2022/2023 UNDERGRADUATE STUDENT ASSESSMENT REPORT
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In addition to our revised assessment (PART ONE), this report includes *recruitment and retention* efforts within the department (PART TWO: A), *retention* and other *activities of the undergraduate director*, information on majors, honors (PART TWO: B)

PART ONE: ASSESMENT
Fulbright college is now implementing the General Education "values added" curriculum for the University of Arkansas core curriculum.   The social sciences learning outcomes are listed below. The broad criteria, listed below, while covered in our General Sociology courses (and Social Problems), are now explicit in all 2013/2033 syllabi as adapted to our specific discipline. In spring 2023 the department added 4.1 and 4.2 to all sections of 2013/2033 and 4.2 is now added for SOCI 3193.

General Sociology (Gateway Course): General Education Assessment

Learning Outcome 3.3:
Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.

Learning Indicators for Learning Outcome 3.3: (students meet 3 of 5)
To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will:
articulate the key concepts, principles, and overarching themes to a social science discipline.
apply social scientific reasoning and techniques.
analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions.
apply critical thinking and use scientific reasoning to evaluate claims about the social world.
integrate and use evidence-based theories to explain various types of human interaction

To be certified as meeting this outcome, students will:
Use your sociological perspective to examine and interpret an intercultural experience from your own and another's worldview.
Identify and analyze significant global challenges and opportunities in the human and natural world identifying aspects of global inequality.
Identify and analyze the historical and/or contemporary interrelationships among multiple global cultures from a sociological perspective.

To be certified as meeting this outcome, students will:

a Identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.

b. Explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social

C. Analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States from a sociological perspective.

In accordance with the above learning outcomes, a *revised* Pre and Post-test instrument was developed by members of the Undergraduate Committee in order to match three or more of the University General Education Outcomes Goals for Students taking a Social Science course in Fulbright College. The assessment tool for General Education was revised in January 2021 and will be implemented across General Sociology and Social Problems curriculum beginning Fall 2022 to address items from 3.3, 4.1 and 4.2 above. [See Appendix A]. A forty-question exam will be used and reported on a scale of 1 to 4 for Blackboard submission. All questions are identified along the learning outcomes assessed. In addition, SOCI 3193 (Race, Class, Gender and Sexuality) are included with a more advanced assessment (See Appendix B).

PART TWO: A
RECRUITMENT AND RETENTION EFFORTS

For the 2023 undergraduate report, the Undergraduate Director (UGD) asked those teaching large sections to discuss any recruitment efforts. All report a variety of techniques, several are continued from previous years. Some of those are listed below:

Top priority- help students see the relevance of the material to the times we are in. I want "buy in"!

Forwarding all interested in the major to the undergraduate director

Encourage them to reach out to an advisor in the department regarding majoring, and to add as minor if they already have a major

Stating on the first day that I want them all to be Sociology majors and talking about why I love the department

Demonstrating Enthusiasm for the Major

Tying sociology to the Pre-Med program

Identifying students who seem interested and connecting them with the undergraduate director

Framing the course as the key to understanding our social world and how to change it

Using games in the classroom such as getbadnews.com and Jeopardy

Focusing on structure, and especially social movements designed to change institutions

I seek out current events to use as illustrations in my classes to make the information relevant to their lives

I ask students about what they are watching and who they listen to and incorporate that information into the lectures as examples

Promoting the Sociology Club

Promoting Sociology Department sponsored speakers and activities by giving extra credit for attending and writing a short reflection

Speaking with students during office hours and before and after class about the class selections in the department that might interest them

Encouraging my TAs to talk about their research and why they chose to pursue an advanced degree in Sociology

Inviting guest speakers that tie what they learn in class to people pursuing social change professionally

PART TWO: B

RETENTION EFFORTS OF UNDERGRADAUTE DIRECOR AND OTHER ACTIVITIES

Majors

In the Fall of 2022, the department had a total of 476 undergraduate majors. Of that number, 81 were new majors.   Beginning Spring of 2023, the number of majors grew to 547. We can expect a much higher number in the fall of 2023 after summer orientation. We always anticipate new majors throughout the summer during orientation. The department had 212 graduating seniors, including August and December (2022) and spring (2023). Among those graduating, 132 were double majors.

