

Department of History and Sociology
Assessment Report, 2006-2007

<u>Expanded Statement of Institutional Purpose</u>	<u>Program Intended Educational Outcomes/Objectives</u>	<u>Means of Program Assessment and Criteria</u>
<p><u>Mission Statement</u></p> <p>The Department of History and Sociology seeks to educate students about the history of past peoples and about the role of social organization on human interaction. Its faculty equips students with analytical and communicative skills which will enable them to investigate past and present human cultures and societies and to communicate their findings logically, scientifically and effectively.</p> <p>The Department of History and Sociology purposes to: 1) Provide expert classroom instruction from qualified instructors with terminal degrees. 2) Educate students with basic and advanced knowledge germane to their major and discipline. 3) Equip students with the skills to conduct original research and to express cogently the results of their researches. 4) Prepare students for a variety of employment opportunities and graduate studies. 5) Furnish opportunities for practical experience and</p>	<p>Student Learning Outcomes for History:</p> <ol style="list-style-type: none">1. Train undergraduates to research, analyze, synthesize information about historical development and to communicate informed interpretations and conclusions about those changes over time.2. Prepare History majors to succeed in secondary education by giving them appropriate content knowledge for teaching the Utah Core Curriculum and in graduate-level history	<p>The Department of History and Sociology relies on three methods of assessment: 1) Comprehensive content tests (ETS Major Field Tests) are administered to majors in History and Sociology. 2) All graduating majors are required to perform original research and writing in a capstone research-oriented course (HIST 4990 or SOC 4990) and receive a grade of C- or better in order to receive their degrees in their respective major. Five student papers are submitted from each program to outside reviewers for their comments. With the feedback from outside reviewers, the department is in a better position to evaluate the knowledge and competencies our graduates have attained. And 3) The Department has implemented an assessment procedure using surveys from new, continuing and graduating students which provide information about the</p>

experiential education within the respective disciplines.

Mission statement of the History Program:

The History program trains undergraduates to research, analyze, synthesize, and communicate conclusions and interpretations about historical developments by using historical methods. The History faculty seek to infuse cultural literacy and provide the knowledge and skills necessary to equip students to become responsible citizens of Utah, the United States, and the world. Further, in cooperation with the College of Education, the department prepares students for teaching careers in elementary and secondary schools, and it works to qualify majors for graduate study and advanced administrative specialization. The faculty support other university- and department-level programs through General Education, general interest courses, and the Social Science Composite degree.

Mission statement of the Sociology Program:

The Sociology program prepares students for life in a diverse society by introducing them to applied and conceptual tools that aid in a more thorough understanding of social structure, social processes, group values, attitudes and beliefs. Sociology supports the general education requirements, integrates service-learning in several courses, and prepares students for graduate degree programs in addition to careers in teaching, social work, and a

programs and in history-related fields of endeavor such as library or archival administration, heritage tourism, or any other field that requires information retrieval and analysis skills.

3. Infuse cultural literacy by giving students a broad familiarity with the past.

Student Learning Objectives and Outcomes for Sociology:

1. Develop effective communication skills.
2. Develop analytical and research skills which aid in the critical and logical examination of social issues and social problems.
3. Develop a strong understanding of key sociological theories and concepts, and how they can be applied to analyzing diverse social processes, cultures,

factors that influenced students' decision as to their choice of major, their principal areas of interest, their perceptions of how well the Department programs are meeting their stated missions and learning outcomes, and students' input about program's curricula. Additional information regarding these issues is drawn from comments on course evaluations and from informal sources such as discussions among students and faculty during office hours.

Curricular development works through three stages within the university; moreover, this Department has implemented an assessment procedure using surveys from new, continuing and graduating students which provide additional information about student perceptions of our curricula. Any new course proposed by a faculty must be submitted to the Department Curriculum committee. After satisfying this immediate committee, course proposals are submitted to the College Curriculum committee, and if approved, to the University Curriculum committee.

Beyond this university-directed review process, the surveys gathered from students during their course of instruction will be read by respective program advisory councils. The councils will use the insights gained from the surveys to make

variety of administrative and research occupations.

Mission statement of the Anthropology Program:

The Anthropology program has two principle goals: 1) to prepare students interested in pursuing graduate work in anthropology or professional degrees in the related fields of international business, criminology, education, medicine, and law; 2) to provide an interesting and rigorous course of study for students seeking to understand the human cultural and biological experience through time and space. Students pursuing the Anthropology minor at SUU will be exposed to a three field approach that emphasizes Anthropology's dominant sub-disciplines: archaeology, cultural anthropology, and biological anthropology. They will master a broad range of research, critical reasoning, and oral and written communication skills designed to prepare them for life and work in an increasingly multi-cultural world. Through courses dealing with human evolution, prehistoric culture change, and the cultural and biological diversity of contemporary humans, students will be taught to question and examine the significance of ethnocentric beliefs, attitudes, and prejudices and to understand the incredible biological and cultural diversity that characterizes the human species.

A minor in Anthropology will supplement existing SUU major programs in Biology, Criminal justice, Foreign languages, History, Geography, Outdoor Recreation, Psychology, and Sociology.

structures, and conflicts.

