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University of Nebraska Kearney

Academic Program Review

Self-Study Report, 2019

Department of Sociology

22 - 23 April, 2019

Suzanne L. Maughan, Chair

**DEPARTMENT OF SOCIOLOGY SELF STUDY 2018
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Hard copy format

SOCIOLOGY REVIEW TEAM MEMBERS

Dr. Thomas VanValey

Review Team Chair and Outside Reviewer
Department of Sociology, Western Michigan University
1903 W. Michigan Ave
Kalamazoo MI 49008-5257
269-387-5296
thomas.vanvaley@wmich.edu

Dr. Julie Campbell

Former Review Team Member
Department of Criminal Justice
Founders Hall 2216
University of Nebraska at Kearney
campbelljn@unk.edu

Carol Lilly

Representative from CAS Educational Policy
Department of History
Copeland Hall 103G
University of Nebraska at Kearney
308-865-8509
lillyc@unk.edu

Bailey Koch

Representative from Teacher Education
Department of Teacher Education
College of Education B193
University of Nebraska at Kearney
308-865-8833
kochbj@unk.edu

Samantha Moulton

Sociology Alumna

UNK ACADEMIC PROGRAM REVIEW PROCESS

The purpose of the Academic Program Review (APR) is to provide a common base for internal review and evaluation of all University of Nebraska at Kearney (UNK) academic (both instructional and non-instructional) programs. The primary goal of the APR is to improve the program's effectiveness and quality. The APR process is intended to be a periodic self-examination with the objectives of providing a clear assessment of the program's strengths and weaknesses, developing a guide for the program's future direction and contributing to a strategic plan for the future.

External reporting to the Board of Regents and to the Coordinating Commission for Postsecondary Education are drawn from the various Program Review documents. It is usual for each department or academic program to be scheduled for review on a five year rotation.

The process of review begins when the department forms and schedules an external review team, gathers departmental data, and writes a self-study document. The purpose of the self-study manuscript is to present a comprehensive picture of the department and its programs, describing goals, rationale, program offerings, staffing resources, students, and the department's strategies for improvement. The document undergoes evaluation and response from the Dean prior to its distribution to the External Review Committee and the Senior Vice Chancellor for Academic and Student Affairs.

ABSTRACT

This self-study of the UNK Sociology Department offers an overview of the program, its characteristics, performance, resources, institutional contributions, student profiles, and faculty qualities for the period from 2013 to 2019. The self-study concludes with a summary of faculty goals and future plans for the Sociology Department. Sociology faculty are committed to the delivery of quality instructional programs and an academically sound program of study, while participating *“fully in the traditional missions of teaching, research, and service.”* The department provides service to other programs on campus as well as to agencies and organizations throughout the community. Faculty are invested in supporting students, developing the department, and increasing understandings of human interactions. Many changes have occurred since the establishment of Sociology at UNK, the most recent being a move into the digital world with the implementation of the Online Sociology Degree. The discipline of sociology is vital for understanding the world around us and the people we interact with. During a time of social unrest and uncertainty, sociology provides communities with insight into why we behave in the ways that we do.

**UNK DEPARTMENT OF SOCIOLOGY
ACADEMIC PROGRAM REVIEW 2019**

SECTION I: GENERAL PROGRAM CHARACTERISTICS

This section discusses the UNK Sociology Department's history, mission, goals, relationship to UNK's Mission and Vision, and APR recommendations from 2013.

A. History of the UNK Sociology Department

Kearney State College:

Since the early 1970s, the UNK Sociology Department has evolved from an emerging program at the Kearney State College to an established program on campus, which also instigated the creation of the, now independent, Social Work Program. The Sociology Department currently offers a Bachelor of Arts degree, a Bachelor of Science degree, and a minor, including the option to take classes on campus or via online classes with Online Degree Completion Program.

In 1971, Sociology earned departmental status at Kearney State College. Before that time, the Division of Social Sciences had offered both a major and a minor in Sociology. Under the leadership of a new chair, the faculty revised and strengthened the curriculum based on solid philosophical and academic principles. New courses were added in anthropology, research methods, and a series of one-hour modules in various content areas.

In the years that followed, and especially during the 1970s, the success of the program was demonstrated by increasing numbers of majors, minors, and class enrollments. Perhaps no department experienced more rapid growth than sociology during the 1970s. During this decade, a surge of significant social research focused on burgeoning social issues and the concerns of a maturing industrial society. New sociological knowledge gained stature due to its relevance to pre-professional and professional programs that were being implemented in organizations of higher education across the nation. It should have been no surprise that sociological researchers and their students were asking questions and seeking answers to social problems in the fast-changing society around them. Students were also looking for academic programs that would teach them skills and prepare them to work in various social and public agencies.

At the same time, government funds became available to institutions such as Kearney State College to develop pre-professional programs to address problems such as street crime, drug and alcohol abuse, mental health, and teenage pregnancy. Three new faculty members were added in the fall of 1974 to teach courses for the newly developed curriculum for the Criminal Justice Major. Demand mushroomed and the faculty numbers grew from three to seven faculty members, so that by the beginning of the 1975-1976 academic year, the Criminal Justice Program detached from the Department of Sociology, taking its faculty members with it.

Under new leadership, the Department of Sociology set out anew to pursue answers to some of the same social issues that had been previously raised. A new set of goals was devised to create a Social Work component within the department. At the beginning of the 1975-1976 academic year, a part-time faculty member taught the first social work course in the department. Shortly thereafter, a second major grant was written for the development of a Social Work Program. Thus, in 1978-1979, for the second time, a new major—this time, Social Work—was initiated by the department. During the following ten years, the chair and faculty of Sociology and the program director of Social Work and their faculty worked in tandem to accomplish a mission that combined their two identities. Finally, by fall of 1988, the Social Work Program had not only gained accreditation, but had matured and prospered, so that in 1988-1989 the program became autonomous.

University of Nebraska at Kearney:

Having created and supported two new programs that later became autonomous was not without costs to the Department of Sociology. The department varied in size from as many as nine faculty to as few as five and in the fall semester of 1996, a new position was gained, thus bringing the total number of faculty positions in the department to six.

Reorganization initiatives from central administration reunited Sociology and Social Work into a single department once again in January 2000. During the period from 2000 to 2003, the two programs were housed in separate buildings—Sociology in Copeland Hall and Social Work in Men’s Hall with a subsequent move to Founders Hall.

During this same period, amidst economic challenges, the University of Nebraska underwent extensive budget cuts which included the UNK campus. As a result, the decision was made to reduce administrative costs across campus. In the College of Natural and Social Sciences, these budget cuts included combining two departments into one, thus eliminating the need for one department chair position and a secretarial position. Once again, departmental restructuring occurred and this time, the Social Work Program split from the Sociology Program, and joined with Criminal Justice; while the Sociology Program joined with the Geography Program. The name of the merged departments became the *Department of Sociology, Geography and Earth Sciences*.

The new department operated under one department chair, Mr. Stan Dart from the Geography and Earth Sciences program, with Dr. Jess Enns as director in 2005-2006. In the following academic year of 2006-2007, Mr. Stan Dart continued as chair with Dr. Daryl Kelley as director.

Upon Dr. Jess Enns’ retirement in 2006, his position was replaced by a one-year appointment, followed by the hire of Dr. Michele Steinmetz in a tenure-track position. Two years later, Dr. Steinmetz resigned and while the department was searching for a faculty replacement, the open position was “frozen” because of university budget cuts. Dr. Steinmetz’s open position was eventually cut from the department.

In 2008, Mr. Stan Dart retired and Dr. Paul Burger (Geography) assumed the role of department chair with Dr. Stephen Glazier (Sociology) as director in 2008-2009 and then, Dr. Suzanne Maughan (Sociology) in 2009-2010. Post 2010, the merged department was led by two co-chairs, Dr. Suzanne Maughan (Sociology) and Dr. Jason Combs (Geography). Each program operated independently, occupying separate physical spaces but sharing an office associate on a half-day rotating basis.

Two petitions were submitted—one in 2010 and the other in 2015—to officially separate the Geography and Sociology Programs and allow them to operate as unique entities. The unsuccessful 2010 petition was followed by success in 2016. The Department of Sociology led by Dr. Suzanne Maughan, and the Department of Geography and Earth Sciences led by Dr. H. Jason Combs became separate entities. Drs. Maughan and Combs have held the department chair positions since the separation.

In 2011, the UNK Sociology Department became one of the first undergraduate programs to offer an Online Bachelor's Degree with a grant obtained by Dr. Diane Wysocki. New online sociology students have typically been students with associate degrees or equivalent qualifications and who are also time, or place bound, with limited in resources to physically study on the UNK campus.

Since the last program review, a number of departmental personnel changes have taken place. Dr. Sandra Loughrin joined the department in 2013, replacing Dr. Diane Wysocki who retired in 2012. Two department faculty have retired. This includes Dr. Stephen Glazier (an anthropologist, in 2016), and Dr. Daryl Kelley (a sociologist, in 2017). In light of university-wide budget cuts, the department proposed to SVCAA Bicak that the UNK Health Science program would benefit greatly from hiring a medical sociologist. In response, approval for that position was granted, and Dr. Hui Liew was hired in 2017. However, the tenure-track position formerly held by Dr. Kelley was not approved for a tenure-track replacement and instead, was filled by lecturer, Ms. Anna Hain. In the meantime, the administrative assistant who worked half-time for Sociology and half-time for Geography, Val Vierk, retired in 2017. Her position was not replaced.

Finally, Tami Foshier, the online coordinator for the Sociology and Criminal Justice Programs, resigned in December 2017. Tami's position was funded by soft money generated from the tuition differential of Sociology and Criminal Justice online classes. Due to the uncertain nature of consistent and predictable tuition differential revenues, the Sociology and Criminal Justice online directors (Dr. Suzanne Maughan and Dr. Julie Campbell) jointly decided not to replace Tami's position. Since that time, both online directors have been administering and coordinating their individual online programs.

Currently, the Sociology faculty is comprised of Dr. Kurt Borchard, Dr. Suzanne Maughan (Department Chair), Dr. Sandra Loughrin, Dr. Hui Liew, Ms. Anna Hain (lecturer) and Ms. Kristin Fitzgerald (adjunct). Ms. Fitzgerald will be defending her dissertation in April 2019, and will continue to teach classes online. Despite changes and fewer personnel, the Department of Sociology continues to offer a robust curriculum, a solid number of graduates, and a deep commitment to serving UNK.

B. Sociology Mission, Objectives and Relationship to UNK's Mission and Vision

UNK Sociology Program Mission Statement

UNK students who have completed a degree in sociology will demonstrate sociological knowledge, skills and values that will prepare them for graduate or professional school and to be an educated citizen.

These outcomes include:

1. an understanding of basic concepts in sociology and their relationships.
2. an appreciation for the composition of social structures and how social institutions operate.
3. knowledge of a substantive area within the discipline of sociology.
4. an ability to think critically.
5. an ability to develop a methodological viable research project.
6. an understanding of the role of quantitative and qualitative research methods.
7. an ability to communicate effectively. This includes oral and written communication.
8. an understanding of the responsibilities of being a good sociological citizen.
9. an awareness of the ethical issues in research.

Until recently, the Department of Sociology was located within the College of Natural and Social Sciences. In fall 2018, the College of Natural and Social Sciences, and the College of Fine Arts and Humanities combined to create the new College of Arts and Sciences which encompasses four divisions: Fine Arts, Humanities, Natural Sciences, and Social Sciences. The Department of Sociology is now a department within the Division of Social Sciences. The department provides an academically sound curriculum and faculty participate *“fully in the traditional missions of teaching, research, and service. . . . Teaching is the most important responsibility of the faculty and is served through . . . commitment to an academically sound general studies program, majors in the liberal arts and . . . coordinated support of programs offered by other Colleges in the University”* (Mission Statement, former UNK College of Natural and Social Sciences).

Given teaching is *the most important responsibility of the faculty*, Sociology faculty recognize that students who are engaged and learning actively will develop a sound understanding of the social forces that shape society. Faculty are committed to the delivery of quality instruction to prepare students to become life-long learners of human interaction in a diverse society. Using a wide variety of pedagogical techniques—from traditional lectures to experiential learning and student centered learning—faculty promote students’ critical thinking skills through *“high quality, multidimensional learning”* with the end goal of preparing *“ . . . students to lead responsible and productive lives in an increasingly diverse, interconnected, interdependent, and technological society”* (UNK Vision, <http://www.unk.edu/about/plan/mission,-vision,-and-values.php>).

C. Sociology Long Range and Short Range Goals

UNK Sociology faculty serve the discipline, colleagues, and students through excellent teaching, scholarly research, and active use of professional skills in service to impact surrounding communities, the region, the state, the nation and internationally. This commitment is in line with the mission of the former College of Natural and Social Science: *“Our faculty dedicates itself to scholarly teaching that enables students to use scientific approaches to discovery and understanding. Our faculty publishes research that advances knowledge and actively involves students in scholarly endeavors. Drawing on our disciplinary expertise and research, we serve the diverse needs of the community, state, and beyond”* (Mission Statement, former UNK CNSS, 19 November, 2012).

Overall, department objectives are:

- to seek an understanding of the changes and development processes of social life.
- to develop comprehension, insight, analytical approaches, scientific inquiry approaches, liberal arts perspectives, and information-processing capabilities.
- to address social phenomena and social problems associated with racial, ethnic and other group relations, socio-cultural change, societal institutions, population dynamics, community disorganization, social conflict, social welfare and policy, deviance, effects of technological change, and major social problems.
- to prepare those students who wish to attend graduate school.

The department has identified specific goals which include the following items:

1. Promote teaching excellence by participation in faculty development activities which strengthen face-to-face teaching and online instruction.
2. Support new faculty in developing and extending research agendas through release time for research, participation in research workshops and programs, minimizing service responsibilities, aiding participation in conference attendance, and promoting connections with other researchers.
3. Support undergraduate research by promoting participation in university student research programs such as the Undergraduate Research Fellowship (URF), Summer Student Research Program (SSRP), participation and attendance at undergraduate conferences such as the Nebraska Undergraduate Sociological Symposium (NUSS), and professional conferences such as the Midwest Sociological Society (MSS).
4. Strengthen the curriculum through faculty collaboration to close the assessment loop.
5. Promote internship experiential learning opportunities for students, particularly for those who choose to proceed directly into the workforce after graduation.
6. Build and strengthen the Online Sociology Degree.

D. Sociology Strategic Plan

- 1. Promote Teaching Excellence.** Continue to encourage faculty to improve teaching skills (Goal 1), build knowledge (Goal 2), and self-assess with a plan to reevaluate their own skills (Goal 4) through participation in opportunities provided by the university and outside entities.
- 2. Assessment.** Maintain a focus on the assessment feedback loop (Goal 4) with continued faculty involvement in assessment and evaluation of student learning outcomes. Seeking input and guidance from the campus Assessment Office. Support faculty as courses and content require revision. Develop an efficient alumni tracking system to identify and communicate with graduates, and to promote potential student-alumni connections.
- 3. Student Experiential Opportunities.** Broaden student involvement in active experiential opportunities (Goals 3 and 5). Support the faculty member assigned to coordinate internships with resources to successfully promote and oversee student participation. Encourage more students to study abroad or in other cities in the United States. Explore collaborations with other departments to build a database of internship possibilities.
- 4. Undergraduate Research.** Encourage students to participate in practical research experiences (Goal 3) through campus programs (Undergraduate Research Fellowship, Summer Student Research Program) and using required (SOC 370) and elective classes (faculty/student collaboration) as a springboard for projects to present at conferences (Nebraska Undergraduate Sociological Symposium, National Conference on Undergraduate Research, Midwest Sociological Society). Emphasize the value of faculty mentorship.
- 5. Online Sociology Program.** Assess the current online program in terms of curriculum and increased competition from programs at UNK and other universities (Goal 6).

