least three substantive areas of sociology
(2) An ability to describe and explain continuing sources of social inequality

Goal #7: Students graduating with a major in sociology are able to communicate effectively about sociology.
Outcomes Objectives:
(1) An ability to express ideas in a clear and coherent manner in writing
(2) An ability to express ideas in a clear and coherent manner in oral presentation
(3) An ability to demonstrate effective critical thinking skills

Goal #8: Students graduating with a major in sociology are well prepared for education and employment.
Outcomes Objectives:
(1) Admission to an appropriate graduate or professional school for those interested in continuing their education
(2) Successful completion of graduate or professional education for matriculants in those programs
(3) Judgment by graduates in the labor force that the sociology program prepared them well for their life and work responsibilities

Goals and Outcomes Objectives for Students Graduating with a Sociology/Criminal Justice Emphasis

In addition to the eight goals required of the Sociology Major, the following four Criminal Justice goals apply:

Goal #1: Students graduating with a Sociology/Criminal Justice Emphasis are able to articulate the role of crime data and methods of research in criminology/criminal justice.
Outcomes Objectives:
(1) An ability to describe the longitudinal and contemporary patterns revealed in the Uniform Crime Reports, victimization surveys, and self-report surveys
(2) An ability to describe the use of experimental methods and evaluation research
(3) An ability to describe the use of observational field research and in-depth interviewing
(4) An ability to describe the use of historical and comparative data

Goal #2: Students graduating with a Sociology/Criminal Justice Emphasis are able to articulate causal explanations of criminal and delinquent behavior and their applications.
Outcomes Objectives:
(1) An ability to describe rational choice theory and its application
(2) An ability to describe biological and psychological theories and their application
(3) An ability to describe micro-sociological and macro-sociological theories and their application

Goal #3: Students graduating with a Sociology/Criminal Justice Emphasis are able to describe diverse patterns of criminality and victimization.
Outcomes Objectives:
(1) An ability to describe class, race-ethnicity, and gender patterns of criminality and victimization
(2) An ability to describe organizational patterns of criminality and victimization such as corporate crime, organizational crime, and government crime
(3) An ability to describe other patterns of criminality and victimization such as street crime, violence against women, and political crime

Goal #4: Students graduating with a Sociology/Criminal Justice Emphasis are able to describe and critique the operation of the criminal justice system in the United States.
Outcomes Objectives:
(1) An ability to describe the historical and contemporary operation of policing
(2) An ability to describe the process of prosecuting and defending criminal defendants
(3) An ability to describe the process of judicial and jury deliberation of cases and the sentencing of the convicted
(4) An ability to describe historical and contemporary penal practice in both secure and community correctional settings

Goals and Outcomes Objectives for Students Graduating with a Criminal Justice Minor

Goal #1: Students graduating with a Criminal Justice Minor are able to articulate the role of crime data and methods of research in criminology/criminal justice.
Outcomes Objectives:
(1) An ability to describe the longitudinal and contemporary patterns revealed in the Uniform Crime Reports, victimization surveys, and self-report surveys
(2) An ability to describe the use of experimental methods and evaluation research
(3) An ability to describe the use of observational field research and in-depth interviewing
(4) An ability to describe the use of historical and comparative data

Goal #2: Students graduating with a Criminal Justice Minor are able to articulate causal explanations of criminal and delinquent behavior and their applications.
Outcomes Objectives:
(1) An ability to describe rational choice theory and its application
(2) An ability to describe biological and psychological theories and their application
(3) An ability to describe micro-sociological and macro-sociological theories and their application

Goal #3: Students graduating with a Criminal Justice Minor are able to describe diverse patterns of criminality and victimization.
Outcomes Objectives:
(1) An ability to describe class, race-ethnicity, and gender patterns of criminality and victimization
(2) An ability to describe organizational patterns of criminality and victimization such as corporate crime, organizational crime, and government crime
(3) An ability to describe patterns of criminality and victimization in street crime, violence against women, and political crime

Goal #4: Students graduating with a Criminal Justice Minor are able to describe and critique the operation of the criminal justice system in the United States.
Outcomes Objectives:
(1) An ability to describe the historical and contemporary operation of policing
(2) An ability to describe the process of prosecuting and defending criminal defendants
(3) An ability to describe the process of judicial and jury deliberation of cases and the sentencing of the convicted
(4) An ability to describe historical and contemporary penal practice in both secure and community correctional settings

10. Complete the grid below by listing the majors, minors, and certificate programs from question #1 across the top row (and indicated by the example). Then, under each major, minor, and certificate program, place an “x” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student performance) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc.).
<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>(Example) Crafts (Major)</th>
<th>Sociology Major &amp; Minor</th>
<th>Sociology/Criminal Justice Emphasis &amp; CJ Minor</th>
<th>Family &amp; Health Studies Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Exams/Tests</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Essays</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum-Embedded Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Project Review</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews by External Evaluators</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>(e.g., intern supervisors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Test Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance on Post-Bac. Exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., GRE, GMAT, CPA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (describe: Curriculum-Embedded Test Questions)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Indirect Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Interview/Questionnaire</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advisory Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other (describe: Entrance Survey)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Please list specific data/information sets relevant to the department's academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Department of Sociology Audit and Review 2004-2005
- 
- 
- 

11. Indicate specific changes to the department's operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place a check in the appropriate box in the far right hand column for any of the following changes that have occurred.

