

Sociology Self Study Report
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Sociology Program

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A. Department/Program Overview

1. History of department, program, mission of the department

The Sociology Program at Fitchburg State University was established in 1973 as part of the Psychology Department. This is because Psychology was one of the first liberal arts majors offered to support the then teacher-training college that later became the Fitchburg State University. The Sociology Program was first listed in the college catalog to award an undergraduate degree in sociology in 1974-75. During this period the program had only three faculty members who taught very few sociology courses such as Introduction to Sociology, Community Studies, Sociology of Language, and Sociology of Religion. In 1981, a fourth faculty member was added to teach Cultural Anthropology. The number of courses taught in sociology today have grown increasingly in response to societal trends, social issues and globalization.

Presently, the Sociology Program, Criminal Justice, and Human Services are the three undergraduate majors that make up the Behavioral Sciences Department at Fitchburg State University. The institutional arrangement whereby the three closely aligned majors are grouped under a single department is of immense benefit to the respective programs. Since the central focus of study in each of the programs is human behavior, each program reinforces each other's curriculum. The programs feed each other. Students therefore enrich their understanding of human behavior by learning different perspectives on human behavior. For instance, the Sociology Program offers many courses to Criminal Justice majors and others. Indeed, the Sociology Program faculty served as a critical resource in the establishment of the Criminal Justice major at Fitchburg State University.

The Sociology Program serves non-majors in various ways as sociology courses provide unique insight into how most aspects of personal lives are influenced by structural forces. Generally, sociology classes such as Cultural Anthropology, Peoples and Cultures of Africa, Sociology of Developing Societies, and Race and Ethnic Relations highlight the rich mosaic of cultures in human society, providing our students with a multicultural perspective in our globalized world.

Other courses in the Sociology Program such as Sociology of Families, Sociology of Religion, Law and Society, and Consumer Society help both sociology and non-sociology majors to deepen their understanding of some institutionalized aspect of their society while courses in Social Stratification, Sociology of Disability, Poverty, etc. enhance students' understanding of the causes and effects of inequality on people's lives. Many sociology courses therefore serve as elective and/or required courses for other majors such as Criminal Justice, Nursing, Human Services, and Political Science. Additionally, some sociology courses fulfill the requirements for the liberal arts and sciences. On the whole, sociology courses are designed to provide students with a broad knowledge of the social world and the tools and strategies to analyze social issues. Thus, sociology helps students

understand their social world and develop ways to negotiate their lives effectively in a globalized world. The increasing social complexities and changes in our global village make the study of sociology invaluable.

The Mission of Sociology Program:

In March 2009 the Sociology faculty developed the following mission statement as follows:

A primary goal of the Sociology Program at Fitchburg State University is to prepare its major for civic engagement in our globalized society. Toward this end, the sociology faculty seeks to increase opportunities for students to participate in the local community and to develop a study-abroad component that would be of interest to majors in their junior year of study. The program intends to strengthen its offerings in the core areas of cultural anthropology, intergroup relations and social institutions. In the classroom, the sociology faculty will put greater emphasis on the diverse and related skills of research (along both the applied-theoretical and quantitative –qualitative axes), critical understanding and cross cultural communication.

The above mission statement of Sociology Program is in line with both the Behavioral Science Department Mission Statement [found in Appendix G] and the Mission, Core Values and Vision of Fitchburg State University. The sociology curriculum objectives are in alignment with its mission statement. The relationship between the sociology mission and the objectives is discussed below.

2. The Previous Program Review

The last Program's Self Study Visitation was in the spring 2010. The reviewer made some recommendations and remarks. These recommendations, and the changes that the program has made with regard to the recommendations are outlined below:

- The reviewer recommended for more faculty-student collaboration on research to enhance the proficiency of students in social science research so as to give students tools to compete in the global society.
The sociology faculty has continued its efforts to effect some changes whereby faculty members have recently been collaborating with students in paper and poster presentations at such conferences as the American Sociological Society, Eastern Sociological Society, and the annual Fitchburg Undergraduate Research.
- The reviewer also observed that statistics course from Math's department is not directly oriented to the social sciences. As a result, it is not pertinent to the needs of sociology majors. The reviewer therefore suggested for a statistics course that is more oriented to the social sciences. In regard to this, the program has hired a new faculty that will bring into the teaching of research methods social statistics that are relevant to sociology majors.
- The reviewer questioned the rationale for requiring Cultural Anthropology for sociology majors, and suggested that either Cultural Anthropology should be dropped

as a requirement for the major or to create a concentration in Anthropology, given the faculty expertise in the area. In response to this suggestion, the program is going into the bureaucratic process of changing Cultural Anthropology to an elective course. A required Capstone course will thereafter replace Cultural Anthropology. Since the only faculty with expertise in Anthropology has left the university, the program has dropped the idea of concentration in Anthropology.

- Also the reviewer recommended the creation of either tracks or concentrations in some areas of sociology. Following this recommendation, the program has identified and established some areas of sociology concentrations that will be incorporated into the curriculum after completing the bureaucratic steps for the change. These concentrations are as follows: (a) Social, Political and Economic Inequalities, (b) Community Studies, (c) Institutions and Organizations, and (d) Social, Political and Economic Changes
- Additionally, the reviewer observed that the assessment of learning outcomes was limited to fewer courses, and recommended that assessment of learning outcomes should be done in more courses. However, in the subsequent meeting of sociology faculty, faculty members expressed the view that TK20 assessment tool was very complex and difficult. This accounts for the limited number of assessment done in the courses using the tool. To do assessment outcomes in more courses, the program changed to a simpler tool of course-embedded assessment, using grade percentages in the exams, final grades, assignments and special project papers. This enabled assessment outcomes to be done in many courses.
- Further, the reviewer observed a weakness in the Alumni Survey which indicated small sample size, and recommended the need to have a larger, more representative sample, and suggested that the sociology faculty should develop such survey with supportive funds from the Institute for Civic Engagement. The plan to do this is yet to be worked out by the program.
- Also the reviewer questioned the absence of a capstone course to provide a complementary tool in the assessment process. A capstone course has been developed by the program, and will present the completed proposal for approval to the relevant committees and governing council this fall. (The delay in completing the process has been explained below.)
- In addition, the reviewer emphasized the need for “real world experience” for students, and suggested that this can be achieved through service learning courses or through internship. The program has an internship program of which concrete steps have been identified and put in place to increase the participation of students in the program.
- Finally, the reviewer observed that faculty offices are inadequate as they look like temporary set-ups as cubicles, creating problems of lack of confidentiality for advising of students. This problem is being solved with the planned relocation of our offices to McKay that will take place in 2016.

3. Best Practices in Sociology Education

The American Sociological Association publishes documents aimed at advancing the teaching of sociology in higher education. The “ASA Resource Materials for Teaching,” provides the framework that guides the development of sociology major at Fitchburg State University. In addition, the ASA document, “Assessing Undergraduate Learning in Sociology,” serves as the model for assessing student learning in any Sociology Program. Particularly, the assessment rubrics for the various courses in Sociology Program are rooted this document. On the whole, the ASA documents provide the best ways and approach to assessing students learning outcome, and the core of sociology education at Fitchburg State University. As a result, these documents provide an invaluable landscape and insight to the best practices in sociology self- study, and the Sociology Program builds on this landscape for this self- study.

4. Changes over the Past Five Years

The Sociology Program has undertaken some changes which included the changes from the recommendations of the last reviewer. These changes essentially reflect the interest of students and societal dynamics. Below are outlines of the changes:

- Expansion of Elective Courses for Majors and Minors

Students have often expressed interest in having more elective courses in the program. As a result, the program has expanded the number of courses in the program by developing three more important courses. These courses are:

Poverty (SOC 2002)

This course provides an in-depth understanding of poverty and its ramifications in the U.S and developing world. It examines different dimensions and dynamics of poverty in the U.S, how poverty is defined and measured, the extent and distribution among groups, regions and places. In addition, the course explores various perspectives on the causes of poverty with a critical analysis of individual, cultural, fatalistic, and structural perspectives, and the effects of poverty on people’s lives. Particularly, the course analyzes the effects of poverty on health and healthcare, education, residential area, work and work environment, crime, criminal justice, participation in politics and community affairs, family stability, cognitive development, etc. Finally, the course evaluates the policies and programs designed to reduce poverty and alleviate the effects, and how Americans perceive government welfare assistance.

Consumer Society (SOC 2010)

Throughout the 20th, and now the 21st century, consumerism has increasingly come to dominate American society. Shopping, buying, having, showing and wearing are central aspects of who we are, who we dream of being, how we interact with each other, and how

we affect the larger environment. This course is an overview of contemporary consumer society. It is interdisciplinary in nature, using material from sociology, economics, history, anthropology and marketing. It presents many of the key issues and controversies surrounding consumerism by providing multiple points of view and asking students to make up their own minds about issues.

Sociology of Disability (SOC 2007)

This course examines the concept of disability and its historical roots. Also it examines what it means to be a “person with a disability”. It looks at disability from a sociological perspective, analyzing how people with various disabilities understand and live their lives, and the causes of disability. In addition, the course examines the activism of people with disabilities. Further, it explores the network of law and public policy that attempt to address the needs of people with disabilities. Finally, the course will examine research and theories that seek to problematize the notion of disability and its relationship to institutional frameworks and medical initiatives.

- Expansion of Online Courses

Cognizant of the need for students to graduate on time, the sociology faculty has expanded the online courses by developing many new online sociology courses. Students therefore have the flexibility and opportunity to take some of these online courses to graduate on time. This is especially helpful for those wishing to have a minor in sociology but are prevented from doing so because of conflict with required courses in their respective programs and departments.

- Sequencing of Courses

Changes have been made to the sequencing of courses. The students are required to take the course, Basic Skills in Social Research (SOC 3130), before registering for Social Theory, (SOC 3160). Students must have to strictly adhere to this requirement. Generally, students have to take research methods at their junior level, and social theory at the senior level. This sequencing helps for progressive development of knowledge which makes it much easier for students to firmly grasp the interplay of research and theory.

- Introduction of Other Means of Assessment of Learning Outcomes

Another major change that Sociology Program has made in the last five years is in the areas of assessing learning outcomes. The Program has relied on the use of TK20 to measure the outcome of student’s learning in the courses. However, there has been incessant complaints that the process is very cumbersome. The complexity of the TK20 limits the number of courses that assessed. As a result, the program has initiated other form of assessing student’s learning outcomes in the courses by the using percentage- grade scores on examinations and assignments. The use of such course- embedded assessment is found to be less complex and cumbersome.

- Outcome Assessment in Many Courses

One of the key recommendations of the past reviewer is that outcome assessment of students' learning should not be limited to a few courses but should be done in many courses. In response to this recommendation, the program has decided to assess learning outcomes in almost all the courses taught in the program. Indeed, the switch to another form of course-embedded assessment has enable the faculty to expand on the number of courses that are assessed for learning outcomes.

- Strengthening of Research Method Course (SOC 3130)

Our sociology majors are deficient in quantitative research skills because they are not adequately exposed to quantitative method in the required course, Basic Skills in Social Research. In order to remedy this situation a new faculty with quantitative skill has been hired recently. This will bring some quantitative skill into the teaching of research methods course. Significantly, the addition of this new faculty will help to strengthen the objective of the methods course. Thus, students who graduate from our sociology program will be equipped with a well-rounded skill in social research methods.

- Improvement of Sociology Website

The sociology website has recently been corrected and edited. The hope is that the web site will facilitate the marketing of our sociology program. Certainly, as the program becomes more visible to the public, the more students will be familiar with the program, the more likely the enrolment into the major will rise.

- Publicizing the Course Rotation to Students

Some students who wish to have a minor in sociology often are not aware of the rotation of some required courses. As a result, these students are unable to register for the courses. Thus, they graduate without obtaining a minor in sociology. In recognition of this issue, the program sends out reminders to other advisors in other departments and programs about rotation of required courses.

5. Mission and Vision

Mission

We are currently undergoing the revision of our program mission as well as the mission and vision for the entire Behavioral Sciences Department.

Vision Statement

The Sociology Program at Fitchburg State University is committed to preparing its majors for civic engagement in our globalized society. Toward this end, the sociology faculty seeks to increase opportunities for students to participate in the local community through research and service. We strive to provide students with strong conceptual and

methodological tools for understanding the dynamics of social interaction and relationships, how social structures and institutions shape behavior in society, and how social problems and inequality call for effective public policies and movements for social justice. In the classroom, the sociology faculty strive to cultivate the diverse and related skills of research (along both the applied-theoretical and quantitative –qualitative axes), critical understanding and cross cultural communication.

6. Program Structure, Concentrations and Minors

The Department of Behavioral Sciences was originally made up of four programs, Criminal Justice, Human Services, Psychological Sciences and Sociology but more recently in fall 2015, Psychological Sciences became a separate department. Sociology Program is smaller than the other programs, Criminal Justice and Human Services that are currently housed in the Behavioral Sciences Department at Fitchburg State University.

The Sociology Program has four full-time faculty, and offers a major and a minor in sociology. The Program's curriculum is divided into required courses (Core courses in sociology) and elective courses. The structure of the curriculum is described below in section D

Within the Sociology Program is the curriculum committee that serves the dual function of developing and recommending course proposals to the Behavioral Sciences Department's Curriculum Committee for approval before such proposals are submitted to the All University Curriculum Committee (AUC). In addition, the Sociology Curriculum Committee works with the Departmental chair to schedule courses for the program. The Sociology Program's Coordinator ensures an orderly coordination of the responsibilities of the program and its department. Overall, the coordinator serves somehow as the program's manager, and chairs the program's curriculum meetings while updating the chair on the activities of the program.

7. Involvement of Sociology Program in Other Programs

Sociology offers both required and elective courses for several degree and concentration programs at Fitchburg State University. Introduction to Sociology is a required for students seeking degrees in Human Services, Nursing, Media and Communications. It is also required in the following concentrations: Film and Video, Photography, Interactive Media, Professional Communication, and Theatre. Human Services and Media and Communication encourage their students to take additional elective courses, from Sociology. In sum, Sociology is working with many programs on our campus to ensure that students receive the interdisciplinary knowledge necessary for success in their respective fields.

In addition, Sociology offers various courses that help meet the University's required Liberal Arts and Science education designations such as Human Behavior, Multicultural, Interdisciplinary, Ideas and Events, and Quantitative. The same is true for the new

designations of Citizenship and the World and Global Diversity-Citizen of the World-Non-western.

Involvement in Minors

Sociology offers both required and elective courses for various minor programs of study at Fitchburg State University. Sociology of Disability is currently required in Disability Studies, while Peoples and Cultures of Africa is an elective in African-American Studies. Also, Criminology (SOC 2750) is one of the core, required courses in the Criminal Justice Minor. Sociology of Developing Societies, Peoples and Cultures of Africa, and Cultural Anthropology are selected electives for a Minor in International Studies. Women in American Society is an elective for the Women's Studies Minor and one of our faculty members is the acting coordinator for the Women's Studies Program. Lastly, Race and Ethnic Relations, Sociology of Developing Societies, Social Stratification and Cultural Anthropology are required electives in Peace Studies.

Involvement in Interdisciplinary Programs

Sociology is actively involved in interdisciplinary programs at Fitchburg State University primarily via course offerings in minors and concentration areas. One of our faculty members is currently serving as acting coordinator for Women's Studies. Students majoring in Interdisciplinary Studies have the option of choosing Sociology as the third area of concentration in their capstone. As a result, faculty members in sociology often serve as supervisors of their capstone projects. In addition, some sociology courses are cross-listed as elective courses in Interdisciplinary Studies. For example, Peoples and Cultures of Africa is cross-listed with ASST 2510 as a required elective toward a minor in African- American Studies. Overall, many students in Interdisciplinary Studies take courses in sociology either as an elective, requirement for a minor or for a capstone project.

B. Faculty

1. Faculty Development Activities

Our faculty members in the Sociology Program are actively involved in various development activities on campus and beyond, participating in workshops and meetings organized by the Center for Teaching and Learning (CTL) as well as participating in panel discussions on salient issues both on campus and off-campus.

2. Involvement of the Faculty

The list of our sociology faculty's publications and on-going research projects is respectable and modest. The publications include peer-reviewed articles in textbooks, edited collections, and journals. Our faculty members have published in several academic journals, including: *Journal of Consumer Culture*, *Journal of Race and Society*, *Journal of Nigerian Affairs*, *International Journal of Nigerian Studies and Development*, *Journal of Liberal Studies*, *Journal of Education and Peace*, *Journal of Teaching Sociology*, *Urban Affairs Quarterly*,

Journal of Comparative Family Studies, Deviant Behavior, The International Journal of Crime, Criminal Justice and Law, Sociological Spectrum, Sex Roles, and Journal of Police and Criminal Psychology. Finally, several of us in sociology have published or are working on books, and are regularly asked to review books, articles and manuscripts by publishers.

In addition, sociology faculty members present workshops and formal papers regularly at American Sociological Association, Eastern Sociological Society, World Congress of Sociology, International Meetings of the Sustainable Consumption Research and Action Initiative, International Association of Nigerian Studies and Development, Council of Nigerian People and Organizations, International Conference of Nigerian Affairs, New England Sociological Association, Massachusetts Council for International Education, African Studies Association, the Society for the Study of Social Problems, American Association of Black Sociologists, Midwest Sociological Association, , Southwestern Sociological Association, the Western Social Science Association, and many other professional associations and meetings.

The curricula vitae included in this self-study show the extent of participation of sociology faculty in academic initiatives. Faculty has been very active in initiating and developing new courses for the major and for related departmental programs, creating interdisciplinary courses, supervising capstones of students from other departments, and sponsoring student academic research for undergraduate conferences. In addition, faculty members are actively involved in distance learning, developing writing assignments to promote writing-across-the-curriculum, incorporating introducing technology into the classroom, community reading initiatives, and teaching interdisciplinary courses.

C. Curriculum

1. Program Objectives

Sociology provides students with an invaluable perspective to our social world, emphasizing the influence of structural factors on the behavior of individuals. This perspective challenges the ideology of individualism that is very dominant in American institutions and culture. The discipline encourages and fosters objective, scientific analysis of our social world with the recognition of the integration of societies into a global village. Following this, in 1999 the American Sociological Association adopted some goals that provided the primary objectives of Sociology Program at Fitchburg State University. These primary objectives are as follows:

- Knowledge of the Discipline of Sociology
- Excellent Oral and Written Communication Skills
- Analytical and Critical Thinking

- Application of Social Theory to Solve Social Problems
- Demonstration of Proficiency in Social Science Research

2. Description of Curriculum

Although Sociology curriculum has remained fairly stable since the inception of Sociology Program, there have been some changes recently in the areas of course offerings in particular. This is in response to societal changes and the needs of students. Therefore, the number of courses offered, and taught in the traditional, face-to-face, physical, classroom and online have expanded. For example, here are recent courses offered online:

Introduction to Sociology, Criminology, Sociology of Families, Sociology of Religion, Drugs and Alcohol, Medical Sociology, Race and Ethnic Relations, Poverty, Social Theory, Juvenile Delinquency, and some topics courses.

All the courses within sociology curriculum are arranged into clusters of core/required, and elective courses. Sociology majors are required to take the four core/required courses, and eight courses from the elective courses. Each course has three credit hours per semester. Therefore, sociology majors must complete 12 credit hours in the core/required courses, and 24 credit hours of the elective courses, besides other additional course requirements for graduation. In addition, majors must meet a Speech Requirement and a State and Federal Constitution Proficiency Requirement.

3. Relationship of Courses and Curriculum to Objectives

The American Sociological Association Teaching Resources Center's document (ASA Resource Materials for Teaching) provides the guidelines for the Sociology curriculum at Fitchburg State University. The document fleshes out the concepts, topics and skills that are considered important in the sociology courses and sociology curriculum. Following this, Sociology Program at Fitchburg State University ensures that there is an alignment of Sociology curriculum with the content of individual courses and program objectives. The following briefly shows the relationship of the curriculum to the program objectives:

Objective 1: Knowledge of the Discipline of Sociology

The structure of the curriculum is designed to provide students with a broad knowledge of the discipline and its contributions to our understanding of social reality while exposing them to the history of sociology as a discipline, how sociology differs from other social/behavioral sciences, student's own position in society, and the application of sociological imagination, principles and concepts to his or her own life. Thus, students learn the core concepts, terms and topics in sociology such as culture, institutions, socialization, social stratification, and power, differentiations by race/ethnicity, gender, age, class, and social change. In addition, students learn how social structures shape our

lives as well as the reciprocal relationship between the individual and society, and research and writing skills.

Introduction to sociology course discusses the core concepts, terminologies, topics, and skills considered important in Sociology curriculum. It provides students with foundational knowledge of Sociology curriculum and objectives, while other individual courses contribute to an in-depth knowledge of the core of sociology curriculum and the achievement of the program objectives. There is therefore a close alignment between the curriculum and the program objectives as demonstrated in the Introduction to Sociology course.

Objective 2: Excellent Oral and Written Communication Skills

Both Introduction to Sociology and other courses in sociology address the skills for clear and effective oral and written expression, proper organization, style and development of presentations, essays, and research papers and appropriate format. In these courses students are required to select some topics for oral presentation/ written project to demonstrate both oral and written skills with emphasis on developing clear, logical and persuasive thesis, and proper grammar mechanics. There is clear integration of the curriculum with program objectives as shown in the individual courses.

Objective 3: Analytical and Critical Thinking

Beside the foundational knowledge in the Introduction to Sociology course about social, political, and economic inequality in American Society, and the variations among racial/ethnic, gender, class and age groups and their consequences, there is an in-depth learning of these issues in Social Stratification(SOC 3000), Race and Ethnic Relations(SOC 2500), Poverty(SOC 2002), Social Problems(SOC 2700), Sociology of Aging (SOC 2300), Criminology(SOC 2750), Basic Skills in Social Research(SOC 3130), Social Theory(SOC 3160), etc. In these courses students are required to demonstrate critical assessment and analysis of fairness, reliability and bias inherent in various sources of information, and the propaganda and misinformation from mass media sources, the nature of stereotypes and distorted images of various social groups.

Critical thinking is further demonstrated in the above courses by applying sociological insight to clarify individual situation in society, to strengthen teamwork with different social groups, ability to synthesize and evaluate materials, ability to identify underlying assumptions, methodological approaches to an issue, ability to show how patterns of thought are influenced by political, economic structures, and finally, critical thinking is demonstrated by the ability to present opposing viewpoints and alternative hypotheses on various issues. Overall, the content and objectives of these courses dovetail with the curriculum and the program objectives.

Objective 4: Application of Social Theory to Solve Social Problems

The sociology major demonstrates knowledge and application of theory in sociology by: (a) comparing and contrasting the basic theoretical orientations, especially the fundamental opposition in society between order and conflict; (b) explaining and applying the basic sociological orientations to various social institutions and practices; and (c) applying the insights of social theories to the student's own current life situation, drawing on both classical and contemporary social theory.

Foundational knowledge of the basic theoretical orientations in sociology and their applications to solving problems are introduced to students in the Introduction to Sociology course. An in-depth knowledge of the above issues are provided especially by Social Theory course (SOC 3160). Other courses expose students to the application of specific social theory to solving specific social problems that are discussed in such courses. Sociology emerged as a discipline in response to understanding social life and solving the attendant problems of modernity. This tradition, applying theoretical insights of sociology discipline to solve problems is at the core of sociology course objectives.

Objective 5: Demonstration of Proficiency in Social Research

Although foundational courses such as Introduction to Sociology introduces students to steps in sociological research, research methods and values in social research, these topics are learned in depth in Basic Skills in Social Research course. In this course, sociology students are expected to demonstrate proficiency on how to apply a scientific frame of reference and skill in both qualitative and quantitative methods to sociological research by being able to identify the major research methods, compare and contrast different methods, and know how they are used in sociological research, to undertake critical analysis of research papers and explain the strengths and weaknesses of their methodologies. Also students demonstrate proficiency on how to design and execute a research project while maintaining ethical standards in their research.

Overall, there is an alignment of the curriculum with the program objectives as shown above.

4. Curriculum Trends in the Discipline

Sociology as a discipline has moved in the direction of focusing on social justice, public sociology and applied sociology. We are in the process of considering how this will shape the future of our discipline.

5. Concentrations

The program recognizes the need to develop concentrations of study to promote a cohesive and innovative curriculum. To this end, the program is reviewing current courses and trends in concentrations for logical groupings. Currently, there is an active discussion on the suggested course concentrations indicated above.

6. Minors

The minor in Sociology requires a minimum of 18 credit hours of coursework in sociology courses. These are courses with the prefix, SOC. The courses must include a three core/required courses and at least three other sociology electives. The minor is designed to enable the student to: (1) understand and evaluate Sociological Research and Literature; (2) choose courses which may complement and relate to the student's major field of study; and (3) explore in some depth a particular interest area in Sociology. In some cases a comparable Research Methods course from a related discipline, as approved by the Behavioral Sciences Department, can be accepted as evidence of research proficiency. When such substitution is accepted, the student must take four Sociology electives to complete the required 18 credit hours of coursework in Sociology.