E. Leadership, Governance and Organizational Structure

Dr. Suzanne Maughan is the current Sociology Department Chair and has served in a department leadership role since 2009. Department chairs are selected in accordance to procedures set out in the former CNSS Constitution, with participation of the Sociology faculty, recommendation of the Dean, and appointment by the Board of Regents.

Chairs shall be appointed by the Board of Regents, upon recommendation of the Dean, after appropriate consultation with the departmental faculty and concurrence by the Chancellor and the President, for a term not exceeding five years but eligible for reappointment. Prior to recommending the reappointment of a chair, the Dean shall take a closed ballot of the department members on the question of reappointment of the incumbent (Section 2, Constitution of the College of Natural & Social Sciences, UNK, 4/18/2011).

Future department chairs will be selected according to the constitution for the new College of Arts and Sciences.

Until fall 2018, the Sociology department chair represented the Sociology department in the CNSS Council of Chairs and Directors and was *“responsible to the Dean for departmental administration; be the department’s official representative in all matters except those delegated to other members of the department; and serve as intermediary between the department and other individuals and units of the university”* (Section 3, Constitution of the College of Natural & Social Sciences, UNK, 4/18/2011). Since fall 2018, the department chair continues to represent the department at the meeting of the CAS Council of Chairs and Directors.

Role of the Chair

The Department Chair manages the administration of the Sociology program which includes the following: day-to-day activities of the department; responsibility for the operating budget, including expenditures, requisitions for supplies, equipment, etc; coordinates with the History Department office associate or the Dean’s administrative associate on budget and hiring items; schedules courses each semester; plans future course rotations; strategic planning; initiates development and update of course and program curricular; initiates departmental promotion and marketing; delegates specific responsibilities to faculty such as assessment, recruiting, and other committee assignments; establishes departmental meetings; sets meeting agendas; encourages faculty development; manages departmental office tasks and responsibilities; directs and coordinates work study students in the department office; coordinates and communicates with other programs which use sociology courses; represents the department at events; coordinates and evaluates 7-12 Teaching Endorsements; advises transfer students, supervises independent readings and research courses, directs the online sociology program; orients and advises online sociology students; chairs the Sociological Imagination Scholarship Committee; reviews and evaluates faculty and staff.

Department meetings are held when necessary and usually take place three to four times a semester depending on the length and complexity of agenda items. At times, more frequent meetings may be needed e.g. hiring new faculty. Decisions at meetings are made by majority vote. The department is small and by necessity, all sociology faculty act as a committee for fulfilling duties and/or organizing events or activities. Subcommittees are appointed as needed and are currently in place for the annual assessment report (chaired by Dr. Kurt Borchard), recruitment events (chaired by Dr. Sandra Loughrin), and internships (Ms. Anna Hain).

F. Department Policy and Procedures

The department currently has policies to direct a number of departmental items such as honoring students, office hours, and evaluations of faculty performance.

College of Arts and Sciences Outstanding Senior:

Graduating outstanding senior students are recognized in the College of Arts and Sciences Outstanding Senior ceremony on the Thursday evening prior to graduation in spring and fall semesters. A Sociology faculty member nominates a graduating senior who has exhibited outstanding performance in

academics in- and outside the classroom. Faculty vote on the nomination which, if successful, is passed on to the college committee.

Sociological Imagination Scholarship:

The Sociological Imagination Scholarship is given annually to an outstanding sociology major(s) with sophomore standing or higher. Funds are provided by the Sociological Imagination Fund which was established by former Sociology faculty. Each February, students apply for the scholarship through the Office of Financial Aid. Faculty review, discuss, nominate and vote on applications in March. The award may be given to a single student or split between two or three students. The successful applicants are notified in May of each year.

College Fellow:

The department may appoint a College Fellow as noted by University and College Policy. Fellows are appointed as juniors to serve in responsibilities related to the department for one year during their senior year. This award has not be given recently.

Guidelines for Reassigned Time for Scholarship:

The UNK Faculty Workload Guidelines direct reassigned time for faculty scholarship. Each fall semester, tenure-track faculty are eligible to apply for reassigned time for scholarship by completing a Reassigned Time Application. Reassigned time refers to 3 hours assigned to scholarship and 9 hours assigned to teaching. In the application, faculty indicate a research plan, expected scholarly activity and outcomes. The application, if approved, applies to reassigned time in the forthcoming academic year. New tenure-track faculty automatically receive reassigned time; however, they must still submit the Reassigned Time Application each year. Tenured faculty are required to complete and submit the Reassigned Time Application form if they wish to be considered for 3 hours of reassigned scholarly time. The department Chair considers requests and provides recommendations to the Dean, who then makes recommendations to the Senior Vice Chancellor for Academic and Student Affairs.

Office Hours:

Outside of classroom time, all faculty are expected to be available for student meetings related to course work, advising, majors, internships, research projects, graduation plans and beyond, and any other student related items. At least five hours a week, and at various days and times during the week must be allocated to office hours. Faculty post office hours outside their office doors and in syllabi.

Evaluation of Faculty Performance, Annual Review, and Promotion Criteria and Guidelines:

Guidelines for faculty performance, annual review, and promotion have been developed and approved by the Board of Regents for use within the department. Faculty create the guidelines in association with College and University guidelines. This document is available in Appendix.

G. Teaching

Faculty are in agreement that excellence in teaching is the most important departmental priority. For many years, Sociology faculty have maintained high teaching evaluations. According to University guidelines, “*Good*” teaching consists of an average mean score of 3.5 to 3.99 (on a 5-point scale), “*Superior*” as 4.00 to 4.49 and “*Outstanding*” as 4.5 to 5.0. Sociology faculty evaluations typically fall in the Superior or Outstanding category. Beyond traditional lectures and research papers, faculty implement a wide variety of pedagogical techniques to convey sociological concepts in courses. Examples of assignments include journaling, reports of current events associated with course topics, creative projects such as children’s books, animated films, personal assessments (implicit bias assessment, diversity assessment), hometown social inequality analysis, and genogram mapping.

Faculty present and publish articles on teaching sociology, and regularly interact with other sociology faculty to gather and share ideas on teaching. Each year attendance at the Nebraska Undergraduate Sociological Symposium, allows faculty to gather on a formal and informal basis to discuss pedagogy, specifically in relation to student research. Additionally, students are able to network with graduate students and graduate faculty coordinators in a comfortable and friendly environment.

Student Support:

Advising. UNK faculty are student advisors. The university does not have professional advisors for students who have declared a major. Within the Sociology Department, faculty are equally assigned student advisees who may be majors and/or minors. In addition to on-campus students, the Department Chair also advises online students. Faculty are highly encouraged to regularly refresh their advising skills, spend quality time with advisees, discuss future plans students have for a career or graduate school, and help students create a timely graduation plan.

Student Research. UNK strongly supports student research and the department highly encourages sociology students to present their research in a professional forum as a formal presentation, poster session, round table, or panel. The Nebraska Undergraduate Sociological Symposium (NUSS) is hosted on a rotating basis at universities throughout Nebraska. The University of Nebraska Kearney hosted NUSS in 2017 and is tentatively scheduled to host it again in 2023. In 2017, UNK student, Vanessa Pruitt won first prize in the NUSS Paper Competition.

Similar to NUSS, the No Limits! Conference is a student oriented “interdisciplinary academic conference that explores a wide range of women’s and gender issues” and is also hosted on a rotating basis at three of the University of Nebraska campuses—UNK, UNL, and UNO. UNK sociology students are frequent presenters and participants at No Limits!

Other venues for student research presentations include on campus at the Student Research Symposiums held every fall and spring; and professional conferences such as Midwest Sociology Society and NASPA Student Affairs Professionals in Higher Education

Details of student research presentations from 2013 to 2019 are found in Table 1.

Table 1. Sociology Student Scholarly Presentations, Publications & Honors, 2013-2019		
Student	Title	Conference
Kristen Serna	#Virginity, What Is It?: Understanding the Social Construction of Virginity in a Rural Midwestern College Town	No Limits Conference (2019) Lincoln, NE.
	-- #Virginity, What Is It?: Understanding the Social Construction of Virginity in a Rural Midwestern College Town	Spring Student Research Symposium (2019) Kearney, NE.
Brandon Wamberg	Jewish Resistance During the Holocaust	Nebraska Undergraduate Sociological Symposium (2018) Doane, NE
Tiff Weekley	Transgender Inclusion in Higher Education	NASPA Student Affairs Professionals in Higher Education (2015), Beaver Creek, CO
	-- Transgender Inclusion in Higher Education	Nebraska Undergraduate Sociological Symposium (2016) Wayne, NE
	-- Perception vs. Reality: Examining the Lived Experience in Contrast to the Mediated Perceptions of Transgender Non-Conforming Communities of Nebraska	Nebraska Undergraduate Sociological Symposium (2017) Kearney, NE
	-- Transgender Inclusion in Higher Education: An Examination of Perceived Inclusion and Personal Wellbeing on our College Campuses	Undergraduate Research Journal 21: 190-206 (2017)
Vanessa Pruitt	Racial Media Framing of Riots and Protests: A Constructionist View	Nebraska Undergraduate Sociological Symposium (2017) Kearney, NE.
	-- Racial Media Framing of Riots and Protests: A Constructionist View	1st Place, Student Paper Competition NUSS 2017, Kearney, NE
Tori Valasek	Gender Friendly Story Time: Teaching Non-binary Gendered Presentation to Children <i>Amelia the Aviator</i>	Nebraska Undergraduate Sociological Symposium (2017) Kearney, NE.
Autumn Langemeier	Gender Friendly Story Time: Teaching Non-binary Gendered Presentation to Children <i>Shiro and Aki Wear Kimonos</i>	Nebraska Undergraduate Sociological Symposium (2017) Kearney, NE.
Ruby Bell	Gender Friendly Story Time: Teaching Non-binary Gendered Presentation to Children <i>What Would Alice Do?</i>	Nebraska Undergraduate Sociological Symposium (2017) Kearney, NE.
Caitlin Williams	Doing Masculinity in College: An Examination of Gender, Alcohol Consumption, Academic Attainment and Sexual Assault	Nebraska Undergraduate Sociological Symposium (2016) Wayne, NE
	-- "Doing Masculinity in College: An Examination of Gender, Alcohol Consumption, Academic Attainment and Sexual Assault"	No Limits Conference (2017) Kearney, NE.
Jackson Osborn	Social Interaction in the Courtroom During a Trial	Nebraska Undergraduate Sociological Symposium (2015) Omaha, NE
	-- Social Interaction in the Courtroom During a Trial	Fall Student Research Symposium (2015) Kearney, NE

Table 1. Sociology Student Scholarly Presentations, Publications & Honors, 2013-2019

Student	Title	Conference
Samantha Moulton	Childhood Trauma in Correlation to Alcohol Abuse	Nebraska Undergraduate Sociological Symposium (2015) Omaha, NE
Travis Bland	Demographics of Income Inequality and Continuity of Individual Education	Nebraska Undergraduate Sociological Symposium (2015) Omaha, NE
	-- Demographics of Income Inequality and Continuity of Individual Education	Fall Student Research Symposium (2015) Kearney, NE.
Elizabeth Stevenson	The Sexuality of Disney's Animated Characters	Nebraska Undergraduate Sociological Symposium (2014) Lincoln, NE
Amanda Torpy	Modern Genocide and Why it Cannot be Stopped	Nebraska Undergraduate Sociological Symposium (2013) Fremont, NE
Marisa Vanderpuil	The Increase in Hate Groups in the U.S. since the Holocaust	Nebraska Undergraduate Sociological Symposium (2013) Fremont, NE

H. Previous Academic Program Review

The previous APR in 2013 resulted in the Review Teams' following recommendations with the department's updates on those recommendations:

1. General Recommendations:

a) The Department should increase programming efforts that may reach the entire campus, such as: sponsoring guest speakers, continuing to participate in the Blue & Gold event and new student orientation activities, and particularly publicity regarding the presentations made by their students. In the latter vein, hosting the Nebraska Undergraduate Sociology Symposium again would be an excellent mechanism.

Response: Throughout the last 5 years, we have continued to participate in all academic events for current and prospective students, such as Blue Gold activities, new student orientation, transfer days and orientation, Loper Preview Days, Nebraska Cultural Unity Conference, Multicultural Student Leaders Day, Majors Fair for High School Students, etc. The department has brought in guest speakers as our budget allows. Opportunities to co-sponsor with other departments/programs frequently arise, e.g. co-sponsored events with Women, Gender and Ethnic Studies, International Studies, Modern Languages, History, Political Science. We also hosted the 2017 Nebraska Undergraduate Sociological Symposium--opportunities to host the Symposium are available about once every seven years.

b) In order to better publicize the work of the Sociology Department more generally, multiple mechanisms need to be employed. Such mechanisms could include, regular updating of faculty and student accomplishments displayed in and around the Department, and announcements and substantive articles in the Antelope. The proposed mounting of a flat panel display in the lobby of Copeland Hall should be extremely effective.

Response: Faculty and student accomplishments are noted in the CAS Monday Morning Bulletin and on the monitor in the Sociology display case. The monitor is used to promote the Sociology

Department in general, features upcoming events, honors student/faculty awards and recognitions, and to publicizes courses offered by the department. The monitor is about 4 years old and our goal is to update it with a newer and larger screen. Guest speakers have been featured in the *Kearney Hub* newspaper, the local television news, and *The Antelope* campus newspaper. The department also uses Facebook and the Sociology website to announce accomplishments and upcoming events.

c) The website of the Department should be regularly revised. Students today are technologically savvy, and expect to see images, pictures, and hot links to additional information. For example, separate pages/links under the Department could be created for Women's & Gender Studies, International Studies, and Ethnic Studies.

Response: The website has been recently updated and links to other websites are posted as they are allowed within university website guidelines.

d) The Department should consider using the new online coordinator (at least for the 20 hours devoted to Sociology) as a way of also coordinating the internship or service learning component that the Department has been interested in creating.

Response: The new lecturer, Anna Hain, has taken on the responsibility to coordinate internships for the department. Anna has numerous connections in the community, relates well with students, and has already arranged a number of upcoming summer internships.

2. Curricular Recommendations:

a) The Department has already revised the curriculum for majors along the lines of the ASA's Task Force. It now needs to adjust its offerings so that more of the required and elective courses are offered each semester. As faculty retire and new people are added, this would also require the Department to review and revise its list of required courses.

Response: Two faculty retired in the last three years and when possible, we planned ahead to adjust course availability and increase offerings of required and elective courses. Our newest hire, Dr. Hui Liew, has offered regular sections of SOC 462 (Health and Illness), SOC 310 (Demography), and SOC 335 (The Aged in American Society).

Dr. Kurt Borchard has taken responsibility for SOC 275 (Social Psychology) which was taught by Dr. Daryl Kelley before his retirement in 2017.

Dr. Sandra Loughrin now regularly teaches SOC 188 (GS Portal Course: Generation Me); and SOC 468 (Senior Seminar) which were also taught by Dr. Kelley.

Ms. Anna Hain regularly teaches SOC 100 (Intro to Sociology); SOC 225 (Global Cultures and Diversity); and SOC 250 (Anthropology)—the last two classes were previously taught by Dr. Steven Glazier prior to his retirement in 2016.