Retention Efforts

In Fall of 2022, 10 students were below 2.0 GPA and considered at risk. In Spring 2023, 18 students were below 2.0 GPA. This past spring the Undergraduate Director contacted UA Success Director Danielle Dunn, creating a formal process to assist in tracking all majors. Each month, a report is sent identifying our majors who are at risk, not only in courses for their major but in any course that they are currently enrolled. We are encouraged that this might provide yet another point of contact to assist our students in accountability and help provide unmet needs. This system is now in place along with the traditional modes of contact by the Undergraduate Director, such as frequent email, face to face and zoom to discuss strategies for success. The undergraduate director ran degree audits throughout the year and encouraged all students to make use of the Blackboard Community for majors which was developed by Dr. Sabon and Dr. Bradley through a TFSC innovation grant. The on-line community is managed by Dr. Lauren Sabon, who posts information for our majors along with the Undergraduate Director. These include a variety of subjects, such as class advertisement, tutoring services, deadlines, volunteer opportunities and invitations to special events. Faculty are encouraged to submit information to either Dr. Sabon or Dr. Holyfield they would like students to access.

Double Majors and future efforts

Large sections of General Sociology are necessary but stronger recruitment can be done through student ambassadors, alumni, and face to face meetings or more *concentrated* referrals of

students to the undergraduate director. Criminology majors in sociology courses and sociology majors in criminology courses should be encouraged to double major. Of our total majors above, the undergraduate director reached out in the fall and early spring to students with a single major. These efforts resulted in an increase from 130 to 165 in the Fall of 2022. After graduation we retained still another 110 double majors. Instructors can also provide a *roster* of potential majors to the undergraduate director from their classes to be targeted for special events. There is evidence that instructors who meet with small groups outside of class – "coffee with a prof" or "small group tutorials" can have a positive effect in both recruitment and retention of majors. The recruitment of criminology majors is not problematic. The majority of majors are criminology-focused and there is consequently a critical need for criminology courses. However, our criminology faculty are active in departmental administration, have substantial grant activity, direct research centers, and are generally highly productive researchers—so meeting the course demands for criminology has been difficult with course buyouts, graduate teaching commitments, course reductions for administration, and the relatively low number of tenure-track criminology faculty (6) versus tenure-track sociology faculty (11) fully appointed in the department. Retention for criminology majors will require more on-campus sections for students to make connections in the coming year, and expansion of our program, such as online program development for a possible Criminology major, will not be possible without increasing the number of criminology faculty. Re-evaluation of course offerings and scheduling in both sociology and criminology are needed to make more effective use of teaching efforts in both programs. Our department is also currently seeking to fill two faculty positions in sociology and one criminology line due to retirement, administrative promotions, and faculty turnover in sociology.

Career Connection and degree-marketing

In addition, the chair has asked for a review of both CRIM and SOCI curricula with a focus on career-based initiatives, revision of our senior seminar toward career-readiness, and partnering with Career Connections to contribute to their Professional Agility and Career Essential (PACE) microcertificate program. The chair has appointed our Internship Coordinator, Dr. Chris Shields, to lead these efforts and take on additional service as our department Career Coordinator to recruit majors, organize job fairs, advise senior seminars, restructure and expand our internship program, increase our degree marketing, and take on other student career-related efforts.

