

Program Review

B.A. Sociology and Anthropology

College of Liberal Arts

November 2008



MARSHALL UNIVERSITY

Program Review

Marshall University

Date: **November 1, 2008**

Program: **B.A. Sociology and Anthropology**

Date of Last Review: **November 2003**

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

#1	_____	November 1, 2008
Recommendation:	Signature of person preparing the report:	Date:
#1	_____	November 1, 2008
Recommendation:	Signature of Program Chair:	Date:
#2	_____	November 1, 2008
Recommendation:	Signature of Academic Dean:	Date:
_____	_____	_____
Recommendation:	Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)	Date:
_____	_____	_____
Recommendation:	Signature of President, Faculty Senate/ Chair, Graduate Council:	Date:
_____	_____	_____
Recommendation:	Signature of the Provost and Senior Vice President for Academic Affairs:	Date:
_____	_____	_____
Recommendation:	Signature of the President:	Date:
_____	_____	_____
Recommendation:	Signature of Chair, Board of Governors:	Date:

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

Continuation of the program with corrective action

Rationale:

The Department of Sociology and Anthropology is a vital asset for the College of Liberal Arts and Marshall University. Students who enroll in sociology or anthropology courses have the opportunity to learn much about the essence of human nature. Students in these courses learn how we, as humans, interact with one another. Students learn, for example, how social phenomena create notable differences among cultures. Students also have the opportunity to understand how various social forces or structures affect human behavior. This study affords the opportunity for students to better understand the complexities of their culture and be respectful of cultures different from their experience. In addition to examining fascinating phenomena, students learn that one can use objective quantitative and qualitative research methods to study and better understand social behavior.

Students who pursue a major in either Sociology or Anthropology have the opportunity to develop various analytic skills associated with the disciplines. More importantly, students have an academic venue in which to practice and develop the intellectual attributes the University expects of all its students.

Clearly, the department has been successful at fulfilling most of its responsibilities. As noted in the program's review, the department attracts many students to its survey courses, courses that fulfill the students' general education requirements. The large number of students enrolled in these courses provides a partial testimonial to the program's popularity. In addition, the department provides a wide range of courses that serve students pursuing majors in different colleges. The department has also experienced success in attracting more majors and minors to the program. Those who major in the program appear to be good quality students as seen in the average ACT composite score and the overall University grade point average.

During this evaluation period, the department experienced many personnel changes. Although rapid personnel changes can create turmoil within a department, the changes have allowed the department to bring new perspectives to the curriculum. The disciplinary specialties represented among the recently hired faculty appear to complement the senior members of the department.

Although there is much to compliment in the Department's efforts, one cannot overlook an egregious omission, the lack of a well conceived and systematic program of student

outcomes assessment. It is perhaps paradoxical that faculty trained in the objective analysis of human behavior have not developed the means by which to evaluate their students' accomplishments. It is, therefore, incumbent on me to call for a continuation of the program with corrective action. The department must begin a systematic review of its academic programs and begin the development of an assessment plan.

In Section 7 of the report, the department recognizes the need to review and revise its curriculum and develop an assessment plan, and has presented a preliminary outline of such a plan. Therefore, the faculty appear ready to begin the corrective action.

Curriculum review and development and outcomes assessment are long-term and on-going processes. Therefore, the report required for the corrective action cannot and should not represent a complete revision of the curriculum and the development of a truly comprehensive assessment plan. Rather, the report should indicate that the department has begun the process in earnest. Thus the report will chronicle the corrective steps taken since the issuance of this report, review long term objectives for curriculum revision and the development of assessment protocols, and provide a time table for achieving these objectives.

Signature of the Dean

Date

Marshall University
Program Review

Program: B.A. Sociology

College: College of Liberal Arts

Date of Last Review: November 2003

I PROGRAM DESCRIPTION

The Department of Sociology and Anthropology encompasses two academic disciplines that contribute fundamental components to liberal arts education. Thus, the department offers many courses that support the general education program at Marshall University and in which students are taught basic and advanced critical thinking as well as communication skills. According to the American Sociological Association, approximately one quarter of Sociology departments are conjoined with Anthropology in a variety of institutional arrangements reflecting their shared intellectual background and particular institutional histories and needs. Both disciplines focus on similarities that constitute us as humanity as well as differences that separate us as groups according to such factors as ethnicity, environment, gender, age, class, and religion. Thus, Sociology and Anthropology bridge the humanities and social sciences in addressing fundamental questions having to do not only with how the human world works but also with what it *means* to be human. The disciplines derive from joined theoretical traditions and topical interests with a focus on how people negotiate their social and cultural realities. For instance, while both frequently study social phenomena such as “the family,” they do so at different levels, through different methodological approaches, or through different theoretical lenses. While anthropologists may study the family from a kinship structure approach, sociologists may approach the same topic from structural-functional or symbolic interactionist perspectives. The different disciplinary “takes” on shared topics provide specific, yet complementary strategies for studying a range of social and cultural phenomena.

As our students recognize themselves as humans in a globalized world, knowledge about cultural and social differences is becoming increasingly important. Likewise, critical thinking abilities in these areas help to educate students to become socially responsible citizens in a diverse democracy and to become active contributors to the economic and educational development of their communities and West Virginia. The department answers these calls to provide students with greater cross-cultural awareness and analytical skills. The Sociology concentration in the department's BA program contributes perspectives mostly from current materials and focuses on reasons for and consequences of human diversity. The Anthropology concentration encompasses all four disciplinary subfields: social-cultural anthropology, physical-biological anthropology, archaeology, and linguistics. Anthropology draws from contemporary cases as well as from the past and is distinct in addressing not only complex societies but all levels of sociopolitical organization and subsistence strategies ranging from foraging bands and horticultural tribes to modern industrialized and globalized states. Together, Sociology and Anthropology open students' minds to the great diversity of human communities, at home and abroad. Such perspectives are

essential for those pursuing any kind of career in the 21st century and they prepare students to pursue a range of interests at the graduate level.

With subject matter that is intrinsically fascinating, Sociology and Anthropology offer valuable preparation for careers in fields (journalism, politics, public relations, business, public administration) that involve investigative skills, advanced critical thinking, and experiences working with diverse groups. Many students choose one of the department's concentrations because they provide a broad liberal arts base for further study leading to professions in law, education, medicine, social work, and counseling. The department offers classroom learning through large-scale lectures, small group discussions, seminars, multimedia presentations, and rigorous writing requirements designed to provide a range of different approaches suitable to different learning wants and needs. In addition to training in the theoretical traditions of Sociology and Anthropology, many courses provide students with formal and informal fieldwork opportunities, applying both quantitative and qualitative research methods in local settings. We are especially interested in creating opportunities for long-term and longitudinal study, combining student and faculty research in Appalachia through programs such as the MU Archaeological Field School, now in its twenty-fifth year and the only such on-going training program in West Virginia.

II ACCREDITATION INFORMATION

The program is not accredited.

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY

1. Curriculum:

Students in the Department of Sociology and Anthropology must meet the general requirements of the College of Liberal Arts, including those designated under the Marshall Plan. In addition, majors are required to complete 36 hours in either Sociology or Anthropology. Beginning with introductory level, survey courses, students progress through a set of required topical, theoretical, and methodological courses in generally smaller, often seminar-style, classes that provide a venue for faculty to showcase their diverse research interests while permitting students to cultivate their own. This progression culminates in the Capstone experience in which students in both concentrations are expected to demonstrate learned abilities in preparing their own unique projects, drawing from previous work undertaken during their course of study. A well-defined capstone project provides the type of information needed to make valuable assessments, not only for individual students but the program as a whole (a point recognized by the Middle States Commission on Higher Education, 2003).

Students concentrating in Sociology must take 18 hours in core (required) courses, including research methods, statistics, theory, stratification, and the capstone course

known as Senior Seminar. In addition, they are required to select two courses focusing on social diversity and at least one course focusing on social institutions.

Students concentrating in Anthropology must take 24 credits of core courses. In order to provide students with a grounding in general, four-field anthropology, among our required courses are one in each of the four subfields (socio-cultural, linguistic, biological-physical, and archaeological). To gain an appreciation of both quantitative and qualitative approaches, students must take both a survey research and ethnographic methods course. An advanced theory course is also required. The culminating requirement is the capstone experience, known as Anthropological Analysis, in which the student must demonstrate her or his ability to apply anthropological theory and method to an individually conceived project. The remaining 12 hours of the concentration in Anthropology constitute electives chosen (two each) from specialized ethnographical (area or regional) and topical (themes and theories) distributions.

2. Faculty:

During the past five years, there has been an unusually high rate of faculty turnover in the department owing largely to retirement. Of the current nine full-time faculty, only three, Dr. **Freidin** (DPhil, Oxford; specializes in archaeology and physical/biological anthropology), Dr. **Garnett** (PhD, Univ. of North Carolina at Chapel Hill; sociological theory and social movements), and Dr. **Roth** (PhD, Univ. of Connecticut, criminology), have been with the department throughout the review period. In 2003, two professors, Dr. Westbrook and Dr. Ewen, retired; in addition, Associate Professor Dr. Fox resigned for personal reasons. In 2005, Professor Dr. Jarrett retired, and in 2007, Dr. Ambrose (a long-time department Chair) and Dr. Simpkins retired after having each served the department for more than three decades.

Replacements for retiring/resigning faculty, who would balance the curricular and institutional needs of the program, have continuously been sought. In 2004, Dr. **Laubach** (PhD, Indiana Univ., Bloomington; religion, work, technology) was hired, followed in 2005 by three hires: Dr. **Ermolaeva** (PhD, Johns Hopkins; gender, ethnicity, stratification), Dr. **Sullivan** (PhD, Univ. of Massachusetts Boston; the family, gerontology, health), and Dr. Kim (Dr. Kim left after only one year to take a position elsewhere). In 2007, Dr. **Hoey** (PhD, Univ. of Michigan; ethnographic method, migration, identity politics) was hired. In 2008, two positions were filled. Dr. **Hadler** (PhD, Univ. of Graz (Austria); statistical methods, political sociology) was hired. Recognizing that the department and its programs need to be reorganized after being under the same leadership for decades, the chair's position was advertised and Dr. **Linde-Laursen** (PhD, Lund Univ. (Sweden); anthropological theory, politics of culture, globalization) was hired as Chair effective August 2008.