Ms. Kristin Fitzgerald, an online adjunct, regularly teaches SOC 100 (Intro to Sociology) online each semester, as well as SOC 420/820P (Race and Minority Relations), and will be teaching SOC 442 (Sociology of Religion) in Spring 2020.

b) The range of courses offered each semester by the department needs to be expanded. One strategy would be for at least some of the faculty to offer no more than one section of the General Studies courses per semester. That alone would allow more electives each semester. This might occasionally need to be amended for SOC 100 and SOC 275, depending on the numbers of students generated by the changes in MCAT, but should work as a general principle.

Response: As recommended, faculty are typically teaching fewer sections of General Studies courses. Anna Hain teaches all lower division courses, including SOC 100 (Introduction to Sociology), SOC 225 (Global Cultures and Diversity); and SOC 250 (Anthropology). The enrollment for SOC 275 (Social Psychology) has not been as high as anticipated but is now consistently taught once a year. We strive to offer a diverse range of upper division classes.

c) One way of both strengthening and expanding a department's program, is to adopt a focus or "theme" within the curriculum. This has been done at a number of liberal arts institutions around the country, and the department at UNK selected Globalization and Diversity. Given the UNK mission, this is a good fit. Instead of discontinuing the theme, it could be offered relatively easily with two minor adjustments: offer the SOC 410 course with content that builds on SOC 225, and offer another methods course to replace SOC 310. Given the areas of interest of the current faculty and those of the new hire, these modifications could be accomplished without additional resources, and both would add additional levels of sequential learning to the program.

Response: The recommendation to keep the Globalization and Diversity emphasis was difficult because of budget cuts. However, recent retirements, new hirings, and opportunities for old classes to be revised may provide an avenue for the Globalization and Diversity emphasis to be revitalized. Anna Hain recently received a grant to extensively revise SOC 225 (Global Cultures and Diversity) which will be taught in its new form in 2019 Fall semester.

d) To support the involvement of students, the department might consider sponsoring a chapter of Alpha Kappa Delta, the Sociology national honorary society. Such an effort deserves administrative support, and once established, the members of AKD (along with the Sociology Club) could be given responsibility for publicizing some of the student accomplishments. Social media are one option.

Response: The recommendation to sponsor a chapter of Alpha Kappa Delta has been considered but other items have been given higher priority. Sociology Club is student driven and guided by a faculty advisor. Sociology Club has been active and advised by Dr. Sandra Loughrin. Within the last year, student interest has waned substantially and the department is exploring avenues to renew student interest.

3. Future Planning Recommendations:

a) The Department should first decide what they want the form and structure of the curriculum to be. Once those decisions are made, they can decide on the characteristics that will be advertised in any subsequent faculty searches. There is certainly time for discussion at this point, but as the time approaches, they should be encouraged to move efficiently. The number of recent PhDs with the kind of teacher training necessary for success at a liberal arts institution is often limited.

Response: Dr. Stephen Glazier's short notice retirement in 2016 created some uncertainty, especially in light of Dr. Daryl Kelley's anticipated retirement in 2017. The department made plans to move forward with a proposal to replace the Anthropologist position with a Medical Sociologist position. This decision was based on updates to the MCAT with greater emphases placed on sociological skills, the addition of new facilities on the UNK campus to accommodate a University of Nebraska Medical Center (UNMC) building, the introduction of a Health Science major and minor, and a Health Care Management minor. The department submitted a successful proposal and new hire, Dr. Hui Liew joined the department in 2017.

b) Until the office associate does retire, it would be a simple matter to adjust the work schedule to make the staffing of the two departments more efficient. Instead of the current rotating schedule,

she could spend mornings in one department and afternoons in the other. While this might require some minor adjustments in both departments, it would make it much easier for both units to schedule work study students to cover the open hours.

Response: Since the retirement of the office associate who rotated time between the Departments of Geography and Sociology, the position has not been replaced. The Department of History office associate, the Dean's Administrative Associate, and work study students are available as needed to assist with office responsibilities.

4. Assessment Recommendations:

a) The practice of surveying current alumni provides useful information on student perspectives. The survey of alumni should be attempted again, and continued on a recurring basis, perhaps every three or four years. The numbers of majors are not large and thus should not be a financial burden, even with the multiple contacts that are necessary for higher response rates. Moreover, to keep costs down and to increase response rate, it could be carried out either as a class project in one of the research courses or by the Sociology Club (or AKD, if a chapter is opened).

Response: We have implemented a UNK Sociology Facebook page as a venue for current students and alumni to interact and be informed of current department events. Although the University of Nebraska Foundation offers services to contact alumni through physical mailings or electronic emailings, correct contact information is limited. We realize alumni contacts should be maintained on a more frequent basis.

b) In addition, exit surveys and/or interviews and/or focus groups with graduating seniors is another useful approach that can be used to gather information about departmental strengths and opportunities.

Response: In the past, the department has interviewed graduating seniors for feedback and assessment of their undergraduate experiences. We have noted this may be a useful tool to reintroduce.

5. Resource Recommendations:

a) The Department should have access to space where student (and perhaps faculty) research could be carried out. This could be accomplished in part by the mobile computer lab that has been proposed. Another possibility might be to convert the current reading room into a research room with several computer stations and a central work space.

Response: A number of unsuccessful proposals were made for a mobile computer lab. Savings from department funds combined with other resources allowed for the purchase of five small laptop computers and two regular sized laptops. The reading room is in the process of being converted to a more useful student area.

b) Since the rationale for merging Sociology with Geography and Earth Science is no longer credible, the administration should separate the two programs in name as well as in practice.

Response: A successful proposal was resubmitted in 2014-2015 and the two departments were officially granted autonomy in 2016.

SECTION II: DEGREE PROGRAMS AND CURRICULA

In this section we discuss Sociology degree program options and the structure and development of the curricula.

A. Degree Programs:

The UNK Sociology Department offers two majors: the Sociology Bachelor of Arts degree (33 hours) and the Sociology Bachelor of Science degree (33 hours). In addition the following are available: a Bachelor of Science in Education, Sociology 7-12 Teaching Subject Endorsement (36 hours plus professional sequence); and a Sociology minor (24 hours)

UNK Sociology Department Objectives

Overall, department objectives are:

- to seek an understanding of the changes and development processes of social life.
- to develop comprehension, insight, analytical approaches, scientific inquiry approaches, liberal arts perspectives, and information-processing capabilities.
- to address social phenomena and social problems associated with racial, ethnic and other group relations, socio-cultural change, societal institutions, population dynamics, community disorganization, social conflict, social welfare and policy, deviance, effects of technological change, and major social problems.
- to prepare those students who wish to attend graduate school.

UNK Sociology Degrees and Options

The UNK Sociology curriculum is based on the American Sociological Association step-by-step model recommendations which offers robust majors and a minor while providing support courses—required and elective—for other campus programs, such as the General Studies Program, Honors Program, Thompson Scholars Learning Community, and more than a dozen other departments and programs of study.

The Department of Sociology provides two rigorous liberal arts majors and a minor for students as they prepare for postgraduate education or enter the work force. Based on the most recent survey of sociology alumni, graduates are typically choosing to begin their career paths straight out of college, rather than attending graduate school. With these choices in mind, the faculty have set a goal to promote and encourage students throughout the year, and particularly during advising, to choose the internship option within the sociology curriculum. Students who are involved in experiential opportunities before graduation will build connections within the community and hone their skills as they build on their career foundation.

The department currently offers three degree major options and a minor with the choice to take classes face-to-face on campus or online.

Sociology Degree Options:

1. Bachelor of Arts in Sociology
2. Bachelor of Science in Sociology (face-to-face or online degree)
3. Bachelor of Science in Education with Sociology 7-12 Teaching Subject Endorsement

Sociology Minor Option:

Minor in Sociology (face-to-face or online minor)

Details of the requirements for the major and minor options are given on the next three pages.

SOCIOLOGY, BACHELOR OF ARTS

Offered by Department of Sociology (<http://catalog.unk.edu/undergraduate/departments-programs/sociology>)

Code	Title	Credit Hours
General Studies		
<i>Foundational Core (Written, Math, Oral, Democracy)</i>		
Foundational Core courses (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses)		12
<i>Portal</i>		
Select one course numbered 188 (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/portal-course)		3
<i>Distribution</i>		
ENG 101	Introduction of Academic Writing	3
<i>If ENG 101 is not taken as a prerequisite for ENG 102 then additional hours may be required to meet the 27 credit hour minimum in the Distribution Area of General Studies.</i>		
Aesthetics (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/aesthetics)		3
Humanities (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/humanities)		6
Social Sciences (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/social-sciences)		6
Natural Sciences (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/natural-sciences)		7
Analytical and Quantitative Thought (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/analytical-quantitative-thought)		0
Wellness (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/wellness)		0
Needed to reach 27 credit hour minimum in Distribution		2
<i>Capstone</i>		
Select one course numbered 388 (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/capstone-course)		3
BA Language requirement		
Complete all required courses ¹		6
Major Option		
Complete all required courses		33
Minor or 2nd Major		
Complete all required courses ²		24
Unrestricted electives		
Needed to reach 120 credit hours minimum		12
Total Credit Hours		120

Major Option

Code	Title	Credit Hours
Sociology Requirements		
SOC 100	Introduction to Sociology	3

SOC 237	Sociological Inquiry	3
SOC 300	Sociological Theory	3
SOC 468	Senior Seminar	3
SOC 201	Social Inequality	3
or SOC 250	Anthropology	
SOC 225	Global Cultures and Diversity	3
or SOC 275	Social Psychology	
PSY 250	Behavioral Statistics	3-4
or STAT 235	Introduction to Statistics for Social Sciences	
Sociology Electives		
Select 4 courses of the following:		12
SOC 301-SOC 488 ³		
Total Credit Hours		33-34

¹ For specific language requirements see #2 of Bachelor of Arts Degree requirements (<http://catalog.unk.edu/undergraduate/academics/degrees/ba>).

² A minor or second major is required for a complete degree program. The number of required electives needed to reach 120 total credit hours overall will depend upon the specific program chosen.

³ No more than 3 credit hours from SOC 475.

SOCIOLOGY, BACHELOR OF SCIENCE

Offered by Department of Sociology (<http://catalog.unk.edu/undergraduate/departments-programs/sociology>)

Code	Title	Credit Hours
General Studies		
<i>Foundational Core (Written, Math, Oral, Democracy)</i>		
	Foundational Core courses (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses)	12
<i>Portal</i>		
	Select one course numbered 188 (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/portal-course)	3
<i>Distribution</i>		
ENG 101	Introduction of Academic Writing	3
<i>If ENG 101 is not taken as a prerequisite for ENG 102 then additional hours may be required to meet the 27 credit hour minimum in the Distribution Area of General Studies.</i>		
	Aesthetics (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/aesthetics)	3
	Humanities (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/humanities)	6
	Social Sciences (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/social-sciences)	6
	Natural Sciences (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/natural-sciences)	7
	Analytical and Quantitative Thought (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/analytical-quantitative-thought)	0
	Wellness (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/wellness)	0
	Needed to reach 27 credit hour minimum in Distribution	2
<i>Capstone</i>		
	Select one course numbered 388 (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/capstone-course)	3
BS Science-related course requirements		
PSY 250	Behavioral Statistics	3-4
	or STAT 235 Introduction to Statistics for Social Sciences	
Major Option		
	Complete all required courses	33
Minor or 2nd Major		
	Complete all required courses ¹	24
Unrestricted electives		
	Needed to reach 120 credit hour minimum	15
Total Credit Hours		120-121

Major Option

Code	Title	Credit Hours
Sociology Requirements		

SOC 100	Introduction to Sociology	3
SOC 237	Sociological Inquiry	3
SOC 300	Sociological Theory	3
SOC 370	Sociological Research	3
SOC 468	Senior Seminar	3
SOC 201	Social Inequality	3
or SOC 250	Anthropology	
SOC 225	Global Cultures and Diversity	3
or SOC 275	Social Psychology	
Electives		
Select 12 credit hours of the following:		12
SOC 300-SOC 488		
Total Credit Hours		33

¹ A minor or second major is required for a complete degree program. The number of required electives needed to reach 120 total credit hours overall will depend upon the specific program chosen.

SOCIOLOGY 7-12 TEACHING SUBJECT ENDORSEMENT, BACHELOR OF SCIENCE IN EDUCATION

Offered by Department of Sociology (<http://catalog.unk.edu/undergraduate/departments-programs/sociology>)

Code	Title	Credit Hours
General Studies		
<i>Foundational Core (Written, Math, Oral, Democracy)</i>		
Foundational Core courses (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses)		12
Including:		
ENG 102	Academic Writing and Research	
SPCH 100	Fundamentals of Speech Communication	
TE 100	Teaching in a Democratic Society	
<i>Portal</i>		
Select one course numbered 188 (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/portal-course)		3
<i>Distribution</i>		
ENG 101	Introduction of Academic Writing	3
<i>If ENG 101 is not taken as a prerequisite for ENG 102 then additional hours may be required to meet the 27 credit hour minimum in the Distribution Area of General Studies.</i>		
Aesthetics (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/aesthetics)		3
Humanities (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/humanities)		6
Social Sciences (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/social-sciences)		6
Including:		
SOC 100	Introduction to Sociology	
PSCI 110	Introduction to American Politics	
Natural Sciences (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/natural-sciences)		7
Analytical and Quantitative Thought (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/analytical-quantitative-thought)		0
Wellness (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/wellness)		3
Including:		
PE 150	Healthy Wealthy and Wise	
<i>Capstone</i>		
Select one course numbered 388 (http://catalog.unk.edu/undergraduate/general-studies/general-studies-courses/capstone-course)		3
Professional Sequence		
Complete all required courses ¹		25
Including:		

TE 319 Management and Assessment in K-12/
Secondary Classrooms

TE 320 Field Experience in Secondary Classroom

Endorsement

Complete all required courses	36
Unrestricted electives	
Needed to reach 120 credit hour minimum	13
Total Credit Hours	120

Endorsement

Code	Title	Credit Hours
Sociology Requirements		
SOC 124	Social Problems	3
SOC 201	Social Inequality	3
SOC 237	Sociological Inquiry	3
SOC 300	Sociological Theory	3
SOC 420	Race and Minority Relations	3
SOSC 370	Social Science of the High School	3
SOWK 170	Introduction to Social Welfare	3
Select 1 of the following collective behavior emphasis courses:		3
SOC 369	Sociology of Gender	
SOC 442	Sociology of Religion	
SOC 462	Sociology of Health and Illness	
Select 1 of the following policy emphasis courses:		3
SOC 335	The Aged in American Society	
SOC 369	Sociology of Gender	
SOC 430	Sociology of Family	
SOC 462	Sociology of Health and Illness	
Select 1 of the following:		3
SOC 225	Global Cultures and Diversity	
SOC 250	Anthropology	
SOC 275	Social Psychology	
SOC 349	Sociology of Work	
Sociology Supporting Courses		
Select 6 credit hours of the following:		6
<i>Economics</i>		
ECON 100	Contemporary Economic Issues	
ECON 270	Principles of Economics, Macroeconomics	
ECON 271	Principles of Economics, Microeconomics	
<i>Geography</i>		
GEOG 104	World Regional Geography	
GEOG 106	Human Geography	
GEOG 206	Geography of the United States and Canada	
GEOG 321	Economic Geography	
GEOG 340	Developing Nations	
<i>Political Science</i>		
PSCI 110	Introduction to American Politics	
PSCI 140	Democracies Around the World	
PSCI 168	Introduction to International Relations	
PSCI 170	Democracy as a Political Idea	