Additional Outreach

Monthly "Pizza with a Prof" will return in the Fall of 2023, assuming no Covid restrictions. In August, the department chair also hosted a "Sociology/Criminology Open House" to discuss program requirements and career opportunities for Criminology and/or Sociology majors. Over 12 SOCI/CRIM faculty, including department chair, vice chair, undergraduate director, TRC director, internship coordinator, tenure-track and NTT faculty, and new faculty attended the Fulbright College Open House to recruit students. Majors

Because of the high number of majors and the limited number of courses offered, the undergraduate director works with administrative staff to assist students with overrides into the

courses that they must get into in order to graduate on time. We have been far more successful in the past few years at providing enough courses for graduation with a few exceptions. We have also standardized our override request with creating a Microsoft form that students fill out. While our majors should be meeting with their Fulbright course advisors, too many students slip through the cracks, self-advise, or cannot get into full capacity courses and then are referred to me via the Fulbright advising center when log jams occur.

Advising

While Fulbright advising has shifted away from assisting recruitment of majors, regular contact with Shane Barker and the Fulbright advisors continues. There is stronger need now for *departmental advising* due to higher numbers of majors and inability for students to have one-on-one advising through Fulbright. The undergraduate director is currently working with the Director of Fulbright advising to find ways to contact more majors about degree requirements. Each semester, the undergraduate director contacts advisors to share course offerings but due to the volume of students, contact with at-risk students falls on the department and those faculty who make use of UA Success. Training of UA Success may be appropriate for our faculty as a department to increase participation.

At-Risk Students

Especially significant is the tracking and targeting of students with GPAs at or below 2.0. These efforts continue to be successful. In addition to those efforts mentioned earlier, the department has a generous number of first-generation students who may be ill prepared for college. Additionally, mental health challenges have risen significantly these past two to three years due to Covid. Faculty are encouraged to provide Counseling and Psychological service information on their syllabus or on blackboard.

"Dear

I've been thinking about you and wanted to check in. I see that you are still struggling. Is there anything I can do to help you get back on track and get your GPA up? I want to see you succeed. Let me know if there are any challenges that I can assist you with. I know these are challenging times but I am here if I can help. Dr. H"

 Senior Writing requirement

We now have a completed requirement along with the General Education Outcome 6 reflective essay requirement. These documents have been uploaded to the Sociology and Criminology On-Line Community in Blackboard. Faculty participation remains a challenge, as does our writing needs for students. But we have made significant improvement. Both the department chair and undergraduate director have agreed that instructors should notify students if their course is eligible to meet SWR; all faculty in appropriate courses are asked to accommodate requests for SWR opportunities made by students whenever reasonable. In an effort to distribute the workload for faculty teaching upper-level courses, each faculty member is expected to accept up to 5 students per semester for those classes at 3000 and above. Although not required, NTT faculty are permitted to supervise students for SWR at their discretion. In addition, faculty are encouraged to send students to the new Student Success center if they performed poorly in

previous writing-related coursework or need additional assistance with grammar, spelling, compositional, and/or other fundamental writing skills.

Course Transfers/Petitions

The undergraduate director regularly approves more than 350 course transfers and petitions each academic year and during the summer. Duties include reviewing course descriptions, reviewing syllabi and institutions of transfer and accreditation.

10. Honors Advising

The department currently has 76 honors eligible students but only 54 registered for Fall of 2023. Efforts to expand honors enrollment should increase this year. Duties include working closely with the Honors College to ensure that students who are successful are also tracked closely and provided information on scholarships, study- abroad, and thesis advising. Recruitment includes sending out periodic emails to students with GPAs at 3.5 and above and asking those enrolled in honors to follow-up with their progress. Additional efforts have included asking faculty members to report those honors student with whom they are supervising.