7. Outcomes Assessment Plan

The Sociology Program has made progress in the areas of assessment. Specific rubrics are developed for the purpose of assessing the curriculum. Currently, the program uses Course Embedded Assessment tools to measure learning outcome in our core Sociology Courses, particularly in the introductory course and in the advanced core courses that reflect core, cumulative knowledge in sociology. There are plans to combine course- embedded assessment with the use of other assessment tools such as alumni survey which is used in this self-study.

Plans are being discussed on how to enhance the effectiveness of alumni survey as one of the additional tools for curriculum assessment. The holistic experience and actual perception of sociology graduate students of the program provides a good, reliable tool to assess the sociology curriculum effectiveness at Fitchburg State University. Although there is a low number of alumni responding to the survey used in this self-study, it does not detract from its importance in providing qualitative assessment of the sociology program's curriculum effectiveness. As Thomas theorem states, "If men define situations as real, they are real in their consequences."

Outcome Assessment: Student Evidence/Alumni Survey

The Sociology Program has made much progress in developing ways of assessing learning outcomes. As noted earlier, the Sociology Program had previously been assessing learning outcomes by the use of TK20, using course-embedded assessment. Most recently, the program has changed to a simpler form of course-embedded assessment by the use of percentage grade scores in exams and assignments, as in this self-study. However, it will be more appropriate to have a well-rounded outcome assessment through alumni survey. Unfortunately, it has been difficult to have a reliable alumni survey because of inadequate information about alumni. Our alumni often fail to provide us with their contact information. At best we have to rely on surveys of graduating students as exit point.

As observed, such surveys suffer from very low number of responses by students. Nonetheless, the recent graduating students survey provides some important qualitative observations, as noted. Ways to improve on alumni surveys are being discussed. The recent survey of graduating sociology students can be found in Appendix H.

8. Effectiveness of the Curriculum

Out of 7 graduating students that responded to the exit point survey, 14% of the students on item 9 noted that the availability of classes is very good while 71% said it is good and the other 14% noted that it is fair. With respect to the frequency of course offerings only 43% said it is good while 29% responded that it is fair and 29% noted that it is poor. On class size 86% of the students noted that it is either very good or good. Of particular note is that 14% of the students noted that the overall quality of the instruction is very good while 86% rated it as good. The quality of texts and other instructional materials is rated by 86% as good while only 14 % rated it as fair. It is also worthy to note that 100% of the students rated the availability of faculty outside of class time as either excellent, very good or good. Additionally, 85% of students rated the timeliness and relevance of course content as either very good or good. Finally, 100% of the students rated sociology faculty's helpfulness is good.

When students were asked whether sociology faculty demonstrated commitment to their learning, personal well-being, and success, 86% of them agreed that the faculty demonstrated commitment to their learning, personal well-being and success while the other 14% neither agreed nor disagreed

Overall, there is clear evidence from the above survey of graduating students that the sociology curriculum is effective. This data collaborates with the data on course-embedded outcome assessment data contained in this self-study.

9. Plans of Study, Two Year Rotations, Handbooks

The program's plans of study are precisely documented on the Sociology Major and Minor Worksheets. The worksheets are conspicuously located in the Behavioral Sciences office. A four-year plan of study is also published yearly. These documents are in Appendix D. The current handbook is twenty years old; the Sociology Program is considering whether to update it or transfer any lacking materials to the program website. Also, the course rotation document is included in Appendix F.

D. Program Strengths

1. Sociology Major Curriculum

The Sociology Program at Fitchburg State University has a rich and flexible curriculum that is attractive to majors and minors. It requires that all majors complete the following core course within our discipline SOC 1100 (introduction to Sociology), SOC 2250 (Cultural Anthropology), SOC 3130 (Sociology Research), and SOC 3160 (Sociological Theory. These

courses ensure that our majors are equipped with the core knowledge and skills of our discipline. Our majors are required to take 11 additional sociology courses of their choice, which ensures that they possess knowledge in a variety of areas within our discipline. When appropriate to their career trajectories, we encourage our majors to complete an internship, which substitutes 4 of the 11 required sociology electives. Additionally, students who are interested in pursue graduate degrees are encouraged to work with faculty on independent research projects, in order to develop their research skills. We offer a vast array of sociology courses that appeal to students with diverse career trajectories. Sociology majors are required to take writing courses, ENGL 1100 and ENGL 1200, as well as SPCH 1000 in their freshman and sophomore years of study, to ensure they possess basic written and oral communication skills necessary for academic and career success. In addition, to the Liberal Arts and Sciences requirements, which are not specific to sociology majors, our majors are required to take a United States History, either General Psychology or Psychology of Human Growth and Development, and Applied Statistics or a Math elective. Outside of the Liberal Arts and Sciences required electives, our majors have 13 free electives that can be utilized to form one or more minor areas of concentration, a double major, or to expand the breadth of their knowledge more generally, across disciplines. Additionally, many courses in our program contribute to FSU's goal of preparing students for a global society.

2. Number of Majors

Although many high schools do not teach sociology, and many students have no prior knowledge of the discipline of sociology, the number of students that major in sociology at Fitchburg State University remains moderately high in comparison with some other majors at Fitchburg State University. As evident in Table 1, the number of majors in this program was 65 in 2010, 56 in 2011, 48 in 2012, and 40 students enrolled in the program in 2013 and 2014, respectively. While the number of majors has declined in recent year, it remains significantly high compared to such programs as economics and political science.

3. Retention

The flexibility of our curriculum allows students, in consultation with advisors, to construct a plan of study consistent with their personal interests and career trajectories. This contributes to relatively high rates of retention and matriculation of as well as a high number of students that declare their minor in sociology. As demonstrated in table 4a, the sociology retention rate for freshman students is comparably higher than most of the other programs of comparable size at FSU. More specifically, the retention rate for freshman students in sociology is 100% in the academic year of 2013-2014. Additionally, the retention rate for transfer students in sociology is also comparably higher than many other programs as evident in table 4b. These data provide meaningful insight into the dynamics of freshman and transfer students in the sociology program.

4. Graduation

Given our number of majors, the number for students graduating annually in sociology is fairly high. Additionally, our number of annual graduates is higher in comparison to some other programs of similar size at FSU. The number of students graduating with a degree in sociology was 11 in 2010 and 2111, 16 in 2012, 11 in 2013, and 9 in 2014. Thus, the numbers have remained fairly stable across this cycle of assessment, with the exception of an increase in 2012.

5. Sociology Minor Curriculum

A sociology minor is beneficial to students in various majors, offering the broad theoretical and empirical understanding of the structure of society and social institutions, the importance of culture, and socialization, and the nature and impacts of structures of inequality for individuals, groups, and society. All sociology minors are required to complete 18 hours of course work, including core courses of Introduction, to Sociology Sociological Theory, and Sociological Research as well as an additional 9 hours of electives. These requirements ensure that our minors obtain basic information on the breadth of the discipline, understanding of theories specific to our discipline, and basic skills in research methods for doing sociological research.

6. Number of Minors

Of particular note is the growth in the number of students from other majors who elect to minor in sociology. Table 2 demonstrated, the number of students minoring in sociology was 22 in 2010, 45 in 2011, 46 in 2012, 39 in 2013, and 40 in 2014. As evident in these data, the number of students minoring in sociology for 2012-2014 is consistently higher than in 2010, although we have witnessed some decline in recent years.

7. Enrollment in Sociology Courses

The high interest in sociology courses is demonstrated by the number of students who enrolled in the day- sociology courses from 2010-2014. As shown in table 5, over 1000 students enroll in sociology courses each year. Particularly, student enrollment in day- sociology courses at FSU was 1,249 in 2010, 1212 in 2011, 1,040 in 2012, 1,030 in 2013, and 1,085 in 2014. In addition, most of the classes in sociology are full every semester. As table 6 shows, the average size for sociology courses in each academic year from 2010-2014 is approximately 30 students. This is much higher than the average size of many courses in other departments and programs at Fitchburg State University. Thus, sociology courses enrich the educational experiences of students in various programs and departments. In particular, our program offers required and elective courses for students from most majors offered at FSU.

E. Areas Needing Improvement

1. Concentrations

While the flexibility of our currently curriculum for majors is a strength, our curriculum is lacking a cohesive structure with clearly defined Concentrations of study that will enable students to identify links between courses as well of between the curriculum content and their personal and career goals. This lack of structured guidance may well prevent students from recognizing the benefits of our curriculum as it is likely that they lack the skills necessary to construct a viable curriculum directed toward particular goals. Thus, our overly flexible curriculum is limiting our ability to market the benefits of our program to potential majors and thereby negatively impacting our recruitment of majors.

2. Quantitative Data Analysis

Best practice in our discipline requires that students obtain skills in both sociological research methods and data analysis. Our current curriculum ensures that all majors and minors will possess basic skills in research methods, but does not ensure that they will possess basic skills in data analysis. More specifically, we do not require a statistics course that is specific to social sciences. Additionally, the research methods professors in our discipline are skilled in the use of SPSS as the tool for data analysis, but do not have access to this necessary software for teaching data analysis.

3. Cohesiveness of Curriculum

Although our faculty all share interest in promoting social justice and expertise in social, political, economic, racial, gender, and global inequality; this potential is not fully realized within the confines of our current curriculum structure and course offerings. Historically, many of our courses originated to meet the general educational requirements for FSU students, rather than to serve the interest of the major. This has resulted in loosely connected offering of courses that reflect individual interest of faculty as well as alignment with other majors, rather than a cohesive and innovative curriculum that is geared toward providing our students with the knowledge and skills to meet the challenges of promoting social justice, while responding to the challenges of increasing inequality in our society. For example, our curriculum requires all majors to take Cultural Anthropology because this was a major interest of a particular faculty member, who is no longer employed by FSU, rather than because this is best practice within the discipline.

4. Experiential Learning

Our curriculum does not adequately incorporate experiential learning opportunities for our students and very few of our majors take advantage of the internship program.

5. Capstone

Our curriculum also lacks a culminating experience that allows students to synthesize and apply their knowledge and skills they have obtained and developed from their experiences within the sociology curriculum.

6. Recruiting

The number of sociology majors remains fairly small, indicating that students are unaware of the benefits of our major to their personal and career goals, and that our recruitment materials and strategies are lacking.

7. Frequency of Course Offerings

Although the Sociology Program at Fitchburg State University has a broad range of courses, it is unable to offer some of the courses regularly because of limited number of faculty in the program. The program has only four full-time professors. As a result, some of the courses are offered every other year while some others are offered once per year. Many students therefore graduate without the opportunity to take some of the courses that appeal to them. In a 2015 survey of graduating students of sociology, only 43% of the students indicated that the frequency of course offering in sociology program is good, while 29% noted that it is fair and 29% said the frequency of course offering is poor.

8. Sociology Club

Finally, the Sociology Club potential remains underdeveloped and membership currently is low. Additionally, we lack an agreed upon plan for the purpose and function of the Sociology Club.

9. Documentation of Policies and Procedures

The Sociology Program at FSU also lacks clear policies and procedures that ensure that task assignments within our unit will effectively and efficiently utilize individual talents and skills of faculty members, while also seeking a balanced and equitable distribution of work for promoting the continued development and growth of our program.

F. Plans for Change

1. Program Content and Organization

The Sociology Curriculum Committee is engaged in ongoing assessment of options to improve our curriculum. We are currently brainstorming options for improving the cohesiveness and innovation of our curriculum. Given the historical context of increasing equality in our nation and the world, as well as the social injustice and unrest in our society, sociology as a discipline is ideally positioned to prepare students to promote social justice, while working to innovatively and ethically solve social problems. The breadth of

our disciplinary focus, ensures that our majors will understand the interconnectedness of various social problems across an array of social institutions. We have decided that we will develop at least two cohesive concentrations of study around the common focus of promoting social justice. Some areas of consideration include race, gender, disability, poverty, public sociology, and applied sociology. Our goal is to develop concentrations that will clearly enable students to identify links between our courses as well as between the curriculum content and their personal and career goals.

Additionally, once we decide on the concentrations of focus, we will assess if any additional courses would need to be developed and added to our curriculum in order to promote the desired knowledge and skills outcomes. We are also in the ongoing process of determining if any courses in our curriculum are no longer relevant or necessary. We have already decided that we will petition to remove Cultural Anthropology from our required courses in our major.

We have also decided to add a capstone course to provide our students with a culminating experience. We are in process of exploring options for structuring this course to meet the needs of our students and promote our program learning outcomes. The proposal for a capstone course has long been developed but is yet to be presented to the university curriculum committee and governance council for approval. The program's staffing situation caused the delay in moving forward with the capstone because an additional core course to the curriculum such as capstone was not feasible at the time, given the faculty strength. Given the presence of new faculty, we have decided to revisit the potential options for structuring and delivering a capstone course. We are currently considering a project based model applying theoretical knowledge and research skills. We are considering the following options for our capstone: (1) complete a research project or develop a full blown research proposal, (2) develop a proposal for an innovative community development project; (3) developing a visual sociology project to increase public awareness and promote justice; (4) designing a social movement initiative. These could focus on promoting various types of justice.

The Sociology Curriculum Committee is also in the process of brainstorming and considering viable options of ensuring that our students possess basic skills in research methods and data analysis. Some options being considered, include:

- a. Exploring the possibility of the creation of an applied social science statistics course within the Math department that would be required for all sociology majors and would replace the current required math.
- b. Obtaining access to SPSS within our own program and restructuring our current required research methods course to include basic data analysis skills.
- c. Partnering with the Math Department to create some rendition of team teaching that would pair a social science statistics or applied social science statistics course with our

basic research methods course. This could include a team based community project that students in both classes would work on together.

d. Requiring a separate data analysis course within our discipline and obtaining access to SPSS.

e. Changing our current requirements to only allow students to take Applied Statistics and not have substitutions.

We have already hired a new sociology faculty member with skills in quantitative, qualitative, and applied sociological research methods, to bolster the number of faculty capable of teaching research methods in our discipline.

In addition to the above, mentioned changes to promote the effectiveness and growth of our program, we will also assess our current recruitment strategies, brainstorm new strategies, and create a plan for implementing new recruitment initiatives as well as procedures for assessing the outcomes of our recruitment efforts. We will also determine materials that would promote effective recruitment of students into our major and create necessary materials and ensure that they are readily available on our website. Additionally, we will consider efficient options for disseminating information on our program to potential majors.

Our faculty is assessing the current procedures for ensuring the growth and full potential of the Sociology Club. We will brainstorm potential purposes and functions that might appeal to a broader range of students. We will examine how the current structure might be inhibiting the growth of the Sociology Club. And, we will consider recruitment strategies. Implementing such strategies will ensure that the club functions to meet the needs of the program and our students.

2. Procedures and Policies

Lastly, we will engage in the process of reviewing, revising and constructing policies and procedures specific to the effective functioning of the sociology program. These policies will be aimed at ensuring that our unit effectively and efficiently utilizes the talents and skills of faculty members, who also seeking a balanced and equitable distribution of work for promoting the continued development and growth of our program. We currently have a Curriculum Committee, but do not have clear procedures on delineation of duties and tasks. This leads to confusion regarding whose responsibility it is to complete given tasks.

3. Resources

The past self-study reviewer observed that faculty offices were inadequate. She highlighted the problem of maintaining confidentiality of conversations between faculty and students, and between colleagues given that cubicles are used for offices. The university has engaged in the reconstruction of some buildings, our faculty will be moving to better offices on or before 2016.

4. Action Plan: 2015-2020

Proposed Changes	Tasks	Responsible Party and Deadlines
I. Develop concentrations of study to promote a cohesive and innovative curriculum.	1. Examine current courses for logical groupings.	February 2016 (everything done prior to this meeting)
	2. Review trends in concentrations and curriculum development with the context of salient issues within sociology and our nation.	February 2016
	3. Decide which courses need to be added or deleted in order to construct desirable and agreed up tracks of study.	Beginning of April 2016
	4. Put forth the necessary paperwork to officially add and delete courses.	September 2016
	5. Consider how agreed upon curriculum changes will impact the two-year course rotation and adjust this accordingly.	September 2016
	6. Create written materials for the course catalog and to market the program concentrations of study.	September 2016
	7. Creating plan for monitoring and assessing the outcomes of these changes.	September 2016
		September 2016

	<p>8. Create plan for reporting on the outcomes of the changes.</p> <p>9. Implement the concentrations of study</p>	Fall 2017
II. Develop the capstone course for our curriculum	<p>1. Explore options for structure of the capstone. Consider how we might structure this to also facilitate other FSU goals such as service learning, project based learning, networking with community partners, meeting the needs of the local community, etc.</p> <p>2. Agree upon the structure for this course</p> <p>3. Decide on whether this course will be reserved for majors, also open to minors, or even open to non-majors and non-minors.</p> <p>4. Choose a name and course description for the capstone.</p> <p>5. Adjust the current proposal to accommodate the new course structure and description.</p> <p>6. Make necessary changes to all written curriculum materials and submit necessary changes to the course catalog.</p>	<p>October 2016</p> <p>December 2016</p> <p>December 2016</p> <p>January 2017</p> <p>February 2017</p> <p>March 2017</p>

III. Create a plan for ensuring that our majors obtain data analysis skills	1. Discuss the possible options and decide on a strategy.	January 2016
	2. If the strategy requires working with other departments, set up meetings to speak with necessary parties.	March 2016
	3. Make necessary changes to all written curriculum materials and submit necessary changes via official channels if required.	End of March 2016
	4. Develop procedures to monitor new strategy	May 2016
	5. Develop procedures to report on new strategy.	May 2016
	6. Begin implementing new strategy	September 2016
IV. Assess current recruitment initiatives and matriculation and develop a recruitment plan.	1. Invite Sean Ganas to an initial assessment meeting to discuss university recruiting.	November 2016
	2. Decide on supplemental materials to bolster university-wide initiatives.	Before spring break 2017
	3. Create supplemental materials to bolster university-wide initiatives. Make sure on website.	As needed
	4. Develop a plan for monitoring our outputs	December 2016

	<p>and outcomes for these strategies</p> <p>5. Report on the effectiveness of these strategies.</p>	<p>Annually beginning May 2017</p>
V. Evaluate experiential learning opportunities, including internships and processes for informing, setting up, monitoring, and evaluating participation in the internship program.	<p>1. Create a list of experiential learning opportunities available to our majors, including internships.</p> <p>2. Determine types of opportunities that are desirable and if additional opportunities need to be facilitated or developed in consultation with community agencies and partners or via development of new courses.</p> <p>3. Develop a plan for working with community agencies to develop additional opportunities, if necessary. Consider which courses might have a logical experiential component.</p> <p>4. Create a list of all the ways we currently share information experiential learning opportunities, including internships, with our majors and consider how these processes could be standardized and/or improved. Brainstorm additional strategies for ensuring that our majors</p>	<p>September 2017</p> <p>November 2017</p> <p>March 2017</p> <p>March 2017</p>

	are aware of the benefits of engaging in experiential learning, including internships.	
	5. Consider creating the position of internship director within the program.	March 2017
	6. Discuss and agree upon which types of students we should be encouraging to take part in internships vs. other experiential learning opportunities.	March 2017
	7. Assess whether all necessary written materials to promote experiential learning opportunities, including participation in internships, have been created. Create necessary materials and consider how this should be shared (online, during advising sessions, announcements in our classes, via departmental emails to all majors, etc.)	April 2017
	8. Implement strategies to increase participation of suitable majors.	September 2017
	9. Develop procedures for monitoring effectiveness of strategy. Develop procedures for tracking number of majors engaged in the internship program annually.	April 2017

	10. Report on changes in students enrolled in and completing an internship across the five year cycle of assessment.	Annually beginning in April 2018
VI. Restructure the Sociology Club to ensure that it functions to enrich the experiences of FSU students, while also serving as a recruitment tool into the major.	<p>1. Identify the current purpose, function, structure, operations and challenges of the club.</p> <p>2. Brainstorm and list potential functions, purposes, structure, operations, and strategies for recruitment that will allow the club to reach its full potential for providing enriching experiences for FSU students.</p> <p>3. Choose the most viable strategies to implement.</p> <p>4. Develop an implementation plan.</p> <p>5. Develop a monitoring plan for tracking the growth of the club.</p> <p>6. Begin implementing strategies.</p> <p>7. Report on impact of strategies.</p>	<p>February 2016</p> <p>March 2016</p> <p>April 2016</p> <p>April 2016</p> <p>April 2016</p> <p>September 2016</p> <p>Annually beginning in the Spring 2017</p>
VII. Inventory, review, revise and create necessary materials/documents for retention and graduation. This review process should also include policies and procedures.	<p>Assess which materials actually exist.</p> <p>Identify materials/documents that should ideally exist in order to promote retention and graduation</p>	<p>February 2017</p> <p>March 2017</p>

	<p>processes as well as smooth functioning of the Sociology Program.</p> <p>Review the existing materials/documents and make necessary changes.</p> <p>Create materials/documents that have been deemed necessary or desirable and do not currently exist.</p> <p>Ensure that these materials/documents are available to students on our webpage.</p>	<p>April 2017</p> <p>April 2017</p> <p>Upload before September 2017</p>
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APPENDICES

A. Student Data

1. Enrollment—data (5 years) on recruitment, diversity, retention rates, graduation rates, years to graduate

Few high schools offer courses in sociology and thus most first year students have little understanding of or interest in the field; only rarely do incoming freshmen declare sociology as a major. It is usually after taking several beginning /intermediate courses and frequently during the second year of coursework that some students decide to major in sociology. This is not unique to the Sociology Program at Fitchburg State University. In fact, it is the typical pattern nationwide, and it has implications for how we can best participate in student recruitment. The faculty has constantly participated in Open House sessions and orientations of new students to recruit students into the major with little or no success. As a result, we have suggested to Enrollment Management that we can become more useful at sessions in (local) high schools where several of us could talk about the discipline. At present we are brainstorming ideas of how best to increase enrollment into the program. Some of those ideas include increased dissemination of information about the major during advising, scheduling meetings of majors periodically, use of sociology club as an instrument for peer recruitment and networking, having a sociology table during Rock-the-Block parties, etc. To enhance retention, we irregularly host a “Sociology Majors” meeting to discuss program policies, course options and student concerns. We regularly update the course rotation schedule and other information about the major and minor on the department website.

[See following PDF for student data.]



Sociology

Undergraduate Program Review Data 2015

Enrollment in Major by Academic Year

Race/Ethnicity and Gender

	2010			2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Non-resident Alien															
Black or African-American	3	5	8	3	5	8	3	4	7	2	3	5	3	3	6
American Indian/Alaskan Native															
Hispanic or Latino	2	1	3	2	3	5	1	3	4	1	1	2	2	6	8
White	9	40	49	8	31	39	12	19	31	8	22	30	11	12	23
Unknown		2	2		2	2		2	2		2	2		2	2
Cape Verdean															
Two or More	2	1	3	1	1	2	2	1	3						
Asian								1	1	1		1	1		1
Native Hawaiian/Pacific Islander															
Total	16	49	65	14	42	56	18	30	48	12	28	40	17	23	40

Table 1

Enrollment in Minor by Academic Year

Sociology Minor

Academic Year	2010	2011	2012	2013	2014
Sociology Minor	22	45	46	39	40

Table 2

Graduates by Academic Year Race/Ethnicity and Gender

	2010			2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Non-resident Alien															
Black or African-American					1	1		1	1	1	1	2	1		1
American Indian/Alaskan Native															
Hispanic or Latino							1	1	2					1	1
White	1	8	9		10	10	4	6	10	6	3	9	3	4	7
Unknown	1	1	2					1	1						
Cape Verdean															
Two or More							1	1	2						
Asian															
Native Hawaiian/Pacific Islander															
Total	2	9	11	0	11	11	6	10	16	7	4	11	4	5	9

Table 3

Retention Rate (fall to fall)

(Retention rates are tracked from admission term to the following fall term *in the same major*. Retention rates for incoming transfer and freshman Sociology majors are included. Retention rate data for several additional majors are included for comparison. At Fitchburg State, changes of major, leaves of absence for a semester, etc., can render the retention rates less meaningful. Students who join the major after their entry term or who fail to register for their sophomore fall term are not “retained,” according to the standard measurement.)

Freshman Student Retention (fall to fall)

By Major (percent)

Major	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014
Sociology	77.78 (7 of 9)	83.33 (5 of 6)	33.33 (2 of 6)	50.00 (3 of 6)	100 (5 of 5)
Biology	51.02	54.05	50.00	60.00	69.64
Business	53.57	60.00	56.45	71.43	75.38
Criminal Justice	67.35	54.90	56.25	73.68	65.00
Exercise and Sport Science	50.00	76.47	66.00	51.00	69.49
Psychological Sciences	53.57	48.65	58.62	51.00	72.10
Special Education	67.57	54.84	81.48	80.95	80.64
All majors	78.00	73.00	73.00	74.00	77.59

Table 4a

Transfer Student Retention (fall to fall)

By Major (percent)

Major	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014
Sociology	66.67 (2 of 3)	100 (1 of 1)	100 (1 of 1)	33.33 (1 of 3)	100 (3 of 3)
Biology	59.09	53.33	62.96	58.33	78.26
Business	77.78	71.11	72.73	82.05	63.26
Criminal Justice	71.87	70.37	72.22	66.67	66.67
Exercise and Sport Science	68.00	55.55	71.87	70.00	90.00
Psychological Sciences	86.67	61.11	70.59	66.67	70.59
Special Education	66.67	75.00	75.00	73.33	100
All majors	75.31	72.10	73.62	74.60	78.33

Table 4b

Distinct Day-School Student Count by Academic Year

(Count of students enrolled in day-school SOC courses during academic year. "Butts in seats.")