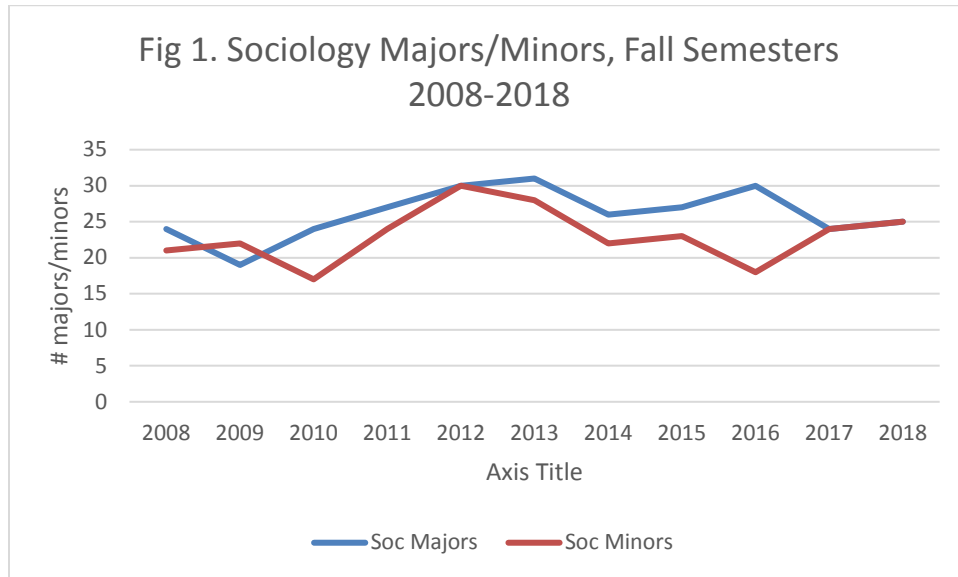
SOCIOLOGY MINOR

Offered by Department of Sociology (<http://catalog.unk.edu/undergraduate/departments-programs/sociology>)

Code	Title	Credit Hours
Requirements		
SOC 100	Introduction to Sociology	3
SOC 300	Sociological Theory	3
SOC 201	Social Inequality	3
or SOC 250	Anthropology	
SOC 225	Global Cultures and Diversity	3
or SOC 275	Social Psychology	
Electives		
Take 12 credit hours of SOC 300- or SOC 400-level courses other than those listed above, excluding SOC 490 and SOC 499.		12
Total Credit Hours		24

B. Majors and Minors:

Consistent with University enrollment, the number of sociology majors and minors have decreased since 2013. However, from a larger perspective, University enrollment has increased then decreased with an overall decrease of 3.3% from 2008 to 2018. As shown in Figure 1 in the same time period (2008-2018), sociology majors increased by 4.2%; and sociology minors have increased by 19.0%.



C. Sociology Graduates:

The number of sociology major graduates has increased 50% between 2013 and 2018 while the number of University graduates decreased 9.6%. As shown in Figure 2, over a longer time period of ten year trends, sociology graduates have increased 200% from 2008 to 2018; while University graduates have decreased 2.2%. The details of sociology major and minor graduates over the ten year period are displayed in Table 2.



Table 2. Students Graduating with Majors/Minors in Sociology

Year	# Sociology Majors (including double majors)	Minors	Endorsements	Totals
2011-2012	2	8		10
2012-2013	4	9		13
2013-2014	8	10	1	18
2014-2015	11	8		19
2015-2016	2	9		11
2016-2017	8	5		13
2017-2018	12	6		14
2018-2019*	3*	4*		7*

*Note: Does not include data for Summer 2019.

D. Courses Offered:

Sociology faculty teach a wide range of courses. Course rotations are monitored according to student need, and adjustments are made accordingly. As previously mentioned, some required courses used to be offered every three semesters. On the one hand, the three-semester rotation ensured larger class sizes. However, on the other hand, students and faculty were confused as to when the courses were offered which resulted in students missing the rotation or being out of sync with the rotation. When

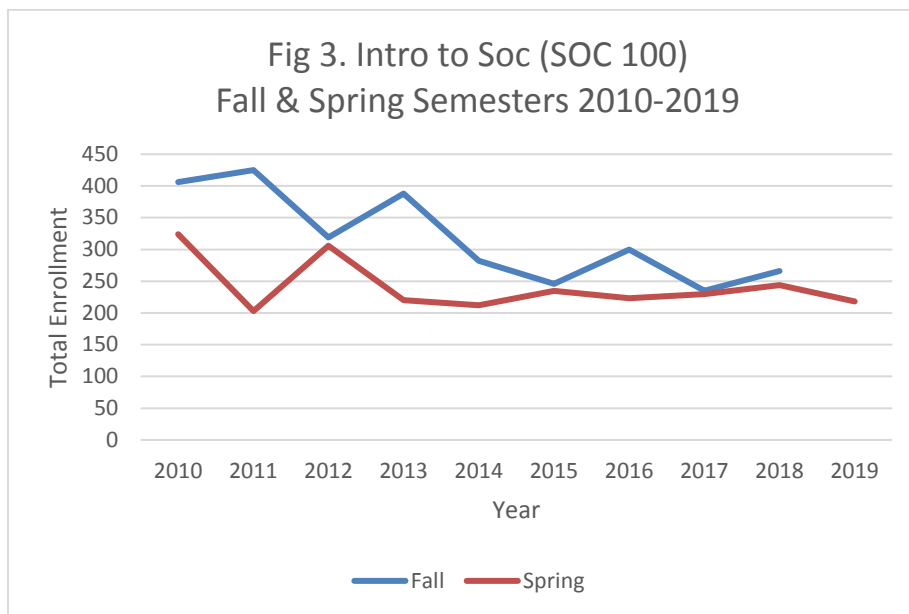
this occurred, and to ensure timely graduation, the common practice was for students to make up classes with individual/one-on-one courses, such as SOC 490 (Directed Research) or SOC 499 (Directed Readings). The large number of individual courses created an extra workload for faculty, particularly the Department Chair. Online course regular rotation increased the complicated schedule. With planning and trial and error, course rotations have been adjusted so required courses, including online required courses, are now offered once a year. While this is not always ideal, the department is aware of the need to have an appropriately balanced course rotation. Our plan is to consistently evaluate the rotation with a goal to minimize student impact and maximize department efficiency.

General Studies Courses

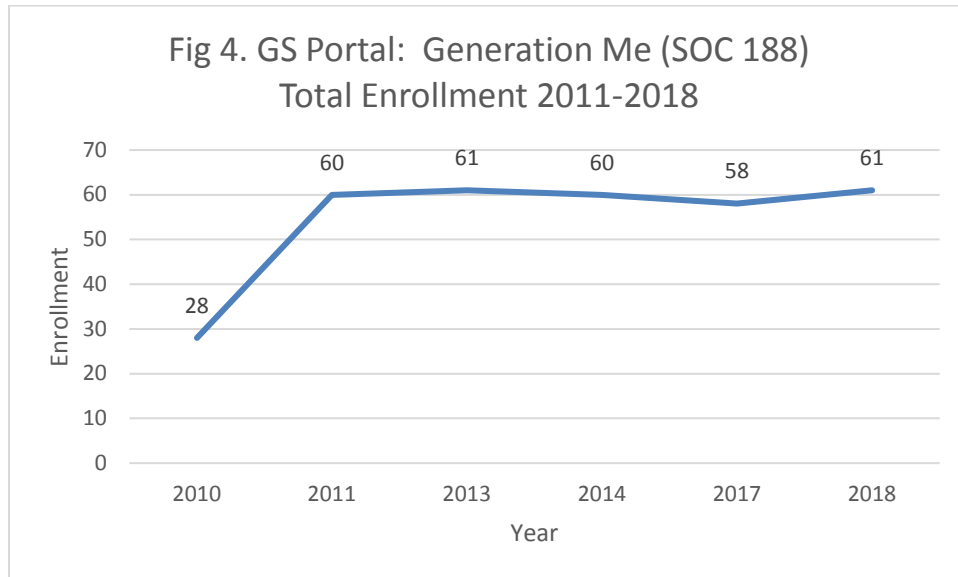
The department offers four General Studies courses:

1. SOC 100 (Introduction to Sociology) taught by all faculty.
2. SOC 188 (Portal Course: Generation Me) formerly taught by Dr. Daryl Kelley, currently taught by Dr. Sandra Loughrin.
3. SOC 210 (Participating in a Democratic Society) formerly taught by Dr. Daryl Kelley but this class has not been offered since he retired.
4. SOC 250 (Anthropology) formerly taught by Dr. Stephen Glazier, currently taught by Ms. Anna Hain.

SOC 100 (Introduction to Sociology): Enrollment for SOC 100 (Introduction to Sociology) has decreased since 2010: a 34.5% decrease in the fall semester enrollment and a 32.7% decrease in spring semester enrollment—this is illustrated in Fig 3. This is most likely because the General Studies Program changed substantially in 2010. The Social Science Distribution category opened up to allow the number of option to increase from 5 to 13 disciplines. This increase has resulted in a decrease in SOC 100 enrollment.

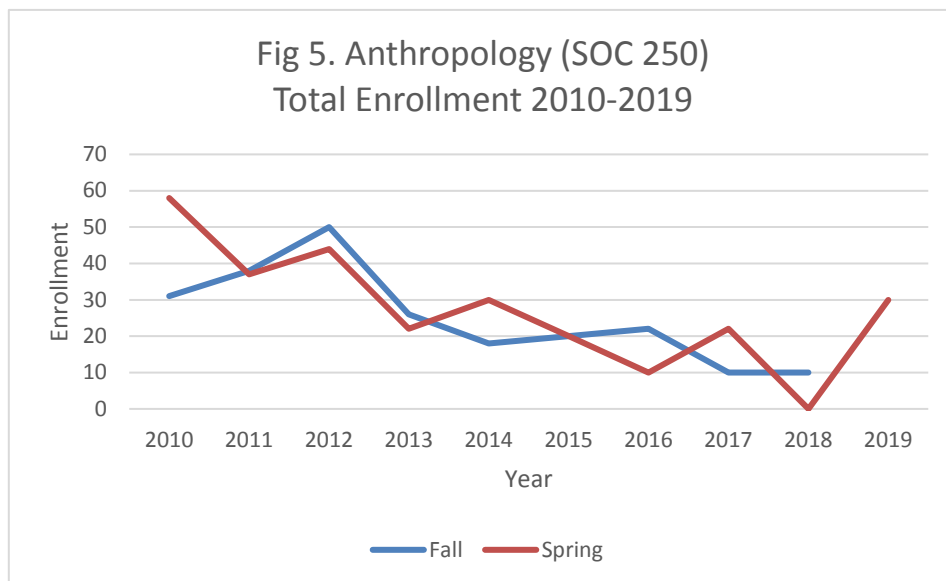


SOC 188 (Portal Course: Generation Me): Portal courses (any course numbered “188”) were implemented with the last General Studies change and enrollment is limited to 30 students per section. When SOC 188 is offered, two sections tend to be offered in the same semester. This course has proved popular with new incoming students and enrollments meet maximum capacity. Enrollments have remained stable since the introduction of SOC 188 in 2011 as noted in Figure 4.



SOC 210 (Democracy: Participating in a Democratic Society): Democracy courses were also implemented with the last General Studies changes. There are no enrollment limits. Enrollment has varied by semester and the class has not been offered since 2013 Spring semester.

SOC 250 (Anthropology): Enrollment for SOC 250 (Anthropology) has fluctuated since 2010 as seen in Figure 5, but has an overall downward trend probably due to changes to the General Studies Program.



Required Courses

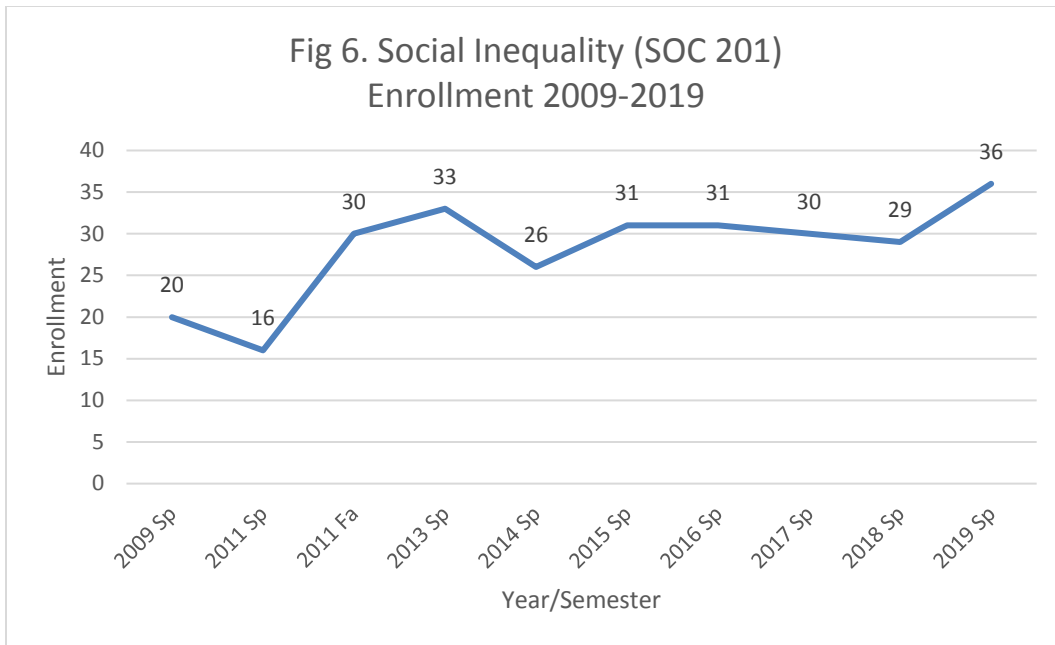
The Sociology BS degree has five required sociology courses: SOC 100 (Introduction to Sociology); SOC 237 (Sociological Inquiry); SOC 300 (Sociological Theory); SOC 370 (Sociological Research); and SOC 468 (Senior Seminar). The BS degree also requires a Statistics class, either STAT 235 (Introduction to Statistics for Social Sciences, 3 credits) or PSY 250 (Behavioral Statistics, 4 credits). Some transfer students have already taken a Statistics class at a community college. This course typically transfers to UNK as the equivalent of STAT 241 (Elementary Statistics, 3 credits). If students have taken the equivalent of STAT 241 then, the course is allowed to count for STAT 235. STAT 241 and STAT 235 have similar content but STAT 235 has a focus on social science examples. Other social science departments such as Social Work, Criminal Justice, and Political Science accept either STAT 235 or STAT 241 for their statistics requirement.

The Sociology BA has four required sociology courses: SOC 100 (Introduction to Sociology); SOC 237 (Sociological Inquiry); SOC 300 (Sociological Theory); and SOC 468 (Senior Seminar). The BA degree also requires a Statistics class, either STAT 235 (Introduction to Statistics for Social Sciences, 3 credits) or PSY 250 (Behavioral Statistics, 4 credits). As with the BS degree, transfer students with the equivalent of STAT 241 are allowed to count this class for STAT 235.