When earlier assessment data indicated that writing skills were considered to be relatively poor in about one-third of students’ theses, discussion at faculty meetings of this deficiency led to consideration of strategies to improve writing as well as increased attendance by faculty at Learn Center sessions and other presentations on student writing. Writing is now required in all courses. More writing overall and more different kinds of writing are now done in our
courses, and greater attention is paid to giving students feedback not just on the ideas written about but on the quality of the writing itself.

Assessment data also indicated that students were having difficulty with theory and methods courses. In response, the department developed “Sociological Analysis,” a prerequisite to both Theory and Methods. “Sociological Analysis,” which gives students considerable practice applying key theoretical and methodological concepts in a series of “hands-on” exercises, has provided an excellent foundation for majors and minors. In addition, the theory requirement was redesigned and creative intellectually challenging assignments were developed to help students see the relevance of theory and to motivate them to work hard on their writing skills. Reduced fear of required courses and improvements in student learning have been noted.

Assessment data also indicated that “difficulty scheduling required classes” led to the delayed graduation of some students. In response, the department surveyed students on class scheduling preferences and made scheduling modifications in response to the data collected. Greater attention to career counseling occurred as well when survey data suggested a need, and an annual “Career Night” was established. Several new courses were also developed in response to interest indicated in survey data.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (e.g., revisions to sub-major, change in pre-requisites, addition of new courses, deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
<td></td>
</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td></td>
</tr>
<tr>
<td>Other: Addition of an annual “Career Night”</td>
<td>X</td>
</tr>
</tbody>
</table>

In a paragraph, discuss your department’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

12. In the box below, indicate the extent to which you think your department has fully implemented its academic assessment program, with 100% representing a fully implemented program. Consider the extent to which the department has developed clearly stated learning outcomes, systematically collects data/information that informs the extent to which the outcomes are achieved, uses the data to make changes to the curriculum, etc.

% to which academic assessment program is fully implemented

90%

If you’ve indicated a percentage other than 100%, please list actions that remain to be completed before implementation of the assessment process is complete.
For the Sociology major and minor, the Sociology/Criminal Justice Emphasis, and the Criminal Justice minor, the department has developed clearly stated learning outcomes. It systematically collects data that informs the extent to which the outcomes are achieved and uses the data to make changes to the curriculum. The assessment plan for the Family and Health Studies minor, our most recent curricular initiative, is not fully actualized. Curriculum-embedded test questions and essays have been developed, but an exit survey has not yet been completed.

If you’ve indicated a percentage less than 100%, what are the biggest obstacles to your department fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

There are two obstacles to the full implementation of the Family and Health Studies assessment program. The 24 credit minor requires that students take a minimum of six credits from the core family courses and six credits from the core health courses. The remaining 12 credits may be taken from the core family courses, the core health courses, and/or the other related elective courses. The fact that no specific courses are required of all students makes across-the-board comparisons difficult. A second challenge revolves around the interdisciplinary nature of the minor. There are 47 courses offered by 16 different departments and some of the courses have multiple instructors. The department is considering making modifications to the minor (e.g., requiring certain courses) in order to provide a common core experience for minors and in order to facilitate the assessment process.

13. Describe any initiatives on behalf of your department (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion.

In accordance with the University mission, the department “create(s) a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students.” It fosters “respect for diversity and an appreciation of global perspectives.” All courses we offer are culturally sensitive, and nine sociology and three anthropology courses focus predominately on multicultural experiences and/or global perspectives. Sociologists offer travel studies to Japan, Thailand and Vietnam, Mexico, Australia, and Africa, and they coordinate both Race and Ethnic Cultures and Asian Studies. The department has also developed a course on the “Sociology of Disability” and an accessible field trip for the “Sociology of Globalization.”

EXTERNAL CONSTITUENCIES

14. Describe in a paragraph or two your department’s relationships with constituencies external to the university (alums, employers or potential employers, advisory boards). What role, if any, have these groups played in (re)directing curriculum development specifically, and departmental planning generally?

The department places approximately 50 students each year in internships in human service organizations, criminal justice organizations, state agencies, and private industry. The on-site
internship supervisors are potential employers and sometimes alums. The department’s internship coordinator visits worksites and discusses the interns’ duties and performance with the site supervisors. These interviews supplement a written form which requests evaluation of performance on ten specific items, descriptions of the interns’ strongest and weakest areas, and an overall evaluation. This information is taken very seriously by the department and has been used to guide and modify the content of Sociology 478: “Sociology in Practice,” the preparatory course required prior to the internship.