Academic Year	Student Count
2010	1,249
2011	1,212
2012	1,040
2013	1,030
2014	1,085

Table 5

Sociology Course Enrollment by Faculty Member

(Academic Years 2010 - 2014)

Faculty Member	Fall 2009 - Spring 2010			Fall 2010 - Spring 2011			Fall 2011 - Spring 2012			Fall 2012 - Spring 2013			Fall 2013 - Spring 2014		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
Arend, Patricia			0			0			0	107	116	223	110	130	240
Aryee, Augustine	165	157	322	123	121	244	133	121	254	188	0	188	124	116	240
Borenstein, Marci	65	68	133			0			0			0			0
Brown, Samuel			0	49	0	49			0			0			0
Caldera, Kathryn	101	20	121			0			0			0			0
Epstein, Joshua			0	32	30	62	33	33	66	98	0	98	99	0	99
Gendron, Jennifer	95	33	128	133	136	269	134	68	202			0			0
Glasheen, Joan			0			0			0	1	1	2	0	1	1
Hogan, Peter			0			0	0	5	5			0			0
Jaysane-Darr, Anna			0			0			0			0	67	0	67
Kellner, Lynne	1	0	1			0			0			0			0
Klotz, Daniel			0			0			0	168	0	168			0
Mazard Wallace, G. L.	148	121	269	109	114	223	134	146	280	111	115	226	114	117	231
Nwankwo, Jason	98	155	253	180	157	337	120	111	231	0	125	125	94	111	205
Shane, Christine	0	1	1	1	0	1	1	1	2			0			0
Walsh, Elizabeth			0			0			0			0	1		1
Weiss, David			0			0			0			0		1	1
Worley, Barbara		21	21	27		27			0			0			0

Table 5a

*Note: Faculty members have course releases, independent studies, etc. that impact course enrollment.

Average Class Size for Sociology ("SOC") Courses

Academic Year	Average Class Size
2010	29.61
2011	29.63
2012	29.38
2013	29.93
2014	29.19

Table 6

Average Years to Graduation (Students graduating within six years)

Entering Cohort Year	Sociology freshmen	All Entering freshmen
2005	4.50	4.47
2006	4.25	4.42
2007	4.78	4.54
2008	4.33	4.31

Table 7

Sociology Day-school Course Offerings (Academic Years 2010 - 2014)

Course	2010			2011			2012			2013			2014		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
SOC 1100 Introduction to Sociology	14	9	23	11	7	18	9	7	16	11	4	15	12	7	19
SOC 2000 Topics: Various	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1
SOC 2006 Topics: Sports & Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
SOC 2009 Topics: Sociology of Violence	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
SOC 2010 Topics: Consumer Society	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
SOC 2150 Topics: Soc. of Disability	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
SOC 2250 Cultural Anthropology	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1
SOC 2300 Sociology of Aging	0	1	1	0	1	1	0	1	1	0	0	0	0	1	1
SOC 2440 Urban Sociology	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
SOC 2500 Race and Ethnic Relations	2	0	2	1	0	1	0	0	0	0	1	1	0	0	0
SOC 2510 Peoples and Cultures of Africa	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
SOC 2520 Drugs and Alcohol	1	1	2	0	0	0	1	0	1	1	0	1	1	0	1
SOC 2600 Soc. Of Developing Societies	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0
SOC 2620 Sociology of Religion	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
SOC 2630 Sociology of Families	1	1	2	1	0	1	1	0	1	1	0	1	1	0	1
SOC 2650 Sociology of Organizations	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0
SOC 2700 Social Problems	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1
SOC 2720 Medical Sociology	1	0	1	0	1	1	0	1	1	0	0	0	0	1	1
SOC 2750 Criminology	1	0	1	2	1	3	2	2	4	2	2	4	2	1	3
SOC 2760 Juvenile Delinquency	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
SOC 2800 Sociology of Education	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
SOC 3000 Social Stratification	0	1	1	0	1	1	0	1	1	0	0	0	1	0	1
SOC 3130 Basic Skills in Social Research	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1
SOC 3140 Soc. Research in a Work Setting	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
SOC 3160 Social Theory	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1
SOC 3500 Law and Society	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
SOC 3770 Women in American Society	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
SOC 4901: Independent Study	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1
SOC 4960/4970 Internship: Sociology	1	1	2	2	0	2	1	4	5	1	1	2	1	2	3
Total sections offered:	42			35			38			31			42		

Table 8

2. Effectiveness of Advising from the Perspective of Students and Faculty

The Sociology Program provides students with an advising sheet that suggests a course registration plan and a four-year plan of study for the major. In addition, the university provides new advising software, DegreeWorks, to facilitate the review of students' degree evaluations during the advising period.

As the survey of graduating students shows, sociology faculty advising is effective. This is particularly true when students are asked about availability of faculty outside of class, as 14% of the students notes that it is excellent while 29% responds that it is very good and 57% responds that it is good. Also on a direct question on advising, 14% notes that it is very positive while 43% responds that it is mostly positive. From the perspective of students, advising by our faculty is judged very effective.

3. Integration into Department—Clubs, Departmental Committee Representation

Currently there are no students on the Sociology Curriculum Committee. We aim to rectify this omission as soon as possible.

4. After Graduation—Employment, Graduate School

[See following PDF for graduation data.]

Fitchburg State University Graduating Student Survey

Respondents: 7 displayed, 1987 total

Status:

Closed

Launched Date: 10/09/2014

Closed Date:

10/09/2014

1. Complete-semester

	Response Total	Response Percent	Points	Avg
Fall	0	0%	n/a	n/a
Winter	0	0%	n/a	n/a
Spring	6	86%	n/a	n/a
Summer	1	14%	n/a	n/a
Total Respondents	7	100%		

2. Complete-year

	Response Total	Response Percent	Points	Avg
2009	0	0%	n/a	n/a
2010	0	0%	n/a	n/a
2011	0	0%	n/a	n/a
2012	0	0%	n/a	n/a
2013	6	100%	n/a	n/a
Total Respondents	6	100%		
(skipped this question)		1		

3. Commencement-semester

	Response Total	Response Percent	Points	Avg
January	0	0%	n/a	n/a
May	7	100%	n/a	n/a
Total Respondents	7	100%		

4. Commence-year

	Response Total	Response Percent	Points	Avg
2010	0	0%	n/a	n/a
2011	0	0%	n/a	n/a
2012	0	0%	n/a	n/a
2013	6	86%	n/a	n/a
2014	1	14%	n/a	n/a
Total Respondents	7	100%		

5. TP-program

	Response Total	Response Percent	Points	Avg
None	7	100%	n/a	n/a
Early Childhood Education	0	0%	n/a	n/a
Elementary Education	0	0%	n/a	n/a

Middle School Education	0	0%	n/a	n/a
Secondary Education	0	0%	n/a	n/a
Special Education	0	0%	n/a	n/a
Technology Education	0	0%	n/a	n/a
Total Respondents		7		

6. Degree

	Response Total	Response Percent	Points	Avg
BA	1	14%	n/a	n/a
BS	6	86%	n/a	n/a
Post-Bacc Certification	0	0%	n/a	n/a
CAGS	0	0%	n/a	n/a
MA	0	0%	n/a	n/a
MAT	0	0%	n/a	n/a
MBA	0	0%	n/a	n/a
MEd	0	0%	n/a	n/a
MS	0	0%	n/a	n/a
Total Respondents		7	100%	

7. OnlineHrsFSC

	Response Total	Response Percent	Points	Avg
0	0	0%	n/a	n/a
1-10	3	60%	n/a	n/a
11-20	0	0%	n/a	n/a
21-30	1	20%	n/a	n/a
31-40	0	0%	n/a	n/a
41-50	1	20%	n/a	n/a
51-60	0	0%	n/a	n/a
61-70	0	0%	n/a	n/a
71-80	0	0%	n/a	n/a
81-90	0	0%	n/a	n/a
91-100	0	0%	n/a	n/a
101-110	0	0%	n/a	n/a
111-120	0	0%	n/a	n/a
Total Respondents		5	100%	
(skipped this question)		2		

8. OnlineHrsNotFSC

	Response Total	Response Percent	Points	Avg
0	0	0%	n/a	n/a
1-10	1	50%	n/a	n/a
11-20	0	0%	n/a	n/a
21-30	0	0%	n/a	n/a
31-40	0	0%	n/a	n/a
41-50	1	50%	n/a	n/a
51-60	0	0%	n/a	n/a
61-70	0	0%	n/a	n/a

71-80	0	0%	n/a	n/a
81-90	0	0%	n/a	n/a
91-100	0	0%	n/a	n/a
101-110	0	0%	n/a	n/a
111-120	0	0%	n/a	n/a
Total Respondents		2	100%	
(skipped this question)		5		
9. ProgOnline				
		Response Total	Response Percent	Points Avg
Yes		0	0%	n/a n/a
No		7	100%	n/a n/a
Total Respondents		7		
10. First-maj				
		Response Total	Response Percent	Points Avg
Biology		0	0%	n/a n/a
Business Administration		0	0%	n/a n/a
Communications Media		0	0%	n/a n/a
Computer Science		0	0%	n/a n/a
Criminal Justice		0	0%	n/a n/a
Economics		0	0%	n/a n/a
Education		0	0%	n/a n/a
English		0	0%	n/a n/a
Exercise and Sports Science		0	0%	n/a n/a
Geography		0	0%	n/a n/a
History		0	0%	n/a n/a
Human Services		0	0%	n/a n/a
Industrial Technology		0	0%	n/a n/a
Interdisciplinary Studies		0	0%	n/a n/a
Mathematics		0	0%	n/a n/a
Nursing		0	0%	n/a n/a
Political Science		0	0%	n/a n/a
Psychology		0	0%	n/a n/a
Sociology		7	100%	n/a n/a
Total Respondents		7	100%	
11. Sec-maj				
		Response Total	Response Percent	Points Avg
Biology		0	0%	n/a n/a
Business Administration		0	0%	n/a n/a
Communications Media		0	0%	n/a n/a
Computer Science		0	0%	n/a n/a
Criminal Justice		0	0%	n/a n/a
Economics		0	0%	n/a n/a

English	0	0%	n/a	n/a
Exercise and Sports Science	0	0%	n/a	n/a
Geography	0	0%	n/a	n/a
History	0	0%	n/a	n/a
Human Services	0	0%	n/a	n/a
Industrial Technology	0	0%	n/a	n/a
Interdisciplinary Studies	0	0%	n/a	n/a
Mathematics	0	0%	n/a	n/a
Nursing	0	0%	n/a	n/a
Political Science	0	0%	n/a	n/a
Psychology	0	0%	n/a	n/a
Sociology	0	0%	n/a	n/a
None	6	100%	n/a	n/a

Total Respondents 6 100%

(skipped this question) 1

12. First-min

	Response Total	Response Percent	Points	Avg
Biology	0	0%	n/a	n/a
Business Administration	0	0%	n/a	n/a
Communications Media	0	0%	n/a	n/a
Computer Science	0	0%	n/a	n/a
Criminal Justice	0	0%	n/a	n/a
Economics	0	0%	n/a	n/a
English	0	0%	n/a	n/a
Exercise and Sports Science	0	0%	n/a	n/a
Geography	0	0%	n/a	n/a
History	0	0%	n/a	n/a
Human Services	0	0%	n/a	n/a
Industrial Technology	0	0%	n/a	n/a
Interdisciplinary Studies	0	0%	n/a	n/a
Mathematics	0	0%	n/a	n/a
Nursing	0	0%	n/a	n/a
Political Science	1	14%	n/a	n/a
Psychology	1	14%	n/a	n/a
Sociology	0	0%	n/a	n/a
None	5	71%	n/a	n/a

Total Respondents 7 100%

13. Sec-min

	Response Total	Response Percent	Points	Avg
Biology	0	0%	n/a	n/a
Business Administration	0	0%	n/a	n/a
Communications Media	0	0%	n/a	n/a
Computer Science	0	0%	n/a	n/a
Criminal Justice	0	0%	n/a	n/a
Economics	0	0%	n/a	n/a
English	0	0%	n/a	n/a

Exercise and Sports Science	0	0%	n/a	n/a
Geography	0	0%	n/a	n/a
History	0	0%	n/a	n/a
Human Services	0	0%	n/a	n/a
Industrial Technology	0	0%	n/a	n/a
Interdisciplinary Studies	0	0%	n/a	n/a
Mathematics	0	0%	n/a	n/a
Nursing	0	0%	n/a	n/a
Political Science	0	0%	n/a	n/a
Psychology	0	0%	n/a	n/a
Sociology	0	0%	n/a	n/a
None	7	100%	n/a	n/a
Total Respondents		7	100%	

14. Availability of classes (i.e., times offered, seats open).

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	1	14%	n/a	n/a
Good	5	71%	n/a	n/a
Fair	1	14%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents		7	100%	

15. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations)

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	3	43%	n/a	n/a
Fair	2	29%	n/a	n/a
Poor	2	29%	n/a	n/a
Total Respondents		7	100%	

16. Size of classes.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	3	43%	n/a	n/a
Good	3	43%	n/a	n/a
Fair	1	14%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents		7	100%	

17. Overall quality of instruction.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	1	14%	n/a	n/a
Good	6	86%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a

Total Respondents		7	100%		
18. Overall quality of texts and other instructional materials.					
		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good		0	0%	n/a	n/a
Good	<div></div>	6	86%	n/a	n/a
Fair	<div></div>	1	14%	n/a	n/a
Poor		0	0%	n/a	n/a
Total Respondents		7	100%		
19. Availability of faculty outside of class time.					
		Response Total	Response Percent	Points	Avg
Excellent	<div></div>	1	14%	n/a	n/a
Very good	<div></div>	2	29%	n/a	n/a
Good	<div></div>	4	57%	n/a	n/a
Fair		0	0%	n/a	n/a
Poor		0	0%	n/a	n/a
Total Respondents		7	100%		
20. Timeliness and relevance of course content.					
		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good	<div></div>	1	14%	n/a	n/a
Good	<div></div>	5	71%	n/a	n/a
Fair	<div></div>	1	14%	n/a	n/a
Poor		0	0%	n/a	n/a
Total Respondents		7	100%		
21. Helpfulness of non-teaching staff in your major department.					
		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good		0	0%	n/a	n/a
Good	<div></div>	7	100%	n/a	n/a
Fair		0	0%	n/a	n/a
Poor		0	0%	n/a	n/a
Total Respondents		7	100%		
22. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).					
		Response Total	Response Percent	Points	Avg
Excellent	<div></div>	1	14%	n/a	n/a
Very good		0	0%	n/a	n/a
Good	<div></div>	6	86%	n/a	n/a
Fair		0	0%	n/a	n/a
Poor		0	0%	n/a	n/a
Total Respondents		7	100%		
23. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)					

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	1	14%	n/a	n/a
Good	5	71%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	1	14%	n/a	n/a
Total Respondents	7	100%		

24. Match between career goals and course-of-study requirements.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	5	71%	n/a	n/a
Fair	2	29%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	7	100%		

25. Overall level of challenge.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	1	14%	n/a	n/a
Good	6	86%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	7	100%		

26. Availability of classes (i.e., times offered, seats open).

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	3	43%	n/a	n/a
Good	4	57%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		

27. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations).

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	1	14%	n/a	n/a
Good	5	71%	n/a	n/a
Fair	1	14%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		

28. Size of classes.

	Response Total	Response Percent	Points	Avg
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Excellent		0	0%	n/a	n/a
Very good	<div></div>	2	29%	n/a	n/a
Good	<div></div>	4	57%	n/a	n/a
Fair	<div></div>	1	14%	n/a	n/a
Poor		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

29. Overall quality of instruction.

		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good	<div></div>	1	14%	n/a	n/a
Good	<div></div>	5	71%	n/a	n/a
Fair	<div></div>	1	14%	n/a	n/a
Poor		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

30. Overall quality of texts and other instructional materials.

		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good	<div></div>	1	14%	n/a	n/a
Good	<div></div>	6	86%	n/a	n/a
Fair		0	0%	n/a	n/a
Poor		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

31. Availability of faculty outside of class time.

		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good	<div></div>	3	43%	n/a	n/a
Good	<div></div>	3	43%	n/a	n/a
Fair	<div></div>	1	14%	n/a	n/a
Poor		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

32. Timeliness and relevance of course content.

		Response Total	Response Percent	Points	Avg
Excellent		0	0%	n/a	n/a
Very good	<div></div>	1	14%	n/a	n/a
Good	<div></div>	6	86%	n/a	n/a
Fair		0	0%	n/a	n/a
Poor		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

33. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	2	29%	n/a	n/a
Good	5	71%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a

Total Respondents 7 100%

34. Quality of extra-curricular experiences related to NON-MAJOR courses (e.g., student research, field experiences.)

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	3	43%	n/a	n/a
Good	2	29%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	2	29%	n/a	n/a

Total Respondents 7 100%

35. Match between career goals and NON-MAJOR course requirements.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	6	86%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	1	14%	n/a	n/a

Total Respondents 7 100%

36. Overall level of challenge.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	2	29%	n/a	n/a
Good	5	71%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a

Total Respondents 7 100%

37. Grad-maj

	Response Total	Response Percent	Points	Avg
Biology	0	0%	n/a	n/a
Business Administration	0	0%	n/a	n/a
Communications Media	0	0%	n/a	n/a
Computer Science	0	0%	n/a	n/a
Criminal Justice	0	0%	n/a	n/a
Economics	0	0%	n/a	n/a
Education	0	0%	n/a	n/a
English	0	0%	n/a	n/a

Exercise and Sports Science	0	0%	n/a	n/a
Geography	0	0%	n/a	n/a
History	0	0%	n/a	n/a
Human Services	0	0%	n/a	n/a
Industrial Technology	0	0%	n/a	n/a
Interdisciplinary Studies	0	0%	n/a	n/a
Mathematics	0	0%	n/a	n/a
Nursing	0	0%	n/a	n/a
Political Science	0	0%	n/a	n/a
Psychology	0	0%	n/a	n/a
Sociology	0	0%	n/a	n/a

Total Respondents 0 100%

(skipped this question) 1

38. Availability of classes.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a

Total Respondents 0 100%

(skipped this question) 1

39. Frequency of course offerings.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a

Total Respondents 0 100%

(skipped this question) 1

40. Size of classes.

	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a

Total Respondents 0 100%



(skipped this question) 1

41. Overall quality of instruction.




	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a

Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
42. Overall quality of texts and other instructional materials.				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
43. Availability of faculty outside of class time.				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
44. Timeliness and relevance of course content.				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
45. Helpfulness of non-teaching staff in your major department.				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
46. Quality of facilities for for learning in my major department (e.g., classrooms, labs, studios, gyms).				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a




Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
47. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
48. Match between career goals and course-of-study requirements.				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
49. Overall level of challenge.				
	Response Total	Response Percent	Points	Avg
Excellent	0	0%	n/a	n/a
Very good	0	0%	n/a	n/a
Good	0	0%	n/a	n/a
Fair	0	0%	n/a	n/a
Poor	0	0%	n/a	n/a
Total Respondents	0	100%		
(skipped this question)	1			
50. Quality of extra-curricular activities UNRELATED to your course of study (e.g., intercollegiate sports, intramural athletics, musical or other performances, Greek life, clubs, etc.)				
	Response Total	Response Percent	Points	Avg
Excellent	1	14%	n/a	n/a
Very good	2	29%	n/a	n/a
Good	2	29%	n/a	n/a
Fair	1	14%	n/a	n/a
Poor	0	0%	n/a	n/a
Not applicable	1	14%	n/a	n/a
Total Respondents	7	100%		
51. Faculty demonstrated commitment to my learning, personal well-being, and success.				
	Response Total	Response Percent	Points	Avg
Strongly agree	0	0%	n/a	n/a

Agree		6	86%	n/a	n/a
Neutral		1	14%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		




52. Fieldwork supervisors (e.g., internship supervisors, cooperating teachers) demonstrated commitment to my learning, personal well-being, and success.

		Response Total	Response Percent	Points	Avg
Strongly agree		0	0%	n/a	n/a
Agree		3	43%	n/a	n/a
Neutral		1	14%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		3	43%	n/a	n/a
Total Respondents		7	100%		



53. Administrators (e.g., vice presidents, deans and directors) demonstrated commitment to my learning, personal well-being, and success.

		Response Total	Response Percent	Points	Avg
Strongly agree		0	0%	n/a	n/a
Agree		1	14%	n/a	n/a
Neutral		5	71%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		1	14%	n/a	n/a
Total Respondents		7	100%		

54. Library resources (e.g., books, database subscriptions, web-based resources, inter-library loans) were adequate for my research and learning needs.




		Response Total	Response Percent	Points	Avg
Strongly agree		1	14%	n/a	n/a
Agree		4	57%	n/a	n/a
Neutral		2	29%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

55. Library hours and web resource availability were adequate for my research and learning needs.




		Response Total	Response Percent	Points	Avg
Strongly agree		0	0%	n/a	n/a
Agree		6	86%	n/a	n/a
Neutral		1	14%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

56. Library staff were knowledgeable and demonstrated commitment to my learning and academic success.




		Response Total	Response Percent	Points	Avg
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Strongly agree		0	0%	n/a	n/a
Agree		3	43%	n/a	n/a
Neutral		1	14%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		3	43%	n/a	n/a
Total Respondents		7	100%		


57. I learned about research strategies and sources of information from library staff.

		Response Total	Response Percent	Points	Avg
Strongly agree		0	0%	n/a	n/a
Agree		3	43%	n/a	n/a
Neutral		3	43%	n/a	n/a
Disagree		0	0%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		1	14%	n/a	n/a
Total Respondents		7	100%		


58. The library was comfortable and a good place to study.

		Response Total	Response Percent	Points	Avg
Strongly agree		0	0%	n/a	n/a
Agree		4	57%	n/a	n/a
Neutral		1	14%	n/a	n/a
Disagree		2	29%	n/a	n/a
Strongly disagree		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

59. Written communication.

		Response Total	Response Percent	Points	Avg
Very strong		0	0%	n/a	n/a
Somewhat strong		0	0%	n/a	n/a
About average		1	100%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		1	100%		
(skipped this question)			6		

60. Oral communication.

		Response Total	Response Percent	Points	Avg
Very strong		0	0%	n/a	n/a
Somewhat strong		0	0%	n/a	n/a
About average		1	100%	n/a	n/a
Somewhat		0	0%	n/a	n/a

weak				
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)			6	

61. Quantitative skills.

	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)			6	

62. Comfort with racial, cultural, and national diversity.

	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)			6	

63. Conducting research.

	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)			6	

64. Accessing, evaluating, and using information in printed and electronic media.

Response Response

	Total	Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)		6		

65. Using computer technology.

	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)		6		




66. Critical reasoning.

	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents		1	100%	
(skipped this question)		6		

67. Leadership.




	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	0	0%	n/a	n/a
About average	1	100%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not				

applicable		0	0%	n/a	n/a
Total Respondents		1	100%		
(skipped this question)		6			
68. Teamwork.					
		Response Total	Response Percent	Points	Avg
Very strong		0	0%	n/a	n/a
Somewhat strong		0	0%	n/a	n/a
About average	<div></div>	1	100%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		1	100%		
(skipped this question)		6			
69. Written communication.					
		Response Total	Response Percent	Points	Avg
Very strong	<div></div>	3	43%	n/a	n/a
Somewhat strong	<div></div>	2	29%	n/a	n/a
About average	<div></div>	2	29%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		
70. Oral communication.					
		Response Total	Response Percent	Points	Avg
Very strong	<div></div>	1	14%	n/a	n/a
Somewhat strong	<div></div>	3	43%	n/a	n/a
About average	<div></div>	3	43%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		
71. Quantitative skills.					
		Response Total	Response Percent	Points	Avg
Very strong	<div></div>	1	14%	n/a	n/a
Somewhat strong	<div></div>	2	29%	n/a	n/a
About average	<div></div>	3	43%	n/a	n/a
Somewhat weak	<div></div>	1	14%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		
72. Comfort with racial, cultural, and national diversity.					

