

2019 Sociology Program Review

Program Review Guidebook for Academic Departments 2018-2019

Sociology

Overview

PROGRAM REVIEW: INTRODUCTION

A program review is a systematic process for evaluating and improving academic programs. It is conducted through self-evaluation and peer evaluation by external reviewers, with an emphasis on assessing the quality and degree of student learning within the program. The comprehensive analysis which the review provides and the resulting Memorandum of Understanding are used to stimulate curriculum and programmatic changes and to inform planning and budgeting processes at various levels. The program review cycle occurs every five years.

Program review is a required element in WASC Senior College and University Commission (WSCUC) accreditation and has been a part of Pepperdine's assessment cycle since 2003. While data provides the foundation for effective program review, assessment of student learning, and other quality improvement strategies, the data must be turned into evidence and communicated in useful formats. The program review does this.

When implemented effectively and followed up deliberately, program review is a powerful means for engaging faculty, staff, and administrators in evaluating and improving programs to enhance student learning. The review process is an opportunity to refine a program to meet the changing needs of student learning, retention, curriculum in various disciplines, and student support services. It is also a purposeful opportunity to link decision-making, planning, and budgeting with evidence.

This guidebook provides a framework and resources to help with the review.

GUIDING PRINCIPLES

The process is intended to be meaningful, foremost, for the department and its enhancement of student learning. As a result, the process is flexible in order to serve the needs of both small and large programs as well as academic, co-curricular, and student support programs. The review should be a collaborative process involving faculty, staff, administrators, and students in order to align more effectively the college or department with institutional goals and objectives.

Two guiding principles are embedded in this Guidebook and are consistent with WASC Senior College and University Commission (WSCUC) standards:

*** Ongoing Evaluation of What Students Learn:**

Evidence-based program review includes: a review of program learning outcomes; evaluation of the methods employed to assess achievement of the outcomes; and analysis and reflection on learning results, retention/graduation rates, core competencies, and other outcomes data over a multi-year period.

*** Quality Assurance, Planning, and Budgeting Decisions Based on Evidence:**

The results of the program review are to be used for follow-up planning and budgeting at various decision-making levels.

PREPARATION FOR PROGRAM REVIEW

The program chair is responsible for the planning of the review. An internal committee or working group should be developed to allocate responsibilities for writing the program review including data collection, writing, and use of resources. It is recommended that a meeting occur between the committee and the Office of Institutional Effectiveness (OIE) to review data needs.

PROGRAM ALIGNMENT WITH THE UNIVERSITY, MISSION, AND INSTITUTIONAL OUTCOMES

Program reviews focus on the meaning, quality, and integrity of a program as it relates to student learning and the mission of Pepperdine:

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Each department carries out the University mission and institutional learning outcomes (ILOs). The ILOs are formed by two components:

* Core commitments: knowledge and scholarship, faith and heritage, and community and global understanding * Institutional values: purpose, service, and leadership

Each basic commitment is seen through the lens of three essential institutional values drawn from the University mission statement: purpose, service, and leadership. These basic commitments should link to measurable objectives as stated in the student learning outcomes (SLOs).

OVERVIEW OF PROGRAM REVIEW COMPONENTS

Program review at Pepperdine University is conducted on a five-year review cycle that involves three main components and six steps (see diagram below):

SELF STUDY:

- An in-depth, internal analysis written by program faculty/staff
- Department faculty or program staff (for co-curricular and student support services) conduct a departmental self-study within guidelines provided in the Guidebook. This portion of the review identifies program strengths and limitations, and suggests solutions to identified problems.

EXTERNAL & INTERNAL REVIEWS:

- An external review conducted by an outside expert in the field or discipline. The Guidebook describes how to secure qualified, objective external reviewers, including those with understanding and experience in addressing student learning outcomes assessment. Once the self-study is completed, the external review is organized.
- An internal review by the Advancement of Student Learning Council (ASLC)

CLOSING THE LOOP:

- A Quality Improvement Plan (QIP) developed by the department
- A Memorandum of Understanding (MOU) developed by the dean

Closing the Loop is used to describe the act of making decisions based on evidence. The most important product of a program review is the advancement of student learning. Therefore, the program review cycle ends by identifying evidence-based changes in the QIP, and then the MOU explains how the plan will be supported and carried out over the next five years.

INTRODUCTION

Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and should include:

1. INTERNAL CONTEXT

This begins with an overview of the program describing (as appropriate).

- a. where the program is situated (school/division),
- b. degrees granted, concentrations available, programs offered
- c. where is the program located (campus location)
- d. Provide a brief history of the program
- e. Describe the changes made to the program since the last review.

Sociology is an important and historically significant part of the liberal arts. Most colleges and universities include sociology in their general education curriculum and most offer a baccalaureate degree. Sociology is also relevant to many disciplines outside the social sciences, including humanities, religion, communication and media studies, and business.

The Sociology major at Pepperdine has existed since the founding of Seaver College in 1972. The Sociology major is part of the Social Science Division of Seaver College, housed in Appleby Center. The sociology major grants Bachelor of Arts degrees. During the past 40 years the number of Sociology faculty has averaged between three and four. Currently there are three full-time sociologists: Bryant Crubaugh, Rebecca Kim, and Robin Perrin. In addition, Charles Hall, Dean of International Programs, is a sociologist who typically teaches one class a year and will be joining the faculty full-time starting in Fall 2020 and Joel Fetzer, a political scientist, teaches multiple classes cross-listed with sociology.

In the early years of the Seaver Sociology program the curriculum consisted of four core courses (SOC 200: Introduction to Sociology, SOC 250: Introductory Statistics, SOC 310: Research Methods; SOC 391: Sociological Theory) plus twenty additional units from a list of twelve upper-division electives, for a total of thirty-five units. After a 1995 revision, students took five required core courses (the four listed above plus Senior Seminar), selected one course each from four (of five) substantive areas (Social Inequality, Deviance and Social Control, Micro-Sociology, Social Institutions, Social Change), and selected two additional upper-division courses, for a total of forty-two units. The most recent revision to major requirements occurred in 2009. Students are required to take the five core courses listed above, plus five additional courses from a list of fourteen upper-division electives, a total of thirty-eight units. Two factors were influential in the 2009 revision. First, some students have specialized interests within sociology, or may have career goals related to a specific area within sociology. The current curriculum allows students more freedom to focus on specific areas of interest. Second, the flexibility of the current requirements, combined with smaller number of units required, makes it easier for sociology students to select a second major or a minor. The current degree requirements, as well as course descriptions, are presented WHERE.

Since 1992, eight courses have been added to the sociology curriculum (SOC 436: Crime and Delinquency, SOC 442: Culture and Society, SOC 444: Social Movements, SOC 446: Global Society and Its Citizens, SOC 450: Race and Ethnic Relations, SOC 455: Immigration Politics and Ethnic Relations, SOC 460: Public Opinion and Voting, SOC 497: Senior Seminar) and two additional classes are being developed for addition (Gender in Society, Medical Sociology). Ten courses have been eliminated (SOC 311: Cultural and Social Anthropology, SOC 320: Evaluation

Research, SOC 362: Interpersonal Behavior, SOC 429: Law and Society, SOC 437: Clinical Sociology, SOC 525: Political and Social Power, SOC 530: Community Organization, SOC 536: Juvenile Delinquency, SOC 561: Public Administration, SOC 572: Criminology). These changes reflect trends in sociology more generally, as well as changes in faculty expertise. In response to a wide-scale change to the General Education program in 2001, one course (SOC 310; Research Methods) was designated as the required Presentation Skills (PS), Research Methodology (RM), and Writing Intensive (WI) course for the major.

Since the last program review, we have addressed four points that were identified and have one still outstanding. We review each of the goals identified in the last program review below.