At the time of this report, all full-time faculty hold PhDs. Three faculty members are tenured (Freidin, Garnett and Roth), while six are in tenure track positions and of these two will apply for tenure in the 2008-09 academic year (Linde-Laursen and Ermolaeva). The full-time faculty cover the undergraduate program's needs in terms of theoretical,

methodological and topical specializations (with the exception of Linguistic Anthropology; however, an agreement to cover this void has been established with the Department of English, which has linguists on staff). To meet the department's scheduling needs, adjuncts and part-time faculty are hired to teach undergraduate classes, mostly introductory courses.

The department has a solid reputation for its **teaching**. During the review period, two faculty members were awarded the College of Liberal Arts Outstanding Teacher Award (Roth in 2005-06 and Sullivan in 2007-08). Dr. Sullivan was also a finalist for the Pickens-Queen Teaching Award. Two faculty members are pursuing Writing Across the Curriculum (WAC) certification (Hoey and Sullivan) and two faculty members are pursuing Service Learning certification (Ermolaeva and Hoey). Two faculty members received grants from the Library of Congress for Teaching with Primary Sources in Spring 2008 (Ermolaeva and Sullivan).

Department faculty are **active researchers**. In the review period, they have published in journals such as *American Ethnologist*, *Journal for the Academic Study of Magic*, *Police Practice and Research*, and *Anthropology & Aging Quarterly*, and they regularly attend professional meetings at the national, regional and local level, where they present papers, chair panels, organize sessions, and offer workshops. Awards and Grants earned by faculty in the review period include the Marshall University College of Liberal Arts Faculty Development grants (2008), Marshall University Graduate College grants (2008); Quinlan Endowment grant (2005, 2006, 2007), INCO Foundation grant (2005), Drinko Academy Award (2006), and the Alfred P. Sloan Foundation (2007-2008).

3. Students:

a. Entrance Standards:

Majors in the Department of Sociology and Anthropology must meet the admission standards of Marshall University. Incoming freshmen must have a high school diploma, an overall Grade Point Average of at least 2.00 (C average) and a composite score of at least 19 on the ACT or a combined score (critical reading + math) of at least 910 on the SAT, and they must have completed the 2008 Higher Education Policy Commission (HEPC) course requirements.

b. Entrance Abilities:

Only a few high schools afford students an opportunity to take a course in Sociology and fewer offer Anthropology; thus, students entering the program are generally unfamiliar with the disciplines. Many of the program's majors are recruited from students taking introductory Sociology or Anthropology courses, which also satisfy requirements in the Marshall Plan.

Derived from data provided by Marshall University's Office of Institutional Research, the following table compares entrance abilities for students during the review period. Table 3.1 reports the number of students who list Sociology and Anthropology as either a first or second major. The ACT composite numbers across the period are weighted

averages. The relatively small numbers of students do not allow for a realistic trend analysis.

Table 3.1.

Incoming Sociology & Anthropology Majors and ACT Scores

	1 st or 2 nd Major	Incoming Majors	Number Taking ACT	English	Math	Reason	Science	ACT Composite	High School GPA	Prior College GPA
03-04	62	11	3	24.7	18.7	27.3	22.3	23.0	2.94	2.94
04-05	67	9	5	28.4	20.4	28.2	23.6	24.6	3.38	3.18
05-06	62	11	10	21.6	20.9	23.5	22.9	22.7	3.10	2.62
06-07	71	11	8	25.5	19.6	23.8	22.8	22.8	3.06	3.14
07-08	79	17	13	20.9	18.7	23.4	20.8	20.9	3.09	2.78
2003- 2008		59	39	23.3	19.7	24.4	22.2	22.4	3.10	2.92

When comparing these scores and GPAs *with the previous 5 year review (submitted in 2003)*, it is evident that the department has doubled the number of incoming majors (from 29 to 59), slightly increased the composite ACT (from 22.13 to 22.39), and somewhat increased the high school GPA (from 2.92 to 3.10). The mean high school GPA of 3.10 and composite ACT of 22.4 indicate that students choosing to major in Sociology and Anthropology should be academically prepared for success in college.

(For a comparison of entrance abilities with students in COLA, in other Marshall colleges, across West Virginia, and nationally, please see Appendix XI).

c. Exit Abilities:

Students completing the BA program are assured of having acquired a comprehensive understanding of the discipline of Sociology or Anthropology. They must demonstrate an understanding of sociological/anthropological theory and methods (both qualitative and quantitative), acquire an ability to develop and execute original research, think critically, and communicate their thoughts and findings in written and oral presentations. These abilities are tested in a number of classes and are compounded in the capstone courses (Senior Seminar/Anthropological Analysis). Many graduates from the program go on to graduate programs; feedback from those students indicates that they find themselves well prepared for graduate work compared to students from institutions across the US.

Students graduating with a BA in Sociology/Anthropology from Marshall University, 2003-2007, had a cumulative GPA of 3.13, which is slightly higher than the average GPA for the College of Liberal Arts which is 3.08 (see table 3.2 below). Compared to the data from the previous 5 year review (submitted in 2003), the program has increased the number of graduating majors from 52 to 75; noticeable here is also the very large number of graduating minors who pass through the department.

Table 3.2

Sociology/Anthropology graduates

Graduation year	majors		minors		COLA	
	number	GPA	number	GPA	number	GPA
2004	18	3.06	59	3.01	260	3.08
2005	8	2.93	46	3.14	269	3.08
2006	17	3.15	61	3.08	259	3.1
2007	14	3.21	80	3.04	264	3.12
2008	18	3.22	97	2.99	295	3.17
2004-8	75	3.13	343	3.04	1347	3.08

4. Resources:**a. Financial:**

Funding for the department comes from state-appropriated funds distributed from the College of Liberal Arts. These funds pay the salaries of nine full-time faculty, the department's administrative secretary, four full-time graduate assistantships, and adjunct/part-time instructors. The department does not charge any lab fees; some funds from Phase I archaeological contract surveys conducted by Dr. Freidin with students enrolled at Marshall University are held in an account in the MU Foundation, which then pays project expenses (fuel, materials, etc; the amount in question averages less than \$1000/year).

The departmental operating budget, likewise, is distributed from the college. The average annual budget (2004-2008) has been \$17,500, with variations (from \$15,000 to \$20,000) largely explained by conducted searches. Of these funds, more than two-thirds (68.25%) have been used to cover office supplies, service contracts (copy machine), telephone and postage costs. The remainder has largely been associated with advertising and travel for the large number of searches conducted to replace retiring and resigning faculty. Besides a few copies for syllabi for graduate courses, etc., nearly the total operating budget is spent on activities associated with the department's undergraduate program. Year for year, there are few, if any, funds available from the department for faculty research and travel, which harm those essential professional pursuits. With current faculty salary levels it is problematic that the full cost for meeting college and university expectations for scholarly activities and publishing must be covered by the individual faculty member.

Terminating the BA in Sociology/Anthropology would result in very marginal financial savings. The department is both a very cost effective unit with an exceptionally high ratio of Student Credit Hours to Full Time faculty Equivalents (see under item A 7: Strengths/Weaknesses and Appendix XII) and it supplies a very large number of classes that fulfill general education/Marshall Plan requirements or are

required/recommended/elective classes that support other programs across the university (see item B 2: Service Courses below). Thus, the large majority of students in our classes are in fact non-majors who would, if the program were terminated, need to satisfy their requirements and electives through other programs.

The department currently has 79 first and second majors and a large number of minors as well. The institutional report of graduating students in 2008 shows that 97 students had Sociology or Anthropology as a first or second minor, which represents 13% of the 750 graduates for whom a minor was reported.

Additionally, the termination of the department would fundamentally question the credibility of a liberal arts education, which the University aims to promote as expressed both in the Marshall Plan and the existence of the College of Liberal Arts. As mentioned in the Program Description (Section I), Sociology and Anthropology as academic disciplines are essential to Marshall University's mission to support the development of students' critical thinking about themselves as humans in an increasingly interconnected world.

The university's archaeological and ethnographic collections, which have over the years been donated to Marshall by private entities or are the results of fieldwork carried out by faculty and students, are currently in the care of the Department of Sociology and Anthropology, which does its best to maintain the collections and hold them in trust in compliance with federal laws, for instance the Native American Graves Protection and Repatriation Act (NAGPRA: 25 U.S.C. 3001 et seq). If the department were terminated, archaeological materials retrieved from public lands would be sent to the state repository in Moundsville. Other parts of the collections cannot be relinquished and another unit within Marshall University would have to hire adequate expertise to continue the stewardship of the collections.

Additionally, if the Anthropology concentration were terminated, one of only two such programs in West Virginia would be lost and it would deprive West Virginians of choice in a field of study within the social sciences. Furthermore, Marshall University has the only on-going field training program in archaeology in West Virginia. Its loss would require students interested in archaeology to move out-of-state to pursue their education. In fact, this would leave us as the only state in the nation without a university-level program in field archaeology. The Archaeological Field School has worked on sites covering the span of human occupation in West Virginia, from the Early Archaic (ca. 6000 B.C.) at St. Albans, Kanawha County, to the middle of last century at the Madie Carroll House in Guyandotte, Cabell County. Important native villages, of ca. A.D. 1250 at Snidow, Mercer County, and of ca. A.D. 1580 at Clover, Cabell County, have also been investigated over many seasons.

b. Facilities:

The Department of Sociology and Anthropology is largely based in Smith Hall. We have eight faculty offices, one administrative office, and one mail/copying/supply room on the seventh floor. On the same floor, we share a large conference room with several other

departments. While newly renovated, the offices are generally in reasonable condition, although many are so small that they do not accommodate shelves, filing cabinets or other minimal facilities for research; many offices are also without windows. Available office furniture is inadequate, very worn and/or broken (a lot of it undoubtedly from the opening of Smith Hall forty years ago). The heating/cooling system is often out of control, leaving some offices unreasonably cold, others steaming hot; both situations create terrible working conditions. One additional faculty office is located on Smith Hall fourth floor.