		Response Total	Response Percent	Points	Avg
Very strong		3	43%	n/a	n/a
Somewhat strong		2	29%	n/a	n/a
About average		2	29%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a




Total Respondents 7 100%

73. Conducting research.

		Response Total	Response Percent	Points	Avg
Very strong		2	29%	n/a	n/a
Somewhat strong		2	29%	n/a	n/a
About average		3	43%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a




Total Respondents 7 100%

74. Accessing, evaluating, and using information in printed and electronic media.

		Response Total	Response Percent	Points	Avg
Very strong		2	29%	n/a	n/a
Somewhat strong		1	14%	n/a	n/a
About average		4	57%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a




Total Respondents 7 100%

75. Using computer technology.

		Response Total	Response Percent	Points	Avg
Very strong		1	14%	n/a	n/a
Somewhat strong		2	29%	n/a	n/a
About average		4	57%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a

Total Respondents 7 100%

76. Critical reasoning.

		Response Total	Response Percent	Points	Avg
Very strong		1	14%	n/a	n/a
Somewhat strong		3	43%	n/a	n/a
About average		3	43%	n/a	n/a
Somewhat weak		0	0%	n/a	n/a
Very weak		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a

Total Respondents 7 100%

77. Leadership.

	Response Total	Response Percent	Points	Avg
Very strong	0	0%	n/a	n/a
Somewhat strong	5	71%	n/a	n/a
About average	2	29%	n/a	n/a
Somewhat weak	0	0%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		

78. Teamwork.

	Response Total	Response Percent	Points	Avg
Very strong	2	29%	n/a	n/a
Somewhat strong	2	29%	n/a	n/a
About average	2	29%	n/a	n/a
Somewhat weak	1	14%	n/a	n/a
Very weak	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		

79. Academic Advising Center.

	Response Total	Response Percent	Points	Avg
Very positive	1	14%	n/a	n/a
Mostly positive	3	43%	n/a	n/a
Neutral	0	0%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	3	43%	n/a	n/a
Total Respondents	7	100%		





80. Admissions.

	Response Total	Response Percent	Points	Avg
Very positive	1	14%	n/a	n/a
Mostly positive	2	29%	n/a	n/a
Neutral	1	14%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	3	43%	n/a	n/a
Total Respondents	7	100%		




81. Bookstore.

	Response Total	Response Percent	Points	Avg
Very positive	1	14%	n/a	n/a
Mostly positive	4	57%	n/a	n/a
Neutral	1	14%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	1	14%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		



82. Campus Police.

		Response Total	Response Percent	Points	Avg
Very positive		2	29%	n/a	n/a
Mostly positive		1	14%	n/a	n/a
Neutral		1	14%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		3	43%	n/a	n/a
Total Respondents		7	100%		




83. Career Services.

		Response Total	Response Percent	Points	Avg
Very positive		1	14%	n/a	n/a
Mostly positive		1	14%	n/a	n/a
Neutral		0	0%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		5	71%	n/a	n/a
Total Respondents		7	100%		




84. College Catalog.

		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		0	0%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		5	71%	n/a	n/a
Total Respondents		7	100%		

85. College website.





		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		2	29%	n/a	n/a
Neutral		4	57%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		1	14%	n/a	n/a
Total Respondents		7	100%		

86. Computer laboratories.




		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		3	43%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		2	29%	n/a	n/a

Total Respondents 7 100%




87. Counseling.

		Response Total	Response Percent	Points	Avg
Very positive		1	14%	n/a	n/a
Mostly positive		2	29%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		2	29%	n/a	n/a
Total Respondents		7	100%		



88. Course schedule.

		Response Total	Response Percent	Points	Avg
Very positive		1	14%	n/a	n/a
Mostly positive		5	71%	n/a	n/a
Neutral		0	0%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		1	14%	n/a	n/a
Total Respondents		7	100%		




89. Dining facilities.

		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		0	0%	n/a	n/a
Neutral		4	57%	n/a	n/a
Mostly negative		1	14%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		2	29%	n/a	n/a
Total Respondents		7	100%		

90. Disability Services.

		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		0	0%	n/a	n/a
Neutral		1	14%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		6	86%	n/a	n/a
Total Respondents		7	100%		

91. Electronic services (e.g., College email, ConnectEd).

		Response Total	Response Percent	Points	Avg
Very positive		2	29%	n/a	n/a
Mostly positive		2	29%	n/a	n/a
Neutral		3	43%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a

Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		
92. Financial Aid.				
	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	0	0%	n/a	n/a
Neutral	7	100%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	0	0%	n/a	n/a
Total Respondents	7	100%		
93. Graduate and Continuing Education				
	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	0	0%	n/a	n/a
Neutral	1	14%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	6	86%	n/a	n/a
Total Respondents	7	100%		
94. Help Desk.				
	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	2	29%	n/a	n/a
Neutral	3	43%	n/a	n/a
Mostly negative	1	14%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	1	14%	n/a	n/a
Total Respondents	7	100%		
95. International Education/Study Abroad.				
	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	0	0%	n/a	n/a
Neutral	1	14%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	6	86%	n/a	n/a
Total Respondents	7	100%		
96. Multicultural Student Services.				
	Response Total	Response Percent	Points	Avg

Very positive	0	0%	n/a	n/a
Mostly positive	0	0%	n/a	n/a
Neutral	0	0%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	7	100%	n/a	n/a
Total Respondents		7	100%	

97. On-campus job recruiting.

	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	0	0%	n/a	n/a
Neutral	0	0%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	7	100%	n/a	n/a
Total Respondents		7	100%	

98. One Card.

	Response Total	Response Percent	Points	Avg
Very positive	1	14%	n/a	n/a
Mostly positive	2	29%	n/a	n/a
Neutral	2	29%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	2	29%	n/a	n/a
Total Respondents		7	100%	



99. Online services (e.g., application, financial aid, registration, add/drop).

	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	2	29%	n/a	n/a
Neutral	2	29%	n/a	n/a
Mostly negative	0	0%	n/a	n/a
Very negative	0	0%	n/a	n/a
Not applicable	3	43%	n/a	n/a
Total Respondents		7	100%	




100. Parking and transportation.

	Response Total	Response Percent	Points	Avg
Very positive	0	0%	n/a	n/a
Mostly positive	0	0%	n/a	n/a
Neutral	1	14%	n/a	n/a
Mostly negative	1	14%	n/a	n/a




Very negative		2	29%	n/a	n/a
Not applicable		3	43%	n/a	n/a
Total Respondents		7	100%		
101. Recreation/athletic center.					
		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		4	57%	n/a	n/a
Neutral		1	14%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		2	29%	n/a	n/a
Total Respondents		7	100%		
102. Registrar.					
		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		4	57%	n/a	n/a
Neutral		3	43%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		
103. Residence halls (Housing and Residential Services).					
		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		2	29%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		1	14%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		2	29%	n/a	n/a
Total Respondents		7	100%		
104. Student Academic Services.					
		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		1	14%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		4	57%	n/a	n/a
Total Respondents		7	100%		
105. Student Accounts.					
		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		2	29%	n/a	n/a

Neutral		3	43%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		2	29%	n/a	n/a
Total Respondents		7	100%		




106. Student Activities.

		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		3	43%	n/a	n/a
Neutral		1	14%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		3	43%	n/a	n/a
Total Respondents		7	100%		




107. Student Government Association.

		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		0	0%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		1	14%	n/a	n/a
Not applicable		4	57%	n/a	n/a
Total Respondents		7	100%		

108. Student Health Services.




		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		2	29%	n/a	n/a
Neutral		2	29%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		3	43%	n/a	n/a
Total Respondents		7	100%		

109. Student Support Services.




		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a
Mostly positive		2	29%	n/a	n/a
Neutral		1	14%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		4	57%	n/a	n/a
Total Respondents		7	100%		

110. Tutoring and Placement Test Center.





		Response Total	Response Percent	Points	Avg
Very positive		0	0%	n/a	n/a

Mostly positive		1	14%	n/a	n/a
Neutral		1	14%	n/a	n/a
Mostly negative		0	0%	n/a	n/a
Very negative		0	0%	n/a	n/a
Not applicable		5	71%	n/a	n/a
Total Respondents		7	100%		




111. Overall satisfaction with my experience at Fitchburg State University.

		Response Total	Response Percent	Points	Avg
Very high		1	14%	n/a	n/a
High		2	29%	n/a	n/a
Average		4	57%	n/a	n/a
Low		0	0%	n/a	n/a
Very low		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		


112. Likelihood that I will recommend the University to others.

		Response Total	Response Percent	Points	Avg
Very high		1	14%	n/a	n/a
High		2	29%	n/a	n/a
Average		3	43%	n/a	n/a
Low		1	14%	n/a	n/a
Very low		0	0%	n/a	n/a
Not applicable		0	0%	n/a	n/a
Total Respondents		7	100%		

113. Which is MOST LIKELY to be your PRINCIPAL activity upon graduation?

		Response Total	Response Percent	Points	Avg
Employment, full-time, paid		3	43%	n/a	n/a
Employment, part-time, paid		1	14%	n/a	n/a
Graduate or professional school, full-time		3	43%	n/a	n/a
Graduate or professional school, part-time		0	0%	n/a	n/a
Additional undergraduate coursework		0	0%	n/a	n/a
Military service		0	0%	n/a	n/a
Volunteer activity (e.g., Peace Corps)		0	0%	n/a	n/a
Starting or raising a family		0	0%	n/a	n/a
Other		0	0%	n/a	n/a
Total Respondents		7	100%		

114. I am seeking employment in my field(s) of study.

		Response Total	Response Percent	Points	Avg
Yes, full-time in the field.		3	43%	n/a	n/a
Yes, part-time in the field.		0	0%	n/a	n/a
Not seeking					

employment in field(s) of		4	57%	n/a	n/a
Total Respondents		7	100%		
115. I have a job offer or am already employed in my field(s) of study.					
		Response Total	Response Percent	Points	Avg
Yes, full-time in the field.		0	0%	n/a	n/a
Yes, part-time in the field.		0	0%	n/a	n/a
Not employed in field(s) of study.		7	100%	n/a	n/a
Total Respondents		7	100%		
116. Annual or anticipated salary, if employed or soon to be employed in field(s) of study.					
		Response Total	Response Percent	Points	Avg
Less than \$12,000		0	0%	n/a	n/a
\$12,000-\$16,999		0	0%	n/a	n/a
\$17,000-\$21,999		1	33%	n/a	n/a
\$22,000-\$26,999		0	0%	n/a	n/a
\$27,000-\$31,999		0	0%	n/a	n/a
\$32,000-\$36,999		1	33%	n/a	n/a
\$37,000-\$41,999		0	0%	n/a	n/a
\$42,000-\$46,999		0	0%	n/a	n/a
\$47,000-\$51,999		1	33%	n/a	n/a
\$52,000-\$56,999		0	0%	n/a	n/a
\$57,000 or more		0	0%	n/a	n/a
Total Respondents		3	100%		
(skipped this question)		4			
117. If you are NOT employed or seeking employment in your field(s) of study, are you seeking employment OUTSIDE your field(s) of study?					
		Response Total	Response Percent	Points	Avg
Yes, full-time.		2	29%	n/a	n/a
Yes, part-time.		2	29%	n/a	n/a
Not seeking employment outside field(s) of study.		3	43%	n/a	n/a
Total Respondents		7	100%		
118. If you are NOT employed or seeking employment in your field(s) of study, do you have a job offer or are you already employed OUTSIDE your field(s) of study?					
		Response Total	Response Percent	Points	Avg
Yes, full-time.		0	0%	n/a	n/a
Yes, part-time.		2	29%	n/a	n/a
Not employed outside field(s) of study.		5	71%	n/a	n/a
Total Respondents		7	100%		
119. Annual or anticipated salary, if employed or soon to be employed OUTSIDE my field(s) of study and NOT seeking employment in degree field(s).					

		Response Total	Response Percent	Points	Avg
Less than \$12,000		1	17%	n/a	n/a
\$12,000-\$16,999		1	17%	n/a	n/a
\$17,000-\$21,999		0	0%	n/a	n/a
\$22,000-\$26,999		1	17%	n/a	n/a
\$27,000-\$31,999		1	17%	n/a	n/a
\$32,000-\$36,999		0	0%	n/a	n/a
\$37,000-\$41,999		0	0%	n/a	n/a
\$42,000-\$46,999		1	17%	n/a	n/a
\$47,000-\$51,999		1	17%	n/a	n/a
\$52,000-\$56,999		0	0%	n/a	n/a
\$57,000 or more		0	0%	n/a	n/a
Total Respondents		6	100%		
(skipped this question)			1		

120. I am enrolled, or expect to enroll, for additional undergraduate coursework within the next year.

		Response Total	Response Percent	Points	Avg
Yes, full-time.		1	14%	n/a	n/a
Yes, part-time.		0	0%	n/a	n/a
No.		6	86%	n/a	n/a
Total Respondents		7	100%		

121. I expect to attend graduate school in my field of study within the next year.

		Response Total	Response Percent	Points	Avg
Yes, full-time.		1	14%	n/a	n/a
Yes, part-time.		1	14%	n/a	n/a
No.		5	71%	n/a	n/a
Total Respondents		7	100%		

122. I expect to attend graduate school OUTSIDE my field of study within the next year.

		Response Total	Response Percent	Points	Avg
Yes, full-time.		3	43%	n/a	n/a
Yes, part-time.		0	0%	n/a	n/a
No.		4	57%	n/a	n/a
Total Respondents		7	100%		

123. Which best describes the level at which you are presently working or expect to work within the next year?

		Response Total	Response Percent	Points	Avg
Unemployed		1	17%	n/a	n/a
Hourly worker		4	67%	n/a	n/a
Entry-level professional (technician, nurse, teacher, etc.), artist, or entrepreneur		0	0%	n/a	n/a
Experienced professional, artist, or entrepreneur		0	0%	n/a	n/a
Advanced professional (clinical specialist, educational coordinator, etc.)		0	0%	n/a	n/a

Manager (supervisor of staff, head nurse, etc.)	0	0%	n/a	n/a
Executive	0	0%	n/a	n/a
Other	1	17%	n/a	n/a
Total Respondents	6	100%		
(skipped this question)	1			
124. Comments				
Total Respondents	1			
(skipped this question)	6			
125. Your age.				
	Response Total	Response Percent	Points	Avg
18-21	4	57%	n/a	n/a
22-25	2	29%	n/a	n/a
26-30	0	0%	n/a	n/a
31-35	1	14%	n/a	n/a
36-40	0	0%	n/a	n/a
41-45	0	0%	n/a	n/a
46-50	0	0%	n/a	n/a
51+	0	0%	n/a	n/a
Total Respondents	7	100%		
126. Your gender.				
	Response Total	Response Percent	Points	Avg
Male	0	0%	n/a	n/a
Female	7	100%	n/a	n/a
Total Respondents	7	100%		
127. Your racial heritage.				
	Response Total	Response Percent	Points	Avg
Prefer not to state	0	0%	n/a	n/a
Bi-racial/multi-racial	0	0%	n/a	n/a
Hispanic or Latino	0	0%	n/a	n/a
American Indian or Alaska Native	0	0%	n/a	n/a
Asian	0	0%	n/a	n/a
Black or African-American	0	0%	n/a	n/a
Native Hawaiian or other Pacific Islander	0	0%	n/a	n/a
White (not Hispanic or Latino)	7	100%	n/a	n/a
Total Respondents	7	100%		

128. Class standing when you enrolled at Fitchburg State University to earn your current degree.

	Response Total	Response Percent	Points	Avg
Freshman (no previous college).	4	57%	n/a	n/a
Freshman with transfer credits.	0	0%	n/a	n/a
Sophomore	0	0%	n/a	n/a
Junior	3	43%	n/a	n/a
Senior	0	0%	n/a	n/a
Graduate student	0	0%	n/a	n/a
Total Respondents	7	100%		

129. Total SEMESTERS it took you to earn your degree.

	Response Total	Response Percent	Points	Avg
1-2	0	0%	n/a	n/a
3-5	2	29%	n/a	n/a
6-8	5	71%	n/a	n/a
9-10	0	0%	n/a	n/a
11-12	0	0%	n/a	n/a
13+	0	0%	n/a	n/a
Total Respondents	7	100%		

130. Cumulative GPA.

	Response Total	Response Percent	Points	Avg
Less than 2.000	0	0%	n/a	n/a
2.000-2.500	0	0%	n/a	n/a
2.501-3.000	0	0%	n/a	n/a
3.001-3.500	3	50%	n/a	n/a
3.501-4.000	3	50%	n/a	n/a
Total Respondents	6	100%		
(skipped this question)		1		

131. Did you attend the University continuously while working on your degree?

	Response Total	Response Percent	Points	Avg
Yes.	7	100%	n/a	n/a
No.	0	0%	n/a	n/a
Total Respondents	7	100%		

132. During all or most of your semesters at the University, did you attend full-time or part-time?

	Response Total	Response Percent	Points	Avg
Full-time.	7	100%	n/a	n/a
Part-time.	0	0%	n/a	n/a
Total Respondents	7	100%		

133. Average hours per week worked while attending the University.

	Response Total	Response Percent	Points	Avg
0	0	0%	n/a	n/a

1-10		2	33%	n/a	n/a
11-20		2	33%	n/a	n/a
21-30		1	17%	n/a	n/a
31-40		1	17%	n/a	n/a
40+		0	0%	n/a	n/a
Total Respondents		6	100%		
(skipped this question)		1			
134. Number of dependents (besides yourself).					
		Response Total	Response Percent	Points	Avg
0		1	50%	n/a	n/a
1		1	50%	n/a	n/a
2		0	0%	n/a	n/a
3		0	0%	n/a	n/a
4		0	0%	n/a	n/a
5		0	0%	n/a	n/a
6+		0	0%	n/a	n/a
Total Respondents		2	100%		
(skipped this question)		5			

B. Faculty Data

1. Faculty Data—Number, Rank, Diversity

Professor

Augustine Aryee, Ph.D.
Jason C. Nwankwo, Ph.D.

Assistant Professor

Patricia Arend, Ph.D.
Rhonda Evans, Ph.D.

Diversity

The Sociology Program consists of four faculty of which two are black men while two are white women. This represents a good diversity balance given the number of faculty in the program.

2. Description of Faculty Qualifications

[See Faculty Curricula Vitae on following pages.]

Augustine A. Aryee Ph.D.
Professor of Sociology
Behavioral Sciences Department

Academic Degrees

Ph.D. Sociology, Boston University, Boston, MA. 1983
M.A. Sociology, Northeastern University, Boston, MA. 1976
B.A. Sociology, Northeastern University, Boston, MA. 1976

Employment History

1993-present Professor, Department of Behavioral Sciences: Fitchburg State University

(Post Tenure Review 2008: Exemplary)

(Post Tenure Review 2014: Exemplary) Main courses being taught:

*Drugs and Alcohol, Soc. Of Families,
Soc. Of Aging, Medical Sociology,
Introduction to Sociology.*

1990-1992 Associate Professor

1984-1989 Assistant Professor

1981-1983 Instructor

1986 Tenured

*1979-1982 Lecturer, University College,
Northeastern University.*

*Social Problems, Juvenile Delinquency,
Cultural Anthropology.*

*1978-1982 Lecturer, University of Massachusetts,
At Lowell. Sociology of Health,
Research Methods, Black American
Experience, Society and Aging*

*1978-1981 Framingham State College, Sociology

Of Health, Social Gerontology,
Sociology of Deviance*

*1978-1979 Metropolitan College, Boston University, Introduction
to Sociology,
Seminar in Race, Ethnic and Minority
Relations, Sociology of Africa, Racism,
Dynamics of Race relations, Sociology
Of Medicine*

*Senior Teaching Fellow: College of
Liberal Arts, Boston University,
Introduction to Sociology, Seminar
In Race Ethnic and Minority Relations*

*Research Fellow, Boston University,
African Studies Center*

Faculty and Administrative load

*Course load is 4 classes per semester
Average enrollment was 25 students per
Class. In my 35 years at Fitchburg State University,
I have taught the following classes:
including Summer sessions)*

Introduction to Sociology

Sociology of Families

Research Methods

Sociology of Religion

Drugs and Alcohol

*On-line Drugs and Alcohol (First ever online course developed
at FSU)*

Sociology of Aging

*Independent Study classes (Most recent: Sum 1, 2011, Soc
4901, Media and Society, Sum 2, 2011, Technology and Society)*

*Capstones (Interdisciplinary Studies) Most recent: Fall 2010,
The Autistic Child, Fall 2010, Business and Society, Spring 2010, Aging and
Society, Spring 2012, Soc. 3909, IDIS 4803*

*Below are Criminology courses I taught for several years which has provided a
strong foundation for the current Criminal Justice program.*

Fall 1990 Criminology

Introduction to Sociology

Course load reduction (Spring 1991)

Spring 2000: Criminology

Introduction to Sociology

Spring 2003 Criminology

Introduction to Sociology

Fall 2006, Juvenile Delinquency, as part of load three weeks to beginning of semester

Spring 2007 Introduction to Sociology(5th course, added one week before reopening)

*Fall 1983, Black American History
(for the Social Sciences Department)*

The average number of Advisees is 31 per academic year

Other Collegiate Assignments

Represented Behavioral Sciences Dept at President's Open house and Accepted New Students for Orientation and Advising, 2013, 2012

Member of the University wide Liberal Arts and Sciences Committee, 2012-2013

*Committee on Promotions(college- wide election) 2013 (2 year term)
Committee on Equity and Diversity, 2013-2014*

Member of the Behavioral Sciences Department Peer Evaluation and Tenure Review Committees since 2000 to the present

Member of the Sociology Curriculum Committee and Faculty Hiring committee

Member: University wide Human Relations Committee 2002-2009

Member: University wide International Education Committee, 2009-2011

Participant: On site NEASC Accreditation visit 2012, as one of the original Assessment conference representative of the University, I presented a brief

history of assessment at Fitchburg State University to Dr.Cristi Carson, NEASC evaluator. (See enclosed assessment schedule page 4) (Invited group of Faculty and Students)

Participant: On site NEASC Accreditation visit 2012. Again as the original developer of the University' s first Online course, I presented a brief history of Distance Learning at Fitchburg State University to Dr. Rhona Free, NEASC evaluator of Distance Learning Courses.(see enclosed assessment schedule page 5) (Invited Group of Faculty and Students)

Participant: 6th Annual Winter Assessment Day,2013

Participant: 5th Annual Spring and Development Day, 2012

Participant: All College Development Day, 2011

Participant and Presenter:" Assessment Resources: Getting Started" Assessment and Planning Day, 2009 (see enclosed program)

Sociology Program Co-ordinator Fall 2012

Sociology Program Co-ordinator, 1988-1992

President's Affirmative Action Advisory Committee, Chairman, 1987-1988

Minority Faculty and Staff Recruiter for the University 1992-1993

Member, Writing Across the Curriculum Committee, 1990-1992

Member, Visiting Artists Lecture Series Committee, 1990-1992

Participant, Conference on “Improving Student Learning and Support Services Through Assessment” March 23-24, 2006 (Preparation for NEASC accreditation)

Participant, Conference on “Improving Student Learning and Support Services Through Assessment” November 2-3, 2006 (Preparation for second NEASC Visit)

Participant: Massachusetts Council for International Education, 15th Annual conference, November 17, Fitchburg State College 2007.

Current Professional Assignments and Activities

BOOK REVIEWS

Blurber: *Blurring the Boundaries: The Declining Significance of Age* by Jack Levin, 2013, Routledge, Taylor, and Francis Publishing (See enclosed Book forward for Blurb)

Reviewer: *Aging Today*, by Barusch, 2012, Oxford University Press

Reviewer: *The Anthology of the American Drug Scene*, by Inciadi and McElrath, 2012, Oxford University Press

Reviewer: *Rock: Music, Culture and Business* by Schloss, Starr, and Waterman, 2012, Oxford University Press

Ρεβιουερ: *Ηιγη Σοχιετιεσ: Δρυγσ, Χυλτυρε ανδ Σοχιετυ βψ Κελλψ ανδ Ελοπιχη*, 2012, Ωιλεψ –Βλαχκωελλ Πυβλισηινγ

Reviewer: *The Real World*, 2009, Norton Publishing

Other Book Reviews

Aging, the Individual and Society for Thompson publishing Company, 2005

Marriage and Family Experience, for Thompson Publishing Company, 2000

Sociology in a Changing World, Holt, Rinehart and Winston, 1999

Publication

“Consumer Health Information Review” for the Fitchburg Public Library, 1987

Paper Presentations

Pathways to Health Care in Africa. Presented at the Association of Black Sociologists, 2012, Denver, CO

The Significance of Migration as a Factor in the Acceptance of Medical Care, Presented at the Eastern Sociological Society. 2013, Boston, Mass.