Required Elective Courses

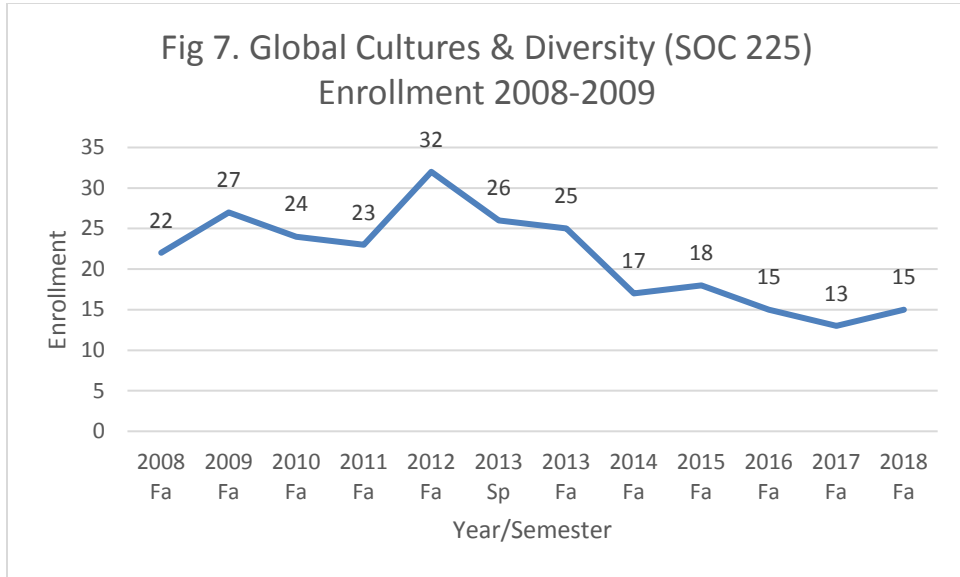
The Sociology BA and BS have two required elective categories: SOC 201 (Social Inequality) or SOC 250 (Anthropology), and SOC 225 (Global Cultures and Diversity) or SOC 275 (Social Psychology).

SOC 201 (Social Inequality): This course is offered every Spring semester as an online class. As represented in Figure 6, enrollment has increased 9.1% from 2013 to 2019, and has increased a total of 80% in the last ten years from 2009 to 2019. Students enrolled in this course include sociology majors, as well as a broad range of majors from across campus.

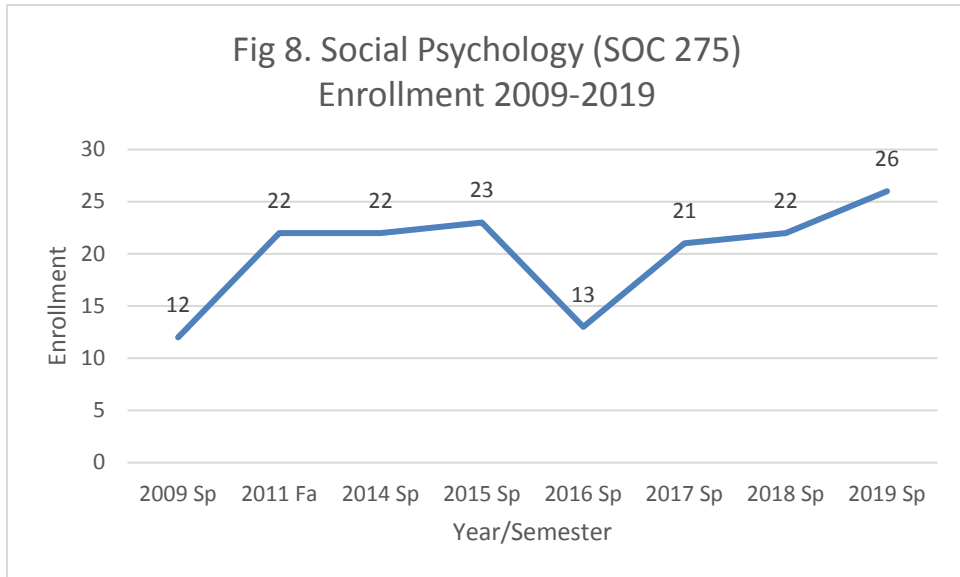


SOC 250 (Anthropology): This course used to be offered every semester with two sections per semester—sometimes the second section was an Honors section. Enrollment has gradually declined over the last ten years between 2013 and 2018 resulting in reducing the number of sections offered each semester. An increase in the current semester’s (Spring 2019) enrollment suggests this pattern may be changing.

SOC 225 Global Cultures and Diversity): This course is offered every Fall semester. In the last ten years, enrollment peaked in 2012 then gradually decreased, as shown in Figure 7. Fall 2018 semester saw a slight increase in enrollment. Ms. Anna Hain currently teaches the class and has obtained a University grant to redesign this course. The updated course will be offered in Fall 2019.



SOC 275 (Social Psychology): This course used to be offered once a year. Beginning in 2014, the department now regularly offers the class every Spring semester. Enrollments have gradually increased in the last ten years, as represented in Figure 8, as a result of Pre-Med students taking the class in preparation for the MCAT. The MCAT exam now includes a module focused on sociology. In partnership with the Health Sciences/Pre-Med Program, we originally predicted approximately 40 students would enroll in this class each year. Those predictions have not eventuated but enrollment for the class has increased.



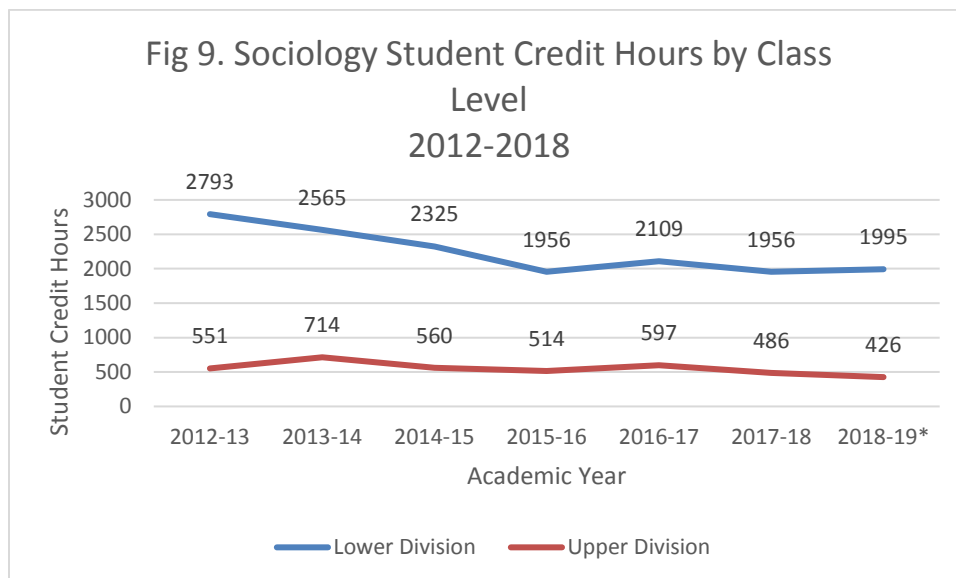
Elective Courses

The Sociology Department offers a number of elective courses for sociology majors, minors, and as elective courses for other programs on campus. Care has been taken to provide smooth transitions of course offerings as faculty retire and new faculty are hired. The department tries to offer as much variety and regular rotation to be consistent in meeting student interests and needs. Popular upper division elective courses include SOC 369 (Sociology of Gender); SOC 340 (Holocaust); SOC 360 (Criminology); and SOC 430 (Sociology of Family). In some instances, enrollments have fluctuated and for which we can offer no specific explanation why this happened.

E. Sociology Student Credit Hour Production:

Since 2013, Sociology student credit hour (SCH) production has fluctuated with a downward overall trend. Details of student credit hours can be observed in Table 3. Lower division classes have had a decrease of 28.6% from 2012-13 to 2018-19 (Note: 2018-19 includes conservative estimates for 2019 Summer SCH).

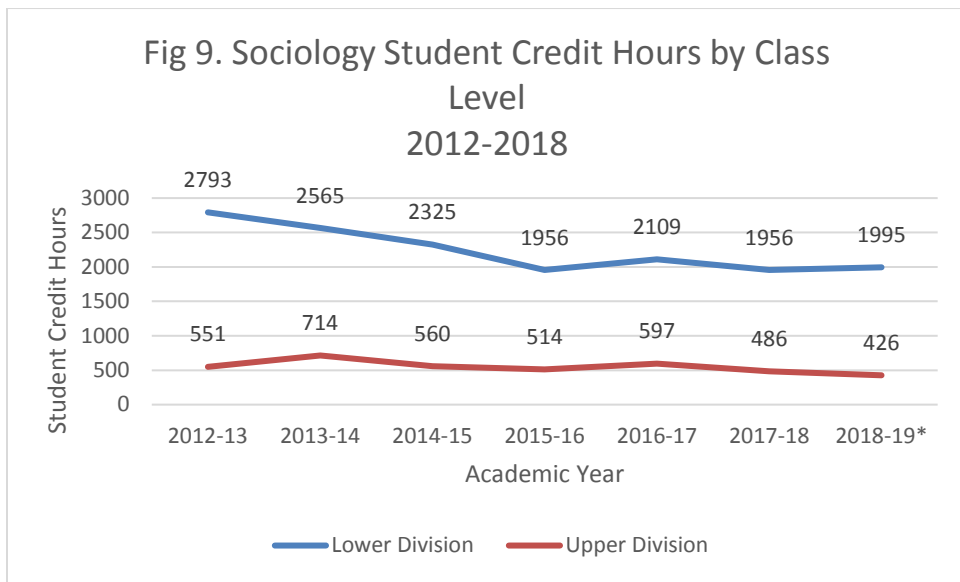
Upper division classes have had slight enrollment variations with a decrease of 22.7% from 2012-13 to 2018-19 (Note: 2018-19 includes conservative estimates for 2019 Summer SCH).



Year	Semester	Lower Division (#SCH)	Upper Division (#SCH)	Graduate Level (#SCH)	Total (#SCH)
2012-2013	Fall	1,575	264	9	1,848
	Spring	1,086	206	3	1,295
	Summer	132	81		213
	TOTAL	2,793	551	12	3,356
2013-2014	Fall	1,533	345	3	1,881
	Spring	909	261		1,170
	Summer	123	108		231
	TOTAL	2,565	714	3	3,282
2014-2015	Fall	1,227	249		1,476
	Spring	927	254		1,181
	Summer	171	57		228
	TOTAL	2,325	560		2,885
2015-2016	Fall	927	216		1,143
	Spring	879	211		1,092
	Summer	150	87		237
	TOTAL	1,956	514		2,472
2016-2017	Fall	1065	264	9	1,338
	Spring	909	300		1,209
	Summer	135	33		168
	TOTAL	2,109	597	9	2,715
2017-2018	Fall	942	244	6	1,192
	Spring	957	210		1,167
	Summer	105	32		137
	TOTAL	1,956	486	6	2,496
2018-2019	Fall	1062	204	6	1,272
	Spring	909	165		1,074
	Summer	*24	*57		*81
	TOTAL	**1995	**426	**6	**2,427

*Note: The total number of yearly Student Credit Hours in Table 3 may vary from those shown in other tables due to variations given in different sources.

**Note: Includes a conservative estimate for Summer 2019.



*Note: Includes a conservative estimate for Summer 2019.

F. Sociology Student Credit Hour Production per FTE:

Sociology Student Credit Hour production (SCH) which is shown in Table 4 has fluctuated since 2012-2013. Likewise, the same table also shows Faculty Full Time Equivalents (FTE) have fluctuated and the resulting Sociology SCH/FTE average has fluctuated. However, Sociology SCH/FTE remain higher than the College SCH/FTE.

Year	Student Credit Hours	Faculty Full-Time Equivalents	Sociology SCH/FTE Avg	College SCH/FTE Avg
2011-2012	3475	4.00	869	638
2012-2013	3131	3.98	787	620
2013-2014	3048	4.37	698	609
2014-2015	2657	4.00	664	566
2015-2016	2233	3.88	576	529
2016-2017	2538	4.23	600	513
2017-2018	2233	3.88	576	529
2018-2019	2538	4.23	600	513

G. Ethnic Studies Student Credit Hour Production:

Prior to 2017, Dr. Stephen Glazier was the instructor for ETHS 101 (Introduction to Ethnic Studies). This course was the introductory class for the Ethnic Studies Program and was taught once a year in the spring semester. Student Credit Hour production fluctuated slightly over this time as depicted in Table 5.

Year	Semester	Lower Division (#SCH)	Total (#SCH)
2012-2013	Spring	54	54
2013-2014	Spring	45	45
2014-2015	Spring	60	60
2015-2016	Spring	21	21
2016-2017	Spring	51	51

SECTION III: STUDENT PERFORMANCE MEASURES

In this section, we discuss student performance measures, including direct and indirect evidence of performance.

A. Sociology Assessment:

Sociology faculty are aware and supportive of the American Sociological Association “*Best Practices for Achieving Study In Depth in Sociology.*” Of particular interest is Recommendation 16 which encourages, “Departments (to) assess the sociology program on a regular basis using multiple sources of data, including data on student learning” (*Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century*, 2011, McKinney et al.).

In 2010-2011, Dr. Kelley led a mapping and assessment project of the Sociology Program. The mapping project resulted in “a more collective than individual project. . . . We rewrote the goals multiple times as we explored ASA recommendations and the practice of other departments and as we moved from abstract goal construction to assignment creation and rubric construction” (*UNK Department of Sociology Assessment Plan*, Daryl Kelley, July 2012). Even though the mapping project took over a year to complete, the redefined and refined sociology assessment which includes eight student learning outcomes.

The faculty carefully chose to assess five courses: Social Inquiry, Sociological Theory, Sociological Research and Senior Seminar. A number of documents and instruments were created to carry out the assessment such as: Department Learning Outcomes; a table display of Bloom’s taxonomy; Theory rubric; Quantitative rubric; course assignments, etc. These documents and instruments serve the five selected courses. The faculty continue to examine and evaluate these documents and instruments as part of the assessment process, including closing the assessment loop.

Sociology Student Learning Outcomes

Eight student learning outcomes are assessed in the Sociology Program:

1. Demonstrate the role of theory in sociology.
2. Apply sociological theory in an international context.
3. Apply sociological theory to an analysis of social inequality.
4. Apply quantitative research techniques to social phenomenon.
5. Apply ethical requirements in conducting research.
6. Demonstrate effective writing skills through a sociological research paper.
7. Critically assess the social world utilizing sociological concepts.
8. Connect social policy to sociological research.

Direct Measures

Descriptions of direct measures are given below for measuring student learning outcomes.

1. *Sociological Theory Essay—Demonstrate the Role of Theory in Sociology.*

All sociology majors will complete SOC 300 (Sociological Theory), a three credit hour course. The course requires an essay of 3 to 5 pages that demonstrates the role of theory in sociology. One faculty will judge the essays. This essay which asks students to “*apply symbolic interactionism in analyzing two social settings,*” is our basis for measuring Outcome 1 (*Demonstrate the role of theory in sociology*).

2. *Sociological Theory Essay—Applying Theory in an International Context.*

All sociology majors will complete SOC 300 (Sociological Theory), a three credit hour course. The course requires an essay of 3 to 5 pages that demonstrates an application of theory in an international context. One faculty will judge the essays. This essay is our basis for measuring Outcome 2 (*Apply sociological theory in an international context*).

3. *Sociological Theory Essay—Applying Theory in an International Context.*

All sociology majors will complete SOC 300 (Sociological Theory), a three credit hour course. The course requires an essay of 3 to 5 pages that demonstrates an application of theory to analyze social inequality. One faculty will judge the essays. This essay is our basis for measuring Outcome 3 (*Apply sociological theory to an analysis of social inequality*).