Venues and Support for Teaching: On the fifth floor of Smith Hall, we have one seminar room (a converted faculty office) that is also used for small seminar classes. We have access to scheduling classes in three classrooms (SH 529, 530, and 531). We only have one dedicated TECI classroom (SH 529), which cannot accommodate current demand among departmental faculty; our two portable carts with computer and LCD projector cannot fill this gap. In the absence of an additional TECI classroom, one cart will need to be upgraded to a notebook computer with wireless and audio cards. Ventilation is a common concern in all classrooms with frequent periods of extreme heat or cold providing serious distractions from learning. Windows are not provided with hand cranks and thus provide no relief.

Venues and Support for Research: While we have a couple of older model PCs, we have no networked computers or printers available for undergraduate majors or graduate students outside of the campus computing facilities. This void debilitates our need to develop valuable research cooperation between faculty and students. As widely discussed by faculty across the College of Liberal Arts, funding to the University Libraries is substandard. Drinko Library needs funding to buy more recent books in Anthropology, Sociology, and research methodology, and to acquire access to more online journals. As mentioned above, many faculty offices are inadequate for working with ongoing research.

Laboratory and Storage Space: We have an Archaeological Laboratory in the basement of Old Main (B-12) where materials from the annual summer field school are stored and analyzed. After years of unacceptable arrangements, where materials have been badly damaged due to frequent relocation and periodic flooding, the College of Liberal Arts has provided a space in the basement of Old Main (B-14) for the university's archaeological and ethnographic collections. However, there are outstanding grave concerns regarding the maintenance of proper climatic conditions (e.g., temperature and humidity), security, and the ongoing risk of flooding in this space (which only just in the past few months saw flooding due to a water pipe break). Given the inadequacy of storage and laboratory space, we have been severely limited in our ability to access and catalog the collections; not to speak of making them reasonably accessible for teaching and possibly for the public.

The department is a vital partner in the Oral History of Appalachia Project (OHAP), a vast oral history archive comprised of thousands of interviews conducted in Appalachia over the last 40 years, which is now housed in the Morrow Library Special Collections. A

great deal of work stands yet to be done in the OHAP in terms of digitization, transcription, cataloging, and analysis. Currently, however, there is virtually no equipment or software available for this vital work. There is also no position (full or part-time) available to administer the collection, seek outside support for the continuous collection of ethnographic data, or to plan for activities that would enhance access to the collections. Thus, this absence of resources severely diminishes the value of this unique collection to student and faculty researchers from within and outside the university and region.

5. Assessment Information:

The leadership of the department has during the review period failed to develop and implement a meaningful assessment program. Besides conducting exit interviews with graduating seniors in spring 2007 and 2008, faculty have not been encouraged to develop assessment tools, nor been advised about this important aspect of academic practices. The data reported below are extracted from these exit interviews as well as two questionnaires distributed in summer 2008.

Together, the leadership of the department and faculty are committed to developing and implementing a reasonable and reliable assessment plan to fulfill institutional requirements and to better inform our own efforts in providing the best possible education for our students. In our efforts to develop further the learning outcomes and other aspects of an assessment plan (as depicted in Chart I Assessment Summary) we will take extensive advice from the university's Office of Assessment and Program Review.

a. Student Learning Outcomes:

The Department of Sociology and Anthropology has as its essential goal to educate undergraduate students for a life of informed citizenship and critical thinking based on an understanding of sociological/anthropological concepts. At this point, the student learning outcomes can be outlined as:

Graduating students must be able to:

- 1) define a research topic and be able to compile and evaluate existing research on this topic,
- 2) critically appraise the validity of sociological/anthropological theories and their applicability to specific areas of research,
- 3) examine different methods (qualitative and quantitative) and discuss their potential for contributing to specific sociological/anthropological topical areas,
- 4) recognize the importance of critical thinking, and
- 5) organize and communicate research results in writing and orally with clarity.

As these outcomes are further refined in our discussions, we will develop adequate tools for assessing our students' success, for instance from looking at their performance with developing and executing their individual projects in our capstone courses.

First assessment tool/measure:

The department conducted two waves (springs 2007 and 2008) of Exit interviews with graduating seniors concerning their experiences with the program, quality of instruction, electives, the department's facilities, and the likelihood that they would use their major in their future work and life. The instrument for exit interviews was adapted from Stephen Sharkey and William Johnson's (1999) *Assessing Undergraduate Learning in Sociology* published by the American Sociological Association. The interviews were conducted as self-administered questionnaires, the answers were anonymous. Each question was answered on a five-point scale. Closeness to "5" indicates closeness to excellence. The mean score for each question was calculated.

Results/Analysis:

Sociology concentration

Twelve graduating students were interviewed in 2007 and six in 2008. The overall evaluation of the Sociology concentration was a score of 4.5 in 2007 and 4.33 in 2008. The students evaluated the quality of instruction with a mean of 4.66 and 4.33, in respective years. However, the students "would like to see more variety" in terms of courses offerings (3.92 and 3.33). Students would also like to see more "special topics" and the course Appalachian Society. Out of six topics, least satisfaction was expressed with facilities, classrooms, computer usage, etc., means were 3.75 and 3.17. Students felt that funds were needed for facilities, including an area for students to congregate. The overwhelming majority of students were planning to use their major in their future work, means were 4.67 and 4.33, and in their life, means were 4.75 and perfect 5. Additionally, two open ended questions were asked concerning three strengths and three weaknesses of the department:

Examples of mentioned strengths of the concentration

- *The professors care*
- *Textbooks (except for theory) are practical and easy to read*
- *Go to the 7th floor of Smith Hall ... you are welcomed easily, without problem*
- *Faculty are approachable, often 1 on 1*
- *Independent research possibilities*
- *Excellent, knowledgeable and helpful faculty*
- *The academic credentials of the professors*
- *The intimate community of faculty and staff*

Examples of mentioned weaknesses of the concentration

- *Limited university resources (video lab, more space)*
- *Limited student research funding*
- *Limited cohesiveness among majors*
- *Lack of advanced technology*
- *Lack of leadership, unity. Someone needs to lead so that we can have effective communication between the professors and students. There is information that we need and we are not hearing about*

- *More field study options*

Anthropology concentration

Eight graduating students were interviewed in 2008. The overall evaluation of the Anthropology concentration was a score of 4.375. The students evaluated the quality of instruction with a mean score of 4.625. However, the students felt (3.75) that that some classes should be offered more regularly. Questions concerning facilities, classrooms, computer usage, etc., resulted in a mean of 3.75. The overwhelming majority of students are planning to use their major in their work, mean was 4.875, and in their life - mean was 4.875. Additionally, two open ended questions were asked concerning three strengths and three weaknesses of the department.

Examples of mentioned strengths of the concentration

- *Teachers are brilliant and represent the 4 branches of anthropology well; making the material interesting*
- *Advisors*
- *Field school*
- *Small group, students get to know each other as well as the professors; the professors are very knowledgeable*
- *A variety of classes every semester*
- *Courses pertain to modern day events*
- *Friendly professors and staff*

Examples of mentioned weaknesses of the concentration

- *More versions of field school, or just lab techniques*
- *Core classes sometimes not offered once every two years*
- *More variety of professors (linguistics, physical, paleontology, etc.)*
- *Classes in the evening. I'd rather not take those*

Second assessment tool/measure:

The 2008 Alumni Survey was administered to Sociology-Anthropology BAs starting with the class of 2004. Please see Appendix XIII for a complete overview of the results of the alumni survey.

Some noticeable results and differences between an earlier survey conducted by the Assessment Office 2005-2007 and the 2008 survey are:

- It took students an average of 4.5 years to complete their BA degree.
- 70% of the students were originally enrolled at MU and 25% transferred from another 4-year institution. These results are different from the 2005-2007 sample where the majority of the students - 57% - transferred from a 2-year institution.

The former students are overall satisfied with their educational experience. The highest scores were assigned to “developed the ability to write effectively”, and the lowest were to “developed the ability to use mathematics effectively” and “quality of advising”.

b. Assessment data used to improve program quality:

Students are requesting a meeting area and we are reallocating space to accomplish that.

Work with curricular changes has commenced and includes establishing set rotations for required core classes to secure students' on-time graduation without any substitutions.

We realize the limitations that exist to specializations among the faculty and are working to possibly offer more classes by drawing from strengths in other departments. For instance, as mentioned above, the Department of English has agreed in the future to cover the linguistics part of the four field anthropology concentration.

c. Graduate and Employer Satisfaction:

As mentioned above under item “a”, the 2008 Alumni Survey (see also Appendix XIII) indicated a high rate of satisfaction among former students. We have no systematic information about employers.

d. Annual Assessment Reports:

Regrettably, aside from the BA and MA five year reviews from 2003 there are no other reports on file with the Office of Assessment.

6. Previous Reviews:

The last 5 Year Review, produced in November 2003, recommended the "Continuation of the program at the current level of activity". During the last five years, the department has had a large turnover of faculty (as noted in Section III, A.2) and a void in departmental and academic leadership. Together with two separate phases of relocation due to remodeling and asbestos abatement in Smith Hall, these circumstances have contributed to the loss of important information and department archives and a general lack of adequate practices; something that is in particular true in regards to assessment.

7. Strengths/Weaknesses:

Data obtained from Marshall University's Office of Institutional Research strongly support that the department is tremendously successful in fulfilling its supportive role for students across the university in developing their understanding of themselves from sociological and anthropological perspectives and in contributing to students' development and ability to think critically about themselves as humans. In both a 5 and 10 year perspective, the Department of Sociology and Anthropology has taught more students than any other department at Marshall University as measured against full time faculty equivalents (see Appendix XII) mostly in the introductory classes SOC 200 and ANT 201, both of which contribute to the Marshall Plan. However, not least due to a

high turnover in faculty (discussed in Section III, A.2) and the relative absence of academic and departmental leadership during the past five or more years, the department's largely service-oriented mission of supporting other programs has led to the neglect of the department's own undergraduate program. Thus, there has been a relatively low number of students majoring in these important academic fields.