1. Offer more consistent and more predictable elective offerings: We have done this in the last 5 years. While we may not be able to teach all of the classes without the full number of professors in the department, we have consistently offered the classes we teach in a predictable rotation. We offer the core courses consistently and yearly (introduction and statistics each semester, theory in the fall, methods in the spring, and senior seminar in the spring). We also have a rotation of our electives, with race and ethnicity and wealth and poverty each fall, urban development each spring, and all other classes on a rotation of every-other-year (deviance, religion, social movements, and family). This rotation will likely change, but we have solidified predictable offerings and will continue to offer them in the future.
2. Add an additional tenure-track hire: since the last review, one tenure track assistant professor has been hired (Bryant Crubaugh) and we are in the process of hiring another in the fall of 2018.
3. Consider whether to ask Payson Library to purchase Sociological Abstracts or SOCINDEX. Since the program review, Payson Library has retained access to Sociological Abstracts. It was determined that SOCINDEX was not needed with this procurement and the expansion of functionality in Google Scholar.
4. Provide students with more opportunities to connect with Seaver graduates working in the community, information on career options for sociology majors, and structured access to internship opportunities. This action item did not have extensive action taken since last program review. Part of this has to do with the reduced faculty during this period.
5. Engage more students in research. Since the last program review, students have been involved in research and publishing. Through collaboration with Robiin Perrin, the following paper was published with Jenny Song, a Seaver undergraduate student: Perrin, R., Miller-Perrin, C., & Song, J. (2017). Changing attitudes about spanking using alternative biblical interpretations. *International Journal of Behavioral Development*. Another article is written, but not yet published through collaboration between Robin Perrin and Leah Bayston, another Seaver Undergraduate student. Two students, Ben Le and Maggie Wood, are also currently engaged in research with Bryant Crubaugh as well.
6. Create a sociology honors program. Given the decreased number of faculty since the last program review, this goal was also put on hold.

2. THE EXTERNAL CONTEXT

This should explain how the program responds to the needs of the area in which it serves: this can include the community, region, field, or discipline.

In developing the curriculum and overall program, the Sociology faculty placed a high priority on recognizing that there are three distinct groups of students within the major: those planning to

seek graduate degrees in sociology, those planning to seek graduate degrees in related fields (e.g., social work, law), and those seeking employment after graduation. Although the necessary knowledge-base of these three groups of students are similar, there are other ways in which the needs of these three groups differ. For example, those seeking Ph.D. programs in sociology are benefitted by engaging in research, especially an independent research project of the type that would result in a presentation at a professional conference; this research experience is invaluable in the highly competitive process of applying to a research-oriented graduate program. On the other hand, those who do not intend to pursue graduate work are benefitted by internships, field work, and other experiences that allow them to form professional networks and apply their educational experiences to practical professional settings. Research demonstrates the importance of internships for those students seeking bachelor's level careers. For example, a survey of employers conducted by the employer-members of the National Association of Colleges and Employers showed that 59% of internships converted into full-time positions. In fact, the College Employment Research Institute considers an internship to be a "high stakes" experience, because most employers consider an internship to be a requirement before being accepted for an entry-level job; the internship is now the setting in which most college students begin their career journeys. Field work and internship experiences allow our students to serve the nearby community in numerous settings. With this in mind, the sociology faculty developed the curriculum and has strived to keep it updated as the needs of students change.

OUTCOMES & MAPPING

Please select your Program Learning Outcomes

Identifier	Description
CA-PEP-ILO-16.S-2-FH	Incorporate faith into service to others.

Please attach your Curriculum Map, PLO to ILO map, PLO to Core Competency map, and 5 Year Assessment Plan.

[3 Curriculum Map.xlsx](#)

[3 PLOtoCC.xlsx](#)

[3 PLOtoILO.xlsx](#)

[3 5YearAssessmentPlan.xlsx](#)

MISSION

3. MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program's mission, purpose, goals, and outcomes.

- a. **Mission** - This should be a general explanation of why the program exists, what it hopes to achieve in the future, and the program's essential nature, its values, and its work.
- b. **Goals** are general statements of what the program wants to achieve.
- c. **Outcomes** are the specific results that should be observed if the goals are being met.

The program's purpose, goals, and outcomes should relate to and align with the mission and goals of the college and of the University.

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

The sociology major at Seaver College teaches our students to pursue the systematic study of human behavior in social settings. Students in the sociology degree program develop the skills to study social interaction scientifically and analytically. Sociology's subject matter is broad in scope, ranging from the study of institutions like family, religion, school, and government to social problems and social inequalities at both local and global levels. Instead of developing mastery in each area alone, the sociology program strives to develop a perspective that students can use in their future careers and lives. Through diverse coursework and intentional mentorship outside of the classroom, the sociology major prepares students to thrive.

Goals of the Pepperdine Sociology Program

- To develop a sociological perspective that can be applied to the institutions, networks, cultures, and societies that each student lives in.
- To enhance understanding develop solutions of the social problems in the U.S. and around the world.
- To inspire the self-awareness of one's own responsibility in social life, the common good, and social justice.
- To prepare for future learning in sociology and related disciplines.
- To prepare for careers in all fields, utilizing the sociological perspective to make positive contributions to local and global society.

Program Learning Outcomes:

The successful graduate of the sociology program at Pepperdine will be able to...

- **Demonstrate the use of the sociological imagination, "the ability to recognize the relationship between large-scale social forces and the actions of individuals.**

In whatever professional field graduates enter after Pepperdine, they will be able to apply the sociological lens they develop in our program. The sociology faculty expects the students to approach new and diverse situations from the same perspective. The sociological imagination allows students to analyze how large social forces affect why individuals approach the same situation and do different things. It also allows students to see how their own actions can contribute to future changes in large social forces. Recognizing how individual problems are related to social issues and how social issues are built on individual problems is the key to the

sociological imagination. Whether students work in a nonprofit organization, as lawyers or physicians, as educators, or in business, students should be able to demonstrate the ability to use their sociological imagination in whatever situation they confront.

- **Describe and use the major macro- and micro-level theoretical paradigms in sociology.**

Sociology is built upon theoretical paradigms. While we desire to encourage students to be creative in their analyses of society, engagement with the theoretical paradigms that developed the field and that shape professional sociological work is essential. Engaging with these paradigms help shape students' sociological imagination and allow access points for developing their own sociological insights and theories. As a faculty, we recognize that sociological theories are not exhaustive and are often outdated for contemporary society, so we strive to include work in contemporary theoretical paradigms. After graduating from the sociology program, students should be able to engage with these paradigms to understand their strengths and weaknesses and how they apply to today.

- **Explain how societies work with regards to social structural and cultural forces.**

Society has multiple elements and sociology often stresses the structural and cultural. By structural, we typically mean the distribution of individuals and resources in society as well as the institutions that uphold the way things are. By cultural we generally mean the web of meaning we attach to different elements in society and the series of practices and habits we develop over our life course. Structure and culture combine to offer explanations to modern social problems and life. Through the various required and elective sociology courses, students develop the ability to see how these two elements explain social phenomenon. As a faculty, we recognize that these two overlap and combine to make society function, and we attempt to help students see the both/and way that structure and culture combine. When students graduate from the sociology program, they should be able to recognize the effects of both, apply them to understand social events, and critically evaluate when they are at work.

- **Design and conduct an empirical study that answers a sociological question.**

While sociology is a perspective, it also requires robust research to support its claims. We desire to prepare students to not only think about social realities, but to measure it to verify the assertions we make. As a faculty that each has used varied methodologies, both quantitative and qualitative, our encouragement of students' research is similar. We encourage the development of basic understanding of these methods within our required statistics and research methods courses. Beyond this, we ask students to develop unique research projects in many upper division courses. In order to answer the sociological questions that students have, they must undertake research and throughout our curriculum and teaching pedagogy, we strive to equip students with the tools to do this work.