Name: _____   Course Instructor   _____
Student ID _____   Today's Date:_____
SOCI 2013 General Education Assessment

1. Sociology is the _____.
*a. systematic study of human society and social interaction
b. analysis of deviant groups and individuals
c. scientific analysis of premodern people
d. academic discipline that examines individual human behavior
OBJECTIVE(S): 3.3

2. Sociologists use the word _____ to refer to what is biologically determined and _____ to refer to what results from the social environment.
a. natural; artificial
b. nurturance; natural
*c. nature; nurture
d. nurture; nature
OBJECTIVE(S): 3.3

3. Which of these statements about socialization is false?
a. Socialization involves both formal and informal processes.
b. Socialization enables us to adapt to new environments.
c. Socialization is essential for an individual to live in society.
*d. Socialization is complete by the time we reach late middle age.
OBJECTIVE(S): 3.3

4. A _____ is a socially defined position in a group or society and includes certain expectations, rights, and duties, and it exists independently of the specific people occupying the position.
a. role
b. label
*c. status
d. class
OBJECTIVE(S): 3.3

5. Social deviance can be defined as any:
a. aberrant behavior.
b. serious violation of consistent moral codes.
c. perverted act.
*d. behavior, belief, or condition that violates cultural norms.
OBJECTIVE(S): 3.3

6. Socioeconomic status is measured using education, occupation, and
a. family history
b. geography
*c. income
d. none of the above.
 OBJECTIVE(S): 3.3

7. The term ethnicity refers to _____.
a. people who share a racial identity
b. a group of people who were all born in the same location
*c. a person's cultural background or national origin
d. feelings of ethnocentrism
OBJECTIVE(S): 3.3

8. Which of these is not likely to constitute a reference group for a person who strongly believes in the value of human rights and equal opportunity?
*a. Ku Klux Klan
b. American Civil Liberties Union
c. National Organization for Women
d. Human Rights Campaign
OBJECTIVE(S): 3.3

9. Which of the following statements about social structure is false?
a. Social structure gives us the ability to interpret the social situations we encounter.
b. A predictable social structure makes it easier to develop one's self-concept.
c. Social structure creates stability within society.
*d. Social structure creates relationships that are generally equal.
OBJECTIVE(S): 3.3

10. Some might argue that the controversy over stem cell research is an example of
a. cultural imperialism.
b. relativist fallacy
c. cultural leveling
*d. cultural lag
OBJECTIVE(S):3.3

11. _____ refers to the knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society.
a. Technology
b. Society
*c. Culture
d. Social organization

12. _____ are collective ideas about what is right or wrong, good or bad, and desirable or undesirable in a particular culture.
a. Beliefs
b. Norms
*c. Values
d. Ideologies
OBJECTIVE(S): 3.3 4.1

13. Worldwide, 1 in 5 adults cannot read or write and _____ of them are women.
a. only a few
*b. most
c. about half
d. we have no way of knowing
OBJECTIVE(S): 3.3 &4.1

14. _____ states that global poverty can at least partly be attributed to the fact that low-Income nations have been exploited by high-income nations during the growth of global capitalism.
*a. Dependency Theory
b. Modernization Theory
c. World Systems Theory
d. None of These
OBJECTIVE(S):3.3, 4.1

15. Many of the poorest people in the world live in high-income countries.
*a. True
b. False
OBJECTIVE(S):3.3, 4.1
16. Nations with high-income economies always have a higher rate of economic growth than newly industrializing nations.
a. True
*b. False
OBJECTIVE(S):4.1
17.Throughout the world, the countries that have been most successful in moving from low- to middle-income status have been those that are most centrally involved in the global capitalist economy.
*a. True
b. False
OBJECTIVE(S):4.1

18. Organized crime thrives primarily because_____.
a. people are essentially dishonest, even on the job
b. there is a high level of political corruption in the United States
*c. there is a great demand for illegal goods and services

d. people without other job skills need to make a living
OBJECTIVE(S): 4.1

19. The fastest growing minority group in the United States today is _____.
a. Asian Americans
b. Native Americans
c. new Eastern European immigrants
*d. Latinos/as (Hispanic Americans)
OBJECTIVE(S): 4.1