As the department enters a new era with a full roster of faculty and new leadership, the faculty's goal is to build on its strengths while vigorously addressing weaknesses. Over the coming years, the department will refurbish the undergraduate program. First, the faculty will identify core areas of knowledge that students in the concentrations should acquire and institutionalize those in required classes, existing and new as appropriate. Second, faculty will look at upper-level electives and add new classes that reflect current, and for students more exciting, scholarship, while at the same time removing outdated classes. Third, the faculty will in this process offer some of these classes as cross-listed electives to other programs as well as look at ways that other programs can supply classes not covered by specializations among current department faculty. The department Chair has already had initial talks with English and History about how we can better support each other in our efforts to create more rounded and interesting programs. These actions will enhance the support the department provides other programs and increase enrollment in upper-level classes. Additionally, they will enhance the visibility and attraction of Sociology and Anthropology to Marshall University undergraduate students looking to find a solid program in which to major. Another aspect of this visibility is that the department wants to preserve the university's archaeological and ethnographic collections as well as the collections of the Oral History of Appalachia Project (OHAP), but also make these unique materials available to researchers and under reasonable forms available to the public.

Simultaneously with these efforts, the department will develop and institute an assessment plan and develop better tools for attracting and advising students. We are now redesigning a woefully outdated website and preparing handbooks to better guide students through the expected sequence of required courses and to maximize their opportunities within the two concentrations. The faculty and leadership of the department stand united in this commitment to reenergize our undergraduate program, see this translated into higher numbers of majors, and to meet the challenge of effectively contributing our important perspectives to a diversity of students from all colleges within the university.

B. VIABILITY

1. Articulation Agreements:

At present, the Department of Sociology and Anthropology has no negotiated articulation agreements with any external agency or institution that affects its undergraduate program.

2. Off-Campus/Distance Delivery Classes:

As part of an overall cooperation with the School of Extended Education, the Department of Sociology and Anthropology has offered on-site courses at Marshall University Regional Centers including Hurricane High School, Teays Valley Regional Center, and the Mid-Ohio Valley Center (Point Pleasant). Introductory Sociology (SOC 200) is offered every semester at each of these sites. Other classes offered there when resources permit are Cultural Anthropology (ANT 201), Deviance and Social Control (SOC 311), Contemporary Issues and Social Problems (SOC 313), Folklore (ANT 340) and American Society (SOC 342). Generally, the Department's off-campus course offerings see satisfactory enrollments (see Appendix III). In order to assure greater control of the quality of courses offered with the MU Regional Centers, the department will discuss how to undertake a review of the professional development, syllabi, and course materials for all adjunct faculty employed off the Huntington campus.

The department is currently reviewing its eCourse offerings for distance delivery. Introductory Sociology (SOC 200) has been delivered as an eCourse for years and Introduction to Cultural Anthropology (ANT 201) has just been approved. Working within their areas of expertise, the faculty will consider how best to coordinate efforts and provide a coherent slate of online courses which serve departmental as well as student interests. Dependent on available resources, the department would like to offer at least an undergraduate certificate exclusively online.

2. Service Courses:

Several different units of the university require or recommend courses offered by the Department of Sociology and Anthropology. With Introductory Sociology (SOC 200) designated a Multicultural course and Cultural Anthropology (ANT 201) designated an International course under the Marshall Plan, courses offered by the Department of Sociology and Anthropology have been consistently in high demand. Until spring 2008, when the Interim CoLA dean reduced the cap on introductory classes to 40, each section routinely enrolled 50 students.

Over this five-year review period, the various SOC 200 sections have enrolled a total of 800 students each semester (see Appendix V). Therefore, during any four year period about 6400 students pass through the introductory sociology course and, consequently, about two of every three Marshall University undergraduate students (average undergraduate enrollment, 2001-2007=9790; see *Student Data Book, Office of Institutional Research and Planning, 2007*) on the Huntington campus have taken some sociology by the time they graduate. Likewise, ANT 201 on average has enrolled nearly 300 students every semester.

The department's course offerings serve many students in other CoLA majors as well as students in other colleges. The majority of our courses are taught by full-time, tenure-track faculty. While the department is dedicated to providing the best possible teaching for all courses we offer, including our service courses, the sheer volume of service teaching (generally two out of the four courses taught every semester by each of our

faculty) has a limiting effect on the time faculty can devote to course development and offerings for the major programs.

Anthropology classes may be taken in fulfillment of 15 hours of social science coursework within the College of Liberal Arts. A number of anthropology courses also fulfill either or both of the International and Multicultural distribution requirements for the Marshall Plan. Also within the College of Liberal Arts, anthropology courses are required or elective for the following programs: Minor in International Affairs (ANT 201; 437); Multidisciplinary Studies BA (ANT 451); Journalism and Mass Communications – Public Relations Focus (ANT 201); School of Nursing prerequisite for Transcultural Health Care (ANT 201).

Sociology courses are key service resources for many colleges:

College of Education and Human Resources

1. *Teacher Education Programs (Social Studies 5-Adult)*: requires SOC 200 as part of a teaching specialization sequence of 54 hours
2. *Recreation and Park Services*: students must elect 20 hours of specialized courses that may include SOC 200, SOC 311, SOC 435, SOC 440, or SOC 452

College of Health Professions

1. *Communication Disorders*: requires 12 hours in 2 Social Science subject areas which may include Sociology
2. *Dietetics*: SOC 200 is recommended as part of the 1st year suggested course sequence
3. *Nursing*: SOC 200 is recommended to students during the first year, second semester
4. *Respiratory Care*: SOC 200 is required for a B.S. in the Respiratory Care Program
5. *Social Work*: SOC 200 is required for a B.S.W. degree

College of Science

1. *Pre-Med*: SOC 200 is recommended

W. Pitt Page School of Journalism and Mass Communications

1. *Radio/TV Production and Management*: students seeking a degree in Radio/TV Production and Management are required to take SOC 200

College of Liberal Arts

1. *Communications*: recommends forming a minor which could be Sociology for students concentrating in a) interpersonal communications and b) organizational communications
2. *Criminal Justice*: students concentrating in Legal Studies are encouraged to enroll in SOC 443

4. Program Course Enrollment:

Over the review period, the total program course enrollment averaged 2511 students annually. The department's introductory courses function also as service courses and

are discussed above. The department's upper-level courses are well subscribed. With few exceptions, the Sociology concentration's 300 and 400-level courses enroll more than 30 students (see Appendix V). Due to the smaller number of students majoring in the Anthropology concentration, enrollment in ANT upper level classes has been lower. Many students take SOC and ANT upper level classes, for instance students concentrating in Criminal Justice and Psychology will often enroll in Criminology (SOC 420), Deviance and Social Control (SOC 311), and Juvenile Delinquency (SOC 435). Similarly, upper level courses in Medical Sociology (SOC 428) and the Sociology of Aging (SOC 440) attract many students from the health professions. Students with interest in Political Science and History find course offerings such as Social Movements and Social Change (SOC 413) and The Holocaust and Genocide (SOC 460) appealing. ANT courses satisfying the Ethnographic and Topical areas in the concentration, likewise, see a good deal of enrollment by students outside the concentration and department. Nearly all 400 level courses are also offered at the 500 level and are thus available to graduate students.

5. Program Enrollment:

In 2007-8 there were 79 majors in the department which constitutes the largest number of students to concentrate in Sociology and Anthropology within the five year review period. The slowly growing number of majors is both encouraging and a testimony to the ability of the department to recruit and retain able and committed students. Equally noteworthy is the significant number of students minoring in the department (see Appendices III, V, and VI as well as table 3.2 above).

The department's faculty is currently discussing measures that will further enhance the recruitment and retention of majors. Suggested proposals include a reorganization of the curriculum (as described above), encouraging independent undergraduate research efforts, sponsoring colloquiums, and developing more opportunities for informal student-faculty interaction. The number of majors is expected to increase as these and other initiatives are established and the department enhances its profile.

6. Enrollment Projections:

As mentioned above, the department has during this review period suffered from high turnover in faculty and a relative lack of leadership. From August 2008, we have a full roster of tenure line faculty and a new Chair, which should dissolve earlier obstacles to necessary changes and begin a period of reconstruction. The new faculty have infused innovative ideas into the department and have set in motion a fundamental shift toward offering a new slate of courses taught in innovative ways that reflect current trends in their disciplines and specializations; such movement is already noticeable in the Anthropology concentration and discussions about Sociology offerings are underway. We will also consider extending eCourse offerings and other ways of reaching students, who increasingly are aware of societal conditions and the effects of globalization on their lives.

In addition to this "housekeeping" within our course offerings, we are in the process of rethinking and updating our program requirements to better serve our students and

prepare them for careers in a variety of academic and non-academic fields. In order to facilitate student progress through the program and optimize utilization of faculty strengths, we are planning a more predictable rotation of courses and providing students with recommended sequences of courses, culminating in enhanced Capstone experiences.

Although it is nearly impossible to project future enrollments, it is our expectation that, as these changes materialize and as we work thoroughly with recruiting materials and events, we will see a significant growth in the number of majors in the department's undergraduate program as well as in enrollment in classes offered. At the same time, the department is aware that enrollment numbers are, in part, an expression of larger trends in the State of West Virginia (where there are fewer students in the pipeline from high school than in years past reflecting changing demographics and out-migration) and recruitment efforts by the university outside West Virginia.

C. NECESSITY:

1. Advisory Committee:

The program has seen no need to establish an advisory committee. Should such a committee show merit, the program would give it thorough consideration.

2. Graduates:

The program has conducted two surveys of graduates from 2004 through 2008. The first study used addresses provided by the Alumni Association, and sent emails and followed up with US mail forms to 80 students. Eight emails or letters were returned and nine graduates responded. Of these, all had gone or were planning to go on to graduate programs. All reported jobs in the service sector.