Religious and Illness Behavior of the African in the City (Revised) presented at Eastern Sociological Society, Boston, 2010

“The InApplicability of the Parsonian Sick-Role Formulation to Transitional Societies” presented at the meetings of the Association of Black Sociologists, New York, 2007

“Traditional Medicine: The Case for Legitimacy” to be presented at the 77th Meeting of the Eastern Sociological Society, Philadelphia, 2007. (Snowed Out)

“ How the African Thinks” presented at the annual meetings of the Association of Black Sociologists, Montreal, Canada, 2006

“Global Crises: A Look at Some Killer Diseases: Solutions and Suggestions” presented at the Spring Meeting of the New England Sociological Association, Boston. 2006

”Transitional Behavior and Medical Choice of the African in the City” presented at the annual meeting of the African Studies Association, Boston, Mass. 2003

“Traditional and Modern Medicine in Nigeria: An example of Transitional Behavior in the 21st Century” presented at the annual meeting of the Eastern Sociological Society, Boston, Mass, 2002

“The effects of Traditional Forms of Belief on Healing and illness in Africa” presented at the annual meeting of the African Studies Association, Houston, Texas, 2001

Professional Organization Memberships

New England Sociological Association (Past President)

Eastern Sociological Society

American Sociological Association for the Study of Religion

American Association of Black Sociologists

African Studies Association

Community Service, Lectures and Presentations

Guest Speaker: Independence Day Celebration, Ghanaian Association of Leominster, March 9, 2013

Γυεστ Σπεακερ: “ Χιτιζεν Παρτιχιπατιον ιν της Χομμυνιτυ” Ροταρυ Χλυβ οφ Φιτχηβρυγ Εαστ, Μασσαχηυσετς, 2009

Trustee, Visiting Nurses Association of Fitchburg, 1986- 2010 (Contact person for the Donation of \$199,000.00 to Fitchburg State College Foundation)

Contact Person Between Fitchburg State College and the Gavelliers Society, for the Donation of Landed Property to the College(Value of land, \$ 23,000.00).

Community Service Award from The Fitchburg Three Pyramids, 1998

Honors and Awards

2006 Access Program Image Award for 25 years of distinguished service to Fitchburg State College

2002 Access Program Image Award for Outstanding Leadership and Commitment to the Access program and Fitchburg State College

2001-present Collegiate Press Editorial Advisory Board Member: recognition for Achievement, Leadership and Service

2001-present Roxbury Publishing Company, Advisory Board Member: educator and authority in Sociology

1994 New England Sociological Association Apple Award for Excellence in College Teaching

*1992 Faculty Appreciaion for Leadership and Contribution to
African American History Month at Fitchburg State College*

*1991 Certificate for Exceptional Service to Disabled Students at
Fitchburg State College*

*1992 Certificate for Leadership and Dedication as Advisor to
the Sociology Club*

1985 (Summer) Professional Development Travel Grant

1983 (Fall) Professional Development Conference Grant

*1976-1980 Ford Foundation Fellowship, African
Studies Center, Boston University*

1976-1980 Graduate Fellowship, Boston University

1974-1976 Graduate Scholarship, Northeastern University

*Academy Member of the Honor Society of the College of Liberal Arts,
Northeastern University*

Jason C. Nwankwo, Ph.D.
22 Marion Street
Randolph, MA 02368
Phone: 781-264-2570,
E-mail: jnwankwo@fitchburgstate.edu

Present Position: Professor

Fitchburg State University, Fitchburg, MA.

Coordinator of Sociology Program

Fitchburg State University, Fitchburg, MA

Education:

Doctor of Philosophy in Sociology, 1983,
University of Wisconsin at Madison.

Master of Science in Sociology, 1981
University of Wisconsin at Madison.

Bachelor of Science in Sociology and Anthropology, 1976
University of Nigeria, Nigeria

Professional Experience:

2000-Aug.2007

Associate Professor

Fitchburg State University, teaching the following courses:

- Social Theory,
- Social Problems,
- Peoples and Cultures of Africa
- Race and Ethnic Relations
- Social Stratification,
- Sociology of Developing Societies
- Introduction to Sociology
- Sociology of Organizations

1995- 1999

Assistant Professor (Tenure Track).

Fitchburg State University, teaching various courses as above.

1992-1994

Assistant Professor (Non Tenure Track).

Fitchburg State University, teaching various courses as above.

1992- 1995

Visiting Professor.

Bridgewater State University, Bridgewater, taught various courses:

- Global Human Issues
- People and Cultures of Africa,

- Third World Societies,
- Sociology of Politics,
- Social Theory,
- Social Inequality,
- Introduction to Sociology.

1991-1995

Visiting Lecturer.

Northeastern University, Boston. Taught the following courses:

- Introduction to Sociology,
- Poverty and Inequality,
- Social Problems
- Race and Ethnic Relations etc.

1987-1990

Assistant Professor I

University of Calabar, Nigeria

Taught various courses at graduate and undergraduate level:

- Classical Sociological Theory,
- Advanced Sociological Theory,
- Social Change,
- Social Problems,
- Sociology of Development,
- Political Sociology,
- Sociology of the Family
- Mass Communication,
- Welfare Sociology
- Introduction to Sociology

1983- 1987

Assistant Professor II

University of Calabar, Nigeria, taught several undergraduate courses:

- Classical Sociological Theory
- Social Change
- Social Problems
- Sociology of the Family
- Political Sociology
- Mass Communication
- Introduction to Sociology

1977-1978

Graduate Assistant/Instructor, University of Calabar, Nigeria. Taught:

- Introduction to Sociology
- Assist Professors and Students in various ways

1976- 1977

Lecturer:

Teacher Training College, Kano, Nigeria, taught:

- History
- Social Studies

Academic Honors and Awards:

2011 Assoc.,	Plaque Award (in Recognition of Contributions to Ovom Girls Alumni U.S.A)
2008	Exemplary Performance (Post-tenure Review, Fitchburg State University).
2005	Excellence at Work (Plaque) Presented at the 17 th Annual Conference of the International Association of Nigerian Studies and Development at Raleigh, North Carolina, for outstanding work on African studies and Development
2005	Who's Who among America's Teachers. Nominated by students of merit for excellence in teaching
2005	Plaque Award for Excellence in Teaching In recognition for excellence in teaching by Who's Who Among America's Teachers
2003	Merit Award Fitchburg State University, Fitchburg, MA
2002	Merit Award Fitchburg State University, Fitchburg, MA
2001	Merit Award Fitchburg State University, Fitchburg, MA
2000	Who's Who among America's Teachers. Nominated by students of merit for excellence in teaching.
2000	Plaque Award for Excellence in Teaching Who's Who among America's Teachers .
2000	Citation in <u>Sentinel & Enterprise Newspaper</u>, "Immigrants Bring Strength," published on February 3, page A4, for my contributions to education in the U.SA.
1998	Certificate of Recognition For outstanding contributions in and outside Fitchburg community
1998	Citation in <u>Sentinel & Enterprise Newspaper</u> As one of the civic leaders published on February 23, page A4

- 1998 **Certificate of Recognition**
For achievement, leadership and service presented by Collegiate Press,
San Diego, California.
- 1998 **Certificate of Appreciation and Recognition**
Given by Campus Living, Fitchburg State University, Fitchburg, MA
- 1978 **Graduate Fellowship Award and Scholarship**
For Academic Distinction, University of Calabar, Nigeria
- 1976 **Best Graduating Student Award**
Department of Sociology and Anthropology, University of Nigeria,
Nigeria
- 1976 **Prize for Academic Distinction**
For Academic Performance, University of Nigeria, Nsukka, Nigeria
- 1973 **National Academic Merit Scholarship Award**
Federal Government of Nigeria, Nigeria

Paper Presentations at Professional Conferences (Most Recent):

- Sept. 18, 2010 “Nigeria: Fifty Years of Development or Underdevelopment?” Paper Presentation
at the 22nd Annual Conference of the International Association of Nigerian
Studies and Development,” at New York.
- Sept. 19, 2009 “Optimizing the Role of Informal Entities in Africa’s Development: Prescriptions for
Strategic Institutionalization of Entities.” Presented by Jason Nwankwo with Jerry
Kolo of American University of Sharjah, United Arab Emirate, at the 21st Annual
International Association of Nigerian Studies and Development Conference at
Philadelphia.
- Sept. 21, 2007 “Local Government and Nigeria’s Development: An Outcome Assessment,”
at the 19th Annual International Association of Nigerian Studies and
Development Conference at Atlanta, Georgia.
- March 17, 2007 “Bridging the Gap in Electronic Technology: The Unintended Consequences
for Third World Societies,” at the 77th Annual Meeting of the Eastern
Sociological Society in Philadelphia, PA (This paper was accepted for presentation
but I could not fly out of Boston or drive to Philadelphia to present the paper due to
storm.
- Nov. 4, 2006 “Doing Sociological Research on Gender in Africa: Some Problematic Issues,”
at the New England Sociological Association’s Spring Conference at Keene

State College, Keene, New Hampshire

- Sept. 22, 2006 "The Role of the State in Economic Development of Nigeria," at the 18th Annual Conference of the International Association Nigerian Studies and Development at Minneapolis, Minnesota.
- April 22, 2006 "The New Environmental Crises of the Third World: The Tragedy of Toxic Export from the West," at the New England Sociological Association's Spring Conference at Northeastern University, Boston, MA
- April 22, 2006 "The Explosion of Spiritual Churches in African Societies and the Limits of Action against Global Health Crises," at the New England Sociological Association's Spring Conference at Northeastern University, Boston, MA
- Sept. 22, 2005 "Empowering Nigerian Women for Social Change: Lessons from a Social Movement," at the 17th Annual Conference of the International Association of Nigerian Studies and Development, in Raleigh, NC
- Sept. 22, 2005 "The Rot at the Ivory Tower: Contemporary Social Problems of Higher Education in Nigeria," at the 17th Annual Conference of the International Association of Nigerian Studies and Development, in Raleigh, NC
- ***** 2004 On sabbatical leave doing fieldwork on the "Political Culture of Nigeria,"
- Sept. 25, 2003 "Changing Nigerian Political Culture: The Role of Nongovernmental Organizations," at the 15th Annual Conference of the International Association of Nigerian Studies and Development, in Atlanta
- *April 26, 2003 "MCAS: Educational Reform or Institutionalizing Inequality?" at the New England Sociological Association at Merrimack College, North Andover
- Sept. 19, 2002 "Unmet Promises: Improving Nigeria's democratic Practices and Quality of Life," at the 14th Annual International Conference of Nigerian Affairs at Tampa, Florida
- Nov. 2, 2002 "Community as an Ideology: The Other Dimension," at the New England Sociological Association Fall Conference at Massachusetts University of Liberal Arts, North Adams, MA
- April 28, 2001 "Globalization and Developing Societies," at the New England Sociological Association Spring Conference at Sacred Heart University, Fairfield, CT
- March 1, 2001 "Culture and Gender Stratification in a Non-Western Society," at the 71st Annual Meeting of the Eastern Sociological Society in Philadelphia, PA
- Sept. 14, 2000 "Ethnic Conflicts and Development: The Role of the State in a Democratic

Society,” at the 12th Annual International Conference of Nigerian Affairs,
Fort Lauderdale, FL

- Sept. 17, 1999 “Changing the Culture of Corruption: Sociological Analysis of an Obstacle to Nigeria’s Development,” at the 11th Annual Conference of Nigerian Affairs in Houston, TX
- April 24, 1999, “Community Development and Social Inequality: A Critical Analysis,” at the New England Sociological Association Spring Conference, at Bryant University, Smithfield, RI
- March 4, 1999 “Ethnic Politics in Africa; Causes and Consequences: Analysis of Nigerian Situation,” at the 69th Annual Meeting of the Eastern Sociological Society in Boston, MA
- Sept. 17, 1998 “Political Instability and Underdevelopment in Nigeria: An Analysis of the Sources and Solutions,” at the 10th Annual Conference of the Council of Nigerian People and Organizations in Atlanta, GA
- Sept. 17, 1998 Panel Presentation: “Women and Governance in Nigeria, Past, Present and Future,” at the Annual Conference of the 10th Council of Nigerian People and Organizations, Atlanta, GA
- April 25, 1998 “Social Attitudes toward the Elderly in the Ibo Society of Southeast Nigeria: Evidence of Continuity and Change,” at the New England Sociological Association, at Trinity College, Hartford, CT
- March 20, 1998 “Third World Poverty and United States Immigration Problems,” at the 68th Annual Meeting of the Eastern Sociological Society in Philadelphia, PA
- August 28, 1997 “Misplaced Priorities in Nigerian Education: Tackling the Causes of Technological Underdevelopment in Nigeria,” at the 9th Annual Conference of the Council of Nigerian People and Organizations at the University of Wisconsin, Madison
- Nov., 2, 1996 “Social Inequality and Grassroots Democracy,” at the New England Sociological Association Fall Conference at Sacred Heart University, Hartford, CT
- Sept. 13, 1996 “Ethnicity, National Identification and Democracy in Nigeria,” at the 8th Annual Conference of the Council of Nigerian People and Organizations in Boston
- April 27, 1996 “Cultural Modes of Women’s Oppression: Toward Understanding the Myths of Gender Equality in Modern Nigeria,” at the New England Sociological Association Spring Conference

March 25, 1993 “Changing the Status of Rural Women: The Case of a Women’s Organization,”
at the 63rd Annual Meeting of the Eastern Sociological Society in Boston, MA

Invited Guest Presentations/Lectures (Most Recent):

- Feb. 27, 2015 “Diversity in the Black Culture,” A Panel Presentation at the invitation
of Black Students Association, Fitchburg State University
- Feb. 8, 2007, “Guess Who’s Coming to Dinner,” A Panel Discussant at
the invitation of Multicultural Program to mark the Black History
Month at Ellis White Lecture Hall, Fitchburg State University
- Feb. 13, 2003: “African and American Relations,” presented at the invitation of
The Commissioner for the Commonwealth of Massachusetts Executive
Office of Health & Human Services, Department of Mental Retardation
Boston, MA
- Fall 2003: “Contemporary Trends in Africa,” at the invitation of Dr. Lieberman,
African History Class, Fitchburg State University
- Fall 2001 “Africa’s Development Problems and Issues with Modernization,” presented
at the invitation of Drs. Nan Wiegiersma and Maria Mercedes Jaramillo,
Introduction to International Studies, Fitchburg State University
- Spring 2000 “Marriage in African Societies,” presented at the invitation of Dr. Patricia M
Hayes, Cultural Anthropology, at Fitchburg State University
- Feb. 24, 1999 “Understanding Nigerian Social Institutions and Practices,” presented at the
invitation of students at the Town Houses, Fitchburg State University.
- Nov. 18, 1998 “African Cultural Practices and Experience of Africans in the United States of
America,” presented at the invitation of students at Aubuchon Hall, Fitchburg
State University
- May 14, 1998 “Myths and Realities about Africa: Establishing Effective Relations Between
Africa and United States of America,” at the invitation of the Ayer Rotary Club,
Ayer, MA
- March 20, 1998 “Transforming ‘they mentality into ‘we mentality’: The Challenge of Diversity,”
at the Diversity on Common Ground: Best Practices III, Fitchburg State University
- April 5, 1997 Panel Presentation: “Nigeria, Today and Tomorrow,” at the invitation of Nigerian
Community in Massachusetts, at Reggie Lewis Athletic Center, Boston
- Feb. 20, 1997 Panel Presentation: “Questions and Answers about African Americans, History,

and Society,” Fitchburg State University

Jan 5 & 11, 1996 “Africa,” presented at the invitation of Eastern Nazarene College, Quincy

Fall 1996 “Race Relations on Campus,” presented at the invitation of students at Aubuchon Hall, Fitchburg State University

Nov. 14, 1996 Panel Presentation: “International Scholars at Fitchburg State University,” In Honor of ‘The Year of the Citizen’ at Ellis White Lecture Hall, FSU

Fall 1995 “Portraits of African Culture,” presented at the invitation of students at Aubuchon Hall, Fitchburg State University

Jan 7, 1995 “Africa,” presented at the invitation of Eastern Nazarene College, Quincy

Workshops/Seminars Participated in or Presented (Most Recent):

Aug. 25, 1999 “Freshman Foundation Year Faculty,” at Fitchburg State University

Sept. 23, 1998 “Expectation of Quality Teaching in College Classroom,” at Fitchburg State University

March 20, 1998 “Transforming ‘they mentality’ into ‘we mentality’: The Challenge of Diversity,” at the Diversity on Common Ground: Best Practices III, at Fitchburg State University **(Presenter)**.

Sept. 17, 1997 “Fitchburg Futures,” at the Learning, Living and Working Together: Focus on Technology at Fitchburg State University.

Sept. 17, 1997 “Distance Learning,” at Learning, Living and Working Together: Focus on Technology, at Fitchburg State University.

June 3, 1996 “Liberal Arts and Science: Freshman Orientation,” at Fitchburg State University.

June 3, 1996 “Freshman Foundation Year Faculty,” at Fitchburg State University

June 1, 1996 “Dealing with Diversity in the Classroom,” at Northeastern University, Boston.

Feb. 24, 1996 “Building Critical Thinking Skills,” at Northeastern University, Boston

Jan. 20, 1996 “How Writing Enhances Your Students’ Understanding,” at Northeastern University, Boston.

Publications (Most Recent):

Nwankwo, Jason C

- _ 2007 “Toxic Dumping: The New Environmental Crises of the Third World,” International Journal of Nigerian Studies and Development, vol.12, no.2 pp. 36-45
- _ 2006 “Empowering Women for Social Change: Lessons from a Nigerian Movement,” International Journal of Nigerian Studies and Development, Vol. 12, No. 1, pp. 32 – 41, March
- _ 1998. “Misplaced Priorities in Nigerian Education: Tackling the Causes of Technological Underdevelopment in Nigeria,” Journal of Nigerian Affairs, Vol. 7, No. 1, Pp. 25 - 30
- _ 1997 “Diversity, National Identification and Democracy in Nigeria,” Journal of Nigerian Affairs, Vol. 6, No. 2, Pp. 34-42
- _ 1991 “The Middleman and Marriage Stability among the Ibo of Nigeria,” Calabar Journal of Liberal Studies, Vol. 2, No. 2, 61-71.
- _ 1989a “Political Economy of Distributing Agricultural Credits and Implications for Rural Development in Akwa Ibom and Cross Rivers States,” in Mobilization of Resources for Rural Development in Nigeria, Calabar Cross River State Press, Pp. 87-105
- _ 1989b “Impediments and Contradictions in Rural Development Process in Nigeria: The Role of Local Government Administration,” Journal of Liberal Studies, Vol.1, No. 1, Pp. 116-125.
- _1987a “Land Customs and Social Structure of Rural Nigeria Prior to Colonialism,” Nigeria, Vol. 55, No. 4, Pp. 47-51.
- _ 1987b “Nigeria: Rural Development or Preservation of Rural Inequality?” in Ega, L. A et al (Ed), Rural Development Policies in Nigeria, Ahmadu Bello University, Zaria-Nigeria, Pp. 108-122
- _ 1986 “The Contradictions of Technology and Effects on National Unity,” Journal of Education and Peace, Vol. 1, No. 1, Pp. 186-198.

Forthcoming Publications:

- _ “Ethnic Politics in Africa: Analysis of Nigerian Situation.”
- _ “Community as Ideology: The Other Dimension.”

– “The Explosion of ‘Spiritual Churches’ in African Societies and the Limits of Action against Global Health Crises.”

– “Political Culture and Political Instability in a Developing Society.”

Book Reviews:

At the request of publishers and authors, I reviewed the following outstanding texts prior to their publication:

- 2005 Pearson Education and Prentice Hall, Sociology: An Introduction
- 2002 Kempers, Margot. Community Matters: An Exploration of Theory and Practice
Chicago, Illinois, Burnham Inc., Publishers
- 1997 Umeh, Davidson C. (Ed). Confronting The Aids Epidemic: Cross-cultural Perspectives on HIV/AIDS Education, Trenton, N. J, Africa World Press, Inc. 340pages.
ISBN 0-86543-527-8

Major Contributions to Curriculum and Program Development at FSU:

Besides teaching, research, committee assignments and other responsibilities, I developed the following new courses and presented them to the All College Curriculum Committee for approval.

These approved courses have expanded and enriched the curriculum and sociology program of Fitchburg State University:

- Social Stratification
- Peoples and Cultures of Africa
- Sociology of Developing Societies
- Sociology Capstone (Completed but being reviewed)
- Social Movements (In progress)
- Poverty

Professional Responsibilities and Other Contributions to FSU and

Community at Large (Non-teaching):

Present Coordinator of Sociology Program, FSU

2011 Chair, Convention Planning Committee of the University of Nigeria Alumni and Friends Association, U.S.A

2008-Present Chair, Membership Drive Committee of the University of Nigeria Alumni and Friends Association, U.S.A

2005-2009 Financial Secretary of the University of Nigeria Alumni and Friends Assoc., U.S.A

2007 Sociology Program Representative at the Articulation Summit, Quinsigamond Community College, Worcester, MA

2007 Member of the Academic Advisory Board for McGraw-Hill Publishers (Re: Annual Editions: Sociology Reader)

2007, Reviewer of Manuscripts for the International Journal of Nigerian Studies and Development.

2006-2007 Chair, Social Policy Committee of the New England Sociological Association

2006-2007 Member, New England Sociological Association Executive Council

2006-2007 Publicity Secretary and Public Relations Officer for the International Association of Nigerian Studies and Development

2006, 2002, 2001 Department of Behavioral Sciences Representative at the Summer Orientation, Advising and Registration, SOAR, at FSU

2006 Reviewer of Papers and Proposals for Presentation for the 18th Annual Conference of IANSO on September 21-24 at Minneapolis-St. Paul, MN.

2005- Present Reviewer for Pearson Education and Prentice Hall Publishers

2006- Present Member, African-Community Health-Initiatives

2004-2005 1st Vice-President of New England Sociological Association

2002- 2005 Member, Executive Council of the New England Sociological Association

2002-2004	2 nd Vice-President of New England Sociological Association
2001-Present	Editorial Advisory Board for Posterity Books
1998-Present	Member of Board of Directors of Abia-American Association (To improve inter-group relations in Massachusetts and other Communities)
1997-Present	Editorial Advisory Board for Collegiate Press, California
1997-Present	Member of Board of Directors of Massachusetts Health Promotions Associates, Inc. (To promote the health status of immigrants and others through education and other activities)
1989-Present	Editorial Advisory Board for the Journal of Liberal Studies, University of Calabar, Nigeria
1998-2002	Co-coordinator of Sociology Program at FSU
1999-2000	Sociology Program Representative on Criminal Justice Committee at FSU
1997-1999	Representative at Large for New England Sociological Association
1997-1999	Member, Executive Council of the New England Sociological Association
1998-1999	Faculty Assistant for New and Returning Students during Residence Hall Move-In at Aubuchon, FSU
1995-1999	Sociology Program Representative at the Registration of Fresh and Transfer Students at FSU
1997-1998	Coordinator of Sociology Program at FSU
1995-1998	Sociology Program Representative at the Open Houses at FSU

Collegiate Advising Assignments:

2015	Advisor	10 Students
2013-2014	Advisor	10 students
2011-2012	Advisor	16 students
2009/10	Supervisor	1 IDIS Capstone
2007/08	Supervisor	5 Directed Studies

2006/07	Supervisor	1 Independent Study.
2006/07	Supervisor	1 Capstone
2006/07	Advisor	25 students
2005/06	Advisor	45 Students
2004/05	Advisor	35 Students
2003/04	Advisor Supervisor	24 Students 1 Independent Study
2002/03	Advisor	13 Students
2001/02	Advisor	26 Students
2000/01	Advisor Supervisor	37 Students 2 Independent Studies
1999/00	Advisor	25 Students
1998/99	Advisor Supervisor	40 Students 1 Independent Study
1997/98	Advisor Supervisor	42 Students 6 Independent Studies
1996/97	Advisor Supervisor	44 Students 4 Independent Studies
1995/96	Advisor Supervisor	47 Students 1 Independent Study

Contributions to FSU through Committee Assignments and Services:

2015	Member, All University Promotion Committee
2015	Member, Sociology Program's Search Committee
2014-2015	Member, Equity and Diversity Committee
2010:	Member, Director of International Education Search Committee

2009-2010: Member, All University-Wide Tenure Committee

2007-2008: Member, Employee Relations/ Affirmative Action Committee

2007-2008: Member, International Advisory Committee

2005-2007: Member, Employee Relations/Affirmative Action Committee

2005-2007: Member, Sub-Committee on Construction of Diversity Survey

2005-2007: Member, International Advisory Committee

1995-Present: Member, Sociology Curriculum Committee

2003-2004: Member and Chair, All University- Wide Tenure Committee

2002-2003: Member and Chair, Department of Behavioral Sciences Peer Evaluation Committee on Tenure and Promotion

2001-2002: Member, Department of Behavioral Peer Evaluation Committee on Tenure and Reappointment

2000-2002: Member, NEASC Self-Study Committee

2000-2002: Member, NEASC Self-Study Sub-Committee on Institutional Integrity

2000-2001: Member, All University Curriculum Committee

Spring 2000: Member, Leadership Position Search Committee

Spring 2000: Member, Criminal Justice Position Search Committee

1999/2000: Member, Criminal Justice Program Committee

1997-2000: Member, Advisory Board for Recruitment and Retention of Students of Color

1997-2000: Member, African-American Studies Minor Committee

1997- 2000: Member, Sub-Committee for the Development of Introductory Courses for African-American Studies Minor

1997-2000: Member, Sub-Committee for Civil Rights Conference

1997-1999: Member, Disability Awareness Committee

1996-1999: Member, Human Relations/Affirmative Action Committee

1996-1998: Member, All University Curriculum Committee

Spring 1997: Member, Sociology Position Search Committee

May 1, 1997: Member, Sub-Committee for Reading and Selecting Student Papers on Civil Rights Conference organized by African American Studies Minor

Major Areas of Research Interest

Socio-economic Change, Developing World, Environmental Problems, Social Inequality, Race and Ethnic Relations, and Political Sociology

Patricia Arend

Assistant Professor of Sociology

Department of Behavioral Sciences, Fitchburg State University

160 Pearl Street, Fitchburg MA 01420-2697

Phone: 978.665.3608 ~ Fax: 978.665.3616 ~ Email: parend@fitchburgstate.edu

EDUCATION

Boston College, Ph.D., Sociology, April 2011

Dissertation Title: *Dream Weddings: Fantasy, Femininity and Consumer Desire*

Committee: Juliet Schor (Co-chair), Leslie Salzinger (Co-chair), Stephen Pfohl

Comprehensive Exams: Sociology of Consumers and Consumption (with distinction), Feminist Social Theory

Northeastern University

Graduate Certificate in Women's Studies, 1999

M.A., Sociology, 1997

The University of Dayton

B.A., Sociology, 1995 (Magna Cum Laude), Minor in Women's Studies

ACADEMIC APPOINTMENTS

Fitchburg State University, Assistant Professor of Sociology, 2012-present

Wesleyan University, Visiting Assistant Professor of Sociology 2011-2012

Babson College, Visiting Assistant Professor of Sociology 2007-2008

AREAS OF SPECIALIZATION

Sociology of Consumers and Consumption, Race-Class-Gender Inequality

Sexuality, Qualitative Research Methods, Social Theory

FELLOWSHIPS, GRANTS AND HONORS

Fitchburg State University, Special Projects Grant, 2013, 2014

Fitchburg Anti-Violence Education (FAVE), Faculty Grant, 2013

Boston College Graduate Student Association, Research Expense Grant, 2008

Boston College Sociology Department, Research Expense Grant, 2007

Donald J. White Teaching Excellence Award, Boston College, 2006

Boston College Dissertation Fellowship, 2003-2004

Benedict S. Alper Graduate Fellowship, 2002-2003

Honors Program, American Sociological Association, 1997

Rev. Andrew L. Seebold Award of Excellence to the Outstanding Senior in Sociology,

The University of Dayton, 1995

PUBLICATIONS

“Weddings,” Invited encyclopedia entry for *The Wiley-Blackwell Encyclopedia of Consumption and Consumer Studies*, Edited by Daniel Cook and J. Michael Ryan, March 2015.