4. Apply the methods and concepts of sociology to the analysis of social issues, problems, and conflicts in preparation for participation as agents of creative social change.
5. Students will be able to identify and critically evaluate the forces and institutions that influence their lives as members of society.
6. Pursue careers in sociological areas, business, government, and/or graduate study.

Student Learning Objectives and Outcomes for Anthropology:

1. Develop a general understanding of human biological and cultural differences and similarities across the world and through time.
2. Develop an understanding of the nature of

recommendations for improvements to the programs. Statistical information from the surveys will be compiled on a regular basis, allowing each discipline to maintain a profile of its programs.

Social Science Composite Mission Statement:

The Department of History and Sociology administers a composite degree in social sciences for those who are seeking licensure in secondary education and choose the flexibility and advantage of a composite degree that secures a teaching license in several areas of the social sciences.

Anthropology's sub-disciplines (archaeology, biological anthropology, and cultural anthropology) and how these interrelate to provide a holistic approach to the study of humankind.

3. Acquire a proficiency in basic anthropological concepts and terminology.

4. Understand how important anthropological theories have been developed, applied and evaluated throughout the history of Anthropology as a discipline.

5. Learn about, and then learn to apply, fundamental anthropological and archaeological research methods (e.g. participant observation, archaeological excavation) and analytical techniques (e.g. statistical data analysis).

6. Learn to apply critical

thinking and reasoning skills to anthropological problems and issues.

7. Display a basic ability to write, speak, and communicate about anthropological issues.

8. Inculcate a fundamental awareness of the existence of human prejudice and discrimination (e.g. racism, ethnocentrism, sexism, etc.) and learn to value human diversity.

Student Learning Outcomes for the Social Science

Composite Degree:

1. Train undergraduates to research, analyze, synthesize information about historical development, Economics, Political Science, Psychology, and Sociology in broad terms and to communicate informed interpretations and conclusions about those subjects.

2. Prepare majors to

	<p>succeed in secondary education in a broad range of fields, namely in History, Economics, Political Science, Psychology and Sociology.</p> <p>3. Infuse cultural literacy by giving students a broad familiarity with the past.</p>	
--	---	--

<p>Summary of Data Collected</p>	<p>Use of Results</p>
<p>Several of the History faculty recently have received recognition for their exemplary teaching. Prof. Earl Mulderink received the USHE Award for Outstanding Use of Technology for Online Instruction in 2006. Prof. James Vlasich was awarded the "Outstanding Scholar" at Commencement, 2006. Prof. Larry Ping received the "Distinguished Educator" Award at Commencement, May 2006.</p> <p>Over the past five years, the faculty of this department have consistently received high scores on student evaluations which have improved over time. For the academic year Fall 2002-Spring 2003, the combined faculty in the Department of History and Sociology received a mean score of 4.35 (87%) in the category of "Overall, the instructor demonstrated effective teaching." For the academic year</p>	<ol style="list-style-type: none"> 1. Continue to hire and retain terminally-qualified faculty. Improve efforts to evaluate teaching with peer and self-evaluations. 2. Continue the function and expand the responsibilities of the Department Curriculum Committee. We are gathering curriculum assessment surveys which will be used by the program advisory boards to evaluate our courses. Also, with

2004-5, the History faculty received a mean score of 4.391 (87.82%) in the same category, while the Sociology faculty received a slightly higher rating of 4.502 (90%). In the academic year 2005-6, the History faculty received a mean score of 4.47 (89.4%) in the same category, while the Sociology faculty received a rating of 4.42 (88.4%).

The evaluation of professional student success is derived from the exit survey that graduates completed in Spring 2006. A new survey has been devised and is being administered this Spring 2007. The 2006 survey asks graduates if they have a position waiting after graduation, if they intend to work in their field of study, and if they intend on pursuing graduate studies. Of the History majors surveyed, 17% had a teaching position waiting for them upon graduation. Of the 83% that did not yet have a job related to their degree, 40% were actively pursuing a teaching position. The considerable majority of history majors (75%) planned to work in their field of study. Also 75% of history majors intended to enroll immediately or eventually in graduate school.

Among the Sociology majors surveyed, 40% indicated that they had obtained job placement; 75% of those with a job in their field of study, 25% with a job in teaching. 82% of sociology majors intend to work in their field of study with 73% of all sociology majors intent upon graduate studies sometime in their future. Social Science Composite majors surveyed

the feedback from outside reviewers on papers in capstone courses, we will be in a better position to evaluate the knowledge and competencies our graduates have attained. We are committed to continuing these capstone courses.

3. Implement surveys of entering, ongoing and graduating majors. The information from these surveys will be used for curriculum and teaching assessment.

reported that 67% are currently looking for a teaching position. 100% of the Social Science Composite majors intend to work in their field of study and 50% will attend graduate school.

These statistics do not indicate that a high percentage of graduates had obtained employment at the time of their graduation, but they do infer that graduates from the History, Sociology and Social Science Composite major think they have been trained well enough by our programs to venture into graduate studies. From anecdotal evidence supplied by faculty, currently thirteen of our majors or students significantly trained by department faculty are in graduate studies programs or law schools.