The results of the 2008 Alumni Survey discussed above (see also Appendix XIII) indicate that an objective for 82% of former students was to begin their first career. 71% have been accepted or plan to attend a higher level educational program, including MU graduate school. About half (47%) are planning to receive or have received a new job (this result is different from a 2005-2007 survey conducted by the Assessment Office in which most graduates - 58% - intended to continue their current job). In the post-graduation period 79% of former students work full time in various professional fields, with a somewhat disappointing 73% not being employed in their major field. 67% have stayed in West Virginia for their employment, 6% are employed in neighboring states, and 27% have moved further away. The most dramatic and positive difference from the 2005-2007 survey is an increase in annual income: while no one from the 2005-2007 survey reported an income higher than \$15,001-20,000, the modal income for the 2008 survey graduates is in the \$30,000+ category.

From personal contacts with students, often due to their need for required letters of recommendation, we have learned that in the last five years students have entered numerous graduates programs across the country and abroad. One of our latest

graduates from the Anthropology concentration obtained a full scholarship to work in the Ph.D. program in Asian Archaeology at UC-Berkeley. Former Anthropology graduates are also known to have positions in state historic preservation offices and are employed with or running private contract firms in cultural resource management. Our graduates have fanned out from Maryland to California, from Tennessee to South Dakota.

The Department of Sociology and Anthropology is aware of the limited nature of our tracking of graduates, however, this is a reflection of limited resources (financial and time) rather than interest. Reapportioned time on a rotating and periodic basis among faculty might be one way of addressing this limitation and maintaining the kind of follow-up necessitated by program review and assessment.

3. Job Placement:

The program has relied on institutional support programs for tracking graduates and for employment programs. The university offers resume services and job fairs for graduates.

During the program review period, the Department of Sociology and Anthropology has experienced a turnover of 6 of its 9 faculty as well as its long-time Administrative Secretary. Now fully staffed, the department will add a tracking and survey program to provide better reporting on its graduates. As noted above, tracking graduates is a demanding task left to faculty otherwise committed to teaching and research and who consequently have woefully little time and generally no resources for such undertakings. Despite a lack of detailed information with regard to actual job placement, it should be noted that faculty in the department are dedicated mentors who make time to meet with majors (and others) regularly to discuss their career paths and to write thoughtful letters of recommendation when requested.

D. CONSISTENCY WITH UNIVERSITY MISSION:

The Department of Sociology and Anthropology functions in a manner consistent with Marshall University's stated mission and strategic visions. The existing curriculum imposes rigorous standards and high expectations for student learning and performance, both in regards to academic understanding of materials taught and ability to communicate knowledge orally and in writing. Our ongoing effort to update course offerings to reflect changes in faculty and current trends in the two disciplines demonstrates commitment to an essential element of the university's mission to regularly review program curricula and requirements to better meet the changing needs of the people of West Virginia and the region.

The department is in the midst of pursuing a number of initiatives to strengthen our standing in the College of Liberal Arts and the university as a whole. Faculty will reinforce existing connections with other programs in the university and develop new ones, for instance through cross-listing existing and new courses. For example, a new class in Medical Anthropology will be available to students in the School of Nursing. This provides a valuable contribution to their mission to prepare health care providers who are ready to face an increasingly challenging and dynamic world for health care

and the nursing profession. Cultural sensitivity or diversity training is a vital strength of department offerings that can be extended through such collaborations. Together these efforts support the stated mission of the university to specifically enhance the quality of health care in the Tri-State region and generally to provide students with the opportunity to appreciate and cultivate various forms of diversity and to value differences among people.

Students of Sociology and Anthropology intend to make the strange familiar and the familiar strange by exploring reasons behind observed behavior and shared meanings. They, thus, take advantage of our shared curiosity in what it means to be human. In classes, students work to overcome stereotypes about cultural "others" who appear strange to them. By studying the way these others experience and perceive life from their own perspectives, ethnocentric ideas are actively challenged. By comparing and understanding various ways of knowing and being as meaningful but diverse responses to common human problems that deserve respectful consideration, cultural insensitivity is eroded. Sociologists and anthropologists study the social life of people in varied forms such as networks, families, organizations, and nations. In this course of study, students become increasingly aware of the complexity and creativity of human life and the difficulty and risk of drawing clear lines between 'us' and 'them'.

The faculty of the Department of Sociology and Anthropology has a renewed commitment to improve continually not only our course offerings but also our instruction through innovative, participatory methods that encourage critical thinking and provide opportunities for applying learned ideas to real world problems. In this way, we help the university to graduate students who are capable of effectively navigating a rapidly changing society and increasingly international culture.

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Nicholas Freidin Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Ph.D. Date Degree Received: 1981

Conferred by: University of Oxford, England

Area of Specialization: Archaeology

Professional Registration/Licensure: RPA Agency: Register of Professional Archaeologists

Certified in fieldwork and teaching

Years non-teaching experience 3
 Years of employment other than Marshall
 Years of employment at Marshall 25
 Years of employment in higher education
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	ANT201, 102	Cultural Anthropology	44
	ANT201, 103	Cultural Anthropology	46
	ANT322, 101	Archaeology	11
	ANT441, 101	Oceania	10
	ANT541, 101	Oceania	3
	ANT485, 101	Independent Study	1
	ANT485, 101	Independent Study	1
2007/Spring	ANT201, 201	Cultural Anthropology	44
	ANT201, 202	Cultural Anthropology	49
	ANT324, 201	Archaeological Analysis	18
	ANT370, 201	Classical Archaeology	16
	CL370, 201	Classical Archaeology	11
	ANT485, 201	Independent Study	1
2007/Summer	ANT323, 501*	Archaeological Field Training	5
	ANT588, 501	Archaeological Field Training	1
2007/Fall	ANT201, 102	Cultural Anthropology	46
	ANT201, 103	Cultural Anthropology	48
	ANT201, 104	Cultural Anthropology	48
	ANT322, 101	Archaeology	10
	ANT426, 201	African Cultures	10
	ANT526, 101	African Cultures	1
	ANT451, 101	Anthro.I Analysis (Cap.)	3
ANT485, 101	Independent Study	1	
2008/Spring	ANT201, 202	Cultural Anthropology	42
	ANT201, 203	Cultural Anthropology	40
	ANT201, 204	Cultural Anthropology	42
	ANT304, 201	Physical Anthropology	22
	ANT360, 201	World Prehistory	12
	ANT451, 201	Anthropological Analysis (Ca.)	3
2008/Summer	ANT323, 501*	Archaeological Field Training	6

	ANT488, 701	Archaeological Field Training	1
* Denotes a 6 credit course			

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

Since the Fall of 2003: 16 Phase I archaeological Surveys in Ohio (1 county: Lawrence) and in West Virginia (10 counties: Cabell, Greenbrier, Randolph, Mercer, Putnam, Jackson, Boone, Wetzel, Pendleton, Webster), contract work engaging M.U. students and providing funds for the archaeological field school

3) Discipline-related books/papers published (provide a full citation).

Cultural Mosaic: Readings In Introductory Anthropology. Fourth Edition. 2005: Kendall/Hunt Publishing Company, Dubuque, Iowa. (Co-edited with Karen L. Simpkins)

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Member of the Council for West Virginia Archaeology (CWVA); secretary-treasurer (1997-2009)

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

See section 8

8) Community service as defined in the *Greenbook*.

Numerous presentations on archaeology and local prehistory to area schools, youth groups (e.g., boy scout 'merit-badge college'), etc.

Appendix II Faculty Data Sheet

Name: **Brian A. Hoey**

Rank: **Associate Professor**

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: Yes No _____

Highest Degree Earned: **Ph.D.** Date Degree Received: **2002**

Conferred by: **Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor**

Area of Specialization: **Cultural Anthropology**

Years non-teaching experience	10
Years of employment other than Marshall	10
Years of employment at Marshall	1
Years of employment in higher education	5
Years in service at Marshall during this period of review	1

List courses you taught during the final two years of this review.

Year/Semester	Alpha Des. & No.	Title	Enrollment
SPRING 2008	ANT 201	Introduction to Cultural Anthropology	36
SPRING 2008	ANT 280	Special Topics: US Culture and the Changing Family	9
SRPING 2008	ANT 480	Special Topics: Anthropology of Global Problems	7
SPRING 2008	ANT 580	Special Topics: Anthropology of Global Problems	1
FALL 2007	ANT 201	Introduction to Cultural Anthropology	44
FALL 2007	ANT 343	Anthropological Research	4
FALL 2007	ANT 427	Ethnic Relations	5

1) If your degree is not in your area of current assignment, please explain. N/A

2) Activities that have enhanced your teaching and or research.

2007 Service Learning Workshop, MU SLP, 07 DEC
 2007 Writing Across the Curriculum Fall Workshop, MU WAC, 19-20 OCT
 2007 Faculty Development Workshop, MU CATL, 17 AUG
 2007 New Faculty Orientation, MU CATL, 13-15 AUG

In addition to workshop and seminar opportunities, grants and reassigned time support my active research, writing, and course development (see list). Awarding of the competitive Alfred P. Sloan Network Early Career Work and Family Scholar Grant further promotes my development as faculty.

3) Discipline-related books/papers published (provide a full citation).

2008 "American Dreaming: Refugees from Corporate Work Seek the Good Life" in Culture, Work, and Family Values: An Ethnographic Reader, Elizabeth Rudd & Lara Descartes, eds.

2007 "'From Sweet Potatoes to God Almighty ': Roy Rappaport on Being a Hedgehog" [with Tom Fricke] American Ethnologist, Vol. 34(3)

2007 "Therapeutic Uses of Place in the Intentional Space of Purposive Community" in Therapeutic Landscapes: Advances and Applications, Allison Williams, ed. London: Ashgate.

4) Papers presented at state, regional, national, or international conferences.

2007 "Character as Commodity: Persons and Places on the Market." Paper presentation to the American Anthropological Association, 106th Annual Meeting, Washington, DC

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.

2008 American Anthropological Association
Society for Cultural Anthropology
American Ethnological Society
Central States Anthropology Society
Society for the Anthropology of Work
Association for the Study of Literature and Environment
Communal Studies Association

2008 Reviewer for Cultural Anthropology
Reviewer for Current Anthropology
Reviewer for the Journal for Population Research
Reviewer for Qualitative Sociology

2007 American Anthropological Association, 106th Annual Meeting, Washington, DC – Nov 27-03 Dec

2007 Chair/Organizer of conference session "Difference, (In)equality and Justice: Locating Personhood and Place in the Commodity Landscape," American Anthropological Assoc., 106th Annual Mtg., Washington, DC

2007 Organizer of book section "Transcending Geography: Applications in the Anthropology of Health" for the edited volume Therapeutic Landscapes: Advances and Applications, Allison Williams, ed.