“Gender and Advertising,” Invited book chapter for *Gender and Pop Culture: A Text/Reader*, Edited by Patricia Leavy and Adrienne Trier-Bieniek for Sense Publishers, Rotterdam: The Netherlands, 2014.

“Consumption as Common Sense: Heteronormative Hegemony and White Wedding Desire,” *Journal of Consumer Culture*, Published online before print February 17, 2014, doi: 10.1177/1469540514521076.

Culture, Power, and History: Studies in Critical Sociology. Co-editor with Stephen Pfohl et al, Brill Academic Publishers, 2005.

“Commercialized Weddings,” *Journal of Consumer Culture*, 5:1, pp. 109-114, 2005.

Book Review, *Women and Borderline Personality Disorder: Symptoms and Stories*, by Janet Wirth-Cauchon. *Critical Sociology*, 30:2, 2004.

Kerry Ann Rockquemore and Patricia Arend, “Opting for White: Choice, Fluidity and Racial Identity Construction in Multiracial America,” *Race and Society*, 5:1, pp. 49-64, 2003.

Book Review, *Conduct Unbecoming a Woman: Medicine on Trial in Turn of the Century Brooklyn* by Regina Morantz-Sanchez. *Bi-Monthly Review of Law Books*, V. 11, N. 5, (September-October): 13-14, 2000.

“(Inter)disciplining Chinese Women: An Introduction to the English Language Literature on Women’s Studies in China,” *Wisconsin Bibliographies in Women’s Studies Number 81*, Madison, WI: University of Wisconsin Women’s Studies Librarian, <http://www.library.wisc.edu/libraries/WomensStudies/bibliogs.html>, 2000.

CONFERENCE PRESENTATIONS

“‘Yes, I Will Marry You’: Socioeconomic Incentives in the Reproduction of the Traditional Engagement Proposal,” Paper presented (roundtable) at the Annual Meetings of the American Sociological Association, San Francisco, CA, 2014.

“From White to Green? Weddings, Sustainability and Feminism in Post-Second Wave America,” Paper presented at the international meetings of the Sustainable Consumption Research and Action Initiative (SCORAI), Clark University, Worcester, MA, June 2013.

Conference Presentations cont.

“Wedding Dreams and Nightmares: Photo Elicitation as a Tool for Understanding Consumer Desire,” Presentation at the Annual Meetings of the Eastern Sociological Society, Boston, MA, March 2013.

“Normalizing the White Wedding: Emotion, Consumption, and Female-Centered Social Networks,” Paper presented at The Crisis and Contradictions of Consumption, Consumer Studies Research Network Mini Conference, Las Vegas, NV, August 2011.

“Gender Inequality and Consumer Desire: Women, Wedding Fantasies, and the Unconscious,” Paper presented at the Annual Meetings of the Society for the Study of Social Problems, San Francisco, CA, August 2009.

“‘The Cooptation of Feminism or Empowerment by Other Means?’ Neither: Women, Weddings and Consumer Desire,” Paper presented at The Contested Terrain of Consumption Studies, Consumer Studies Research Network Mini Conference, Boston, MA, August 2008.

“Interview Research and the ‘Defended Subject’: Women, Weddings and Consumer Desire,” Paper presented at the annual Meetings of the Eastern Sociological Society, New York, NY, February 2008.

“White Weddings and American Dreams: Compulsory Heterosexuality in the Imaginary Realm,” Paper presented at *Sexuality After Foucault*, the inaugural conference of the Centre for the Study of Sexuality and Culture, The University of Manchester, Manchester, UK, 2003.

“Sales Matters: Class, Gender, and the Ritual Acquisition of the White Wedding Dress,” Paper presented at the Annual Meetings of the American Sociological Association, Atlanta, GA, 2003.

“Pedagogical Roundtable: Teaching Social Problems in Sociology of the Family Courses,” Annual Meetings of the Society for the Study of Social Problems, Atlanta, GA, 2003.

“Opting for White: Choice, Fluidity and Racial Identity Construction in Multiracial America,” Paper presented with Kerry Ann Rockquemore at the Annual Meetings of the Eastern Sociological Society, Philadelphia, PA, 2003.

“Historical Context and Definition of U.S. Women’s Studies,” Panel Presentation at the Workshop on Teaching Methodology and Research in Interdisciplinary Gender Studies, Fudan University, Shanghai, PRC, 2001.

Conference Presentations cont.

"Gender and Economic Reform in Post-Mao China: The Case of Women's Studies," Paper presented at the Annual Meetings of the Eastern Sociological Society, Philadelphia, PA, 2001.

"De-centering the Discourse on 'Generation X': A Feminist Perspective on Race, Gender, and Class in Popular Culture," Paper presented at the Southern University at New Orleans' Race, Gender and Class Project, New Orleans, LA, 1999.

"Explorations in Social Theory: Anorexia Nervosa and the 'Postmodern' Self," Paper presented at the Annual Meetings of the Eastern Sociological Society, Boston, MA, 1999.

"W[h]ither the Sociological Imagination? Analysis of Mills' Concept in Introductory Sociology and Social Problems Textbooks," Paper presented with Steven P. Dandaneau at the Annual Meetings of the American Sociological Association, Washington D.C, 1995.

COURSES TAUGHT

Fitchburg State University, Consumer Society, Basic Skills of Social Research, Women in American Society, Sociology of Organizations, Urban Sociology, Sociology of Education, Gender, Sexuality and Society, Introduction to Sociology, 2012-present

Wesleyan University, Gender and Society, Consumer Society, Introduction to Sociology, 2011-2012

Boston College, Gender and Consumer Society, Gender and Society, Mass Media in American Society, Love, Intimacy, and Human Sexuality, Introduction to Sociology, 2004-2007, 2008-2011

Southern Connecticut State University, Sociology of Gender (online), 2011

Babson College, Introduction to Consumer Society, Sociology of Family, Introduction to Sociology, Women's Studies, 2007-2010

Harvard University, Culture, Gender and Second Generation Immigrant Youth in New York City (junior tutor/independent study), 2007

Northeastern University, Sociology of the Family, Violence in the Family; Roles, Culture and the Individual, 1997, 2000

RESEARCH POSITIONS

Research Assistant, Kerry Ann Rockquemore, Assistant Professor of Sociology, Boston College, *Biracial Identity Project*. Interviewed individuals with one self-identified white and one self-identified black parent about their racial identity, 2002.

Research Assistant, Eva Garrouette, Assistant Professor of Sociology, Boston College, *The Effect of Communication Style on Patient Satisfaction: Providing High-Quality Medical Care to American Indian Elders*. Coded patient and primary care giver interview questionnaires and entered data into SPSS, 2001-2002.

Research Associate, The Graduate Consortium in Women's Studies at the Radcliffe Institute for Advanced Study, Harvard University, *Workshop on Teaching Methodology and Research in Interdisciplinary Gender Studies*, July 2001, Center for American Studies, Fudan University, Shanghai, PRC. Prepared an exhaustive literature review on the history of Women's Studies in the People's Republic of China. Administered workshop evaluations. Submitted "Workshop Report: Participants' Evaluations" for inclusion in the Consortium report to the Ford Foundation, 2000-2001.

Research Assistant, Boston Medical Center, *Domestic Violence Advocacy Project*. Evaluated law and medical students' qualitative interviewing skills. Interviewed women treated in the Emergency Department about strategies used to resist violence in their homes and communities, 1997.

Research Assistant, Winifred Breines, Professor of Sociology, Northeastern University, *The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement*. Searched grassroots social movement literature for discussions of race in the women's liberation movement and gender in the civil rights and black power movements in the 1960's to 1980's, 1997.

MEDIA APPEARANCES

Quoted in "I Now Pronounce Mr. and Mrs. Jetson," article in the Weddings/Celebrations section by Ashley Hoffman, *The New York Times*, January 23, 2014

Quoted in "I Want a Robot to Officiate My Wedding," article on *Slate* by Katy Waldman, January 27, 2014

Featured guest on Passionate World Radio Talk's *Low-Fat Love 101: A Show about Relationships and Identity* hosted by Patricia Leavy, February 9, 2012. Valentine's Day Special: Exploring Wedding Fantasies.
<http://www.audioacrobat.com/play/WB5Tgdq90>

Quoted in "Shortcuts" column in *The New York Times*: "Party Pressure and Why You Shouldn't Succumb to It," September 2008

PROFESSIONAL SERVICE

Chair, Graduate Student Paper Award Committee, ASA Section on Consumers and Consumption, 2015

Chapter reviewer for Pearson PLC and Routledge

Article manuscript reviewer for *Qualitative Sociology*, *Gender & Society*, *Sociology Compass*, and *Journal of Marketing Management*

Presider for “Weddings and the Web: Regular Paper Session,” at the Annual Meetings of the Eastern Sociological Society, Boston, MA, March 2013.

Recruiting committee, Consumer Studies Research Network, 2009-2013

Conference staff, Consumer Studies Research Network Mini-conference, 2008

DEPARTMENT AND UNIVERSITY SERVICE

Women’s Studies, Acting Coordinator, Fitchburg State University, 2013-present

Honors Program Committee, Fitchburg State University, 2013-present

Social Committee, Behavioral Sciences Department, Fitchburg State University, 2013-2015

Sustainability Advisory Committee, Fitchburg State University, 2012-2014, 2015

International Student Host Family, Fitchburg State University, AY 2013-2014

Lab Use Policy Committee, Behavioral Sciences Department, Fitchburg State University, 2013

Faculty advisor, Women Give Back, Babson College, 2007-2008

Managing editor, Boston College special issue of *Critical Sociology*, 2003-2004

Editorial collective, Boston College special issue of *Critical Sociology*, 2001-2004

Selection committee, Boston College Sociology Department Distinguished Visiting Scholar Lecture Series, 2001-2002

PROFESSIONAL ASSOCIATIONS

American Sociological Association, 1995-present
Eastern Sociological Society, 1996-present
National Women's Studies Association, 2000-present
Sociologists for Women in Society, 2002- present

REFERENCES

Professor Juliet B. Schor
Boston College
Department of Sociology
140 Commonwealth Avenue
Chestnut Hill, MA 02467
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Associate Professor Leslie Salzinger
Gender and Women's Studies
University of California, Berkeley
616 Barrows Hall
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Tel: 510.642.2767
Email: lsalzinger@berkeley.edu

Professor Stephen Pfohl
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CURRICULUM VITAE

Rhonda D. Evans, Ph.D.

Address

Office:
Department of Criminal Justice
University of Louisiana
P.O. Box 41652
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Home:
411 Chief H. Fred Ave
Maurice, LA 70555
Tel: (337) 257-1462

Academic Background

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| 2002 | Ph.D. (Sociology, GPA=3.91)
Texas A&M University
Dissertation Title: "Toward a
General Theory of Stereotypes: Examining the Interactive Effects
of Gender, Race/Ethnicity, Type of Crime, Economic Dependency
Statuses, and Marital Statuses on Length of Sentence."
Major Professor: Barbara Finlay |
| 1999 | M.S. (Sociology, GPA=3.88)
Texas A&M University
Thesis: "Differential Treatment of Incarcerated Female Offenders:
The Interactive Effects of Race, Familial Status, and Type of
Crime on Length of Sentence."
Major Professor: Barbara Finlay |
| 1997 | B.A. (Sociology, magna cum laude, GPA=3.79)
University of Southwestern Louisiana
Minor : Psychology |

Additional Trainings

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| Feb. 2011 | Applying the Quality Matters Rubric for Course Design
and Peer Review, University of Louisiana Office of
Distance and Electronic Learning . |
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| Feb. 2007 | U.S. Department of Justice, Office for Victims of Crime,
State Victim Assistance Academy, Curriculum Design and
the Ultimate Trainer, Dallas, TX. |
| Feb. 2006 | U.S. Department of Justice Office for Victims of Crime,
Curriculum Design Training for Victim Service Providers,
Orlando, Florida. |

Areas of Teaching and Scholarly Interest

Social Science Research Methods
 Criminology
 Deviance
 Law and Society
 Social Stratification/Inequality
 Juvenile Justice
 Inequality, Crime and Justice
 Race, Crime, and Justice
 Race and Ethnicity
 Law
 Education
 Critical and Progressive Pedagogy
 Feminist Theories
 Critical Race Theories

Academic Experience

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|---------------------------|---|
| April 2013 –Present | Department Head, Department of Criminal Justice at
University of Louisiana at Lafayette |
| Fall 2007- Present | Associate Professor, Department of Criminal Justice at University
of Louisiana at Lafayette. |
| Fall 2002-
Summer 2007 | Assistant Professor, Department of Criminal Justice at University
of Louisiana at Lafayette. |
| Fall 2001-
Spring 2002 | Instructor, Department of Criminal Justice at University
of Louisiana at Lafayette. |
| Fall 2000-
Spring 2001 | Instructor, Department of Sociology at Texas A&M
University. |

Fall 1997-
Spring 1999 Teaching Assistant, Department of Sociology at Texas A&M University.

Courses Assisted: Social Problems; Marriage and Family, Marriage Institution

Courses Taught: Introduction to Sociology, Research Methods in Criminal Justice, Seminar on Gender and Justice, Introduction to Criminal Justice, Special Topics in Ethnographic Research Methods, Ethics in Criminal Justice, Seminar in Theories of Crime and Delinquency, and Seminar in Inequality, Crime, and Justice, and Crime and Public Policy.

Grants

Proposed and Awarded:

2011 – 2014	Research Coordinator and Principal Investigator, U.S. Department of Justice, COPS – Child Sexual Predator Program, Louisiana Department of Public Safety and Corrections, Division of Probation and Parole. Funded Amount: \$500,000.
2007- 2008	Research Coordinator and Principal Investigator, U.S. Department of Justice, Louisiana Commission on Law Enforcement, Louisiana State Victim Assistance Academy Evaluation. Funded Amount \$46,428.
2007	Research Coordinator and Principal Investigator, U.S. Department of Justice, Louisiana Commission on Law Enforcement, Louisiana State Victim Assistance Academy Evaluation. Funded Amount \$43,144.
2006-2009	Research Coordinator and Principal Investigator, U.S. Department of Justice, Corrections Program Office, Louisiana Department of Public Safety and Corrections. Comprehensive Approaches to Sex Offender Management Implementation Project. Funded Amount: \$250,000
2006	Principal Investigator, U.S. Department of Justice, Louisiana Commission on Law Enforcement Louisiana State Victim Assistance Academy. Funded Amount \$24,241.00
2005	Co-Principal Investigator, District Attorney's Office of 16 th Judicial District. Community Standards Study of St. Martin Parish,

	Louisiana. With Craig Forsyth and DeAnn Kalich. Funded Amount \$17,645.
2004-2005	Outcome Evaluator. 15 th JDC FIST Drug Court. Outcome evaluation of the Drug Court Program in the 15 th Judicial District of Lafayette, Louisiana. With DeAnn Kalich. Funded Amount \$10,000.
2004	Process Evaluator, 16 th JDC FIST Drug Court. With DeAnn K. Gauthier. Funded Amount \$10,000.
2003	Outcome Evaluator. 15 th JDC FIST Drug Court. Outcome Evaluation of the Drug Court Program in the 15 th Judicial District of Lafayette, Louisiana. With DeAnn K. Gauthier and Craig J. Forsyth. Funded amount from June 2003-July 2003: \$10,000
2001-2003	Co-Research Coordinator, U.S. Department of Justice, Corrections Program Office, Louisiana Department of Public Safety and Corrections, "Comprehensive Approaches to Sex Offender Management." With Craig J. Forsyth and DeAnn K. Gauthier. Funded Amount: \$25,296.
2002	Process Evaluator, 15 th JDC Louisiana (FIST) Drug Court. Process Evaluation of the Drug Court Program in the 15 th Judicial District of Lafayette, Louisiana. With DeAnn K. Gauthier and Craig J. Forsyth. Funded Amount: \$9456.
Summer 2001	Principle Investigator, Department of Sociology at Texas A&M University Graduate Research Grant. "Life Behind the Scenes of Capital Murder Trials." Funded Amount: \$1000.
Proposed but not funded:	
2010-2013	Project Coordinator/Director, U.S. Department of Justice, Office on Violence Against Women, University of Louisiana at Lafayette Campus Violence Prevention Project. Requested Funding: \$300,000 (not funded).

Publications

- 2010 Kalich, DeAnn M., Rhonda D. Evans and Craig J. Forsyth. 2010. "Empirical Evidence, Community Standards, and the Boundaries of Obscenity: A Test Case." *Deviant Behavior* 31: (579-595).
- 2009 Kahane, Kristen A., Cody Oliver, Craig J. Forsyth, and Rhonda D. Evans. 2009. "The Use of the Death Sentence: Comparing State Death Sentence and Execution Ratios." *The International Journal of Crime, Criminal Justice and Law* 4(1):(67-71).
- 2009 Oliver, Cody, Craig J. Forsyth, Rhonda D. Evans, and Kristen A. Kahane. 2009. "Capital Punishment: Historical Methods and Debates." *The International Journal of Crime, Criminal Justice and Law* 4(1):(9-26).
- 2008 Rhonda D. Evans and Tanya St. Julien. "Fear of Victimization, Media Imagery, and Rapid Population Growth: Examining the Perceived Impact, among College Students, of the Presence of Evacuees in their Community in the Aftermath of Hurricane Katrina." *International Journal of Crime, Criminal Justice and Law* 3(1): 123- 137.
- 2007 Rhonda D. Evans and DeAnn Kalich. "Examining Participants' Perceptions of Drug Court Program Impact." *International Journal of Crime, Law and Criminal Justice* 2(1): 69-82.
- 2006 DeAnn Kalich and Rhonda D. Evans. "Drug Court: An Effective Alternative to Incarceration." *Deviant Behavior* 27(6): 569-590.
- 2005 Rhonda D. and Dianne, A. Porche. "The Nature and Frequency of Medicare/Medicaid Fraud and Neutralization Techniques among Speech, Occupational and Physical Therapists. *Deviant Behavior* 26(3) : 253-270.
- 2004 Evans, Rhonda D. and Craig J. Forsyth. "Risk Factors, Endurance of Victimization, and Survival Strategies: The Impact of the Structural Location of Men and Women on Their Experiences Within Homeless Milieus." *Sociological Spectrum* 24: 479-505.
- 2003 Evans, Rhonda D., Craig J. Forsyth, and Rachel A. Foreman. "Psychic Accounts: Self-Legitimation and the Management of a Spoiled Identity." *Sociological Spectrum* 23: 359-375.
- 2003 Jorajuria, Alison M., Craig J. Forsyth and Rhonda D. Evans. "Death Anxiety and Religious Belief: A Research Note." *Free Inquiry in Creative Sociology* 31(1): 73-77.

- 2003 Forsyth, Craig J. and Rhonda D. Evans. "Reconsidering the Pseudo-Family/Gang Gender Distinction in Prison Research." *Journal of Police and Criminal Psychology* 18(1): 15-23.
- 2003 Gauthier, DeAnn K., Nancy K. Chaudoir, and Rhonda D. Evans. "Disposing of the Dead: Minor Modes." Chapter in *The Handbook of Thanatology: Essays on the Social Study of Death* (forthcoming).
- 2002 Evans, Rhonda D., Craig J. Forsyth and DeAnn K. Gauthier. "Gendered Pathways Into and Experiences Within Crack Cultures Outside of the Inner City." *Deviant Behavior* 23: 483-510.
- 2002 Evans, Rhonda D., Craig J. Forsyth and Stephanie Bernard. "One Church Or Two?: A Contemporary and Historical View of Race Relations in One Catholic Diocese." *Sociological Spectrum* 22: 225-244.
- 2001 Evans, Rhonda D. "Examining the Informal Sanctioning of Deviance in a Chat Room Culture." *Deviant Behavior* 22(3):195-210.
- 2000 Evans, Rhonda D., Craig J. Forsyth and George Wooddell. "Macro and Micro Views of Erotic Tourism." *Deviant Behavior* 21(6): 537-550.
- 1998 Evans, Rhonda D. and Craig J. Forsyth. "The Social Milieu of Dogmen and Dogfights." *Deviant Behavior* 19 (1): 51-71.
- 1998 Evans, Rhonda D., DeAnn K. Gauthier and Craig J. Forsyth. "Dogfighting : Symbolic Expression and Validation of Masculinity." *Sex Roles* 39 (11/12): 825-838.
- 1998 Forsyth, Craig J. and Rhonda D. Evans. "Dogmen: The Rationalization of Deviance." *Society & Animals* 6 (3): 203-218.
- 1998 Evans, Rhonda D. and Craig J. Forsyth. "The Effects of Changing the Legal Drinking Age on the Drinking Behavior of the Underage Group." *International Review of Modern Sociology* 28 (1): 117-128.
- 1997 Evans, Rhonda D. and Craig J. Forsyth. "Entertainment to Outrage: A Social Historical View of Dogfighting." *International Review of Modern Sociology* 27 (2): 59-71.

Research Reports

- 2014 Evans, Rhonda D., Kady N. Rost, Jessica White, and Patricia Murphy. Louisiana Department of Public Safety and Corrections, Division of Probation and Parole, Community Oriented Policing Strategies: Child Sexual Predator Project Final Report. 200 pages.
- 2010 Evans, Rhonda D. Louisiana State Victim Assistance Academy Evaluation Report. University of Louisiana at Lafayette, Department of Criminal Justice. 108 pages.
- 2009 Evans, Rhonda D. and Patricia Murphy. September 2009. Louisiana State Comprehensive Approaches to Sex Offender Management Implementation Grant Final Report. University of Louisiana at Lafayette, Department of Criminal Justice. Lafayette, Louisiana. 120 pages.
- 2009 Rhonda D. Evans. June 2009. Sex Offender Specific Regional Trainings Evaluation Report June 2009. University of Louisiana at Lafayette, Department of Criminal Justice. Lafayette, Louisiana. 35 pages.
- 2008 Rhonda D. Evans. December 2008. Sex Offender Specific Statewide Training Evaluation Report December 2008. University of Louisiana at Lafayette, Department of Criminal Justice. Lafayette, Louisiana. 35 pages.
- 2008 Rhonda D, Evans. August 2008. Louisiana State Victim Assistance Academy: Evaluation Report 2008. University of Louisiana at Lafayette, Department of Criminal Justice. Lafayette, Louisiana. 94 pages.
- 2007 Rhonda D, Evans. August 2007. Louisiana State Victim Assistance Academy: Evaluation Report 2007. University of Louisiana at Lafayette, Department of Criminal Justice. Lafayette, Louisiana. 120 pages.
- 2006 Rhonda D. Evans and Robert P. Greer. May 2006. Training Needs Assessment for Victim Assistance Providers in the State of Louisiana. University of Louisiana at Lafayette, Department of Criminal Justice. Lafayette, Louisiana. 38 pages.
- 2005 DeAnn M. Kalich and Rhonda D. Evans. 2005. Outcome Evaluation of the F.I.S.T. Drug Court Program in the 15th Judicial District of Louisiana. University of Louisiana, Lafayette, Department of Sociology and Anthropology and the Department of Criminal of Justice. Lafayette, Louisiana. 46 pages.