4. *Research Paper.*

All sociology majors will either complete SOC 370 (Sociological Research Methods) or SOC 490 (Directed Research), both three credit hour courses. Both options require a paper of 10 to 15 pages of sociological writing that will integrate theory with methods to test a hypothesis. In completing the paper, the students will need to demonstrate their skills in computing, writing, organizing, and critical thinking. The papers will be judged by one faculty. Since 2013, the Sociological Research course (SOC 370) has been offered once every year in spring semester. In previous years, it was offered twice every three semesters which did not work as well for students or faculty so it is now offered once every year. Students who are off-track and miss the scheduling of SOC 370, may enroll in the Directed Research course (SOC 490) any semester during the later hours of their program. Although not formally assessed, SOC 237 (Sociological Inquiry) will serve as preparation for skills assessed in SOC 370. This paper is our basis for measuring Outcome 4 (*Apply quantitative research techniques to social phenomenon*), and Outcome 6 (*Demonstrate effective writing skills through a sociological research paper*).

5. *CITI Training.*

All sociology majors will complete a CITI Training course of five modules with a score of 80% or higher as part of SOC 370 (Sociological Research Methods). Successful completion of this training course is the basis for measuring Outcome 5 (*Apply ethical requirements in conducting research*).

6. *Senior Seminar Final Essay.*

All sociology majors will complete SOC 468 (Senior Seminar), a three credit hour course. The course requires a paper of 3 to 4 pages of sociological writing that will analyze a social issue. Students are

required to write an essay that (a) explains their vision of sociology; (b) allows them to apply the sociological imagination; (c) allows them to show an awareness of basic concepts in sociology; and (d) allows them to consider the influence of context and assumptions. One faculty will judge the essays. The Senior Seminar course is typically offered every fall semester. Since 2013, the Senior Seminar course (SOC 468) has been offered once every year. In previous years, it was offered twice every three semesters which did not work as well for timely graduation. This essay is our basis for measuring Outcome 7 (*Critically assess the social world utilizing sociological concepts*).

7. Senior Seminar Policy Paper.

All sociology majors will complete SOC 468 (Senior Seminar), a three credit hour course. The course requires a paper of 3 to 4 pages of sociological writing that will analyze a social issue and consider a social policy addressing the issue. In completing the paper, students will need to (a) demonstrate their skills in discussing the role of value in social research; (b) evaluate a social problem/policy in relation to a social structure; (c) understand how societal and structural factors influence individual behavior; (d) explain the issue being considered; and, (e) consider the influence of context and assumptions. One faculty will judge the essays. Since 2013, the Senior Seminar course (SOC 468) has been offered once every year. In previous years, it was offered twice every three semesters which did not work as well for timely graduation. This essay is our basis for measuring Outcome 8 (*Connect social policy to sociological research*).

Achievement targets are to meet, or exceed, proficiency for 70% of all student assignments being measured. The faculty discuss the assessment results after the assignments have been judged and the data have been analyzed. Assessment results vary from year to year. If a specific outcome does not meet or exceed proficiency then, the faculty will analyze and discuss options for improving outcomes in the following year. Next, a plan will be developed and recommendation made for future assessment. The plan will vary from measure to measure depending on unique circumstances of the assignment, the class, or the measure. For example, one recommendation may be for the instructor to stress a specific concept or application; however, in another recommendation, assignment instructions may be rewritten and clarified; while for another, the rubric may need to be adjusted to be more appropriate to undergraduate students; and for yet another, change may occur by discontinuing an assignment and replacing it with an alternative assignment. We have found continuous assessment, analysis of data, assignments, measures, and ourselves as instructors, followed by action and then reassessment is a healthy procedure for the department.

Indirect Measures

UNK Sociology Graduates and Graduate School Enrollment

University of Nebraska at Kearney
University of Nebraska—Lincoln
University of Nebraska—Lincoln College of Law
Southern New Hampshire University
Cambellsville University
University of Wisconsin-Milwaukee

UNK Sociology Graduates and Graduate Program Enrollment

Masters in Clinical Mental Health Counselling
Masters in Family and Community Services
Juris Doctorate
Human Resource Management
Masters of Social Work
Masters of Sociology

UNK Sociology Graduates and Types of Employment

Office Manager
Child and Family Service Specialist
Home Visitor
Accounts Manager
Visitation and Family Support Worker
Equine Instructor
Para at a high school
Site Supervisor
Medical credentialing 911 Dispatcher
Daycare Director
CNA
Advocate for Child Advocacy Center
Educational Service Provider for Migrant Education
Interpreter
Case Manager
Mentor
Security
Editor
Executive Secretary
Support Team Associate
Event Planning
Assistant Program Manager

UNK Sociology Graduates and Places of Employment

Buffalo County Fairgrounds
Nebraska Department of Health and Human Services
Head Start
High School
Before and After School Program
Child Advocacy Center
Educational Service Unit
State of Nebraska
Aid for Dependent Children
Sandhills Publishing
Judicial Council of California
Adventure Associates, Inc
Rebuilding Together Oakland | East Bay

B. Experiential Opportunities:

Internships

The department values experiential opportunities for students as a method of obtaining real world exposure. Thus, the department is currently in the process of redeveloping and growing the number of students with internship opportunities. Ms. Anna Hain is assigned to direct internships, meet with students who have an interest in internships, and coordinate with internship supervisors. Students are required to keep a log and a journal of their experiences, as well as complete a reflection paper at the end of the internship. Internship supervisors are asked to review students and to coordinate with the internship director.

Very few internships have taken place over the last five years; however, successful internships have been completed at the Buffalo County Probation Office, The Safe Center, Community Action Mid-Nebraska, and The Nebraska AIDS Project. In recent years, the Department Chair has worked with other Department Chairs to pursue the viability of the College hiring an internship coordinator to work with other social science programs such as Psychology and Geography. Some programs within the College implement required internships for accreditation purposes. In these departments, a faculty member is assigned, and compensated, for directing internship. Using a slightly different model, the College of Business and Technology employs an internship director to coordinate and match agencies with students in the college.

Conference Participation

Every year, students participate in the following conferences: the Nebraska Undergraduate Sociological Symposium (NUSS), the No Limits! Conference and when possible professional conferences such as Midwest Sociology Society. Students are encouraged to participate in forums appropriate to the conference they are attending. This may include presenting research papers, theoretical papers, literature reviews, or participating on panels. To promote and assistance students who attend conferences, the department provides students with travel and where possible, accommodation. NUSS participants who present a paper are also eligible to enter the NUSS Paper Competition. In 2017, UNK student, Vanessa Pruitt won first prize for her paper, *Racial Media Framing of Riots and Protests: A Constructionist View*. Students who are not presenting are still encouraged to attend conferences for professional experience, graduate school networking opportunities, and to create enthusiasm to participate at the next year's meetings.

SECTION IV: INSTITUTIONAL CONTRIBUTIONS

A. UNK General Studies:

The following is taken from the UNK Catalog:

General Studies Description. *UNK's General Studies program is a diverse set of courses that provides the foundational knowledge that society expects an educated citizen to have. The General Studies program provides the skill-set necessary for life-long learning and provides students the opportunity to explore subjects and/or areas of interest.*

General Studies Mission. *The UNK General Studies program helps students acquire knowledge and abilities to:*

- *understand the world,*
- *make connections across disciplines,*
- *and contribute to the solution of contemporary problems.*

General Studies Philosophy. *Since the primary purpose of education is intellectual development, the General Studies Program at the University of Nebraska at Kearney is designed to provide broad intellectual knowledge of the diverse academic disciplines. The liberally educated person, free to explore knowledge and wisdom from a broad perspective of human culture and experience, is able to think independently, to question, to analyze, to interpret, and to judge. To achieve these goals, the General Studies Program encourages students to more fully develop their communication skills. The program further encourages students to inquire into the disciplines of the humanities, fine arts, mathematics, and the natural, social, and behavioral sciences. Finally, the program encourages students to become aware of the relationships which exist among the disciplines and to understand how to apply the knowledge gained to personal development as well as contemporary problems in the students' natural, social, economic and political environments.*

Sociology and the General Studies Program. Sociology has had a long presence in the UNK General Studies Program. In 2010, changes were announced for General Studies; and in 2011, those changes were implemented. While these changes were prior to the time of this review, the impact from those changes persists currently.

Four sociology classes are currently offered in the General Studies Program:

1. SOC 100 (Introduction to Sociology) part of the former GS program.
2. SOC 188 (Portal Course: Generation Me) introduced with the 2010 program changes.
3. SOC 210 (Participating in a Democratic Society) introduced with the 2010 program changes.
4. SOC 250 (Anthropology) part of the former GS program.

SOC 100 (Introduction to Sociology) is also offered by Dr. Suzanne Maughan as a second year Thompson Scholars Learning Community (TSLC) class every fall semester. Beginning in Fall 2019, the TSLC has invited Dr. Sandra Loughrin to teach a section of SOC 188 (Portal Course: Generation Me) for new incoming TSLC students.

SOC 250 (Anthropology), previously taught by Dr. Stephen Glazier, and currently by Ms. Anna Hain, is offered as an Honors course every Spring semester of even years.

The department has considered offering a GS Capstone course; however, in an effort not to stretch faculty resources and major offerings too thin, this decision was placed on hold. As mentioned previously, as part of the GS change, the number of choices in the Social Sciences Distribution category has increased substantially.

Within the last two years, the Senior Vice Chancellor for Academic and Student Affairs has directed the General Studies Council to consider more changes to the program. At this time, no changes have been announced.

B. Thompson Scholars Learning Community:

The following is taken from the UNK Catalog:

Thompson Scholars Learning Community Description. *The William H. Thompson Scholars Learning Community (TSLC) is a living/learning community for students who are awarded the Susan Thompson Buffett Foundation Scholarship at the University of Nebraska Kearney (UNK). The Thompson Learning Communities were initiated in 2008 at UNK, UNO, and UNL through a partnership between the University of Nebraska and the Susan Thompson Buffett Foundation; the learning communities are named in honor of William H. Thompson, the father of Susan Thompson Buffett. Students who choose to attend UNK become known as Thompson Scholars and automatically become part of the living/learning community.*

While the Thompson Scholars Learning Community Program focuses primarily on the 1st-year experience, the TSLC Program also provides services to 2nd-year through 5th-year Thompson Scholars. The TSLC Staff offers academic support and individualized attention to students so that they can achieve academic success, become engaged in campus life, and graduate from college.

Thompson Scholars Learning Community Mission. *The UNK Thompson Scholars Learning Community provides multidimensional living and learning opportunities that foster student engagement and promote academic, civic, and social development to prepare students for lives as responsible citizens in a diverse society.*

Thompson Scholars Learning Community Goals.

- *Assist with transition to college and persistence to graduation.*

- *Provide students with a social and academic support system.*
- *Offer opportunities for student growth and development.*
- *Organize programming with campus and community resources.*
- *Provide additional academic interaction and resources.*

Sociology and the Thompson Scholars Learning Community. The Sociology Department has a longtime relationship with the Thompson Scholars Learning Community. Dr. Suzanne Maughan has taught SOC 100 (Introduction to Sociology) second year Thompson Scholars every fall semester since the TSLC inception at UNK. Dr. Sandra Loughrin has been invited to teach one section of SOC 188 (Portal Course: Generation Me) for new incoming Thompson Scholar students. Thompson Scholar classes are typically capped at 22-25 students.

C. UNK Honors Program:

The following is taken from the UNK Catalog:

UNK Honors Program Description. *The Honors Program is designed to empower high-ability students to control the nature and pace of their learning and development. We work to impart to students the notion that coursework provides the foundation of their learning, but many abilities grow in less structured settings. These include critical thinking, communication, and self-direction. Other important traits, such as engagement, interpersonal skills, efficacy, and personal values also grow in extra-curricular activities. Together, the curriculum and extra-curriculum—what we call the Pillars of the Honors Program—are intended to most effectively develop the whole person and prepare them for fulfilling careers and lives.*

UNK Honors Program Curriculum. *Honors students must fulfill three requirements to complete the Honors Program. These are 9 credit hours of Honors General Studies courses, 9 credit hours of Honors Option courses, and a senior study. From time to time, we will allow a student to replace one of the general studies courses with an additional Honors Option.*

Sociology and the UNK Honors Program. The Sociology Department offers a section of SOC 250H (Anthropology) in Spring semesters of even years for Honors students. Honors classes are often capped at 25 students although popular classes may run higher.

Dr. Stephen Glazier taught the Honors class prior to his retirement in 2016. Currently, Ms. Anna Hain is the instructor. Honors sections used to be taught every year, sometimes twice a year, until the Nebraska Board of Regents reduced the number of hours for graduation to 120 hours. Programs such as the Honors Program subsequently reduced the total number of hours required in their programs for graduation. This in turn reduced the number of Honors offerings.

D. Sociology Courses Used in Other Programs:

The Sociology Department contributes to a number of programs on campus, the most significant being the General Studies Program. In addition, to the programs previously mentioned (Honors Program,

Thompson Scholars Learning Community), sociology courses are also offered to support the International Studies Program; Women, Gender, and Ethnic Studies, Health Sciences, Organizational and Relational Communication, Criminal Justice, Bachelor of General Studies, Pre-Professional Programs such as Pre-Mortuary Science, Pre-Nursing, etc, Respiratory Therapy, Public Health, Education, International Business, Public Administration, Political Science, and Gerontology. A full list of contributions are available in Table 6.

Sociology Course	Programs That Use Course
100GS Introduction to Sociology	General Studies, Thompson’s Scholars (TSLC) Criminal Justice, History-Social Science Comprehensive, History-Social Science 7-12 Teaching Field Endorsement, Public Administration, Exercise Science, Health Sciences, Pre-Chiropractic, Pre-Health Information Management, Pre-Mortuary Science, Pre-Nursing, Pre-Osteopathy, Pre-Podiatry, Pre-Dental Hygiene, Pre-Medical, Pre-Nursing, Thompson Scholars
124 Social Problems	History-Social Science Comprehensive
188GS Portal	General Studies, Thompson Scholars
201 Social Inequality	History-Social Science Comprehensive, Health Science, Women’s, Gender, & Ethnic Studies
210 Participating in a Democratic Society	General Studies
225 Global Cultures and Diversity	Criminal Justice, Pre-Nursing, Women’s, Gender, & Ethnic Studies, History-Social Science Comprehensive, International Business, Pre-Respiratory Therapy, International Studies, History-Social Science Comprehensive
237 Sociological Inquiry	
250 GS Anthropology	General Studies, Honors, Social Science 7-12 Teaching Endorsement, History 7-12 Teaching Subject Endorsement, International Business, Pre-Nursing, International Studies, History-Social Science Comprehensive
275 Social Psychology	Pre-Medical, Public Health, Health Care Management, Health Science, Organizational & Relational Communication, Biology, History-Social Science Comprehensive
300 Sociological Theory	Organizational & Relational Communication, History-Social Science Comprehensive
310 Introduction to Social Demography	History-Social Science Comprehensive

Table 6. List of Programs Using Sociology Courses

Sociology Course	Programs That Use Course
335 Aged in American Society	Gerontology, History-Social Science Comprehensive
340 The Holocaust	Women's, Gender, & Ethnic Studies; International Studies, History-Social Science Comprehensive
349 Sociology of Work	Public Administration, History-Social Science Comprehensive
360 Criminology	Criminal Justice, History-Social Science Comprehensive
363 Juvenile Delinquency	Criminal Justice, Childhood & Youth Studies, History-Social Science Comprehensive
369 Sociology of Gender	Women's, Gender, & Ethnic Studies, Criminal Justice, History-Social Science Comprehensive
370 Sociological Research	Public Administration, History-Social Science Comprehensive
380 Sociology of Sexuality	Women's, Gender, & Ethnic Studies, History-Social Science Comprehensive
410 Globalization and Development	International Business, International Studies, History-Social Science Comprehensive
420 Race and Minority Relations	Respiratory Therapy, Health Science, Women's, Gender, & Ethnic Studies, Organization & Relational Communication, History-Social Science Comprehensive
430 Sociology of Family	Childhood & Youth Studies, Gerontology, Women's, Gender, & Ethnic Studies, Criminal Justice, Pre-Nursing, History-Social Science Comprehensive
440 Sociology of Education	History-Social Science Comprehensive
442 Sociology of Religion	International Studies, History-Social Science Comprehensive
461 Deviance and Social Control	Criminal Justice, History-Social Science Comprehensive

Table 6. List of Programs Using Sociology Courses

Sociology Course	Programs That Use Course
462 Sociology of Health and Illness	Public Health, Health Science, Healthcare Management, Women’s, Gender, & Ethnic Studies, Biology, History-Social Science Comprehensive
468 Senior Seminar	History-Social Science Comprehensive
471 Special Topics	History-Social Science Comprehensive
475 Internship	Gerontology, History-Social Science Comprehensive
488 Research Seminar in Sociology	History-Social Science Comprehensive -Social Science 7-12 Teaching Field Endorsement

SECTION V: STUDENT PROFILE AND SUPPORT DATA

A. Recruitment Activities:

The Sociology Department participates in all recruitment events on campus. Regular events include Loper Preview Day for High School Seniors; Loper Preview Day for High School Juniors; Nebraska Cultural Unity Conference; Multicultural Scholars and Leaders Day; Career Day and Majors Fair; Transfer Day; and, New Student Enrollment. Faculty are also eager to participate and assist other departments as needed for large scale events such as History Day.

