

Department of History and Sociology
Assessment Report, 2008-2009

History and Sociology Mission Statement: 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.

History and Sociology Goal Statement: 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 experiential education within the respective disciplines.

Addendum: Besides the programs offered in this department, a mission statement and learning outcomes explanation has been given for Anthropology, a program which will offer a minor in the near future.

Five Step Assessment Plan:

<u>Expanded Statement of Institutional Purpose</u>	<u>Program Intended Educational Outcomes/Objectives</u>	<u>Means of Program Assessment and Criteria for Success</u>	<u>Summary of Data Collected 2008-9</u>	<u>Use of Results</u>
<p>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</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 	<p>History Program Assessment: 1) All graduating majors are required to perform original research and writing in a capstone research-oriented course (HIST 4990) and receive a grade of C- or better in order to receive their degrees. 2) At least 4 student papers are</p>	<p>The History program continued to offer its capstone course, HIST 4990, in 2008-9 with all students completing a final research project. Because of budget cuts, we were not able to submit papers to an outside reviewer this year. Our FAAR reports indicated that all History faculty were teaching at a high level of satisfaction according to student evaluations.</p>	<p>There is room for improvement in our assessment processes. We need to be able to evaluate better our programs, including curricula, over</p>

<p>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.</p>	<p>education by giving them appropriate content knowledge for teaching the Utah Core Curriculum and in graduate-level history 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.</p>	<p>submitted from the capstone course to an outside reviewer. With the feedback from the reviewer, the department evaluates the knowledge and skills attained by graduates. We will compare data from Spring 2008 with a reports from Spring 2007. 3) Information from student evaluations is used to evaluate faculty=s teaching performance and considered in curricula development. 4) The History program will analyze information on surveys obtained from new, continuing and graduating students. The surveys indicate student perceptions of how well the History program is meeting its stated mission and learning outcomes. Additional information regarding these issues will be drawn from comments on course evaluations and from informal sources such as discussions among students and faculty during office hours.</p>	<p>In the analysis of student surveys, we collected data from exit surveys of graduates from Fall 2007 and 2008 and most from students who anticipated graduating in May 2009. Twenty-one surveys, including five for graduates in May 2007, three for 2008 and thirteen for 2009, were collected from History majors. Twelve surveys, all from graduates in 2009, were obtained from Sociology majors. Six surveys came from Social Science Composite majors graduating in May 2009, two surveys from those graduating in May 2008 and one for May 2007, for a total of nine in this program.</p> <p>The surveys for all disciplines list the mission goal statements of the discipline. Students are asked to provide their opinions as to whether the goals of the disciplines were met, and to suggest any changes in curriculums or methods of teaching that might improve attaining the disciplines= goals. The surveys ask for other information such as career goals and number of years needed to complete one=s degree.</p> <p>Of the History majors surveyed, 100% indicated they thought their education in History enabled them to meet the goals set forth in the History program=s mission statement. Students rated their training as Aexcellent,@ goals met Aperfectly,@</p>	<p>time. We have data for the end results but not enough data/surveys from the beginning of students' involvement in our programs, nor enough information about their progress through the programs. This lacuna can be filled by gathering more surveys which will be implemented. We also need to evaluate more precisely our curriculums. This will be accomplished by establishing competencies and skills for our disciplines that will be expressed as learning</p>
---	--	--	---	---

			<p>and Avery successful, and the curriculum was well designed. Two surveys suggested a wider range of courses to be offered, and three surveys suggested specifically that Asian courses be taught; no other country or subject was mentioned. One survey suggested that more emphasis be given to promoting undergraduate research presentations, and one respondent opined that too much instruction was communicated through lectures. The surveys indicate that students took on average about 4.4 years to finish their degree. If the survey which stated that it took 12 years to complete the degree is omitted, the average drops noticeably to 3.9 years. These statistics indicate that History majors were able to graduate in a reasonably expected amount of time.</p>	<p>outcomes. As we understand and communicate better what we intend for our students to gain in the learning process, we will be better able to devise assessment tools and determine how well those outcomes have been taught.</p> <p>A History methodology course was submitted and approved by the HSS college curriculum committee but was dismissed by the Provost since another course was not dropped.</p>
<p>Sociology Program: The Sociology program prepares students for life in a diverse society by introducing them to applied and conceptual</p>	<p>Student Learning Objectives and Outcomes for Sociology:</p> <ol style="list-style-type: none"> 1. Develop effective communication skills 2. Develop analytical and research skills which aid in the 	<p>Sociology Program Assessment: 1) All graduating majors are required to perform original research and writing in a capstone research-oriented</p>	<p>The Sociology program continued to offer its capstone course, SOC 4990, in 2008-9 with all students completing a final research project. Because of budget cuts, we were not able to submit papers to an outside reviewer</p>	<p>The Sociology curriculum underwent major revisions in Fall 2008. Among them,</p>