ANALYSIS OF EVIDENCE: Meaning

Analysis of Direct Student Learning: Meaning Quality and Integrity

The university is required to define and ensure a distinctive and coherent educational experience for each of its degree programs. The findings from the program assessment and analysis process should explain how effectively courses, curricula, the co-curriculum, and other experiences are structured, sequenced, and delivered so that students achieve learning outcomes at the expected levels of performance in core competencies in their majors or fields of specialization, in general education, and in areas distinctive to the institution. It means ensuring alignment among all these elements, and maintaining an assessment infrastructure that enables the institution to diagnose problems and make improvements when needed. Direct student learning, an examination of how well students are meeting the program learning outcomes, should come from the past four years of annual assessments.

(2013 WSCUC Accreditation Handbook.)

Meaning of the Degree: Describe how the program ensures a holistic experience by answering the following questions about the coherence and alignment within the program:

4. What are the learning outcomes and how does the degree support the institutional mission and institutional learning outcomes? How does the degree embody the distinct values, basic commitment, and traditions of the institution?

The following are the four program learning outcomes (PLOs) for the sociology program:

1. Demonstrate the use of the sociological imagination, "the ability to recognize the relationship between large-scale social forces and the actions of individuals."
2. Describe and use the major macro- and micro-level theoretical paradigms in sociology.
3. Explain how societies work with regards to social structural and cultural forces.
4. Design and conduct an empirical study that answers a sociological question.

These four PLOs support the institutional mission in multiple ways. The University Mission Statement affirms that Pepperdine is "committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership." The sociology program promotes Pepperdine University's mission by introducing students to the discipline of sociology and the sociological perspective, both of which are an integral part of the Liberal Arts. The sociological perspective helps develop students' leadership potential and service-orientation through an understanding of how societies work, the source and value of diversity, and the role of power and inequality in the world. One of the main points of the Seaver College mission is to "provide a link between the knowledge and wisdom of the past and present with the challenges of the future." The sociology program embodies this mission. We spend significant time discussing how we came to the current status of society and how this has created challenges in the present and will continue to in the future. Seaver College is also deeply committed to liberal arts education, the benefits of small classes, and student centered education. The sociology program therefore incorporates a diverse set of perspectives and topics, focuses on student led discussions and analyses, and strives to put student learning at the center of all we do.

The sociology program also supports the institutional learning outcomes in many ways as well. The Institutional Learning Outcomes (ILOs) include two components:

1. Core commitments: Knowledge and scholarship, faith and heritage, and community and global understanding
2. Institutional values: Purpose, service, and leadership

The sociology program enriches both of these learning outcomes. First, sociology is essential for the ability for students to understand their community and global affairs. How does one affect the other and how do each function differently than the others? Sociology is essential in understanding this. When it comes to knowledge and scholarship, sociology is an important factor here as well as understanding the role of faith and heritage in a community. Without the sociological approach, students miss an important perspective that helps shape and understand the core commitments of the university. Second, Pepperdine's institutional values are also enriched by sociology. Rigorous understanding of why the world is the way it is and why we can approach the same situation and do different things helps students and others in the Pepperdine community understand their purpose and how service and leadership can function to help and harm those in society. Ultimately, sociology provides understanding and the ability to analyze all three of the institutional values. Sociology provides vital support for both the institutional mission and learning outcomes at Pepperdine.

5. Is there a coherent, aligned sequence of learning opportunities? Does the degree offer sufficient breadth and depth of learning for this particular major or program? Please explain.

All sociology majors share 5 core courses—Introduction to Sociology (SOC 200), Introductory Statistics (SOC 250), Introduction to Research Methodology (SOC310), Sociological Theory (SOC 391) and Senior Semniar (SOC 497). Students are encouraged to take SOC 200 and SOC 250 in their first year in order to gain a broad understanding and statistical background that will allow students to engage in the advance material in the discipline. Students tend to take SOC 310 and 391 the next year on campus (as most upper division sociology courses are not taught in international programs), developing their understanding of the diverse research method utilized in sociology (quantitative and qualitative) and engaging with the theoretical traditions of the sociological field. While taking these core courses, students begin to chose electives that apply these areas and help gain a mastery of the sociological approach to social issues. These often include courses that apply their research methods and statistical skills. SOC 497 provides an opprotunity to demonstrate mastery of the sociological approach and a chance to reflect and integrate knowledge from the elective courses and core courses in the major.

6. How current is the program curriculum? How has the curriculum changed (if at all) over the last five years including the reasons for the change (e.g., the result of a learning outcome assessment) and evidence used as a basis for change?

No curriculum changes have been implemented in the last five years.

7. Please present a curriculum comparison with at least three peer institutions and with national disciplinary or professional standards if available.

The sociology program at Pepperdine University is comparable to sociology programs at peer institutions, similar in size and institutional form as ours. We compared our curriculum to two local liberal arts colleges: University of San Diego and Pomona. We also compared our program to a large, religious peer institution, Baylor University. For graphical comparison, see the attached file.

All four of the programs that we reviewed offered similar structures of curriculum: a core set of classes followed by a required number of elective classes. All start with an introduction to sociology course and three of four (all but San Diego) finish with a senior seminar. All require some sort of statistics and methods as well. Pepperdine and Baylor require social statistics and a general research methods course. San Diego and Pomona separate their methods courses into two courses: qualitative and quantitative. Three of the four programs require a general social theory course, but Pomona splits their courses into classical and contemporary social theory. These courses make up the core curriculum at three of the four programs, however San Diego also includes three more specific courses in their required list: Law and Social Justice, Social Justice or Crime and Inequality, and Race and Ethnic Relations. Finally, after all the core courses, each program requires elective classes. Pepperdine, San Diego, and Baylor require five elective classes and Pomona requires four elective classes.

One difference that was noticed outside of the official curriculum is in the courses offered. First, Pepperdine had the smallest number of official courses in the catalog with 20. Pomona had 49 courses in their catalog with some very specific courses (such as Sociology of Emotions, Black and South Asian Diaspora in Great Britain, and Sociology of Health and Medicine). University of San Diego has 39 courses in their catalog with predominately broad areas, although some specific courses as well. Finally, Baylor University offers 35 courses in similar level of specificity and breadth.

Two key courses missing from our course offerings that all others offer are classes around the sociology of gender and sociology of health. Each of the other universities have included at least one class on each of these topics, although some offer multiple on each. Gender is a key topic in sociology curriculums. The American Sociological Association recommends curriculums rely on the "Sociological Literacy Framework," a Social Science Research Council report on the state of sociology curriculum. This report suggests "students should be able to identify structural patterns of social inequality and their effects on groups and individuals, and explain the intersections of race, social class, gender, and other social factors at both the macro level and micro level of society" (Ferguson and Carbonaro 2016: 157). Gender is the only core piece that is missing from our current curriculum that is also a key elective elsewhere.

Health and sociology have become increasingly important for social science majors, especially due to the changing nature of the MCAT and its inclusion of social science knowledge (Olsen 2016). Sociology and health have become an increasing area of importance for sociology majors and have been increasingly productive ways to recruit majors, especially if creating new curricular programs like majors and minors (Borland 2015). Both of these courses, gender and health, are vital to the future of the sociology program and are current large holes in our ability to recruit new majors.

The American Sociological Association recently published a report "The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers and Online Learning" (Pike, et al. 2017) provides recommendations for the ideal sociology curriculum. In this report there are 12 recommendations, each of which I report below. The first group of recommendations are factors incorporated fully into our curriculum, followed by those that can be considered for future curricular changes.