6) Externally funded research grants and contracts you received.

2008 Alfred P. Sloan Network Early Career Work and Family Scholar Grant

7) Awards/honors or special recognition.

2008 College of Liberal Arts Faculty Development Grant
2007-Current Sloan Network Early Career Work and Family Scholar Grant
2007-Current Marshall University Graduate College Reassigned Time for Research Grant
2007 Quinlan Endowment Grant

8) Community service as defined in the *Greenbook*.

2007 Co-Principle Investigator, Evaluation Team for Marshall University Early Education Center Outreach Program, Huntington, WV [grant was not funded]

(No more than two pages; Minimum type 8 point Arial)

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Frederick P. Roth Rank: Associate Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: PhD Date Degree Received: 2002

Conferred by: University of Connecticut

Area of Specialization: Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 9
 Years of employment other than Marshall 21
 Years of employment at Marshall 7
 Years of employment in higher education 12
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Summer, 2006	Soc. 200-501 Soc. 420/520	Introduction to Sociology Criminology	18 20/2
Fall, 2006	Soc. 200-106 Soc. 200-110 Soc. 420/520-101 Soc. 435/535-101	Introduction to Sociology Introduction to Sociology Criminology Juvenile Delinquency	44 43 32/4 25/7
Spring, 2007	Soc. 200-206 Soc. 200-211 Soc. 311-201 Soc. 420/520-201	Introduction to Sociology Introduction to Sociology Deviance and Social Control Criminology	43 47 47 40/1
Summer, 2007	Soc. 200-501 Soc. 420/520-501	Introduction to Sociology Criminology	17 11/1
Fall, 2007	Soc. 200-106 Soc. 200-110 Soc. 420/520-101 Soc. 435/535-101	Introduction to Sociology Introduction to Sociology Criminology Juvenile Delinquency	45 45 36/1 32/4
Spring, 2008	Soc. 200-205 Soc. 200-208 Soc. 311-201 Soc. 420/520-201	Introduction to Sociology Introduction to Sociology Deviance and Social Control Criminology	39 34 34 22/5

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

4/21/08

3) Discipline-related books/papers published (provide a full citation).

Traditional Society and Urban Democratic Policing in Botswana (2007) Police Practice and Research: An International Journal, v. 8, n. 1 (63-78)

Botswana Police Service in Kurian, George T. ed. (2006) World Encyclopedia of Police Forces and Correctional Systems. Baldwin, NY: Gale

Mauritius Police Force in Kurian, George T. ed. (2006) World Encyclopedia of Police Forces and Correctional Systems. Baldwin, NY: Gale

Maintaining Urban Order in Botswana: Why Policing Routine Public Order in Underdeveloped Countries Matters in Albanese, Jay ed. (2005) Current Issues in International Crime Prevention and Criminal Justice (Papers from the Ancillary Meetings held within the Framework of the United Nations XI Congress of Crime prevention and Criminal Justice, Bangkok, 18-25 April 2005). Milan, Italy: The International Scientific and Professional Advisory Committee (ISPAC)

The Prospects of Democratic Policing in the Third World: The Mauritian Model in Moore, Richter H. and Charles B. Fields, eds. (2005) Comparative Criminal Justice: Traditional and Non-Traditional Systems of Law and Social Control (2d Edition) Long Grove, IL: Waveland

4) Papers presented at state, regional, national, or international conferences.

Crime, Disorder and Deindustrialization in Medium-Sized Rust Belt Cities 2006 Annual Meeting of the American Society of Criminology. Nov. 1-4, 2006 (Los Angeles, CA)

Maintaining Urban Order in Botswana: Why Policing Routine Public Order in Underdeveloped Countries Matters XI United Nations Congress on Crime and Crime Prevention April 18-25, 2005 (Bangkok, Thailand)

Doing Comparative Criminology in Underdeveloped Countries: A Research Primer 2004 Annual Meeting of the Academy of Criminal Justice Sciences. March 9-13, 2004 (Las Vegas, NV)

The Prospects of Democratic Policing in the Third World: The Mauritian Model Bi-Annual Meeting of the XIII World Congress of Criminology of the International Society of Criminology. Aug. 10-15, 2003 (Rio de Janeiro, Brazil)

Traditional Society and Urban Democratic Policing in Botswana 2003 Annual Meeting of the Academy of Criminal Justice Sciences. March 4-8, 2003 (Boston, MA)

5) Professional development activities

Academy Of Criminal Justice Sciences (Awards Committee/International Section [2003-04], Membership Committee [2003-04], Nominations Committee [2004-05])

Panel Chair (*Crime Justice and Police in Africa*), 2003 Annual Meeting, Boston, MA

American Society of Criminology (Distinguished Scholar Award Committee, 2006-07 [International Section])

Panel Chair (*Strain, Social Change, and Religion*) 2006 Annual Meeting, Los Angeles, CA

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Outstanding Teacher of the Year, 2006 (College of Liberal Arts, Marshall University)

Quinlon Endowment Fund Award, March 2003 and April, 2005 (\$500.00 each)

INCO Foundation Grant, August 2003 (\$1000.00)

Drinko Academy Award, August, 2003 (\$500.00)

8) Community service as defined in the Greenbook.

Academic Planning Committee (Faculty Senate Committee) 2005-present

Institutional Review Board [IRB #2], 2005-present, MU Office of Research Integrity

Mentoring Program, 2003-2007 Center for African-American Students (Division of Multicultural Affairs)

Faculty Concerns Committee, 2002-2004 (College of Liberal Arts)

(No more than two pages; Minimum type 8 point Arial)

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Marty Laubach Rank: Associate Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Ph.D. Date Degree Received: 10/2002

Conferred by: Indiana University

Area of Specialization: Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 22
 Years of employment other than Marshall 2
 Years of employment at Marshall 4
 Years of employment in higher education 6
 Years in service at Marshall during this period of review 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2008/summer 05	Soc200/701	Introduction to sociology	22
2008/summer 05	Soc486/301	Independent Study	2
2008/spring	Soc200/209,211,212	Introduction to sociology	112
2008/spring	Soc450/201 ; Soc550/201	Sociology of Religion	25 2
2008/spring	Soc485/201	Independent Study	1
2007/fall	Soc200/112,114	Introduction to sociology	90
2007/fall	Soc310/101	Individual & Society	27
2007/fall	Soc433/101	Industrial Sociology	6
2007/fall	Soc485/201	Independent Study	1
2007/summer C	Soc200/501	Introduction to sociology	15
2007/summer C	Soc450/501	Sociology of Religion	4
2007/spring	Soc200/213,215	Introduction to sociology	84
2007/spring	Soc445/201 Soc545/201	Social Statistics II	1 9
2007/spring	Soc471/201	Field Experience	3
2007/spring	Soc481/201 Soc581/201	Special Topics: Sociology of Science, Knowledge, and Technology	7 2
2006/fall	Soc200/112,114	Introduction to sociology	84
2006/fall	Soc310/101	Individual & Society	26
2006/fall	Soc433/101	Industrial Sociology	5
2006/fall	Soc470/101	Field Experience	4
2006/fall	Soc585/102	Independent Study	1
2006/fall	Soc668/101	Seminar	1

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

Obtained research grant for student Lisa Mathis summer 2006
 Sponsored 6 students in COLA Undergraduate research conference Spring 2006 and 2008
 Chair of Yeager student committee for Srijita Dasgupta Fall-Spring 2005-2006
 Sponsored many students in independent study student research projects 2005-2008

4/21/08

3) Discipline-related books/papers published (provide a full citation).

- Laubach, Marty, Luis Martinie, and Roselinda Clemons. 2007. "The Practitioner, the Priest, and the Professor: Perspectives on Self-Initiation in the American Neopagan Community." *Journal for the Academic Study of Magic*, 4:13-34.
- Laubach, Marty. 2007. "The Epistemology of Esoteric Culture: Spiritual Claim-Making within the American Neopagan Community." *Journal of Alternative Spiritualities and New Age Studies*, 3:45-79.
- Laubach, Marty. 2005. "Consent, Informal Organizational, and Job Rewards: A Mixed Methods Analysis." *Social Forces*, 84(2): 1535-1566
- Laubach, Marty. 2005. "Covenant of Unitarian Universalist Pagans." Jeffrey Kaplan and Bron Taylor (eds.), *Encyclopedia of Religion and Nature*. New York: Continuum
- Laubach, Marty. 2004. "The Social Effects of Psychism: Spiritual Experience and the Construction of Privatized Religion." *Sociology of Religion*, 65(3):239-263

4) Papers presented at state, regional, national, or international conferences.

- Laubach, Marty. 2008. "The Wounded Psychic," Association for Consciousness Exploration, Winterstar Symposium
- Laubach, Marty. 2008. "The Method of Science, the Aim or Religion." Amalantrah Foundation, Babalon Rising
- Laubach, Marty. 2007. "Self Possessed: An Ethnophenomenological Study Of Spirit Possession." Amalantrah Foundation, Babalon Rising
- Laubach, Marty. 2007. "Science, Vision Quests, and Exploring Consciousness," Association for Consciousness Exploration, Winterstar Symposium
- Laubach, Marty. 2005. "The Subjective Response of Workers: Job Design, Disposition, or Consent?" Marshall University College of Liberal Arts Research Colloquium
- Laubach, Marty. 2004. "Self Possessed: An Ethnophenomenological Study Of Spirit Possession." Marshall University College of Liberal Arts Research Colloquium
- Laubach, Marty. 2004. "The Social Effects of Psychism: Spiritual Experience and the Construction of Privatized Religion." American Sociological Association, Annual Meeting, San Francisco, CA
- Wallace, Michael and Marty Laubach. 2004. "Jobslide and its Discontents: Echoes from the New Economy." American Sociological Association, Annual Meeting, San Francisco, CA

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- Attended ESS Annual Meeting 2005, Participated in panel on "Using Undergraduate Students as Teaching Assistants in Your Classes"
- Member Eastern Sociological Society 2005-2006
- Attended ASA Annual Meeting 2004, 2007
- Member American Sociological Association 1996-2008

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- Occasional presentations to Unitarian Universalist Fellowship of Huntington on topics such as psychism, Neopagan Kaballah, divination, religious persecution, sociological theories of religion, fundamentalism (Christian & Islamic) 2006-2008
- Presentations of psychism research at Silver Branch metaphysical store in Ashtabula, OH 2007

8) Community service as defined in the *Greenbook*.