Faculty also meet with prospective high school students who visit campus and express an interest in the Sociology Program. During visits with prospective students and parents, faculty learn what interests the visiting students, their hopes and future career plans. Then faculty share information packets including job opportunities for sociology graduates, course offerings, degree plans, scholarship opportunities, and student activity information.

The department promotes through the campus website, a display case and computer monitor in a high traffic area in Copeland Hall, UNK Sociology informational flyers featuring alumni, current students, major and career advice.

Recruiting online students is a partnership effort with eCampus. These efforts need to be revisited and refocused as new online students and leads for students have decreased over the last two years. The former Online Coordinator frequently coordinated with community college advisors, and traveled to community colleges fairs across the state and while traveling proved to be expensive and exhausting, the face-to-face contact with advisors and potential students is beneficial.

B. Admissions Data:

New incoming first year students rarely enter UNK as a sociology major. For example, in the ten years since 2008, only 16 new incoming students declare a sociology major; and, since 2015, only four students have begun college as sociology majors. Few incoming students are aware of the discipline of sociology because few high schools in Nebraska offer sociology courses. Students usually become majors through exposure to, and interest in, SOC 100 (Introduction to Sociology); SOC 188 (Portal Course: Generation Me); or SOC 250 (Anthropology). Incoming transfer students are more likely to declare a sociology major because of exposure to sociology at community colleges.

C. Retention and Persistence Rates:

Department specific data are not available for retention and persistence rates at UNK. Since students tend to declare a sociology major in their second year or even junior year of college, few students once again change their major. If students do opt out of sociology, it tends to happen within their second semester of taking sociology classes.

D. Graduation Rates:

Sociology graduation rates are displayed in Table 2 which is shown again below. Sociology students who stay on track and complete 15 credit hours each semester will be able to graduate in four years. Faculty typically advise students to take 15 credit hours each semester; and, when possible encourage students to take one or two summer classes. In recent years, it has been common for incoming students to already have accrued college credit through dual credit classes in high school.

Table 7 gives an outline over time of the number of sociology majors and minors with degrees conferred in the same year. Table 8 details demographic breakdowns indicating gender and minority status. In 2018, females comprised 59.8% of the entire graduating class. In comparison, females made up 91.7% of sociology graduates for the same year. More females than males are likely to graduate with a sociology degree at UNK.

According to the UNK Factbook, in 2018, minority students constituted 11.8% of the overall graduates, including baccalaureate, masters, and specialist degrees. Breakdowns are not given for each degree level. In comparison, minority students comprised 16.7% of the sociology graduates in 2018. This percentage ranges from a low of 12.5% to a high of 50.0% over the last ten years.

Table 2. Students Graduating with Majors/Minors in Sociology				
Year	# Sociology Majors (including double majors)	Minors	Endorsements	Totals
2011-2012	2	8		10
2012-2013	4	9		13
2013-2014	8	10	1	18
2014-2015	11	8		19
2015-2016	2	9		11
2016-2017	8	5		13
2017-2018	12	6		14
2018-2019*	3*	4*		7*

*Note: Does not include data for Summer 2019.

Table 7. Data Analysis of Majors/Minors and Degrees Conferred from 2012-2017

Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019*
Majors (avg)	27	28	28	27	24	20	24	19	24	27	30	31	26	27	30	24	25
Minors (avg)	22	24	26	27	29	24	21	22	17	24	30	28	22	23	18	24	25
Degree Conferred Majors	7	12	3	10	9	4	4	4	6	3	3	8	10	8	8	12	3*
Degree Conferred Minors	10	3	6	12	3	9	6	8	2	7	11	10	8	9	7	5	4*

*Note: Does not include data for Summer 2019.

Table 8. UNK Sociology Graduates by Gender and Minority Status

Year		2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016-2017	2017-2018	2018-2019*
Degrees Conferred	Male, White	0	2	0	0	0	1	1	1	1	2	1	0*
	Male, Minority	0	2	0	0	1	0	1	2	0	2	0	0*
	Male, Non-US resident	0	0	0	0	0	0	0	2	0	0	0	0*
TOTAL MALE		0	4	0	0	1	1	2	5	1	4	1	0*
Degrees Conferred	Female, White	3	0	3	5	2	2	5	5	6	3	9	2*
	Female, Minority	0	0	1	0	0	0	1	0	1	1	2	1*
	Female, Non-US resident	1	0	0	1	0	0	0	0	0	0	0	0*
TOTAL FEMALE		4	0	4	6	2	2	6	5	7	4	11	3*
TOTAL OVERALL		4	4	4	6	3	3	8	10	8	8	12	3*

E. Scholarships and Financial Support for Students:

Sociological Imagination Scholarship

The *Sociological Imagination Scholarship* is specific to sociology students and is given annually to an outstanding sociology major(s) with sophomore standing or higher. Funds are provided by the Sociological Imagination Fund which was established by former sociology faculty. Each February, students apply for the scholarship through the Office of Financial Aid. Faculty review, discuss, nominate and vote on applications in March. The award may be given to a single student or split between two or three students. The successful applicants are notified in May of each year.

Other scholarships, such as the Cope Leadership Scholarship or the Riley and Rodney Oestreicher Scholarship are open to students of various majors. A number of other scholarships are available from the college or the university.

F. Support Services for Students:

Sociology Club

The Sociology Club is a student driven organization not just for sociology majors and minors, but for anyone interested in sociology. Student participation varies from year to year depending on student personalities and enthusiasm. Students have organized or assisted in film events, fund raising activities, volunteer service projects, Sociology tables at campus events, and guest speaker events. Dr. Sandra Loughrin is the current faculty advisor for the Soc Club.

Writing Center

The Writing Center is a campus service for all UNK students who wish to improve their “writing at any stage of the writing process.” Services are free and are provided face-to-face or online.

Learning Commons

The Learning Commons is a collaboration of the UNK Calvin T. Ryan Library and the Division of Student Affairs. Academic services of all kinds, including the Writing Center are based in the Learning Commons on the second floor of the Library. Services are free to UNK students and include subject tutoring, foreign language support, supplemental instruction, and success coaching. In addition to seeking assistance with General Studies classes, sociology students are most likely to use the Learning Commons for subject tutoring in Statistics.

SECTION VI: FACULTY MATTERS

A. Faculty Summary Data:

Abbreviated curriculum vitae (two page summaries of recent activities) for all faculty are available in the Appendix. Full vitae are also available in the supplemental file located in the Sociology Conference Room. This file will be available during the Review Team visit.

The demographics of the Sociology faculty have changed with recent retirements and new hires and updates are given in Table 9. There are currently four tenure track positions within the department. One faculty member (Dr. Kurt Borchard) is a full professor. Two faculty members (Dr. Suzanne Maughan and Dr. Sandra Loughrin) are associate professors. One faculty member (Dr. Hui Liew) is an assistant professor. Dr. Loughrin recently applied for tenure and will be informed by early May if her applications is successful. Dr. Liew has applied for promotion to associate professor. She will also find out soon if her application is successful. The department currently has one lecturer, Ms. Anna Hain and one adjunct, Ms. Kristin Fitzgerald.

All tenure track faculty are Graduate Faculty members. Within the past five years, the department has changed from being predominantly male to predominantly female. Four of the five full-time faculty are now female. Two of the five full-time faculty identify as minority status.

Name	Rank	Tenure Status	Graduate Status	Highest Degree	Granting Institution
Kurt Borchard	Professor	Tenured	Member	Ph.D.	University of Nevada—Las Vegas
Stephen Glazier	Professor	Retired 2016	Member	Ph.D.	University of Connecticut
Anna Hain	Lecturer	Non-Tenure Track	Non-Member	M.A.	University of Nebraska—Kearney
Daryl Kelley	Professor Emeritus	Retired 2017	Member	Ph.D.	Western Michigan University
Hui Liew	Assistant Professor	Tenure-Track	Member	Ph.D.	Mississippi State University
Sandra Loughrin	Associate Professor	Tenure-Track	Member	Ph.D.	University of California—Riverside
Suzanne Maughan	Associate Professor	Tenured	Member	Ph.D.	Brigham Young University

Name	Rank	Tenure Status	Graduate Status	Highest Degree	Granting Institution
Kristen Fitzgerald	Adjunct	Non-Tenure Track	Member	M.A., ABD	University of New Mexico
Jeffrey Schulz	Adjunct	Non-Tenure Track	Non-Member	M.A.	Ball State University

B. Future Needs for Faculty:

Support for Faculty Online Skills

The Online Sociology Degree has been in place for approximately eight years. During this time, technology has evolved quickly and changed many times. UNK eCampus provides a wide variety of support for faculty to improve their online teaching skills. The services eCampus provides range from large workshops to one-on-one consultations, and some trainings even include stipends. The Sociology faculty would benefit by prioritizing online teaching skills, and even by sharing techniques.

Support for Faculty Teaching Challenging Classes

Some classes, particularly required classes, create additional pressures on faculty teaching those classes because students need more assistance or more one-on-one student/teacher interactions. Faculty who teach classes such as SOC 237 (Sociological Inquiry) and SOC 370 (Sociological Research) would benefit from having a student assistant who is able to “tutor” students as they learn the research process.

Support for Faculty Research

Newer faculty could benefit from additional resources—financial and time-wise—to support their research agenda. Some additional soft money funding has provided for faculty travel and has reduced the financial burden of traveling to conferences. Continued support would greatly improve opportunities.

SECTION VII: RESOURCE BASES

A. Support Staff:

Office Associate

The department office associate retired in 2017 and the position has not been replaced. Assistance for items concerning budget, monies, grants, bills, and hiring may be directed to the Dean's administrative associate or the History office associate. All other responsibilities are handled by the Department Chair or, when appropriate, delegated to the work study students.

Work Study

The department currently hires two work study students who rotate schedules and assist with reception desk responsibilities such as greeting visitors, directing students, maintaining the copy machine, printer, shredder, collecting mail, maintaining an inventory of office supplies, and completing miscellaneous tasks.

B. Library Resources:

The library report begins on the following full page.

Calvin T. Ryan Library Report for Academic Program Review: Department of Sociology (2018-2019)

This library report provided for the Academic Program Review of the Department of Sociology was prepared by Laurinda Weisse, University Archivist, during the Fall 2018 semester. The report provides general information about the Calvin T. Ryan Library, as well as specific library resources and services which support the Department of Sociology.

LIBRARY MISSION STATEMENT

The Calvin T. Ryan Library supports the University of Nebraska Kearney mission by acquiring and organizing resources; providing collaborative assistance and instruction in support of scholarly teaching, learning and research; meeting information needs; and adhering to recognized standards of library practice.

The Library's primary clientele are UNK students, faculty and staff. All members of the UNK community may access the library's electronic resources from both on or off-campus. Students from other units of the University of Nebraska, or from State Colleges, are classified as reciprocal borrowers and may check out library materials. The library is also open for public use. Nebraska citizens may acquire a *Special Borrower's* card free of charge. Special Borrowers can check out up to five library items, and also have access to the Library's electronic resources on a "walk in" basis only.

FACILITIES & GENERAL STATISTICS

The library's services and collections are based in the Calvin T. Ryan Library, which was built in 1963 and expanded in 1981-82 to its present size. The library is open approximately 3,750 hours per year. During FY 2016-17, library entrance gates recorded 196,009 visits to the library.

The library offers study and classroom seating to accommodate over 1,100 library users. Group study rooms, individual study carrels, tables, comfortable seating, photocopying and scanning facilities, two instructional computer labs, and a coffee shop are some of the amenities available within the library to support research and curriculum needs. The Learning Commons, which includes Academic Peer Tutoring and the Writing Center, is located on the library's second floor.

Over 130 desktop and laptop computers are available to library users within the building. These computers are equipped with a full suite of productivity applications. In addition, computers in the West Lower Level Lab have SPSS, Mathematica, R, Matlab, and other similar software available. Media production applications are also available on select computers. Access to the University's secure wireless network is available; guest access to wireless is available for those who are not affiliated with the University.

STAFF INFORMATION

The library has 20 employees. In addition to the Dean, the library includes 6 library faculty members, 5 professional staff, and 8 support staff positions. The library also employs many student workers.

Library faculty members are assigned to liaison with specific academic departments and programs. These liaison assignments are posted on the library's website. The librarian liaison works with faculty members of the academic department to identify resources to add to the library's collections. In addition, the librarian liaison offers instructional classes to the department's courses, to increase awareness of library resources, improve information literacy, and enhance scholarship. The librarian liaison also maintains Web-based research guides to assist faculty and students in navigating library resources related to that discipline. Research assistance from the librarian liaison is also available through email, telephone, and in-person consultations.

BUDGET

University Administration allocates state funds and tuition revenue in setting the library's budget, which is augmented by the Student Library Enhancement Fee. The distribution of library funds for purchasing new materials is based on academic departments' credit hour production. Faculty input from academic departments and programs is sought in purchasing decisions so that the library's collections align with the scholarship and curriculum needs of the University faculty.

Overall Library budget for FY 2018-19:

Periodicals - \$239,585

Books - \$135,000

Microforms - \$12,000

Preservation/binding - \$150

Note: the above does not reflect all journal access, as much is provided through electronic databases.

Library Budget Allocations for Sociology

Historically, the Library has allocated funds to departments based on the number of credit hours produced by the department in the previous academic year. However, for the past several years, Sociology faculty members have been able to request purchase of materials as needed.

Table 1 below indicates the library's budget allocations to the Sociology Department since FY 2011-12, and any unspent balances during each of those years.