ASA Recommendations that Pepperdine's sociology curriculum already meets:

- Recommendation 1: Develop distinct mission statements, specific program goals, and measurable learning outcomes that are made public, especially to students. (This is done and the program learning outcomes are publically displayed to students. Success in these learning outcomes is also measured routinely.)
- Recommendation 2: Within the sociology major, include required and elective courses that incorporate essential sociological concepts and competencies, as exemplified in the Sociological Literacy Framework. (Core and elective classes meet this requirement.)
- Recommendation 3: Include required courses in: introductory-level sociology, sociological theory, research methods, statistical analysis, substantive topic areas, and a capstone experience within the sociology major. (All of these are part of the core curriculum in Pepperdine's sociology program.)
- Recommendation 4: Integrate progressive learning structures within the curriculum via course prerequisites that systematically guide students to engage with increasingly advanced content and activities. (As the curriculum map shows, there is a progressive development of students' skills that lead to the ability to engage with advanced content.)
- Recommendation 5: Provide multiple opportunities within the curriculum for students to engage in empirical inquiry that includes research design, data collection, and qualitative and quantitative analysis. (The Pepperdine curriculum includes six classes that engage formally in these empirical inquiries, both in classes focused predominately on these methods and more substantive courses.)
- Recommendation 9: Incorporate multiple pedagogies across the curriculum, including those that support active learning within and beyond the classroom. (Faculty use different teaching methods, including community-based learning, to encourage learning beyond the classroom.)
- Recommendation 11: Support faculty engagement in disciplinary research, the scholarship of teaching and learning, pedagogical innovation, and relevant service. (Faculty engage in research conferences in their areas of study as well as national sociological conferences. Faculty also take part in on-campus pedagogical workshops and relevant service requirements.)
- Recommendation 12: Systematically assess program goals and student learning outcomes, choosing assessment tools that respond to institutional context and specific programmatic needs. (The program participates in yearly assessment of program learning goals and university learning outcomes. This also includes core competencies and their assessments.)

Areas that Pepperdine's sociology department may have room for improvement:

- Recommendation 6: Underscore, at all levels of the curriculum, inequality and difference in local, national, and global contexts.
 - Inequality is a large part of many classes, whether explicitly stated or not. However, it is not written into the program learning outcomes or explicitly into the curriculum.
 - Since this is recommending that programs "underscore" inequality, this may be as simple as having a critical conversation among faculty to assure this is occurring. One more formal solution is to include this into one of the program learning outcomes or to include an additional outcome about inequality.
- Recommendation 7: Provide curricular and co-curricular structures to help students gain knowledge and apply skills that support them in their post-baccalaureate careers.
 - Curricular structures help students gain knowledge and apply them to their careers, however co-curricular activities have not taken off.

- Some efforts to do this have been piloted, including monthly lunches focused on how to translate sociology to future, but attendance was low. We have surveyed students on how to engage them in this material and are working to implement this currently.
- Recommendation 8: Structure the curriculum to recognize explicitly the points of intellectual convergence and divergence between sociology and other fields of inquiry.
 - Sociology has interdisciplinary methodological courses and some substantive cross-listed classes as well, such as classes cross-listed with psychology (social psychology and some selected topics courses, such as Marriage and Family in a Changing World) and political science (urban development, immigration, public opinion, and others).
 - While we are somewhat interdisciplinary, we also do not require this. The curriculum could include these factors explicitly.
- Recommendation 10: Develop and maintain advising and mentoring processes that support students' decision making in achieving their educational goals, engage students in career planning, and offer guidance on further study in sociology and related fields.
 - See the assessment of alumni data elsewhere in this report to see students' opinions of the advising in the sociology department.
 - Further work to encourage advising and develop that guidance is needed.

Evidence

[7_Curriculum_Comparison.xlsx](#)

PEDAGOGY

8. Please present measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching or implementing, scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty, survey measures, participation rates, and student satisfaction surveys).

Course Evaluations: At the end of a semester, each student in sociology classes is given the opportunity to complete a digital course/instructor evaluation administered by the Seaver Dean's Office. Faculty receive statistical summaries of the evaluations and anonymous comments of students. These reviews are released after all grades across Seaver College are submitted. The Divisional Dean of Social Science also receives results of the evaluations and offers to have yearly review discussions with faculty based upon these reviews.

Peer Evaluations: Sociology faculty undergo formal review from peers when applying for tenure or promotion. This process includes five colleagues writing peer reviews of teaching, scholarship, and service. Teaching reviews consist of an evaluation of a statement about teaching, observing class, and assessing teaching materials such as syllabi, tests, rubrics, and assignments. Peer reviews are confidential, reviewed only by deans and the rank, tenure, and promotion committee.

Scholarship or presentations about teaching: Sociology faculty engage pedagogical scholarship through Pepperdine's Center for Teaching Excellence's workshop series. Rebecca Kim has also published the following chapter based upon her teaching experience.

Kim, Rebecca Y. 2008. "Teaching Race at Anti-Berkeley and Beyond." Pp. 71-82 in Lisa Guerrero, ed., *The Problem of the Colorblind: College Teachers Talk about the Fears, Risk, and Rewards of Teaching Race in 21st Century America*. New York: Palgrave Macmillan Press.

Teaching satisfaction or exit surveys: Please see the analysis of teaching based on exit surveys later in the report, especially in Section 12, "Student Success Data."

ANALYSIS OF EVIDENCE: Quality

Quality of the Degree: In meaning of the degree student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the quality of the program.

9. Describe the high impact practices which enrich the learning experiences (How are they integrated in the curriculum? Are they assessed?)

- a. Service learning
- b. Research opportunities
- c. Internships
- d. Other high-impact practices

The sociology faculty have built opportunities for high impact practices into the curriculum and have taken it upon themselves to go above-and-beyond to include some of these approaches. These include service learning, research opportunities, and internships.

Service Learning: In the last five years, service learning has been used in only one course, SOC422 Urban Development. In Urban Development we have implemented community based learning elements, taking trips to different neighborhoods around Los Angeles. We have met and learned from urban ministers in Koreatown, we have heard from urban planners in Los Angeles County and Santa Monica, and have met with the leaders of the Union Rescue Mission and LACAN community organizing coalition in Skid Row. While this is not service, it reorients power to those in the community and allows for them to be experts and teachers.

Research Opportunities: Students have been engaged in multiple research projects with the faculty in sociology, both in and out of the classroom. In the classroom, original research is an integral part of some SOC200 classes, SOC310, SOC391, and SOC450. This involves collecting research and writing results. Outside of the classroom, sociology majors have also been involved with the faculty in research. Robin Perrin has involved two students (Jenny Song and Leah Bayston) in research from the data collection stage to the publication of peer-reviewed research based on their work. The first paper is: Perrin, R., Miller-Perrin, C., & Song, J. (2017). Changing attitudes about spanking using alternative biblical interpretations. *International Journal of Behavioral Development*. The second paper is in development. Rebecca Kim has involved multiple students in research in the last 5 years. For 3 years, Kami Bates and Evelyn Lee assisted in Dr. Kim's work as the book review editor of *Sociology of Religion*. In 2017, Evelyn Lee also worked with Dr. Kim on Korean American College Students' religious participation. Finally, Maggie Wood and Ben Le are involved in an ongoing research project with Bryant Crubaugh focusing on the effect of higher education on poverty and its concentration in cities and neighborhoods.

Internships: Internships are optional for sociology majors and count toward one of the elective courses that majors may choose to take. All sociology have supervised internships in the last 5 years (Bryant Crubaugh has supervised 1, Rebecca Kim has supervised 3, and Robin Perrin has supervised 3). These internships have included work for nonprofit, government, and business organizations, all in the area of future work that our students desire to pursue.