- Obtained book collection from Professor Bill Cook for Marshall library.

(No more than two pages; Minimum type 8 point Arial)

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: __Elena Ermolaeva

Rank: __Associate Professor_____

Status (Check one): Full-time__x__ Part-time_____ Adjunct _____

Current MU Faculty: Yes __x__ No _____

Highest Degree Earned: __Ph.D.; Ph.D. equivalent _____ Date Degree Received: __1997; 1989 _____

Conferred by: __ Johns Hopkins University, Baltimore MD; _____ Institute of Sociology Russian Academy of Sciences_____

Area of Specialization: __Sociology_____

Professional Registration/Licensure_ Teacher EB N 218232

Agency: __Moscow State University_____

Years non-teaching experience __15__ Years of employment other than Marshall __29__

Years of employment at Marshall __3__ Years of employment in higher education __32__

Years in service at Marshall during this period of review __3__

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/ Summer	Soc 200	Introductory Sociology	6
2006/ Summer	Soc 313	Contemporary Social Issues and Problems	11
2006/Fall	Soc 200	Introductory Sociology	44
2006/Fall	Soc 200	Introductory Sociology	45
2006/Fall	Soc 375	Social Stratification	14
2006/Fall	Soc 455/555	Sociology of Sex and Gender	17/5
2007/Spring	Soc 200	Introductory Sociology	38
2007/Spring	Soc 200	Introductory Sociology	42
2007/Spring	Soc 375	Social Stratification	18
2007/Spring	Soc 425/525	Race and Ethnicity	13/3
2007/Summer	Soc 200	Introductory Sociology	13
2007/Summer	Soc 313	Contemporary Social Issues and Problems	6
Fall/2007	Soc 200	Introductory Sociology	42
Fall/2007	Soc 200	Introductory Sociology	46
Fall/2007	Soc 375	Social Stratification	13
Fall/2007	Soc 455/555	Sociology of Sex and Gender	21/3
Spring/2008	Soc 200	Introductory Sociology	37
Spring/2008	Soc 375	Social Stratification	22
Spring/2008	Soc 425	Race and Ethnicity	19
Spring/2008	HONORS 396-201	Developing a Society: The Paradise Islands, 50%	20
Spring/2008	Soc 485	Independent Study	1

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

Service Learning (SL):

Workshop, December 2007; Taught an experimental course SOC 375, Fall 2008

Teaching with Primary Sources (TPS):

Taught experimental courses SOC 455 & SOC 555, Fall 2008; Developed module "Women's Work"

Honors Program:

Co-developed and co-taught the course HON 396-201; "Developing a Society: The Paradise Islands", Spring 2007

Course Revisions:

Developed module "Place and Rank" for SOC 425 and SOC 525; Developed module "Gender Differences in Education" for SOC 455/555

Other workshops:

Workshop "Integrating Data Analysis in the Sociology Curriculum", ASA, Washington DC, 2005.

MU Center for Teaching & Learning workshops, 2005-2008.

Grants:

Library of Congress Teaching with Primary Sources, 2008
Dean's Office Faculty Research Travel Support Fund, 2007
MU-ADVANCE Fellowship, 2007
MU Endowment Fund for Faculty Travel, 2007

MU-Advance Mini-Travel Grant, 2007
MU Quinlan Endowment Fund, 2007
MU Summer Grant, 2006
MU Quinlan Endowment Fund, 2006

3) Discipline-related books/papers published (provide a full citation).

"Professor Examines Affirmative Action" 2004. The Shepherdstown Chronicle. Shepherdstown, WV (non academic press).

"Chieftom to State: Cultural Identity and Hierarchy Formation in the Ancient Hawaiian World-System". Contracted by *The Edwin Mellen Press*.

"Inverse Cyclical Fluctuations in the US Federal Policy Towards American Indians and Soviet Nationality Policy". Under review of *National Identities*.

4) Papers presented at state, regional, national, or international conferences.

"Middleman Minorities in Black-White Affirmative Action Debate". Paper presented at the refereed roundtable of the Eastern Sociological Society meeting, Washington DC, March 19, 2005.

"Middleman Minorities in Black-White Affirmative Action Debate" (**revised version**). Paper presented at the open refereed roundtable "Ethnicity and Structure" of the American Sociological Association meeting, Philadelphia, PA, August 14, 2005.

"Indirect Evidence of Global Gender De-tracking". Paper presented at the Eastern Sociological Society, Boston, MA, February 2006.

"To Allow or Not to Allow – That is the Question: Selective Release of Shakespeare in the Former Soviet Union." Presented to the 33rd conference of the WV Shakespeare and Renaissance Association, Huntington, April 2006.

"In Search of a Critical Mass: Re-examination of Work and Marital Behavior". Paper presented at the Eastern Sociological Society, Philadelphia, PA, March, 2007.

"Searching for Agents of Change: Acceleration of Gender Desegregation." Paper presented to the American Sociological Association, August, 2007, New York, New York.

"Looking Down the Road: Unanticipated Consequences of Human Actions in Appalachia's Social Development". Paper presented at the Appalachian Studies Association meeting, March 28, 2008, Huntington.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Chaired the panels:

"Women & Appalachia", session at the Appalachian Studies Association conference, March 2008, Huntington.

"Mapping Death in the Mountains", session at the Appalachian Studies Association conference, March 2008, Huntington.

"Race and Relationships". Regular Paper Session at the 2006 Eastern Sociological Society meeting, Boston, MA, February 2006.

Manuscript Reviewer:

2006 - Manuscript reviewer for SAGE Publishing Company

2006 - Textbook Referee for Thomson Publishing Company

2007 - Textbook Referee for SAGE Publications Inc. and Pine Forge Press

Professional Association Memberships:

ASA American Sociological Association
PEWS Political Economy of World Systems, Section of the
American Sociological Association
ESS Eastern Sociological Association

ASA Appalachian Studies Association
AKD Alpha Kappa Delta – International Sociology Honor Society

6) Externally funded research grants and contracts you received.

Library of Congress, Teaching with Primary Sources Grant, Spring 2008

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

*MU-ADVANCE update, March 21, 2008; *Personal Invitation for an Oxford Round Table "Women's Rights and Freedoms", Oxford, April 2007

*Nominee for the position of Council member of the PEWS section of the ASA

8) Community service as defined in the *Greenbook*.

University Service

College of Liberal Arts Faculty Concerns Comm, 2006-2008

College of Liberal Arts Research Committee, 2008

Obesity Research Group, 2005-2008

Recruitment of prospective student, 2007

Department Service

Director of Undergraduate Studies, Sociology/Anthropology

Chair of the Curriculum committee in Sociology/Anthropology BA programs

Chair of Assessment Committee

Faculty Search Committee (Anthropology), 2006-2007; Faculty Search Committee (Statistics and Research Methods), 2006-2008

Faculty Search Committee (Departmental Chair), 2006-2008

Community Service

Interviewed to Newspaper Quotes

Herald-Dispatch, February 2006

Presentation at Residential Services, March 2006

Appendix II Faculty Data Sheet

Name: Donna Sullivan Rank: Assistant Professor
 Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No
 Highest Degree Earned: Ph.D. Date Degree Received: May 2004
 Conferred by: University of Massachusetts Boston
 Area of Specialization: Social Gerontology
 Professional Registration/Licensure NA Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall 1
 Years of employment at Marshall 3
 Years of employment in higher education 4
 Years in service at Marshall during this period of review 3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2008/SPRING	SOC 200 SOC 200 SOC 452/ SOC 552 SOC 480 /SOC 580 SOC 485	Intro to Sociology Intro to Sociology Sociology of Death & Dying Special Topic: Sociology of Mass Media Independent Study	38 39 25/2 20/7 2
2007/FALL	SOC 200 SOC 200 SOC 313 SOC 440/540 UNI 101	Intro to Sociology Intro to Sociology Contemporary Issues & Social Problems Introduction to the Sociology of Aging New Student Seminar	47 47 38 35/7 15
2007/SUMMER	SOC 200 SOC 408/508 SOC 585	Intro to Sociology Sociology of the Family Independent Study	5 21/2 1
2007/SPRING	SOC 200 SOC 200 SOC 313 SOC 408/508	Intro to Sociology Intro to Sociology Contemporary Issues & Social Problems Sociology of the Family	31 47 40 36/7
2006/FALL	SOC 200 SOC 200 SOC 313 SOC 440/540 UNI 101	Intro to Sociology Intro to Sociology Contemporary Issues & Social Problems Introduction to the Sociology of Aging New Student Seminar	47 47 28 30/6 12

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

Writing Across the Curriculum (WAC):

Weekend Workshop, Oct 2007 ; Portfolio Workshop, May 2008; Taught two experimental writing intensive courses, Spring 2008 (SOC 452/552; SOC 480/580); Revision of two courses for writing intensive: SOC 200 Intro to Sociology and SOC 313 Contemporary Issues and Social Problems for Fall 2008

Developed new special topics courses:

SOC 480/580 Special Topic: Sociology of Mass Media, Sp. 2008; SOC 680: Graduate Seminar Gender & Aging, F. 2008

Developing two new e-courses:

SOC 440/540 Introduction to the Sociology of Aging; SOC 313 Contemporary Issues and Social Problems

Course Revisions:

SOC 200 Intro to Sociology, revised to include more technology in the classroom, a data analysis section using the

General Social Surveys Data (GSS), and an online statistical analysis tool developed by UC Berkeley, 2006, 2007, 2008
SOC 313 Contemporary Issues and Social Problems, revisions to incorporate more critical thinking; a research component; data analysis, writing skills development, and use of blogs to encourage outside classroom discussions, 2007-2008

Other workshops

Conference on methodologies for measuring pension wealth, Bureau of Labor Statistics (BLS), Washington, DC 8/8/07; also MU Center for Teaching & Learning workshops, 2005, 2006

Grants:

Library of Congress, Teaching with Primary Sources, 2008 ; MU-Advance Mini Grant, Spring 2008; COLA Travel Grant, Summer 2007; INCO Travel Grants (two), 2006 ; Quinlan Grant, 2006

3) Discipline-related books/papers published (provide a full citation).