20. _____ is the sociological term for the hierarchical arrangement of large social groups based on their control over basic resources.
a. Bureaucracy
b. Ethnocentrism
*c. Social stratification
d. Social layering
OBJECTIVE(S): 3.3, 4.2

21. Sociologists emphasize that race is _____.
*a. a socially constructed reality
b. is important biologically
c. is established genetically, not socially
d. has no importance within society
OBJECTIVE(S): 3.3, 4.2

22. Gender refers to the socially constructed differences between males and females.
*a. True
b. False
OBJECTIVE(S): 3.3 4.2

23. Through high taxes and public information campaigns, tobacco use has decreased significantly over the last half century, even though tobacco has never been criminalized. This demonstrates the effectiveness of _____ approaches to drug problems.
a. supply reduction
b. interdiction
c. demand reduction
d. medical model
*e. Both c & d
OBJECTIVE(S) 3.3, 4.2

24. The "top" 3% of citizens in the U.S. has more wealth than the "bottom" 97%.
*a. True
b. False
OBJECTIVE(S): 3.3 4.2

25. Proponents of the feminist theory focus on how ideas pertaining to gender have been
_____, rather than _____.
a. Naturally constructed; biologically constructed
*b. Socially constructed; biologically determined.
 c. Adoptively constructed; socially constructed
 d. Biologically determined; socially constructed
OBJECTIVE(S):3.3, 4.2

26. According to conflict theorists, hidden curriculums in schools perpetuate unequal outcomes
based   on
 a. religion and prayer.
*b. race, class, and gender.
 c. science and technology.
 d. none of the above.
OBJECTIVE(S):. 3.3, 4.2

27. The definition of races as distinct biological categories first emerged in the___.
a. Middle Ages
b. eighteenth century around the time of the American Revolution
*c. nineteenth century, in efforts to justify slavery
d. early twentieth century beginning with Jim Crow laws
OBJECTIVE(S):3.3, 4.2

28. Which of these is/are unique regarding the most recent "wave" of Hispanic immigrants?
a. large numbers of undocumented migrants
b. Their culture was already present
c. The first generation came for a better life and worked entry level jobs
d. All of the Above
*e. A & B only
 OBJECTIVE(S) 3.3 4.2

29. Which of these explanations for racism is most likely to include the concept of a scapegoat?
a. social learning theory
b. authoritarian personality principle
*c. frustration aggression hypothesis
d. social convergence hypothesis
OBJECTIVE(S):3.3, 4.2

30. In a definitive study of sexuality in the mid-1990s, researchers at the University of Chicago established
three criteria for identifying people as homosexual or bisexual. Which of the following is *not* one of the
criteria they identified?
a. sexual attraction to persons of one's own gender
*b. having engaged in a homosexual encounter at a young age

c. sexual involvement with one or more persons of one's own gender
d. self-identification as a gay, lesbian, or bisexual
OBJECTIVE(S):3.3, 4.2

31. Ethnocentrism is the tendency to judge another culture as inferior by using one's own as a yardstick.
*a. True
b. False
OBJECTIVE(S):3.3, 4.2

32.A(n) _____ is a group to which a person belongs and with which the person feels a sense of identity.
a. formal group
b. outgroup
*c. ingroup
d. reference group
OBJECTIVE(S): 3.3 4.2

33. Many social science experiments have shown that employers, realtors and bankers make decisions that result in unequal treatment for members of minority groups. These studies illustrate and exposes the phenomenon of:
a. Personal prejudice
b. Ethnocentrism
*c. Institutional Discrimination
d. None of these

34. The income gaps between richer and poorer countries of the world are _____ than the income gaps between classes in the United States.
*a. more pronounced
b. less pronounced
c. more equal
d. less stratified
OBJECTIVE(S): 4.1 4.2

35. All of the following are reasons why women and children are especially affected by poverty in low-income economies except _____.
a. lower overall pay than men
b. women lack control over household resources
*c. the poor have lower fertility rates than the wealthy
d. gender disparities in work
OBJECTIVE(S):4.1, 4.2

36. What is true regarding the Japanese people placed in internment camps by the U.S. government during World War 2?
a. Many were U.S. citizens

b. Many lost privately owned businesses and houses during their internment.

c. Many had family members serving in the U.S. military

*d. All of these

OBJECTIVE(S): 4.1 & 4.2

37. With regard to education around the world_____

a. There has been no progress in educational attainment

b. Educational attainment has increased only for women.

c. Gender gaps in education are greatest when children are young.