10. Co-Curricular : How intentional are the co-curricular experiences which are provided and how are they integrated into the curricular plan?

- a. Academic and career advising programs and resources**
- b. Tutoring, supplemental instruction, and teaching assistants**
- c. Orientation and transition programs**
- d. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.**
- e. Support for engagement in the campus community**
- f. Support for emotional and psychological variables of success**
- g. Spiritual development programs and opportunities**
- h. Multicultural opportunities which support diversity**
- i. Plays, musicals, art exhibits, and lectures**
- j. the Sophomore Experience**
- k. Study Abroad**

Co-Curricular: Sociology faculty have been involved in the following ways:

A. Academic and career advising programs and resources:

- Academic advising: Each of the tenured/tenure-track faculty serve as advisors to each of our students beginning in the student's first semester or as soon as they declare the major. Some meetings occur between advisor and advisee after the required meetings in the first and second year, but primary work is in these meetings and informal advising.
- Career Advising: Faculty members discuss career in advising meetings and informally during office hours. The sociology program has also developed an event series focused on developing community in the major and some of the topics of the Spring 2018 lunch series included discerning your vocation, pitching sociology to your future employers. and finding internships and jobs.

B. Tutoring, supplemental instruction, and teaching assistants

- SOC200: The sociology program coordinates with the Student Success Center each semester to provide an advanced undergraduate student to tutor for our Introduction to Sociology courses.
- We also refer students to the Writing Center for assistance, located in the Payson library.

C. Orientation and transition programs: Sociology faculty has participated in new student orientation programs whenever asked.

D. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.

- The sociology program does not support fellowships or scholarships directly, but does actively solicit submissions for Seaver College Faculty-Staff Scholarships each semester.
- Teaching Assistantships were provided to advanced undergraduates to assist faculty teaching our large lectures of SOC200, prior to working with the Student Success Center on campus and transitioning this role to that of a combined teaching assistant and tutor.

Students are able to help prepare and proctor exams, to work with their fellow students in gaining mastery of the material, and work closely with a faculty member to better understand the life of an academic and how we integrate faith and learning in our classrooms.

E. Support for engagement in the campus community:

- Alongside daily activities such as office hours and student mentoring through one-on-one meetings and dine with a student opportunities, sociology faculty also engage in the campus in deeper ways.
- Rebecca Kim has served as the faculty sponsor of the Korean Student Association and Club Convocations.
- Robin Perrin has hosted students in his home and organized a convocation for students and the Malibu Community Labor Exchange.
- Bryant Crubaugh has organized "Sociology First Fridays" and "Sociology and the Midterms" events for sociology majors, getting students to engage with each other outside the classroom.

F. Support for emotional and psychological variables of success:

- All sociology faculty care for and engage with students beyond the classroom, opening discussion to emotional and personal needs that traditional classroom time cannot support.

G. Spiritual development programs and opportunities: Sociology faculty have engaged in club convocations and have helped plan convocations for students, as listed in part E above.

H. Multicultural opportunities which support diversity:

- Throughout sociology classes, each sociology faculty has developed and offered multicultural opportunities to support diversity.
- Rebecca Kim and Bryant Crubaugh have also served on the Seaver Diversity Council, with Bryant serving as the co-chair between 2018-2019.
- Rebecca Kim has been part of the Diversity Task Force and is the Director of the Ethnic Studies program at Seaver College.
- All three sociology faculty have been through pedagogical training related to diversity entitled Seeking Educational Equity and Diversity (SEED).

I. Plays, musicals, art exhibits, and lectures: Faculty have engaged in lectures on campus when asked. For example, Rebecca Kim has participated in book/research lectures for the Pepperdine Library and as a panelist for research/book lectures.

J. the Sophomore Experience: Sociology faculty have not engaged directly in the Sophomore Experience.

K. Study Abroad

- The sociology program does not directly incorporate any study-abroad program, but our faculty have been active participants in study-abroad and have served as visiting faculty in the last 5 years. Robin Perrin taught SOC200 while abroad in Florence in Fall 2018 and Bryant Crubaugh will teach SOC200 while abroad in Buenos Aires in Summer 2019.

11. Please describe evidence of students' research and publications, awards and recognition, professional accomplishments.

Please see the above for information on students' accomplishments, especially in Section 9, high impact practices.

STUDENT SUCCESS, ALUMNI, AND ASSESSMENT DATA

Student success data

12. What is the profile of students in the program and how does the profile relate to or enhance the purpose and goals of the program?

Please explain your student success data (enrollment and retention data). Evidence should include student retention and graduation rate trends (disaggregated by different demographic categories such as race, gender, first-generation students, etc.).

OIE provides this data annually and houses the reports on the OIE website and LiveText site.

Student Success Data

Attached is the student success data for your program.

[Enrollment Data Sociology Fall2013 17.xlsx](#)

[Sociology Graduation Retention.xlsx](#)

The number of students enrolled in the sociology major has slightly declined since 2013, from an average of 39 students enrolled between 2013-2015 to 33.5 in 2016 and 2017 (see Figure 12.1). At the same time that we have seen this slight decline in majors, we have seen an increase of students minoring in sociology, up to 11 students in 2017 from a low of 6 students in 2015.

In addition, Sociology classes serve several other academic programs. Many students in the Communication Division and the Liberal Arts Major must complete an emphasis or concentration in an outside substantive discipline; the overlap between such fields makes Sociology classes a popular choice. A number of Sociology courses also satisfy requirements for the Ethnic Studies Minor.

The sociology major is predominately female, with over 70% of students in fall 2017 identifying as female, down slightly from the peak of 80% in 2015 (see Figure 12.2). The sociology major is also racially and ethnically diverse. Figure 12.3 shows that less than half the students in the major in 2017 identify as white, non-Hispanic. As the next largest group, a full one out of five students identifies as Hispanic. Students identifying with more than one race make up 16% of the sociology major, followed by less than 10% for African American, Asian, and international students.

Finally, the enrollment of Church of Christ members in the sociology major has increased, after a brief decline in 2014 and 2015. By fall of 2017, 27% of the enrollment of students in the sociology major were members of the Church of Christ (see Figure 12.4).

Student and Alumni Data

13. Please present your student and alumni survey data examining student attitudes, satisfaction levels and dispositions. OIE will provide the data in tables and graphs in their Educational Effectiveness Report. Programs are responsible for explaining the survey results. Survey data includes: UCLA/CIRP satisfaction survey data, alumni data.

Student and alumni survey data

[Survey Report OIE Alumni Survey SOSC 08 03 18 redacted .pdf](#)
[EEIs Survey.pdf](#)

Of the 3,051 Social Science division alumni surveyed in Spring 2018, 585 completed the survey, leading to a response rate of 19%. Sociology majors accounted for 8.7% of the respondents, or approximately 51 respondents.

Nearly all sociology alumni (94%) reported that their Pepperdine education prepared them for their primary activity "reasonably well" or "extremely well."

Almost two-thirds of sociology majors reported securing their first job after graduation in immediately or within 3 months. Nearly 8 in 10 (78%) secured their first job within 6 months of graduation. 64% of sociology alumni attended or are attending graduate school. 59% receiving or working toward master's degrees, 6% receiving or working toward professional degrees (law, etc.), and 12.5% receiving or working on doctoral degrees. Of those attending these graduate programs, 97% said that Pepperdine prepared them "reasonably well" or "extremely well." Over half, 57%, reported that they have had employment in sociology since graduating as well. 96% of sociology alumni, no matter if they worked within areas related to sociology or not, reported that Pepperdine strengthened and prepared them for employment "reasonably well" or "extremely well."