Table 1: Budget allocations to Sociology, and remaining balances, FY 2012-2018

Year	Initial allocation	Unspent balance at fiscal year end
FY 2017-18	\$2827	\$1786
FY 2016-17	\$2,648	\$350
FY 2015-16	\$2671	\$0
FY 2014-15	\$2,803	\$500
FY 2013-14	\$2,803	\$0
FY 2012-13	\$2803	\$0

COLLECTIONS

Books, E-books, and DVDs

As of July 2018, there are over 240,000 print volumes, 190,900 e-book titles, and nearly 2,600 DVD videos in the library's collections. The library collects other media types as well including: microforms, CDs, and art prints.

Within the library's collections, over 13,000 books, 12,800 e-books, and 200 DVDs were cataloged with call numbers related to sociology, as shown in Table 2 below.

Table 2: Sociology-related book, e-book, and DVD holdings as of July 2018

LC Class / Subjects related to sociology	Print volumes in Book or Reference Collections	Online titles in E-Book Collection	DVD titles
HM / Sociology (general)	2,030	2,103	20

HN / Social history and conditions. Social problems. Social reform.	1,285	1,086	6
HQ / The family. Marriage. Women.	4,351	3,688	80
HT / Communities. Classes. Races.	905	996	5
HV / Social pathology. Social and public welfare. Criminology.	4,951	4,939	119

Periodicals

An increasing number of periodical titles are being made available online. As of July 2018, over 121,000 periodical titles were available online to library users via subscription databases and publisher e-journal packages. The library also maintains about 250 current periodical subscriptions in print, and more than 141,279 periodical volumes, dating from the early 1900s forward.

Table 3 below shows the number of unique periodical titles related to sociology, as derived from FullText Finder reports, which categorize 60 percent of UNK serials subscriptions by the Hierarchical Interface to Library of Congress Classification (HILCC) system. It is important to note that hundreds of additional sociology-related periodicals are likely available to UNK students and faculty, but are not classified within FullText Finder.

Table 3: Periodical titles available to UNK library users and related to sociology as of June 30, 2018

HILCC Subject Area	Number of unique serial titles accessible in print or online
Sociology & Social History	1,330

The above numbers include full-text journals in sociology, regardless of whether they were subscribed to individually by the library, or received through publishers' e-journal packages or large database aggregators.

During FY 2018-19, the library subscribed to the following individual periodical titles on behalf of the Sociology Department, as shown in Table 4 below. Note that many titles included on previous APR lists are now available in various databases rather than as individual subscriptions.

Table 4: Individual periodical titles subscribed to on behalf of Sociology as of June 30, 2018

TITLE	FORMAT	PAID in FY 2011-12
American journal of sociology	online	\$542.95
Current anthropology	online	\$397.26
History of religions	online	\$272.52
Human organization : journal of the Society for Applied Anthropology	print+online	\$120.54
Journal of social policy includes two additional online titles: - Social policy and society - Social policy digest	online	\$748.39
Journal of studies on alcohol and drugs	online	\$754.68
Journal of the American Planning Association	online	\$391.83
TOTAL PAID in FY 2011-12		\$3,228.17

Databases and E-Resources

The library subscribes to over 240 online databases, including multidisciplinary, full-text sources such as *Academic Search Premier*, *Academic OneFile*, *JSTOR*, and *NexisUNI*. Subject-specific databases supporting the Sociology

Department include ProQuest's *Criminology Collection* and *Sociology Collection*, and EBSCO's *AgeLine*, *Criminal Justice Abstracts*, and *Sociological Collection*. Table 5 shows recent usage statistics for these sociology-related databases.

Table 5: Recent search and result click statistics for sociology-related databases

Database Name	Searches		Result Clicks	
	2016-17	2017-18	2016-17	2017-18
AgeLine	872	1666	1666	1391
Criminal Justice Abstracts	1392	1689	1689	1959
Criminology Collection	2034	2443	223	190
Sociological Collection	1379	970	4337	2814
Sociology Collection	1450	1480	572	607

The library also has subscriptions to two streaming video collections: *Films On Demand* and *Kanopy*. These resources provide online access to over 55,000 documentaries, instructional videos, and films, including over 4,600 sociology-related videos.

Special Collections

The library's collections include several specialized collections, including the University Archives and Special Collection, Government Documents, Curriculum Collection. Archival materials include documents, photographs, and realia related to the institution's history from its founding in 1905 through the present day. Graduate student theses and published documents from the departments that make up the University are also retained in the Archives. The library's Special Collection includes about 2,500 cataloged items, mostly books, concerning the history of Nebraska, the Great Plains, and the American West. Items related to rural schools, including oral histories and photographs, are also being collected.

Government Documents

The library serves as a federal and state depository of government documents. It has been a selective depository of U.S. Government publications since 1962, with more than 275,000 federal publications in print and microform formats, and cataloged access to over 20,000 federal publications. As a Nebraska State Depository Library, Government Documents also contains about 17,000 state documents in print, microform and online formats.

SERVICES

Learning Commons

The UNK Learning Commons is a collaboration of the CTR Library and the Division of Student Affairs. Located on the second floor of the library the Learning Commons centralizes academic support services to foster student confidence and independence in a collaborative learning environment. Programs offered in the Learning Commons are subject tutoring, language tables, supplemental instruction, and the Writing Center.

Reference / Research Assistance

Research assistance from library faculty is available in-person, by telephone, email, text, and online chat 38 hours per week. Requests outside this time will receive prompt replies.

Course Reserves

Faculty may place course reserve materials at the library's circulation desk for students to access. Electronic reserves provide 24-7 online access to supplemental readings via the library's e-reserves system. Physical reserves may include personal copies or library copies of books, videos, CDs, or other materials.

Library Instruction

Library instruction is a service provided by librarian liaisons to each academic department and program. Since Fall 2016, Prof. Laurinda Weisse, University Archivist, has been the librarian liaison to the Sociology Department.

Although no Sociology classes have requested in-person library instruction sessions recently, the Library Research Tutorial, developed by Jon Ritterbush and maintained by Laurinda Weisse, is used by several Sociology classes. It is available via Canvas, and has been embedded into several Sociology classes. During the 2017-18 academic year, most sections of Sociology 100 were required to complete the tutorial. This online tutorial allows students to broaden their familiarity with library resources and learn basic information literacy skills at their own pace and with the benefit of online assessments, outside of scheduled classroom instruction time.

Prof. Weisse has also developed and maintained a number of online research guides to assist Sociology students. These guides are accessible at <http://guides.library.unk.edu/sociology>, and provide links to recommended databases, reference works, and tips on citing sources using American Sociological Association style.

Interlibrary Loan/Document Delivery

The library offers an interlibrary loan/document delivery (ILL/DD) service to all UNK faculty, students, and staff to support their research and instructional needs. Books, microforms, photocopies of journal or magazine articles, government documents, musical scores, and other items not owned by the Calvin T. Ryan Library may be requested from other libraries through Interlibrary Loan. Document delivery is a service by which library-owned materials are made available to distance learning students. The library pays for the costs of requesting and shipping materials associated with ILL/DD service. This service expands faculty and student access to materials which the Library does not own.

C. Disability Services:

From the UNK website:

The Disability Services for Students coordinates reasonable accommodations to afford equal opportunity and full participation in UNK programs for undergraduate and graduate students with disabilities.

Our mission is to provide equal access and opportunity to qualified students with disabilities to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty and staff to promote students' independence and to ensure recognition of their abilities, not disabilities.

DSS strives to increase awareness of disability issues and envisions opportunities for students with disabilities to fully integrate into a UNK community that values disability culture.

Who We Serve: According to Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, and the Amendments Act of 2008, students with disabilities are entitled to appropriate accommodations designed to provide participation in and benefit from facilities, programs, and technology available at UNK.

Students with disabilities are provided accommodations on an individualized, collaborative, and flexible basis. However, it is the responsibility of students with disabilities to request accommodations. Accommodations should be requested at the beginning of each academic year and at any time additional accommodations are needed. The DSS staff will need time to review all requests.

http://www.unk.edu/offices/academic_success/dss/index.php

Disability Services for Students (DSS) is available to all qualified students who choose to use the services. Students initiate the services by meeting with a staff member, providing documentation, and creating a plan for how accommodations will be provided. Instructors are notified when a student has an accommodation plan; however, it remains the student's responsibility to contact the instructor at the beginning of each semester, for each class, and discuss accommodations for the specific class in which the student is enrolled. The student and instructor should agree to the action plan within the first week of the semester, following which a written agreement is signed and returned to the DSS office.

DSS provides a quiet environment for test taking, computers as needed for taking test or quizzes, as well as other types of assistance, such as note takers, readers, and transcribers.

D. Budget:

Operating, Non-Personal, and Personal Budget

The Sociology Department budget includes an operating budget, non-personal budget, and personal budget. With reference to Table 10, the operating budget of \$7,424 each year, covers office expenses

such as paper, printer toner/ink, telephone bill, photocopy machine lease and operation, office supplies, software, and small computer or technology items. The non-personal operating budget is small but adequate to provide basic office items. Within the operating budget, the largest expenses are telephone bills and services, software, and printer toner/ink. The department printer is usually used to print event flyers, major information sheets, etc. which costs less than printing the same items UNK Creative Services.

Included in the budget is \$728 for non-personal expenses such as travel. The allotted amount is divided between the current faculty who are doing research related travel. An additional \$500 of travel money for each faculty member is available through the Dean’s office by submitting a proposal for travel funds to the CAS Travel Committee. The personal budget includes faculty salaries and all associated expenses such as benefits.

Year	Operating Budget	Travel	Student Assistant	Total
2012-2013	7,424.00	728.00	607.00	8,759.00
2013-2014	7,424.00	728.00	607.00	8,759.00
2014-2015	7,424.00	728.00	807.00	8,959.00
2015-2016	7,424.00	728.00	807.00	8,959.00
2016-2017	7,424.00	728.00	821.00	8,973.00
2017-2018	7,424.00	728.00	821.00	8,973.00
2018-2019	7,424.00	728.00	835.00	8,987.00

Online Budget

The online budget is based on a portion of the revenue obtaining by offering online classes. Specifically, it is a portion of the online tuition differential, or a percentage of the revenue generated by fees associated with online classes. This budget may only be used for online course related expenses such as online instructor salaries, online program coordinator salary, online marketing expenses, online related supplies, etc.

Student Research and Thompson Scholar Funds

Students who participate in campus research programs such as the Undergraduate Research Fellowship or Summer Student Research Program are allocated money for research related expenses and conference travel expenses. These monies are for students who have been awarded a place in one of the programs.

Additional money is available when a faculty member is invited to teach a Thompson Scholars Learning Community class. For each class the department offers as a Thompson Scholar class, the department is compensated \$8,500. Portions of this amount are allocated specifically for hiring a replacement

instructor to compensate for the faculty member who is teaching the TSCL class; class co-curricular activities and/or supplies (\$1,500); and faculty teaching/research supplies (\$1,000). The remainder is for use at department discretion. The remainder is helpful for purchasing equipment, such as the small laptops for research classes; extra faculty travel money; larger electronic items (the monitor in the display case) or replacement items such as office chairs.

Budget Concerns

The cost of software such as SPSS has become increasingly expensive. Students should have easy access to software such as SPSS or GIS so they will be more marketable; however, the cost of software, especially SPSS has become unpredictable from year to year.

Some physical equipment within the department has aged, e.g. chalkboard in conference room. This could be removed and a monitor mounted on the wall and attached to a computer. The new equipment would be useful for meetings and/or for use with a small class.

SECTION VIII: PROGRAM COMPARISON

A. Peer Group Comparison:

This section gives an overview of sociology programs at comparison institutions. The UNK designated peer group is comprised of ten other universities which vary in student body size. Of all the peer institutions, UNK has the smallest undergraduate student body. Minnesota State University Moorhead (MN) has a student body similar in size to that of UNK.

Table 11 offers an overview of programs at UNK's peer institutions. All of the eleven universities have a sociology Program offering a bachelor's degree and minor in sociology. Three of the eleven universities offer a master's degree in sociology, with one university offering a PhD. Seven universities have combined discipline departments, for example: Sociology and Anthropology; or, Sociology and Social Work; or, Sociology, Criminology, and Political Science. Three departments are stand-alone Sociology departments.

Curricula content is similar across peer institutions with the majority of programs offering core requirements such as an introduction course, theory, one or two research methodology courses, statistics course, capstone/senior seminar type course, in addition to elective options.

Available program data vary from institution to institution, and many institutions display aggregate data for social science disciplines.

The number of sociology faculty varies across the peer institutions. The University of Northern Iowa has the lowest number of sociology faculty (four). UNK has the second lowest number of faculty (5). Departments with the largest number of sociology faculty at Sam Houston State University (25 faculty), and Western Illinois University (13 sociology faculty).

Tenure track faculty have a 3-3 teaching load at most of the peer institutions.

Table 11. UNK Peer Institution Comparisons

Institution	Undergraduate Enrollment (2013)	BA/BS	Masters/PhD	Faculty (Full-time)
University of Nebraska Kearney	4,777	Yes	No	5
Minnesota State University Moorhead (MN)	5,109	Yes	No	9
Northern Michigan University (MI)	7,347	Yes	No	9 (6 Soc)
Murray State University (KY)	7,347	Yes	No	15 (5 Soc)
University of Northern Iowa (IA)	9,330	Yes	No	17 (4 Soc)
University of Northern Colorado (CO)	8,733	Yes	MS	10
University of Central Arkansas (AR)	8,285	Yes	No	13 (9 Soc)
Sam Houston State University (TX)	13,359	Yes	MA & PhD	25
Western Illinois University (IL)	8,805	Yes	MA	18 (13 Soc)
University of Central Missouri (MO)	8,290	Yes	No	--
University of Wisconsin—Stevens Point (WI)	8,650	Yes	No	11 (7 Soc)

SECTION IX: FUTURE DIRECTION

The Sociology faculty are committed to strengthening the department and preparing students for outstanding careers in the workforce or as they enter graduate school. As the department moves forward, the faculty have goals to maintain our strengths and to build areas needing improvement.

A. Building on Strengths:

Teaching Excellence. The UNK Sociology faculty continue to prioritize teaching excellence through seeking knowledge of successful pedagogies and staying current in specialty areas to inform curricula content.

Advising Excellence. Faculty strive to update advising skills, provide individual attention to advisee needs, and constructively guide advisees throughout the year, not just during the official advising period. A focus on quality advising raises student morale and builds community within the department.

B. Strengthening and Expanding:

Student Experiential Opportunities. One of our strengths is teaching, and part of teaching excellence includes experiential opportunities and mentoring students in the research experience. Our motivation for directing students in research projects has fluctuated at times, and we realize it would be beneficial for students, and the department as a whole, to reinvest our efforts in mentoring student research. In the same vein, we have increased our attention to offering internships but efforts could be doubled in this area.

Online Degree Program. The online program has been in place for about eight years and for students who are place-bound or time-bound, the online program has provided possibilities for a college graduation that would have otherwise been impossible. Without an Online Coordinator, tasks such as marketing and recruitment of new students has been difficult. It would be beneficial for the department to assess the online program, analyze the strengths and weaknesses of the program, build closer relationships with eCampus, and revitalize the program.

Assess Course Offerings. Our current major curriculum structure and course offerings have been in place for some time and have worked well to provide students with skills and knowledge for life after graduation. The General Studies Program is also at a potential crossroads. While the current program review will provide feedback and recommendations for some areas of the curriculum, faculty can also reexamine departmental offerings and not only strengthen the major but also strengthen the department and its relationship with other programs.