<p>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 variety of administrative and research occupations.</p>	<p>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, 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.</p>	<p>course (SOC 4990) and receive a grade of C- or better in order to receive their degrees. 2) At least 4 student papers are submitted from the capstone course to an outside reviewer. With the feedback from the reviewer, the department evaluates the knowledge and skills attained by graduates. We will compare data from Spring 2008 with a reports from Spring 2007. 3) Information from student evaluations is used to evaluate faculty=s teaching performance and considered in curricula development. 4) The Sociology program will analyze information on surveys obtained from new, continuing and graduating students. The surveys indicate student perceptions of how well the Sociology program is meeting its stated mission and learning outcomes. Additional information regarding these issues will be drawn from comments on course evaluations and from informal sources such as</p>	<p>this year. Our FAAR reports indicated that all Sociology faculty were teaching at a high level of satisfaction according to student evaluations. Of the Sociology majors surveyed, 100% indicated they thought their education in Sociology enabled them to meet the goals set forth in the program=s mission statement. Students commented that they had learned Aa plethora of theories and ideas,@ gained “a strong understanding of theories and concepts,” that they Aenjoyed@ examining interpretative concepts which helped them to be Aopen minded to other cultures.@ One student commented that the program “encompasses a strong learning environment.” Three surveys suggested that less information be delivered via lectures. Two surveys called for a wider diversity of courses. One survey each asked for more service-learning projects and another for more courses on social work training. Two respondents regretted the high turnover among Sociology faculty. The surveys reveal that Sociology majors required about 4.46 years to finish their degree.</p>	<p>the SOC 4990 course was revised and split into two courses, SOC 3400 and SOC 4999. The former course focuses on research methods, the latter on a final research project. This division was implemented so that more attention would be given to the ‘basics’ of research methods and to allow more flexibility for students to choose between a practical or applied research project or a more traditional ‘theory’ and ‘results’ approach.</p>
---	--	--	---	--

		discussions among students and faculty during office hours.		
<p>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.</p>	<p>Student Learning Objectives/Outcomes for Social Science Composite degree:</p> <ol style="list-style-type: none"> 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 succeed in secondary education in a broad range of fields, namely in History, Economics, Political Science, Psychology and Sociology. 3. Infuse cultural literacy by giving students a broad familiarity with the past. 	<p>Social Science Composite Program Assessment:</p> <ol style="list-style-type: none"> 1) Information from student evaluations is used to evaluate faculty=s teaching performance and considered in curricula development. 2) A special-appointed committee within the department will analyze information on surveys obtained from new, continuing and graduating students. The surveys indicate student perceptions of how well the Social Science Composite program programs is meeting its stated mission and learning outcomes. Additional information regarding these issues will be drawn from comments on course evaluations and from informal sources such as discussions among students and faculty during office hours. 	<p>The Social Science Composite degree does not require a capstone course. The same faculty teaching History and Sociology courses that received high marks of satisfaction based on student evaluations are teaching courses required for this degree. All Social Science Composite respondents, 100%, indicated that the goals of the program were met. Several students were especially appreciative of the flexibility that this major affords, while one asked for more flexibility in course offerings. One survey called for better communication between the Secondary Education faculty and advisors. Three students suggested that Aworld history@ courses should be offered. On average, these majors needed slightly less than 4.4 years to complete their degrees.</p>	<p>The worksheet for the Social Science Composite degree was revised. A listing of preferred courses was added to give students more information about possible electives.</p>
<p>Mission statement of the Anthropology Program: The Anthropology program has two principle goals: 1) to prepare</p>	<p>Student Learning Objectives/Outcomes for Anthropology: 1. Develop a general understanding of human biological</p>	<p><u>Means of Program Assessment and Criteria for Success</u></p>		

<p>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 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</p>	<p>and cultural differences and similarities across the world and through time. 2. Develop an understanding of the nature of 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 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,</p>	<p>Data has not yet been collected for Anthropology courses.</p>		
---	--	--	--	--

<p>programs in Biology, Criminal justice, Foreign languages, History, Geography, Outdoor Recreation, Psychology, and Sociology.</p>	<p>etc.) and learn to value human diversity.</p>			
<p>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.</p>				