Sociology also, according to the alumni survey, prepared students "very much" to think critically (71%), write effectively (53%), speak and listen effectively (71%), assess the quality of arguments and information (74%), and contribute meaningfully to society (79%). Over 90% of students are captured in when you include "somewhat" in all of these categories. The only preparation question that sociology students did not report a majority of "very much" responses was ability to conduct research, with 48% reporting that the social science division "very much" contributed to their development and 44% reporting only "somewhat."

100% of sociology alumni respondents said that Pepperdine was doing "reasonably well" (59%) or "extremely well" (41%) at realizing its mission as a Christian university committed to the highest standards of academic excellence.

One area of concern for sociology alumni was advising. 25% of alumni reported that they "disagree" or "strongly disagree" that they were satisfied with the advising that they received. Looking at the comments on page 22 of the attached report, we can see that sociology students did not remember who their advisor was or believed that they did not have an advisor. This may be satisfactory to some, but it seems that the gap here is in knowing that they have an advisor and who that advisor is.

Sociology majors were also not entirely satisfied with the diversity on campus. Non-majorities reported to be "satisfied" or "very satisfied" with ethnic diversity among students (49%) and ethnic diversity among the faculty (42%). A majority of students were "satisfied" or "very satisfied" when

it came to gender diversity among students (73%) and among the faculty (63%). Students were less "satisfied" or "very satisfied" with religious diversity on among students (55%) and among faculty (57%), but still a majority fit in these categories. Among the comments on diversity on page 44, students expressed desires for more LGBTQ diversity, even expressing frustration for leaving a question about this off the survey.

Overall, 91% of sociology alumni reported that they were either "satisfied" or "very satisfied" with their overall college experience. Sociology alumni were also asked if they would re-enroll at Pepperdine if they were given the choice again and 48% said "definitely yes" and 34% said "probably yes."

Assessment Data

14. Other relevant data. e.g. General education data, special reports.

Please see other sections for analysis of other data, including the General Education section below and WASC 5 Core Competencies.

ANALYSIS OF EVIDENCE: Integrity

In meaning of the degree (section four) student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the rigor of the program.

15. Are the assessment methods comprehensive allowing for a triangulation of data using primarily direct student data supported by indirect student data? Are the assessment methods and tools quantified and robust enough to assess student learning? Is the student sample used for assessment adequate in size and representative of the student population?

Are the assessment methods comprehensive allowing for a triangulation of data using primarily direct student data supported by indirect student data? The annual assessments collected since the last program review have used both direct and indirect student data, though some years only direct evidence has been collected. In the analysis of PLO3 in 2016 we used both direct and indirect evidence. For direct evidence we analyzed papers and presentations. For indirect evidence we analyzed a focus group of senior level students. In the analysis of PLO1 and 3 in 2018 we only used direct evidence in the form of two short papers for our senior seminar. PLO 4 was analyzed using direct evidence, analyzing papers of students and indirect evidence through a focus group of students in the senior seminar.

Are the assessment methods and tools quantified and robust enough to assess student learning? These analyses are somewhat robust and do help analyze the achievement of students in meeting the sociology PLOs. The direct evidence uses preestablished rubrics and quantifies students' results in a robust way. Multiple faculty were involved in these analyses, helping increase the validity of the results through our ability to see if one reviewer was biased or

not. Generally there has been agreement among reviewers and this seems to not be an issue. The focus groups provide direct evidence, though to this point have been somewhat ad hoc and anecdotal. We have used an external interviewer (typically someone in the division office) so the results have not been biased by who is interviewing and concerns for confidentiality and anonymity, but analyses and preparation for these sessions could be stronger.

Is the student sample used for assessment adequate in size and representative of the student population? Finally, the sample sizes were small in these assessments, from 7 to 16 students per assessment. These were however appropriate for their cases, asking all students who fit the requirements to participate. For example, when assessing seniors' abilities on different PLOs, all seniors participated. So, in 2018 with 7 seniors, assessing 7 students was assessing the population of students who fit this category. We had small and appropriate samples or populations of students involved in assessment.

16. Are the graduates achieving the student learning outcomes at the expected level? How was the threshold determined? How do you know your expectations are appropriate? Do you use comparisons based on national standards or benchmarking? How have your assessment findings supported this? Is there assurance that students consistently meet the standards of performance that the major has established? What happens to students that don't meet the standards?

Are the graduates achieving the student learning outcomes at the expected level?

PLO1: Yes
 PLO2: Not sure
 PLO3: Yes
 PLO4: Yes

For each of the PLOs that were assessed in the annual reviews of the Sociology Program, our predetermined thresholds were met. Assessment of PLO1 showed that 15 of the 16 students met the threshold in 2017. Assessment of PLO3 showed that 7 of 8 students met the threshold in 2016 and 14 of 16 in 2018. Assessment of PLO4 showed that 7 of 7 students met the threshold in 2018.

How was the threshold determined? How do you know your expectations are appropriate? Do you use comparisons based on national standards or benchmarking? How have your assessment findings supported this? Is there assurance that students consistently meet the standards of performance that the major has established? What happens to students that don't meet the standards?

The threshold for assessing the PLOs has been established and used since our last program review and is still in use today due to desires for consistency and comparability between assessments. As far as is known by the sociology faculty, there is not a national standard for assessment or benchmarks for assessing sociology programs in this way. The 75% threshold of students achieving our PLOs at a higher level is consistent with other programs at Pepperdine University. Students have consistently met this standard in each assessment. This is likely due to the multiple and reinforcing classes focused on each of the PLOs throughout the sociology curriculum. For those that do not meet the standards, there is no formal process beyond one-on-one mentoring and the further refinement of skills within the classroom. The senior seminar is designed to also help review and assess each of the PLOs, so for those that do not meet the requisite standards, this course should serve as a course correction.

17. Please present an integrated analysis of the data collected from the assessment of direct learning and indirect learning (survey data, focus group, alumni data, and authentic evidence). Please report on the findings from the last comprehensive program review. In summary please explain how the program has achieved a holistic evaluation of the students' educational experience.

Please present an integrated analysis of the data collected from the assessment of direct learning and indirect learning (survey data, focus group, alumni data, and authentic evidence).

From 2013-2018, the sociology program has strived to adhere to the assessment plan that was developed following the last comprehensive program review. Due to unforeseen faculty turnover and other events, this has not been followed exactly but we have collected numerous data points that provide comprehensive reviews and a holistic evaluation of our sociology majors' experiences.

Since the last review, we have collected direct assessments from three years of seniors in our senior seminar (SOC497) and from our students' primary experience of engagement with the research process in our research methods course (SOC310). We have also collected indirect assessments each year through the use of focus groups and moderated discussions with students. In each case, sample sizes were small, but this was necessary and appropriate. In most cases, these were not samples of students in the course, but were the population of sociology majors in the course. With smaller classes in the sociology major, this does make for small numbers of students participating. In our assessments, we relied on assessment rubrics in place of other methods to analyze student learning. Specifically, we use the Value Rubrics provided by the Association for American Colleges and Universities. For more information on these data collection efforts, please refer to the attached annual review documents.

PLO 1: The goal of PLO 1 is for students to demonstrate their use of the sociological imagination. In other words, this is the goal focused on students being able to think like a sociologist, to see how social forces outside of themselves affect their lives and how individuals also can affect social forces. Students did well on this PLO which is not surprising given that this is a major emphasis from the first classes in our Introduction to Sociology (SOC200) courses. In our 2017 direct assessment of PLO 1, 94% of the students met the benchmark we established. In each course, we place a large focus on helping our students understand how to analyze what broader social forces affect a given social problem and synthesize the various forces into a comprehensive understanding. Students are often required to apply this approach to the world around them, from writing application assignments in introductory courses to collecting data and analyzing the effects of social forces on their chosen topics in research methods. Students leave our program speaking passionately about how this intentional approach to developing their sociological way of thinking has changed how they look at the world. Through reflective and synthesizing papers in our senior seminar as well as through focus groups of graduating seniors, students identify eye opening moments that challenge their previous understanding of the way the world works. While not all students communicated their sociological imaginations with clear and precise sociological language, both direct and indirect evidence shows that they have developed a sociological approach and have thus achieved PLO 1.