- 2005 DeAnn M. Kalich and Rhonda D. Evans. 2005. Research Report on Community Standards in St. Martin Parish, Louisiana. University of Louisiana, Lafayette, Department of Sociology and Department of Criminal Justice. Lafayette, Louisiana. 38 pages.
- 2004 Evans, Rhonda D. 2004. Faith House Process Evaluation: Final Report. Lafayette, Louisiana. 103 pages
- 2004 Gauthier, DeAnn K. and Rhonda D. Evans. 2004. Process Evaluation of the Drug Court Program in the 16th Judicial District of Louisiana. University of Louisiana, Lafayette, Department of Sociology and Anthropology and the Department of Criminal Justice. Lafayette, Louisiana. 14 pages.
- 2004 Gauthier, DeAnn K., Rhonda D. Evans and Craig J. Forsyth. 2004. Process Evaluation of the Drug Court Program in the 15th Judicial District of Lafayette, Louisiana. University of Louisiana, Lafayette, Department of Sociology and Anthropology and the Department of Criminal Justice. Lafayette, Louisiana. 19 pages.
- 2003 Evans, Rhonda D., Patricia Murphy, Craig J Forsyth, and DeAnn K. Gauthier. *Louisiana State Comprehensive Approaches to Sex Offender Management: Planning Grant Final Report*. University of Louisiana, Lafayette, Departments of Criminal Justice and Sociology/Anthropology with Louisiana Department of Corrections. Lafayette and Baton Rouge, Louisiana. 150 pages.
- 2002 Gauthier, DeAnn K., Craig J. Forsyth, and Rhonda D. Evans. *Process Evaluation of the Drug Court Program in the 15th Judicial District of Lafayette, Louisiana*. University of Louisiana, Lafayette, Department of Sociology and Anthropology and the Department of Criminal Justice. Lafayette, Louisiana. 24 pages.

Honors

- 2011-2014 Recipient of UL Lafayette/BORSF Endowed Professorship in Social Sciences
- May 5th, 2010 Recipient of Louisiana Probation and Parole Officer Association, Annual Award in recognition of outstanding service to the people of the state of Louisiana in the name of public safety.

2008-2011	Recipient of UL Lafayette/BORSF Endowed Professorship in Social Sciences.
2009-2011	Elected Chair of Committee on Women for the Mid-South Sociological Association.
2006-2008	Elected Chair of the Committee on Women for the Mid-South Sociological Association.
April 2006	Recipient of the TRIO Achievers Award – in recognition of former TRIO participants who have gone on to excel in their professional careers
2006-2009	Elected to the Executive Council of the Southwestern Social Science Association.
April 2006	Recipient of the 10 th Annual LeAnn Knot Memorial Award to recognize innovation and contribution in the areas of domestic violence, sexual assault, and stalking prevention and intervention.
2005-2008	Recipient of UL Lafayette/BORSF Endowed Professorship in Social Sciences
2001-2003	Elected Graduate Student Member of the Executive Council of the Southwestern Sociological Association
April 1999	Recipient of Graduate Research Fellowship from the Women's Studies Program at Texas A & M University (\$750)
May 1997	Recipient of Citizenship Award from the University of Southwestern Louisiana Sociology Club
May 1997	Recipient of Joe L. Fletcher Scholarship from the University of Southwestern Louisiana (\$500)
1996	Participant in the Ronald E. McNair Post Baccalaureate Achievement Program (received \$6,500 in research and travel Funding)
Dec. 1992	Recipient of Merit Scholarship from the University of Southwestern Louisiana (\$500)

Participation in Professional Conferences

Chairperson/Organizer/Discussant

- 2012 Organizer and Moderator, Section on Crime, Mid-South Sociological Association, November 8th-10th, Mobile, Alabama.
- 2012 Organizer and Moderator, Section on Deviance, Mid-South Sociological Association, November 8th-10th, Mobile, Alabama.
- 2012 Organizer and Moderator, Section on Gender, Mid-South Sociological Association, November 8th-10th, Mobile, Alabama.
- 2010 Organizer and Moderator, Section on Crime, Mid-South Sociological Association, October 13th- 16th, Baton Rouge, Louisiana.
- 2009 Organizer and Moderator, Section on Crime and Justice, Mid-South Sociological Association, November 4-7, Lafayette, Louisiana.
- 2008 Organizer and Chair, Section on Crime and Justice, Southwestern Sociological Association, March, Las Vegas, Nevada.
- 2008 Organizer and Chair, Section on Family and Gender, Southwestern Sociological Association, March, Las Vegas, Nevada.
- 2007 Organizer and Moderator, Panel on Balancing Family and Career Considerations, Mid-South Sociological Association, October, Mobile, Alabama.
- 2007 Organizer and Moderator, Panel on Preparing for and Succeeding in Graduate School, Mid-South Sociological Association, October, Mobile Alabama.
- 2007 Organizer and Moderator, Panel on Preparing for and Traversing the Academic Job Market, The Mid-South Sociological Association, October, Mobile Alabama.
- 2005 Co-Chairperson, Section on Domestic Violence, The Mid-South Sociological Association, October, Atlanta, Georgia.
- 2005 Co-Chairperson, Panel Success in Graduate School. The Mid-South Sociological Association, October, Atlanta, Georgia.

- 2003 Chairperson, Section on Deviance, The Southwestern Sociological Association, April, San Antonio, Texas.
- 2002 Chairperson, Section on Crime and Corrections, The Southwestern Sociological Association, March, New Orleans, Louisiana
- 2002 Discussant, Section on Criminology, The Southwestern Sociological Association, March, New Orleans, Louisiana.

Research Paper Presentations

- 2012 Rhonda D. Evans. "Analysis of Sex Offender Specific Probation and Parole Officer and Sex Offender Coordinator Discourse on Sex Offender Specific Laws." Mid-South Sociological Association, Mobile, Alabama.
- 2012 Rhonda D. Evans. "A Content Analysis and Examination of Gender Differences in Expressions of Values within Facebook Interactions." Mid-South Sociological Association, Mobile, Alabama.
- 2010 Rhonda D. Evans. "Responses of Undergraduate Students to a Domestic Violence Awareness Initiative." Mid-South Sociological Association, Baton Rouge, Louisiana.
- 2009 Rhonda D. Evans and Heather Renee Faulk. "Academic Dishonesty, Binge Drinking, and Risky Sexual Behavior: Examining the Relative Impact of Fraternity Membership and Perceived Behavior of Fraternity Brothers on Deviant Behavior." Mid-South Sociological Association, Lafayette Louisiana.
- 2009 Kristen A. Kahanek, Craig Forsyth, and Rhonda D. Evans. "4chan: Redefining Deviant Boundaries." Mid-South Sociological Association, Lafayette, Louisiana.
- 2008 Rhonda D. Evans and Carla Norris-Raynbird. "Rapid Population Growth and Perceptions of Impact on a Host Community." Southwestern Sociological Association, Las Vegas, Nevada.
- 2008 John Rogers and Rhonda D. Evans. "Examining the Impact of Demographic and Experiential Factors on College Student and Law Enforcement Perceptions of the Threat of Terrorism." Southwestern Sociological Association, Las Vegas, Nevada.

- 2008 Rhonda D. Evans and Travis James Von Bodungen. "Factors Influencing the Attitudes of First Responders Serving in New Orleans in the Aftermath of Hurricane Katrina." Southwestern Sociological Association, Las Vegas, Nevada.
- 2007 Rhonda D. Evans and Carla Norris-Raynbird. "Differential Perceptions of Looting Behaviors: A Post-Katrina Analysis." Mid-South Sociological Association Annual Conference, Oct. 24-27.
- 2006 Invited guest speaker at Louisiana's Third Annual Sexual Assault Conference: "Where is the Outrage." December. Presentation title: Status of the Comprehensive Sex Offender Management Grants in Louisiana: Juvenile and Adult Offender Management. Baton Rouge, Louisiana.
- 2006 Invited guest speaker at the Tenth Annual STOP Violence Against Women Conference. March Presentation title: Best Practices for Effectively Managing Sex Offenders. Baton Rouge, Louisiana.
- 2006 Carla Norris-Raynbird and Rhonda D. Evans. "'Finding' or 'Looting' Relating Socioeconomic Characteristics to Perceptions of Looting Behavior." Sociologists of Minnesota Annual Conference, Oct. 5-6.
- 2006 Rhonda D. Evans and Tanya St. Julien. "Fear of Crime Among College Students in the Aftermath of Hurricane Katrina." Mid-South Sociological Association Conference, Oct. 25-28.
- 2006 Sonya Connor and Rhonda D. Evans. "The Significance of Gendered Barriers to the Process of HIV/AIDS Prevention." Southwestern Sociological Association, San Antonio, Texas.
- 2006 DeAnn Kalich and Rhonda D. Evans. "The Effectiveness of Drug Court on Reducing Recidivism: An Outcome Evaluation of the F.I.S.T. Drug Court Program in the 15th Judicial District of Louisiana." Southwestern Sociological Association, San Antonio, Texas.
- 2005 Rhonda D. Evans and DeAnn Kalich. "Perceptions of Drug Court Participants toward Program Impact." Southwestern Sociological Association, New Orleans, Louisiana.
- 2005 Sonya Conner and Rhonda Evans. "An Ethnographic Analysis of Group Norms Towards Sexual Behavior." Southwestern Sociological Association, New Orleans, Louisiana.

- 2005 Lauren Hebert and Rhonda D. Evans. "The Metosexual: New and Improved Version of Masculinity or Media and Marketing Hype?" Southwestern Sociological Association, New Orleans, Louisiana.
- 2004 Porche, Dianne A and Rhonda D. Evans. "The Nature and frequency of Medicare/Medicaid Fraud and Neutralization Techniques of Speech, Occupational, and Physical Therapists.
- 2003 Evans, Rhonda D., DeAnn K. Gauthier, and Craig J. Forsyth. "Gender and the Organization of the Rodeo." The Southwestern Sociological Association, San Antonio, Texas.
- 2003 Forsyth, Craig J. and Rhonda D. Evans. "A Comparison of Pseudo-Families and Gangs." The Southwestern Sociological Association, San Antonio, Texas.
- 2003 Evans, Rhonda D., Craig J. Forsyth, and Tracie L. Guree. "From Native Ceremonies to Backyard Barbeques: A Social Historical Examination of Suspensions." The Southwestern Sociological Association, San Antonio, Texas.
- 2003 Forsyth, Craig J. and Rhonda D. Evans. "Mothers in Prison." The Southwestern Sociological Association, San Antonio, Texas.
- 2003 Citizen, Tessie L. and Rhonda D. Evans. "Latent Functions of Female Dressing Rooms:A Forum for Discussing Body Imagery and Engaging in Deviance." The Western Social Science Association, Las Vegas, Nevada.
- 2003 Forsyth, Craig J. and Rhonda D. Evans. "Pathways Into and Strategies of Survival and Endurance: Well Traveled Roads Among the Homeless." The Western Social Science Association, Las Vegas, Nevada.
- 2002 Evans, Rhonda D., Craig J. Forsyth, and DeAnn K. Gauthier. "The Supporting Roles of Women in Rodeo." The Mid-South Sociological Association, Memphis, Tennessee.
- 2002 Langly, Kacey, Craig J. Forsyth, and Rhonda D. Evans. "Married Lesbians." The Mid-South Sociological Association, Memphis, Tennessee.
- 2002 Delay, Chris, Rhonda D. Evans, and Craig J. Forsyth. "Characteristics of Offenders in Cases of Domestic Violence." Western Social Science Association, April, Albuquerque, New Mexico.

- 2002 Forsyth, Craig J., Rhonda D. Evans, and Clifton D. Bryant. "A Theory Of Binging Behavior." The Southwestern Sociological Association, March, New Orleans, Louisiana.
- 2002 Evans, Rhonda D., Craig J. Forsyth, and Rachel A. Foreman. "Psychic Clients." The Southwestern Sociological Association, March, New Orleans, Louisiana.
- 2001 Evans, Rhonda D., Craig J. Forsyth, and Rachel A. Foreman. "Self-Legitimation and the Management of a Spoiled Identity: Psychic Discourse." The Mid-South Sociological Association, Mobile, Alabama.
- 2001 Forsyth, Craig J., DeAnn K. Gauthier, and Rhonda D. Evans. "A Sociological Analysis of The Eunuch." The Mid-South Sociological Association, Mobile, Alabama.
- 2001 Forsyth, Craig, Rhonda Evans, and F. Ted Friedberg. "A Social Psychological Look at Plea Bargaining in Capital Cases." The Society for Police and Criminal Psychology, Austin, Texas.
- 2001 Forsyth, Craig J., Rhonda D. Evans, and D. Burk Foster. "Observations, Problems, and Consequences of Gathering Mitigation Data in Cases of Capital Murder." The Southern Criminal Justice Association, Baton Rouge, Louisiana.
- 2001 Evans, Rhonda D. "Reexamining Economic Dependency: The Interactive Effects of Race and Economic Dependency on Length of Sentence of Incarcerated Female Offenders." The Southwestern Sociological Association, Fort Worth, Texas.
- 2001 Forsyth, Craig J. Burk Foster, Rhonda D. Evans, and Heather Fuller. "Examining Lesbian Relationships in Prison." The Southwestern Sociological Association, Fort Worth, Texas.
- 2001 Foreman, Rachel, Rhonda Evans, and Craig J. Forsyth. "Troupes of Psychics." The Southwestern Sociological Association, Fort Worth, Texas.
- 2001 Forsyth, Craig J. and Rhonda Evans. "Examining Some of the Micro Determinants of Outcomes in Cases of Capital Murder." Western Social Science Association, Reno Nevada.
- 2000 Bernard, Stephanie, Rhonda D. Evans, Craig J. Forsyth. "One Church or Two? A View of Race Relations in One Catholic Diocese." The Mid-South Sociological Association, Knoxville, Tennessee.

- 2000 Jorajuria, Alison M., Craig J. Forsyth, and Rhonda D. Evans. "An Examination of Death Anxiety in a Sample of Terminally Ill Patients." The Mid-South Sociological Association, Knoxville, Tennessee.
- 2000 Fuller, Heather, Burk Foster, Rhonda D. Evans, and Craig J. Forsyth. "Mothers in Prison." The Mid-South Sociological Association, Knoxville, Tennessee.
- 2000 Evans, Rhonda D. and Craig J. Forsyth. "Crime and Deviance Among a Sample of Homeless." Southwestern Social Science Association, Galveston, Texas.
- 1999 Evans, Rhonda D. and Craig J. Forsyth. "Examining Gender Roles Within Crack Cocaine Culture." The Mid-South Sociological Association, Jackson, Mississippi.
- 1999 Evans, Rhonda D. "Gender, Family Status, and Severity of Sentencing Among Convicted Offenders." Southwestern Social Science Association, San Antonio, Texas.
- 1997 Evans, Rhonda D., DeAnn K. Gauthier, and Craig J. Forsyth. "The Restructuring of Work and Forms of Commuter Marriage." The Mid-South Sociological Association, Huntsville, Alabama.
- 1997 Evans, Rhonda D., Craig Forsyth, and DeAnn K. Gauthier. "Dogfighting: Symbolic Expression and Validation of Masculinity." The Mid-South Sociological Association, Huntsville, Alabama.
- 1997 Evans, Rhonda D. and Craig J. Forsyth. "Vocabularies of Motives and Techniques of Neutralization Among Dogfighters." The Southern Sociological Society, New Orleans, Louisiana.
- 1997 Evans, Rhonda D. and Craig J. Forsyth. "The Social Evolution of Dogfighting." The Southwestern Sociological Association, New Orleans, Louisiana.
- 1996 Evans, Rhonda D. and Craig J. Forsyth. "The Dog Fight." The Mid-South Sociological Association, Little Rock, Arkansas.

Service to the Community

- 2013- Present Member of the Vermilion Parish Child and Youth Services Planning Board. This interagency body includes representatives from the School Board, Public Defender's Office, District Attorney's Office, the Juvenile Court judges, mental health services, the clergy, Office of Juvenile Justice, Abbeville City

Police Department, local non-profit agencies. It is charged with assessing the needs of children and families in this community and coordinating services to better meet the needs of children and their families. It is also charged with developing strategies to help at risk youth and their families. In the summer of 2014, I worked with this body to conduct a community needs assessment. We collected survey data and engaged in focus groups with parents in the most economically disadvantaged neighborhood in the city of Abbeville.

2013-Present	Member of the Lafayette Parish Criminal Justice Coordinating Committee and its Subcommittee on Juvenile Justice. This is an interagency body comprised of the Lafayette Parish Sheriff, Chief of the Lafayette City Police Department, 15 th Judicial District Court Judges, the Lafayette Parish City-Parish President, Chief Public Defender for the 15 th Judicial District, Head of the Lafayette Parish School Board, and the 15 th Judicial District Attorney. We meet monthly to discuss issues related to crime and justice and coordinate policy solutions that are evidence based. The Juvenile Justice Subcommittee, includes the director of our local Juvenile Justice Assessment Center, the person charged with disciplinary problems in the Lafayette Parish Public Schools, a Juvenile Court Judge, a Juvenile Drug Court Judge and myself. This committee works to coordinate local initiatives aimed at keeping youth in school, getting at risk youth and their families the services that they need, and diverting youth from detention.
February 2010	Interviewee, KATC Evening News, Lafayette, La. "Louisiana's Hispanic Population Almost Doubles (with Melissa Hawks).
January 2010	Interviewee, KATC Evening News, Lafayette, La. "Abortion Rates Up." (with Melissa Hawks).
2006-Present	Member of the Louisiana Committee for Effective Management of Sex Offenders in the Community. Charged with working with committee members to develop policy and procedures for implementing new sex offender laws. Additionally, we are charged with developing and delivering annual training on sex offender specific laws and management issues within our state and creating new initiatives to more effectively and efficiently manage sex offenders in the state of Louisiana.
2006-Present	Member of the Louisiana State Victim Assistance Academy Planning and Steering Committees. Served as Research Coordinator and curriculum developer for this statewide initiative. I was charged with assisting the Project Director in development of the agendas for the planning meetings, creating the list of decisions

that had to be made, working with a team of representatives from non-profit and government agencies across the state to make major decisions on this project, development of the curriculum for this annual 40 hour Academy, including participant and instructor manuals, power point slides and assessment instruments for evaluating knowledge gains and overall effectiveness of the Academy. I was also charged with developing participant learning objectives, adult learning activities, identifying supplies needed to facilitate each activity, and organizing the curriculum in a logic fashion. Additionally, I created assessment instruments to evaluate the overall effectiveness of the Academy as well as each module of the curriculum and collected, analyzed and reported the results to the committee to inform changes to our curriculum and structure of the LSVAA from year to year.

- 2005 Red Cross volunteer at emergency shelter, in Lafayette Louisiana in the aftermath of Hurricane Katrina. Charged with direct provision clothing, blankets and hygienic items to individuals at the emergency shelter
- 2004 Donated my services as a Program and Process Evaluator for Faith House, our local battered women's and children's program. I conducted weeks of in-depth interviews with staff, clients and community stakeholder and also reviewed policies, procedures and fiscal records to determine the strengths and weaknesses within the various programs in meeting the agency's mission.
- 2004-2005 Chair of the Long Range Planning Committee for Faith. I was charged with facilitating the development of a long range strategic plan for this agency and drafting the final plan.
- 2003-2005 Volunteer in Faith House's Adopt a Room Program. Painted and decorated a shelter room at Faith House.
- 2003-2005 Chair of the Nominations Committee for Faith House. Charged with soliciting nominees to serve on our board, chair committees and serve on the Executive Counsel of the Board of Directors.
- 2003 Member of the Personnel Committee for Faith House. Charged with reviewing personnel policies and benefit packages and proposing necessary changes to the Board of Directors.
- 2003-2005 Vice President of the Board of Directors of Faith House. Worked with the Executive Counsel to advise the Executive Director on all necessary decisions requiring Board approval, including budget

decisions, acquiring bids and negotiating contracts for facilities, general liability and employee health insurance, accountants, and maintenance and repair of facilities as well as the handling of serious personnel or client issues. Additionally, we were charged with conducting termination appeals hearings and I worked with the executive director and program manager to draft the annual evaluation report for this agency.

- 2002-2005 Member on the Board of Directors for Faith House. Attended bi-monthly meetings to review monthly accounting report and vote on major decisions for the organization.
- 2003 Interviewee, Lafayette Daily Advertiser, "Faith House Candlelight Vigil." Domestic Violence Awareness Month
- 2003 Interviewee, KATC Evening News, Lafayette, La. "Safe Communities Segment: Rape in the Lafayette Area." (with Julie Kelly)
- 2003 Interviewee, KATC Evening News, Lafayette, La. "Serial Rapist." (with Darla Montgomery)
- 2003 Liaison between Board of Directors and Staff of Faith House. Charged with facilitating open communication between the Board of Directors and the staff and bringing staff concerns and ideas to the attention of the Board.
- 2003 Member of the Publicity Committee for Faith House's Queen's Feast. Charged with developing public service announcements and news paper articles for fundraising and public awareness raising events. Also, charged with soliciting in-kind donations of airtime from local radio stations.
- 2005 Volunteer Judge for Regional Social Studies Fair
- 2004 Volunteer Judge for Regional Social Studies Fair
- 2003 Volunteer Judge for Regional Social Studies Fair
- 2003 Volunteer Judge for Lafayette Parish Social Studies Fair
- 2002 Volunteer Judge for Regional Social Studies Fair

Service to Universities I Have Been Enrolled in and Employed With

Spring 2014-Present	College of Liberal Arts Strategic Planning Committee. Charged with developing a new five year strategic plan.
Spring 2013 – Present	Chair of the Department of Criminal Justice Hiring Committee. Engaged in the hiring of two new tenure-track faculty members during this time.
Fall 2013	Member of the Graduate Faculty Review Committee.
Spring 2013-Fall 2014	Graduate Coordinator for the Department of Criminal Justice. Charged with recruitment and retention. Gave multiple recruitment presentations on and off campus. Met with students to discuss our program. Advised current and incoming graduate students. Developed procedures for reviewing graduate assistantship applications, for assigning graduate assistants, and for evaluating graduate assistants.
Spring 2013-Present	Department Head in Criminal Justice Department.
Fall 2011 – Present	Appointed member of QSN Selection Committee for Dean of the College of Liberal Arts. We were charged with developing the advertisement for this position, reviewing all applicant materials, contacting references, ranking candidates and creating a short list, conducting skype interviews with top ten candidates, organizing campus visits and interviews with the top three candidates and making a final recommendation to our University Provost and President.
2011 -2012	At large member of Faculty Senate Committee on Committees. Charged with reviewing the structure of committees, creating ad hoc committees when necessary and soliciting nominees to serve on the various committees.
Fall 2010 – Present	Member of University Anti-Violence Committee, University of Louisiana at Lafayette. Charged with reviewing policies and procedures and making necessary adjustments.
Fall 2010 - Present	Coordinator of Assessment and Strategic Planning Committee for the Department of Criminal Justice, University of Louisiana at Lafayette. Charged with keeping all departmental members on schedule with our assessment plan, collecting and analyzing data and reporting departmental progress toward meeting goals and objectives, as well as facilitating strategic planning sessions focused on developing new goals for the future or plans for enhancing our ability to better meet our current goals and objectives.

2009-2010	Co-coordinator of Assessment and Strategic Planning Committee for the Department of Criminal Justice, University of Louisiana at Lafayette. Charged with facilitating the development of a student centered departmental strategic plan that would forward our University's mission and goals. Worked with departmental members to develop an assessment plan and data collection and analyses procedures. Charged with collecting and analyzing and reporting on our departmental progress annually.
2008-Present	Member of Faculty Senate at University of Louisiana at Lafayette. Attend monthly meetings and vote on key issues.
2008	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Crystal Rodriguez, research Project entitled "Patterns of MySpace Use."
2007	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Corrie Gallien, research project entitled "Perceptions and Realities of Plea Bargaining."
2007	Served as a committee member for Corrie Gallien's Undergraduate Honors Thesis entitled, "Perceptions vs. Realities of Plea Bargaining."
2006	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Tanya St. Julien, research project entitled "Fear of Victimization, Media Imagery and Rapid Population Growth:Examining the Perceived Impact Among College Students of the Presence of Evacuees in their Community, in the Aftermath of Hurricane Katrina."
2006	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Robert Greer, research project entitled "The Decision Making Process of Juvenile Jurors Within Teen Court."
2006	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Sonya G. Connor, research project entitled "The Significance of Gendered Barriers in the Process of HIV/AIDS Prevention."
2006	Served as a committee member for Cody E. Olivier's Undergraduate Honors Thesis entitled "Capital Punishment in America."