The department offers a “Career Night” every fall where a panel of sociologists (most of them former UW-W Sociology majors) discuss their particular jobs, as well as other jobs in the profession, career paths, and strategies for landing jobs as sociologists. Snacks are provided in order to create an informal atmosphere where students feel free to ask questions of the speakers and to remain after the presentations to mingle and get one-on-one career advice. The department’s desire to hire a sociologist to develop courses on methods of human service practice (see page 3) is in part in response to feedback from sociologists in the field who indicated the importance of this training for additional job acquisition and/or advancement.

15. Does your department generally, or faculty or student groups specifically, offer special programming (e.g., non-credit workshops) or provide services (e.g., consulting services, project support) for constituencies external to the university?
   Yes X  No

If “yes,” please provide a list of these initiatives and the constituencies they serve.
   • Student interns receive training and provide unpaid labor to human service organizations, criminal justice organizations, state agencies, and private industries.

16. Related to the preceding question, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)
   Yes X  No

If “yes,” please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.
   • Evaluation of interns by site supervisors
   • Alumni surveys
     •
17. Does your department offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?
   Yes X  No

If “yes,” please list specific courses and faculty.
- Sociology 250: “Social Problems” taught by Leda Nath
- Sociology 493: “Applied Sociology” taught by Richard Salem
- 
- 

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your department's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your department do very well? What good things do people say about your department? How has your department aided the campus in meeting its mission? In what ways has your department “gone beyond the call of duty?”

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

1. Specific Strength: The department provides a rich and varied curriculum that highlights multicultural experiences and celebrates diversity.

   Supporting Evidence: We offer “Race and Ethnic Relations,” “Race and Ethnicity in Comparative Perspective,” “The African American Community,” “African American Families,” “Sociology of Pacific Asia,” “Contemporary Japanese Society,” “Introduction to Australian Studies,” “Sociology of Globalization,” “Stratification and Social Inequality,” and “The Holocaust.” We have also offered a Special Studies on “International Perspectives on Crime, Justice, and Human Rights” and an International Studies course on “Globalism.” In addition, we provide travel study opportunities to Mexico, Australia, Japan, Thailand and Vietnam, and Africa. Sociology faculty serve as coordinators of both Race and Ethnic Cultures and Asian Studies.

2. Specific Strength: The department is a highly productive unit that has played a lead role in developing and implementing interdisciplinary programs of study.
• Supporting Evidence: The department has the highest SCH/FTE in the university. In addition to a Sociology Major and Minor, the department offers a 54-credit interdisciplinary Sociology/Criminal Justice Emphasis which includes courses from six departments, a 24-credit Criminal Justice Minor which includes courses from six departments, and a 24-credit Family and Health Studies minor which includes courses from 16 departments. The department is also developing an interdisciplinary minor in Forensic Science/Criminal Justice Track that will be available in 2005-06.

3. Specific Strength: The department has been very successful combining a strong liberal arts curriculum with a Sociology Major and practical career goals, thereby providing a strong foundation to help students enter the job market.

• Supporting Evidence:
  • A broad liberal arts education provides students with skills and sensibilities that are applicable to most careers. Many more specialized skills needed for a post-graduation job may be acquired through coursework or a minor in a practical field (e.g., social work, business) and/or through elective courses, an internship or summer job, volunteer work, and the like. Department career counseling helps students make appropriate choices.
  • The department’s Handbook for Sociology Students outlines what one can do with a Sociology degree, describes a variety of orientations toward the major, and discusses numerous career paths as well as career path planning.
  • Sociology 478: “Sociology in Practice” examines various careers open to sociology students; examines ways in which sociology can be applied in business, government, and the professions; prepares students for an internship; and provides information and skills helpful in finding and obtaining jobs.
  • The American Sociological Association invited the UWW Sociology Department to present its Handbook for Sociology Students and to discuss its career counseling program at the 2004 ASA Conference.
  • Data from the department’s Exit Survey and from UWW’s Placement Office indicate that Sociology graduates are very successful obtaining employment in jobs related to their major.

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your department's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a department, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend
data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your department has already underway, actions being planned, or preliminary thinking about how to address the area of concern.

1. **Specific Concern:** The Department seeks to hire and retain strong teacher/scholars in tenure track positions. In recent years we have had mixed success doing so. We now have a highly qualified hire in the third year, two in the first year, and two who have accepted offers for 2005-2006. The heavy teaching load (four courses per semester) makes hiring and retaining top-notch faculty difficult, however, especially if they are diversity candidates.

   - **Supporting Evidence:** In recent years two assistant professors left the department prior to tenure for jobs at universities with lower teaching loads. In addition, several candidates have declined to interview at UWW when they learned of the heavy teaching load. One candidate seemed stunned when he learned of the teaching load during the interview and subsequently expressed disinterest in the position, and one candidate who was offered a job turned it down.

   - **Recommended Actions:** Allow more flexibility in teaching load when departments have demonstrated commitment to the teacher/scholar model.

2. **Specific Concern:**

   - **Supporting Evidence:**

   - **Recommended Actions:**

3. **Specific Concern:**

   - **Supporting Evidence:**

   - **Recommended Actions:**