PLO 2: PLO 2 is a hard outcome to measure and is not directly assessed in the attached materials and annual assessments. The goal is to have students use and articulate both macro and micro level theories. This means that students should be able to explain social phenomenon at the larger levels—states, nations, global, or more broadly the structural level—as well as at the

smaller scale levels—families, communities, interactions, etc. Direct evidence of PLO 3 is part of how we can assess this goal. Students were generally able to understand and differentiate between the cultural and structural approaches to social factors, which shows an ability to recognize, describe, and use differing sociological ideas to explain social factors. Students also demonstrate this in their focus group interviews, indirectly showing evidence of their ability to address both the macro level forces and the micro level forces involved in the analysis of society. While we have no annual review focused on this PLO, we do see students gaining in this ability and demonstrating mastery of it by the end of their career in our program.

PLO 3: Understanding the differences and the interrelatedness of role culture and structure in society is the goal of PLO 3. This is challenging for students to grasp. Not only is defining and identifying structural and cultural forces difficult, but it is particularly difficult to see their combination clearly. Culture—those social factors focused on meaning and the practices of people and groups—and social structure—the hierarchies and the institutions that shape society—intersect rather than compete, so articulating a clear distinction is hard and not always advised. Still, students finishing our sociology program have effectively communicated an understanding of the distinction between the two at an impressive level. In our 2017 direct assessment of this PLO, 88% of students met our benchmark in their senior capstone papers. When it comes to explaining inequality, students have been able to recognize the role of both culture and structure, and have shown their ability to integrate the two into a holistic understanding. Some students struggle with this more than others, but a large majority of students showed impressive ability to describe and differentiate these factors. Indirect evidence also points to the students' ability to use these approaches and to do so on the fly, in conversation instead of just in a written paper.

PLO 4: The goal of PLO 4 is for students to move beyond just understanding what others have argued and found through research, but for them to be able to do so through their own work as well. Students are given a toolkit of research methods and required to undertake collaborative research through our research methods (SOC310) course. This involves students designing and conducting an empirical student that answers a question they have about how something works in society. Students take at least two classes that focus specifically on this—research methods (SOC310) and statistics (SOC250)—and are often required to also use these skills in their coursework as well. Our direct assessments, show that all students that were assessed met the established benchmark, showing how well our students are learning research methods. Students are clearly showing that they have the ability to collect and analyze findings on a sociological question. Within groups, students are able to: decide on a social question to study, to decide what method of research would best address that question, to design a process to undertake that method, to carry out the data collection, to analyze the results, and to report on their results. Students showed an impressive level of sophistication here. There was some worry that the sociology majors were only doing so well overall because they were working in groups, but at least in collaboration with one another, our students have been meeting this outcome. Indirect evidence shows that students spoke highly of these experiences and were able to express how they felt empowered to pursue social research in the future.

One other major area that deserves mention here is advising. Student and alumni data shows that advising is one of the weaker aspects of our program. Students are not lagging behind other majors in gaining employment and satisfaction with the program, and students are able to complete the sociology majors and combine it with other programs. This was especially clear in the alumni survey where students often did not report that they knew they had an advisor. It is clear that students desire additional forms of support in preparing for careers that utilize sociology. Students desired more regular meetings with their major advisor, something we can implement.

Overall, direct and indirect evidence shows that the sociology majors are graduating with the skills and knowledge that we as sociology faculty desire and expect.

Please report on the findings from the last comprehensive program review.

Based on the quality improvement plans developed in our last comprehensive review in 2013 in collaboration with sociology faculty, administration, and our external reviewer, we can make the following observations:

Action 1: More consistent and more predictable elective offerings: we have established a four-year plan for more predictable elective offerings, but due to the fluctuations of faculty size, responsibilities, and teaching abroad, we have been unable to establish a plan and stick to it for more than two years at a time.

Action 2: Additional Tenure-Track Hire: we have hired an additional faculty member to bring our number back up to four full time tenure track faculty starting in Fall 2019.

Action 3: Consider whether to ask Payson Library to purchase Sociological Abstracts or SOCINDEX: We now have access to Sociological Abstracts as well as other similar resources available through the Payson Library.

Action 4: Provide students with more opportunities to connect with Seaver graduates working in the community, information on career options for sociology majors, and structured access to internship opportunities: This goal has been approached more informally through one-off connections. Through newly developed initiatives like the Sociology First Fridays lunch series, we may have more opportunities for this in the future.

Action 5: Engage more students in research: Each faculty member has engaged students in research since the last review, with multiple publications and presentations resulting from these collaborations (listed elsewhere in this report).

Action 6: Create a Sociology Honors Program: Due to faculty fluctuations, this has not been pursued.

In summary please explain how the program has achieved a holistic evaluation of the students' educational experience.

Through regular assessment and both direct and indirect evidence of every graduating senior in the last few years, the sociology faculty have achieved a holistic evaluation of the students' educational experiences within the program. We work with students in our classrooms and our offices, at the lunch table and throughout the city of Los Angeles. We know our students and we will continue to strive to fulfill and enrich their educational experience and expectations.

Evidence

[2016PLO3.pdf](#)

[2017_PLO_1_and_3.pdf](#)

[2018_PLO_4.pdf](#)

WASC 5 CORE COMPETENCIES

18. How does the program ensure that graduates meet the WASC FIVE CORE COMPETENCIES? Present your findings of measurements you have done of the core competencies.

Quantitative Reasoning (2018-2019)

Not yet available.

Critical Thinking (2017-2018)

Sociology students were combined with the social science students in the assessment of critical thinking. Overall, social science students had better than average scores on critical thinking than the university on all areas of the rubric. Although only seven sociology students' work was analyzed in this study, sociology majors were either right at the average score on the various categories of study or just above the average scores.

Information Literacy (2016-2017)

Sociology was not included in this research study.

Oral Communication (2015-2016)

Sociology students scored higher than the Seaver average on oral communication, with scores averaging at least 3.3 on all dimensions. A score of 3 indicates that a student has achieved what is expected of them and is proficient in oral communication. Many student scored above this with "Capstone" level scores, showing excellence in oral communication. Sociology students performed especially well on the dimensions "Organization," "Supporting Materials," and "Central Message." The lowest average score was in the dimension of "Delivery" where most students still meet expectations and achieved upper milestone scores. A 2016 study of 9 senior students in Deviant Behavior and Social Control (SOC426) participated in this study.

Written Communication (2014-2015)

Sociology students met the faculty's expectations in their assessment of written communication. Out of the 10 students who wrote papers for sociological theory (SOC391), 8 of 10 received average scores of 3 out of 4 or higher on both content and syntax. Three faculty members assessed the papers and one student, giving these results more legitimacy than just one individual running this assessment.

General Education

Please report on how your program supports the GE curriculum (include data reports on assessment.)

The sociology major supports the general education program through our Introduction to Sociology (SOC200) course. SOC200 is one of three options in the Human Institutions and Behavior requirement. The goal of this requirement is for students to Understand how theories of human behavior are tested scientifically. This requirement explores various ways in which human institutions and behaviors can be studied, understood, and predicted providing valuable insight into interactions, societal patterns, and human nature. SOC200 is one of three courses and students are required to chose two. In all but one semester in the last 3 years, we have taught over 200 students in SOC200.