April 2006	Served as Graduate Faculty Representative for Yvonne Brown's Master's Thesis defense.
2006-2009	Member of the Student Affairs Appeals Court for University of Louisiana at Lafayette. Charged with hearing appeals of student grades and/or decisions related to handling of inappropriate student behavior on our campus.
2003-Present	Member of the Graduate Faculty. Charged with serving as an outside member on thesis committees.
2004-2005	Member of the student disciplinary appeals committee at the University of Louisiana at Lafayette. Charged with hearing appeals of student disciplinary actions.
2003	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Christopher Dailey, research project entitled "The Latent vs Manifest Functions of Fraternities."
Spring 2003	Distributed Awards at the Awards Ceremony for District Rally at University of Louisiana at Lafayette
2002-2003	Advisory Committee Reviewer for the Ronald E. McNair Program at the University of Louisiana at Lafayette. Charged with reviewing applications and making recommendations for acceptance or denial into the program.
2002-2004	Member of the Rally Committee for the University of Louisiana at Lafayette.
2002	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Tessie Citizen, research project entitled "The Latent Functions of a Female Dressing Room."
2001-2002	Served as Ronald E. McNair Post-Baccalaureate Achievement Program Mentor to Shannon Sinegal, research project entitled "Does the Black Church Have an Effect on Black Consciousness?"
2001-Present	Library Representative for the Department of Criminal Justice. Charged with reviewing our departmental acquisitions and making necessary changes. Also charged with ordering new journals or books when departmental library funds are available.
2000-2001	Member of Graduate Program Committee for the Department of Sociology at Texas A&M University

1999-2000	Member of Faculty Award Committee for the Department of Sociology at Texas A&M University
1998-1999	Member of Student Award Committee for the Department of Sociology at Texas A&M University
1997-1998	Member of Faculty Award Committee for the Department of Sociology at Texas A&M University
1994-1997	Member of University of Southwestern Louisiana Sociology Club
1995-1997	Member of University of Southwestern Louisiana Strike Force

Service to the Discipline

Memberships in Professional Associations

Mid-South Sociological Association
Southwestern Sociological Association
Southern Sociological Association

Other Professional Activities

Sept. 2006	Judge for the Graduate Paper of Distinction competition for the Mid-South Sociological Association. Reviewed all papers submitted and ranked the top three papers.
2006- Present	Associate Editor of the Journal of Deviant Behavior.
2006-Present	Member of the editorial board for the International Journal of Crime, Law and Criminal Justice.
2006-2009	Member of the Executive Council of the Southwestern Sociological Association. Charged with making budgeting and planning decisions that uphold the mission of the organization.
2005	Reviewer for the Undergraduate Student Paper Award for the Mid-South Sociological Association. Charged with reviewing all submissions and rank ordering the top three papers.

2004 -2007	Member of the Editorial Board for the Sociological Spectrum Journal.
2003	Reviewer for the Undergraduate Student Paper Award for the Mid-South Sociological Association. Charged with reviewing all submissions and rank ordering them.
2002-Present	Reviewer for Sociological Spectrum
Fall 2001-Present	Reviewer for Deviant Behavior
2002-2003	Graduate Student Member of the Executive Council of the Southwestern Sociological Association
Summer 2001	Graduate Student Representative for Texas A&M, Department of Sociology at the Preparing Future Faculty Summer Working Conference in Boston, Mass. A&M. (June 22-24)
2000-2001	Participant in the Preparing Future Faculty Program at Texas A&M

Additional Professional Experience:

2006 – Present	Served as curriculum developer for the Louisiana State Victim Assistance Academy. Duties included: developing a 32 module curriculum manual for academy participants, 32 module trainer manual with instructions for adult learning activities, and trainer power point slides.
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References:

Sonya Conner, Ph.D. candidate (former student and Ronald E. McNair mentee)
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 Associate Professor of Sociology
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 337-482-6067

C. Resources

1. Operating Budget

Sociology Program is housed under Behavioral Sciences Department which meets the needs of the program through departmental budgets. One secretary provides all the secretarial services for the three programs, Criminal Justice, Human Services and Sociology in the Behavioral Sciences Department. Although Psychological Sciences is no longer part of the Behavioral Sciences, it is still located in the same office with Behavioral Sciences. Within the office are copying and printing equipment.

The university supplies each faculty with a laptop computer that is replaced periodically. All the faculty members have access to Blackboard for online teaching, Web4 for registration and grade records, and Minitab for statistical applications. Although sociology program needs SPSS, the department does no longer purchase the license for SPSS due to high cost.

2. Library

The university library has continued to improve on its acquisition of materials that are helpful for research and scholarship. All particular sociology acquisitions are communicated to the program. Ideally, the faculty should collaborate with the library in identifying the program needs. However, the program is yet to consult with the library on this. Beside acquisition of materials, the library provides invaluable lectures in literature searching and research to students.

The sociology faculty is currently mulling over the formation of a mini library for sociology students through collection and stocking of surplus books.

3. Space

a. Classrooms

The university makes effort to accommodate the request of faculty for specific classrooms when it is possible. Most of the courses in Behavioral Sciences Department are primarily taught in Percival and Thompson buildings. In 2015 about 90% of sociology courses are taught in Thompson and Percival while a few others are in McKay and Science buildings. All the classrooms are equipped with computers, video equipment and projectors. And a few of these classrooms have smartboard technology while others have chalkboards and whiteboards.

However, none of the classrooms is equipped with a telephone to enable faculty to instantly call the services of the IT department when any of the classroom technology malfunctions or when the instructor is unable to operate the technology for an on-going class. This is important as some instructors do not bring their mobile phones to the classrooms.

The university has made effort to make most of the classrooms handicap accessible. There is the need, however, to improve on the heating and air-conditioning systems in some of the classrooms particularly in Thompson and Percival buildings.

b. Offices

New offices are being built for the Behavioral Sciences. They will be available in 2016.

4. Technology

From the foregoing, the university has made a remarkable development in providing technology in all classrooms, video equipment, projectors, smartboards, computers and printers.

5. Equipment/Materials

a. Professional Development Support

The university regularly allots specific amount of money (\$600.00- \$800.00) to each full-time faculty and librarian for continuing scholarship every year. This money is made available to each full-time faculty and librarian with an acceptable proposal and application approved by the Vice-President. In 2015-16 academic year, for example, the allotted money is \$800.00 for each full-time faculty and librarian. An additional money of about \$400.00 is available for each faculty from the department as a supplement for travel and other purchases.

There are other continuing scholarship supports across the university such as Ruth Butler grants, mini grants from Center for Teaching and Learning for about four proposals that focus on innovative methods of learning or instructional technologies. This grant is about \$500.00. There is also the Academic Affairs Faculty Scholarships award to about eight faculty members and librarian. The fund is generally about \$1500.00 for each to support research. Other supports include the Academic Affairs Travel awards up to \$700.00 to each individual, and course reductions to two faculty at a time to focus on research or creative activities.

b. Videos and Other Resources

Each faculty in the department has the opportunity to request to purchase educational videos and other educational resources from the department if the fund is available.

D. Sociology Major Worksheet

Requirements for the Major in Sociology

The major requires 36 semester hours of course work in Sociology. This total includes 12 semester hours of core courses and 24 semester hours of electives. Majors are encouraged to take advantage of relevant courses from the other three majors in the Behavioral Sciences Department.

Core Required Courses (All required)

- ☐ SOC 1100 Introduction to Sociology (prerequisite for all other Sociology courses)
- ☐ SOC 2250 Cultural Anthropology
- ☐ SOC 3130 Basic Skills of Social Research (prerequisite: MATH 1700 Applied Statistics)
- ☐ SOC 3160 Social Theory

Speech Requirement (Choose one)

- ☐ SPCH 1000 Introduction to Speech Communication
- ☐ SPCH 1600 Public Speaking

State and Federal Constitution Proficiency Requirement (Choose one)

- ☐ POLS 1000 United States Government
- ☐ POLS 1500 State and Urban Government
- ☐ POLS 2270 Introduction to the Legal Process
- ☐ POLS 3600 Civil Rights and Civil Liberties
- ☐ HIST 1400 United States History I
- ☐ HIST 1500 United States History II

Electives (8 courses or 24 credits are required, in consultation with Academic Advisor)

- | | |
|---|---|
| <input type="checkbox"/> SOC 2300 Sociology of Aging | <input type="checkbox"/> SOC 2760 Juvenile Delinquency |
| <input type="checkbox"/> SOC 2440 Urban Sociology | <input type="checkbox"/> SOC 2800 Sociology of Education |
| <input type="checkbox"/> SOC 2500 Race and Ethnic Relations | <input type="checkbox"/> SOC 3000 Social Stratification |
| <input type="checkbox"/> SOC 2510 Peoples and Cultures of Africa | <input type="checkbox"/> SOC 3140 Application of Social Research
in the Work Setting |
| <input type="checkbox"/> SOC 2520 Drugs and Alcohol | <input type="checkbox"/> SOC 3500 Law & Society |
| <input type="checkbox"/> SOC 2600 Sociology of Developing Societies | <input type="checkbox"/> SOC 3770 Women in American Society |
| <input type="checkbox"/> SOC 2620 Sociology of Religion | <input type="checkbox"/> SOC 4900 Independent Study 1-6 credits |
| <input type="checkbox"/> SOC 2630 Sociology of Families | <input type="checkbox"/> SOC 4960 Internship in Sociology 6 credits |
| <input type="checkbox"/> SOC 2650 Sociology of Organizations | <input type="checkbox"/> SOC 4975 Directed Study 1-6 credits |
| <input type="checkbox"/> SOC 2700 Social Problems | |
| <input type="checkbox"/> SOC 2720 Medical Sociology | |
| <input type="checkbox"/> SOC 2750 Criminology | |

Note: Students interested in completing an internship involving direct service work to clients (e.g. case work, support counseling, crisis intervention) must meet the policies of the Behavioral Sciences Department and successfully complete the following Human Services courses in addition to the core requirements:

- ☐ HMSV 1100 Introduction to Human Services
 - ☐ HMSV 2500 Interviewing Techniques
 - ☐ HMSV 2900 Group Work **and/or** ☐ HMSV 3800 Case Management
- Revised Fall 2010*

E. Sociology Minor Worksheet

WORKSHEET FOR COMPLETING THE SOCIOLOGY MINOR

The minor in Sociology requires a minimum of 18 semester hours of course work in Sociology (i.e., SOC prefix) including a core of 3 required classes and at least three other sociology electives. This minor is designed to enable the student to: 1) understand and evaluate Sociological Research and Literature; 2) choose courses which may complement and relate to the student's major field of study; and 3) explore in some depth a particular interest area in Sociology.

I. REQUIRED COURSES:

- ☐ SOC 1100 Introductory Sociology*
- ☐ SOC 3130 Basic Skills of Social Research**
- ☐ SOC 3160 Social Theory

II. ELECTIVE COURSES: MINIMUM OF THREE

- | | |
|--|--|
| <input type="checkbox"/> SOC 2250 Cultural Anthropology | <input type="checkbox"/> SOC 2720 Medical Sociology |
| <input type="checkbox"/> SOC 2300 Sociology of Aging | <input type="checkbox"/> SOC 2750 Criminology |
| <input type="checkbox"/> SOC 2440 Urban Sociology | <input type="checkbox"/> SOC 2760 Juvenile Delinquency |
| <input type="checkbox"/> SOC 2500 Race and Ethnic Relations | <input type="checkbox"/> SOC 2800 Sociology of Education |
| <input type="checkbox"/> SOC 2510 Peoples and Cultures of Africa | <input type="checkbox"/> SOC 3000 Social Stratification |
| <input type="checkbox"/> SOC 2520 Drugs and Alcohol | <input type="checkbox"/> SOC 3140 Application of Social Research |
| <input type="checkbox"/> SOC 2600 Sociology of Developing Societies | <input type="checkbox"/> SOC 3500 Law & Society |
| <input type="checkbox"/> SOC 2620 Sociology of Religion | <input type="checkbox"/> SOC 3770 Women in American Society |
| <input type="checkbox"/> SOC 2630 Sociology of the Family | <input type="checkbox"/> SOC 4900 Independent Study 1-6 credits |
| <input type="checkbox"/> SOC 2650 Sociology of Organizations | <input type="checkbox"/> SOC 4960 Internship in Sociology 6 credits |
| <input type="checkbox"/> SOC 2700 Social Problems | <input type="checkbox"/> SOC 4975 Directed Study 1-6 credits |

* Prerequisite for all other courses.

** A comparable Research Methods course from a related discipline, as approved by the Behavioral Sciences Department, can be used to demonstrate research proficiency. When such a substitution is used, the student must make sure to complete the required 18 credits in SOC classes by taking four elective courses.

F. Course Rotation Schedule

<i>Sociology</i>	<i>Course Title</i>	<i>Frequency of Offering</i>
SOC 1100	Introduction to Sociology	Every semester
SOC 2002	Poverty	Every year
SOC 2007	Sociology of Disability	Every other year
SOC 2010	Consumer Society	Every other year
SOC 2250	Cultural Anthropology	Spring
SOC 2300	Sociology of Aging	Every year
SOC 2440	Urban Sociology	Every other year
SOC 2500	Race and Ethnic Relations	Every year
SOC 2510	Peoples and Cultures of Africa	Every other year
SOC 2520	Drugs and Alcohol	Every year
SOC 2600	Sociology of Developing Societies	Spring
SOC 2620	Sociology of Religion	Every other year
SOC 2630	Sociology of Families	Every year
SOC 2650	Sociology of Organizations	Every other year
SOC 2700	Social Problems	Every year
SOC 2720	Medical Sociology	Spring
SOC 2750	Criminology	Every semester
SOC 2760	Juvenile Delinquency	Every other year
SOC 2800	Sociology of Education	Every other year
SOC 3000	Social Stratification	Every year
SOC 3130	Basic Skills of Social Research	Fall
SOC 3140	Application of Social Research in the Work Setting	Every other year
SOC 3160	Social Theory	Fall
SOC 3500	Law and Society	Every other year
SOC 3770	Women in American Society	Every other year
SOC 4901	Independent Study	As needed
SOC 4960	Internship in Sociology	Every year
SOC 4970	Internship in Sociology	Every year
SOC 4975	Directed Study	As needed

1/20/2015

G. Behavioral Sciences Department Mission statement

Mission of the Behavioral Sciences Department

Adopted November 2, 1999

The Behavioral Sciences Department prepares leaders for the 21st Century. To that end, our programs seek to foster students' ability to:

- understand the internal and external forces that govern their own behavior and that of other individuals, families, small and large groups, and larger societies
- appreciate the diversity of human beings and understand the implications of societal change
- gather, evaluate, summarize and interpret qualitative and quantitative data
- identify and diagnose important societal issues and problems
- apply their knowledge to issues in the core areas of criminal justice, human services, psychology and sociology, as well as to such diverse areas as education, nursing, law, business, and other endeavors
- recognize ethical and legal issues and to act appropriately to resolve them
- demonstrate ethical attitudes and behaviors that enhance the well-being of others.

H. Assessment Data

[See PDF Tables next for Assessment Data.]

Sociology Program Outcomes
Course-Embedded Assessment Summary – Percent Achieving Competency
Academic Year 2012-2015

Table 1: Learning Outcomes in Introduction to Sociology

Semester	CrsNo	Sec	Enr	Title	Faculty	Outcome 1	Very Good	Good	Avg.	Poor	Very Poor	Outcome 2	Very Good	Good	Avg.	Poor	Very Poor
Fall 2012	SOC 1100	1	30	Introduction to Sociology	Patricia Arend	Tools and Terminology	13 %	30%	33%	23%	0%	Problem Solving	15%	44%	30%	11%	0%
Fall 2012	SOC 1100	2	30	Introduction to Sociology	Patricia Arend	Tools and Terminology	10%	30%	30%	17%	13%	Problem Solving	22%	30%	26%	22%	0%
Spring 2013	SOC 1100	1	32	Introduction to Sociology	Patricia Arend	Tools and Terminology	13%	41%	31%	13%	3%	Problem Solving	13%	56%	13%	18%	0%
Spring 2013	SOC 1100	2	32	Introduction to Sociology	Patricia Arend	Tools and Terminology	28%	38%	25%	9%	0%	Problem Solving	6%	38%	22%	28%	6%
Fall 2013	SOC 1100	1	33	Introduction to Sociology	Patricia Arend	Tools and Terminology	6%	15%	36%	42%	0%	Writing Skills	19%	48%	26%	3%	3%
Fall 2013	SOC 1100	2	32	Introduction to Sociology	Patricia Arend	Tools and Terminology	0%	19%	38%	38%	6%	Writing Skills	18%	43%	25%	7%	7%
Fall 2013	SOC 1100	3	32	Introduction to Sociology	Augustine Aryee	Tools and Terminology	28%	13%	34%	19%	6%						
Fall 2013	SOC 1100	4	32	Introduction to Sociology	Augustine Aryee	Tools and Terminology	28%	19%	28%	16%	9%						
Spring 2014	SOC 1100	1	30	Introduction to Sociology	Patricia Arend	Tools and Terminology	34%	41%	19%	3%	3%	Critical Thinking Skills	20%	47%	17%	17%	0%
Spring 2014	SOC 1100	2	32	Introduction to Sociology	Patricia Arend	Tools and Terminology	42%	33%	18%	3%	3%	Critical Thinking Skills	19%	68%	6%	6%	0%
Spring 2014	SOC 1100	3	31	Introduction to Sociology	Augustine Aryee	Tools and Terminology	16%	39%	19%	16%	10%						
Spring 2014	SOC 1100	4	31	Introduction to Sociology	Augustine Aryee	Tools and Terminology	13%	35%	23%	19%	10%						
Fall 2014	SOC 1100	1	31	Introduction to Sociology	Patricia Arend	Tools and Terminology	16%	44%	25%	13%	3%	Writing Skills	22%	50%	19%	9%	0%
Fall 2014	SOC 1100	2	32	Introduction to Sociology	Patricia Arend	Tools and Terminology	13%	44%	25%	16%	3%	Writing Skills	19%	52%	13%	10%	6%
Fall 2014	SOC 1100	3		Introduction to Sociology	Augustine Aryee	Tools and Terminology	6%	35%	45%	6%	6%						
Fall 2014	SOC 1100	4		Introduction to Sociology	Augustine Aryee	Tools and Terminology	12%	38%	26%	12%	12%						
Spring 2015	SOC 1100	1	30	Introduction to Sociology	Patricia Arend	Tools and Terminology	20%	33%	13%	23%	10%	Writing Skills	24%	55%	17%	3%	0%
Spring 2015	SOC 1100	2	31	Introduction to Sociology	Patricia Arend	Tools and Terminology	13%	16%	19%	26%	26%	Writing Skills	19%	63%	19%	0%	0%
Spring 2015	SOC 1100	3		Introduction to Sociology	Augustine Aryee	Tools and Terminology	16%	34%	34%	9%	6%						
Spring 2015	SOC 1100	4		Introduction to Sociology	Augustine Aryee	Tools and Terminology	21%	34%	31%	10%	3%						
Fall/Spring 2012-2015	SOC 1100			Introduction to Sociology	Arend and Aryee	Tools and Terminology	17%	31%	28%	17%	7%	Writing Skills	20%	52%	20%	6%	3%

Table 2: Learning Outcomes in Advanced Coursework in Sociology

Semester	CrsNo	Sec	Enr	Title	Faculty	Outcome 1	Very Good	Good	Avg.	Poor	Very Poor	Outcome 2	Very Good	Good	Avg.	Poor	Very Poor
Fall 2013	SOC 2300	1	21	Sociology of Aging	Augustine Aryee	Writing Skills	62%	24%	10%	5%	0%						
Spring 2015	SOC 2300	1	23	Sociology of Aging	Augustine Aryee	Writing Skills	39%	48%	0%	0%	13%						
Spring 2014	SOC 2520	1	27	Drugs and Alcohol	Augustine Aryee	Writing Skills	48%	37%	4%	4%	7%						
Fall 2014	SOC 2520	1	25	Drugs and Alcohol	Augustine Aryee	Writing Skills	48%	40%	8%	4%	0%						
Spring 2014	SOC 2630	1	25	Sociology of Families	Augustine Aryee	Writing Skills	32%	64%	4%	0%	0%						
Spring 2014	SOC 2630	1	23	Sociology of Families	Augustine Aryee	Writing Skills	65%	26%	0%	0%	9%						
Fall 2013	SOC 2720	1	20	Medical Sociology	Augustine Aryee	Writing Skills	50%	30%	0%	5%	15%						
Spring 2015	SOC 2720	1	24	Medical Sociology	Augustine Aryee	Writing Skills	33%	25%	33%	4%	4%						
Fall 2015	SOC 2002	1	30	Poverty	Jason Nwankwo	Critical Thinking Skills	27%	37%	17%	10%	10%						
Spring 2013	SOC 2500	1	31	Race and Ethnic Relations	Jason Nwankwo	Critical Thinking Skills	32%	32%	10%	3%	23%						
Spring 2011	SOC 2600	1	32	Soc. of Dev. Societies	Jason Nwankwo	Critical Thinking Skills	53%	47%	0%	0%	0%						
Spring 2013	SOC 2600	1	25	Soc. of Dev. Societies	Jason Nwankwo	Critical Thinking Skills	44%	56%	0%	0%	0%						
Spring 2015	SOC 2600	1	27	Soc. of Dev. Societies	Jason Nwankwo	Critical Thinking Skills	22%	44%	30%	4%	0%						
Spring 2014	SOC 2700	1	23	Social Problems	Jason Nwankwo	Critical Thinking Skills	39%	35%	13%	13%	0%						
Spring 2011	SOC 3000	1	25	Social Stratification	Jason Nwankwo	Critical Thinking Skills	36%	28%	20%	4%	12%						
Fall 2013	SOC 3000	1	15	Social Stratification	Jason Nwankwo	Critical Thinking Skills	60%	33%	0%	0%	7%						
Spring 2015	SOC 3000	1	14	Social Stratification	Jason Nwankwo	Critical Thinking Skills	43%	21%	14%	0%	21%						
Spring 2014	SOC 2700	1	23	Social Problems	Jason Nwankwo	Problem Solving	39%	35%	13%	13%	0%						
Fall 2011	SOC 3160	1	25	Social Theory	Jason Nwankwo	Problem Solving	12%	44%	20%	4%	20%	Writing Skills	26%	39%	17%	17%	0%
Fall 2013	SOC 3160	1	12	Social Theory	Jason Nwankwo	Problem Solving	25%	42%	33%	0%	0%	Writing Skills	23%	46%	15%	8%	8%
Fall 2014	SOC 3160	1	18	Social Theory	Jason Nwankwo	Problem Solving	44%	33%	17%	6%	0%	Writing Skills	33%	28%	22%	6%	11%
Fall 2012	SOC 3130	1	12	Basic Skills of Social Research	Patricia Arend	Social Science Research	17%	42%	42%	0%	0%	T Tools and Terminology	25%	25%	17%	17%	16%
Fall 2013	SOC 3130	1	12	Basic Skills of Social Research	Patricia Arend	Social Science Research	17%	33%	33%	17%	0%	Tools and Terminology	25%	25%	17%	17%	16%
Fall 2014	SOC 3130	1	10	Basic Skills of Social Research	Patricia Arend	Social Science Research	40%	40%	20%	0%	0%	Tools and Terminology	30%	30%	10%	30%	0%

Table 3: Summary of Learning Outcomes in all Sociology Coursework

Semester	CrsNo	Sec	Enr	Title	Faculty	Outcome 1	Very Good	Good	Avg.	Poor	Very Poor	Outcome 2	Very Good	Good	Avg.	Poor	Very Poor
Fall/Spring 2012-2015	SOC 1100	206	631178	Introduction to Sociology	Arend and Aryee	Tools and Terminology	17%	31%	28%	17%	7%	Writing Skills	20%	52%	20%	6%	3%
Fall/Spring 2012-2015	SOC 1100	42	11461	Introduction to Sociology	Patricia Arend	Problem Solving	13%	43%	22%	20%	2%	Critical Thinking Skills	20%	57%	11%	11%	0%
2013-2015	SOC 2000s	8	188	2000 level electives	Augustine Aryee	Writing Skills	47%	37%	7%	3%	6%						
2011-2015	SOC 2-3000	9	222	2000-3000 level electives	Jason Nwankwo	Critical Thinking Skills	38%	38%	12%	4%	8%						
2011-2014	SOC 3160	3	55	Social Theory	Jason Nwankwo	Problem Solving	25%	40%	22%	4%	9%	Writing Skills	28%	37%	19%	11%	6%
2012-2014	SOC 3130	3	34	Basic Skills of Social Research	Patricia Arend	Social Science Research	23%	38%	32%	6%	0%	Tools and Terminology	27%	27%	14%	23%	9%