*d. Children from more affluent families have greater access to educational resources.

OBJECTIVE(S): 4.1 4.2

38. Sociologists would term whites in the United States with Northern European ancestry (often referred to as Euro- Americans, white Anglo-Saxon Protestants, or WASPs) the____group.

*a. dominant

b. minority

c. subordinate

d. multilateral

OBJECTIVE(S):4.1, 4.2

39. The number of female householders *increased* to account for over 50 percent of the poor in the U.S. This trend is referred to as _____ poverty:

a. prejudicial

b. elementary

*c. the feminization of

d. dramatic

OBJECTIVES(S): 4.2

40. The leader of a work group has proposed a solution to a problem. Some group members believe that the solution will lead to negative results. However, instead of discussing their concerns, they decide not to challenge the leader's authority. The result is an unwise decision. In this case, the group has experienced _____.

a. the iron law of oligarchy

b. a self-fulfilling prophecy

c. collective unconsciousness

*d. groupthink

APPENDIX B

SOCI 3193 Race, Class, Gender and Sexuality
Learning Outcome 4.2
*How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.
As a sociology of inequality class, Race, Class, Gender, and Sexuality is organized around a matrix of components that addresses specific learning objectives associated with concepts of diversity in the U.S. As explained in what follows and using as a reference the attached syllabus, the course meets a,b,e learning indicators outlined in the section 4.2. To meet 4.2.a, the class builds on Fred Pincus' book. Understanding Diversity, to identify and discuss issues about race, class, gender, and sexual orientation, from a historical and present context. Then, in a very sociological way, the course moves into discussing macro- and micro-levels of social structure to address concrete and abstract issues of privilege, institutional and individual prejudice, and their roles and practices perpetuating inequality. The class builds on Tanya Golash-Boza's book Racism, Racial Ideologies, Stephen McNamee and Robert Miller's book The Meritocracy Myth, and Peggy McIntosh's piece titled White Privilege and Male Privilege to meet 4.2.b. To meet 4.2.e, the course builds on research, readings, media, and experiential data to promote a learning environment that fosters political consciousness geared towards social problem-solving. In the section, Social Change, the class discusses multiple models to engage for social change. By drawing on Laura Pulido's Scholar Activist article, this engaged model compels students to participate in a learning environment that goes beyond the intellectual engagement of classroom activities. It empowers students to see themselves as society stakeholders with human agency.

*How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.).
As outlined in the course syllabus, the type of data the course collects to address students' progress and achievement draws on a combination of qualitative and quantitative methods. First, students are required to facilitate and take turns in framing class discussion about specific inequality, diversity, and inclusion issues on individual basis. The data gathering is qualitative in nature. The instructor assesses student's achievement by weighing heavily in the development of exposition and argument regarding quality, originality, control of the topic, logic, coherence, critical thinking, and technical proficiency. The second component refers to quizzes. This approach uses a quantitative model to collect data and assess numerically whether students understand complicated concepts about diversity and inequality. The last piece of how learning goals are achieved is by assigning an action-research, problem-solving paper. This is a Dear Governor letter. In this paper, students need to argue for a change or to oppose a change in a policy area related to one of the critical themes discussed in class. Qualitatively, the instructor collects data to address whether students demonstrates a complete understanding of the diversity and inequality issues, address the subject by employing class content and scholarly sources, and use logical arguments to support the narrative with data and theory.