In 2016, the Social Science division assessed the learning of students in this requirement, with 124 students participating from our SOC200 classes. Questions were selected from multiple choice exams that focused one of the elements above in the stated goal. Within sociology exams, 12 questions' results were analyzed. Approximately 80% of students or selected the correct answer for at least half of the questions, indicating a basic understanding of human institutions and behavior. The sociology program is effective in contributing to the overall general education program's human institutions and behavior requirement.

SUSTAINABILITY: RESOURCES

19. With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning of their long-term stability are ensured.

In order to demonstrate this each program should address

- a. questions about the level of student demand for the program and**
- b. the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.**
- c. What is happening within the profession, local community, or society that identifies an anticipated need for this program in the future? (If appropriate include market research.)**

Existing Demand: See enrollment data trends across majors in section 12.

Resources: The sociology major shares its operating budget with all majors under the Social Science Division. Management of the divisional budget is handled by the Divisional Dean, allowing for equitable distribution of resources needed for each program's success. Resources are allocated to key areas, including but not limited to: faculty conference travel, faculty research support, student workers, assessment, books and other supplies for curriculum development, etc. All programs are well supported and have access to the resources they require to thrive.

Future Demand: The American Sociological Association (ASA) recently released a report demonstrating the continued desire and role for sociology programs in the contemporary and future university. Their analysis is that "Sociology is well-positioned to analyze and respond to these tensions in higher education in the United States" (Pike et al. 2017:2). Sociology also benefits from straddling the disciplinary divide and providing a large range of skills and perspectives that society and future employers value. As the ASA report details: "Sociology

programs are able to draw on disciplinary strengths to forge successful paths through this complex terrain. In addition, as a discipline rooted in both science and the liberal arts, sociology teaches students essential skills that consistently appear among national policy priorities and employer surveys, including the ability to make empirically based arguments, to collect and analyze data, and to communicate effectively" (Pike et al. 2017:3). The sociology program at Pepperdine sets up our students for future success and will continue to do so as demands for rigorous scientific analysis and social understanding continue to increase in the future.

20. FACILITIES

Please describe the adequacy of

- a. Classroom space**
- b. Laboratories**
- c. Office space**
- d. Programming venues**
- e. Student study spaces**

The sociology department has access to approximately four classrooms in Appleby Center, one in Keck Science Center, and one in the Plaza Classrooms. The department also has access to a computer lab in Appleby Center. Classes are scheduled in their classroom according to need and the function of the class. This gives special priority to courses needing moving desks for small group work or class discussion. Four of the six rooms can accommodate these factors. All tenure-track and tenured faculty have their own office in Appleby Center. Students have access to programming venues on campus, given they reserve them through the proper channels ahead of time. Students study in the seating area of Appleby Center as well as the newly remodeled Payson Library. In Payson, the sociology subject area specialist, Jaimie Beth Colvin, is also available for assistance in finding sociologically relevant research material. Payson Library and Ms. Colvin also have assisted in building resource pages for specific classes.

FACULTY AND STAFF

21. What are the qualifications and achievements of the faculty/staff in the program in relation to the program purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program?

Evidence in this category should include (this could be collected through faculty CVs) :

- a. Proportion of faculty with terminal degrees**
- b. List of faculty/staff specialties within discipline (and how those specialties align with the program curriculum)**
- c. Record of scholarship for each faculty member, professional presentations for staff members**
- d. Faculty/staff participation in development opportunities related to teaching, learning, and/or assessment**
- e. External funding awarded to faculty/staff**

All three tenured and tenure-track faculty in the Sociology Department hold terminal degrees. For all other information, see the attached CVs.

22. FACULTY/STAFF

Are there sufficient numbers of faculty/staff to maintain program quality? Do program faculty/staff have the support they need to do their work?

- a. Distribution of faculty across ranks (or staff years at institution)**
- b. Diversity of faculty/staff**
- c. Number of full-time faculty (ratio of full-time faculty to part-time faculty)**
- d. Student-faculty ratio**
- e. Faculty workload**
- f. Faculty review and evaluation processes**
- g. Mentoring processes**
- h. Professional development opportunities and resources (including travel and research funds)**
- i. Sufficient time for research, program development**

Distribution of faculty across ranks:

- 2 Professors
- 1 Tenure-track Assistant Professor

Diversity of faculty/staff: Of the three faculty members in the Sociology Department, 2 are male and 1 is female. 1 identifies as Asian and 2 as Caucasian. All three identify within Protestant Christianity. 1 identifies as a former first-generation student.

Ratio of full-time faculty: All courses taught within the sociology major, besides statistics and cross-listed electives, are taught by the three full-time faculty members. Statistics is taught by social science division faculty or staff and cross-listed courses are taught by social science division full-time tenured or tenure-track faculty.

Faculty workload and student-faculty ratio: All tenured faculty teach a 3-3 course load, unless they have a course-release for research or co-curricular responsibilities. Tenure-track faculty teach 2-3 load prior to being granted tenure. All tenured and tenure-track faculty (after the completion of their first year) participate in advising students in both the major and the minor. This would average out to about 17-18 students per faculty member. All sociology faculty members serve on committees at the division, college, and/or university level, including two faculty members chairing college level committees.

Faculty review and evaluation process: Social science faculty complete an annual self-evaluation, and if desired, meet with the Divisional Dean to discuss the evaluation. Assistant and Associate ranked faculty are reviewed by the Divisional Dean for step increases every 2 years. Faculty who have achieved the rank of Professor are reviewed by the Divisional Dean for step increases every 3 years. Tenure and/or promotion from one rank to another requires the faculty member to submit materials for review by 5 divisional peers, the Divisional Dean, the members of the Seaver College Rank, Tenure, and Promotion Committee, the Seaver Dean, the University Provost, the Board or Regents, and the President. Once a faculty member has achieved the highest rank on the standard tract (Professor 3) they receive review from through the same process every 5 years.

Mentoring processes: New tenure-track faculty at Seaver College participate in monthly mentoring meetings at the college level, coordinated by the Associate Dean. This brings together resources from around the university intended to lead to success in the faculty member's future teaching, research, and service activities. Informal mentoring occurs within the division and department.

Professional development resources: Faculty are provided professional development resources through the Social Science Division. Each faculty member is provided funding for up to two conferences a year, with additional requests for research and professional travel evaluated on a case-by-case basis. Additional professional development funding is procured through college and university programs, such as fellowships, research grants, student collaboration grants, and other sources. Teaching development is also supported by the division and the college. The Center for Teaching Excellence provides funds to attend national conferences focused on college-level teaching. Also, all members of the sociology faculty have participated in the college-sponsored SEED program, which is intended to develop professional competence in cultural diversity and inclusive pedagogy.

Sufficient time for research and program development: Time for research and program development is built in to the faculty model at Pepperdine. Pre-tenure faculty automatically receive a course reduction each year and their first year exempt from serving on committees and advising students. Tenured faculty may request a course reduction by submitting a proposal to the Seaver Dean's Office. These requests have generally been granted, allowing for time to collect data, analyze and report findings, and evaluate the sociology program. In addition to these annual factors, tenured faculty may submit sabbatical requests every seven years.

Evidence

Please attach evidence.

[12_PerrinCV_2019.pdf](#)

[12_KimCV_2019.pdf](#)

[12_CruboughCV_2019.pdf](#)

[asa_booklet_2017.pdf](#)

FINANCIAL RESOURCES

23. Financial Resources:

Please describe your operational budget (revenues and expenditures) and trends over a 3-5 year period.

Awaiting Data

EXTERNAL REVIEW

[external_review_for_department_sociology.pdf](#)

QUALITY IMPROVEMENT PLAN

[QIP_form_2019sociology.docx](#)