2007 Sullivan, Donna M. "Work and retirement prospects of career waitresses," *Anthropology & Aging Quarterly*, Feb. 2007

2005 Silverstein, N, **Sullivan, D**, Murtha J, and Jawad, M. "The Value of a Gerontology Certificate Program. A survey of Frank A. Manning Alumni, 1980-2001," *Gerontology & Geriatric Education*, v26 i2, pp.55-68 (1/4/2006).

4) Papers presented at state, regional, national, or international conferences.

2008 Barksdale, K, Owens, P., Spatig, L., Baisden, T., **Sullivan, D**. "The Glass Castle: How teachers help aspiring students to succeed." Panelist at the Appalachian Studies Association, 31st Annual Conference, Huntington, WV, March 2008.

2006 Sullivan, DM. "Working-class women and employment at older ages," Paper presented at the Southern Gerontological Society, 27th Annual Conference, Lexington, KY, April 2006.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Development Conferences

UMich Retirement Research Consortium, "Challenges and solutions for retirement security," Aug, 9-10, 2007, Office of Policy, SSA and RRC, Washington, DC

Invited Panelist

Discussion Panelist, "From Bear Hollow to Artisan Ave: How teachers help aspiring students to succeed in school." Event sponsored by the Marshall One Book Committee and College of Education and Human Services, Marshall University, WV, September 2007

Professional Association Memberships:

ASA Appalachian Studies Association; **SGA** Southern Gerontological Association; **SSS** Southern Sociological Society

Manuscript Reviewer

International Journal of Sociology, 2007-08; SAGE Publications, 2007-08

6) Externally funded research grants and contracts you received.

Library of Congress, Teaching with Primary Sources Grant, Spring 2008

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- College of Liberal Arts COLA Outstanding Teacher Award May 2008
- Finalist, Pickens-Queen Teachers Award, Spring 2008

8) Community service as defined in the *Greenbook*.

University Service:

Faculty Senate, 2006-2008; University Functions Committee, 2006-2008

Marshall One Book Committee, 2007

Drinko Library *ad hoc* Committee, 2007-2008

UNI 101 Instructor, 2006, 2007

Department Service:

Director of Graduate Studies, 2008

Developed web site for graduate program, 2008

Developed online assessment survey for graduate students, 2008

Member of Hiring Committees: for department chair, 2006, 2007; statistics position, 2006, 2007; anthropology position, 2006

Graduate Curriculum Committee, 2007, 2008

Community Service:

Wayne County Vista 20/20 Community & Economic Analysis, Fall 2007- Spring 2008

Dorm Talks, "Dating versus hooking up," January 2007, March 2007 Buskirk Dorm

PBS Viewer Advisory Board, 2006, 2007, 2008

Interviewed for Newspaper Quotes

The Huntington Herald Dispatch, on illiteracy 2007

The Parthenon, on students' reading habits, 2007

Idaho Twin Falls, Class reunions, 2006

Morgantown, WV, Class reunions, 2006

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: Richard A. Garnett Rank: Associate Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Doctor of Philosophy Date Degree Received: May, 1993

Conferred by: The University of North Carolina at Chapel Hill

Area of Specialization: Sociology – Comparative and Historical

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience	2
Years of employment other than Marshall	8
Years of employment at Marshall	13
Years of employment in higher education	21
Years in service at Marshall during this period of review	13

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	SOC 200	Introductory Sociology	42
Fall 2006	SOC 200	Introductory Sociology	44
Fall 2006	SOC 200	Introductory Sociology	74
Fall 2006	SOC 200	Introductory Sociology	3
Fall 2006	SOC 360	Sociological Perspectives	35
Fall 2006	SOC 421/521	Sociological Theory	14/9
Fall 2006	SOC 585	Independent Study	4
Spring 2007	SOC 200	Introductory Sociology	41
Spring 2007	SOC 200	Introductory Sociology	43
Spring 2007	SOC 200	Introductory Sociology	84
Spring 2007	SOC 200	Introductory Sociology	4
Spring 2007	SOC 480/580	SpTp: Global Sociology	13/6
Spring 2007	SOC 601	Contemp Sociological Theory	8
Summer A 2007	SOC 200	Introductory Sociology	2
Summer A 2007	SOC 200	Introductory Sociology	48
Summer A 2007	SOC 342	American Society	11
Summer A 2007	SOC 586	Independent Study	1
Summer A 2007	SOC 679	Problem Report	1
Summer C 2007	SOC 200	Introductory Sociology	0
Summer D 2007	SOC 200	Introductory Sociology	9
Fall 2007	SOC 200	Introductory Sociology	46
Fall 2007	SOC 200	Introductory Sociology	40
Fall 2007	SOC 200	Introductory Sociology	45
Fall 2007	SOC 200	Introductory Sociology	87
Fall 2007	SOC 200	Introductory Sociology	1
Fall 2007	SOC 413/513	Social Movements & Soc Change	38/4
Fall 2007	SOC 421/521	Sociological Theory	16/7
Fall 2007	SOC 485/585	Independent Study	2/2

Spring 2008	SOC 200	Introductory Sociology	38
Spring 2008	SOC 200	Introductory Sociology	96
Spring 2008	SOC 200	Introductory Sociology	7
Spring 2008	SOC 360	Sociological Perspectives	34
Spring 2008	SOC 475	Senior Seminar Sociology	12
Spring 2008	SOC 485/585	Independent Study	3/4
Spring 2008	SOC 601	Contemp Sociological Theory	7
Spring 2008	SOC 681	Thesis	0
Summer 1 2008	SOC 200	Introductory Sociology	59
Summer 1 2008	SOC 585	Independent Study	1
Summer 1 2008	SOC 679	Problem Report	1

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

I have attended the annual FACDIS workshops in Morgantown, WV in 2007, 2004, and 2003.

I consider keeping abreast of national and world events as professional development, especially since I reference such things in my classes on a daily basis. Because of this, I spend several hours a day reading newspapers, watching news programming, and reading news online, with a special emphasis on non-United States news sources, including sources in French, German, Portuguese, and Spanish. Given the emphasis that I place on global understanding in all of my classes, it is imperative that I spend several hours each day in this enterprise in order to incorporate such insights into my classroom

I also keep abreast of developments in my discipline by reading pertinent articles in the leading journals in the field, in order to incorporate new ideas into my classroom lectures and discussions.

In addition, I continue my regular study of Portuguese, French, Spanish, and German, not only to consume international news, but to continue to pursue new avenues of research.

I continued to pursue these research interests in the areas of global development issues and racial construction, particularly in Brasil and other areas affected by the legacies of colonialism and slavery. This is part of a projected long-term research project on the construction of race in comparative perspective, looking at the United States, Brasil, Colombia, and Peru in historical and cross-cultural perspective. As part of this research, I conducted several interviews with informants in Lima Peru in 2008, Barranquilla, Colombia in 2007 and 2005, and Salvador da Bahia, Brasil in 2005 and 2003.

My research has also involved an extensive literature review on the issue of race and racial construction, in general, as well as a particular focus on the unique situation in Brasil. While I cannot exactly quantify my efforts in this area, the literature has included dozens of academic books and journal articles, as well as literature by popular authors regarding the social construction of race.

- 3) Discipline-related books/papers published (provide a full citation). n/a
- 4) Papers presented at state, regional, national, or international conferences. n/a
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received. n/a
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Named "Online Professor of the Game" during Marshall's final home football game – December, 2007.

Invited to speak to the West Virginia Nurses Association on the topic of "Educating the Older Student" – October, 2007.

8) Community service as defined in the *Greenbook*.

I served as the Sociology coordinator for the SCORES academic contest for area high school students for the contests between 2003 and 2006. This involved organizing, administering, and assessing the test.

During August 2004 I taught for three weeks at the Krasnoyarsk Summer School in Krasnoyarsk, Russia. This involved teaching a daily introductory sociology class, as well as short seminars in "Politics and Democracy" and "Globalization." In addition, I was the co-leader of facultatives in "Buddhism" and "The History of American Music."

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Karen Simpkins Rank: Associate Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes
No

Highest Degree Earned: Ph.D. Date Degree Received: 1976

Conferred by: University of Edinburgh, Scotland

Area of Specialization: Cultural Anthropology

Professional Registration/Licensure: _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall 2
 Years of employment at Marshall 31
 Years of employment in higher education 33
 Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006/Fall	ANT201, 201	Cultural Anthropology	46
	ANT201, 204	Cultural Anthropology	43
	ANT 201, 207	Cultural Anthropology	47
	ANT437, 201	World Cultures	9
	ANT451, 201	Capstone	3
2007/Spring	ANT201, 203	Cultural Anthropology	51
	ANT 333, 201	Linguistic Anthropology	17
	ANT 451, 201	Capstone	2

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

Retired Summer 2007

Appendix II Faculty Data Sheet

(for the period of this review)

Name: David Bias Rank: Adjunct
Instructor _____

Status (Check one): Full-time _____ Part-time _____ Adjunct Current MU Faculty: Yes _____ No

Highest Degree Earned: Master's Degree Date Degree Received: May 2000

Conferred by: Marshall University

Area of Specialization:
Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
Years of employment other than Marshall _____
Years of employment at Marshall 1
Years of employment in higher education _____
Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006- Fall	SOC 200	Introduction to Sociology	46
2007- Spring	SOC 200	Introduction to Sociology	31

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Kevin Dingess Rank: Adjunct Instructor.

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Master's Degree Date Degree Received: May 2007

Conferred by: Marshall University

Area of Specialization: Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall 1
 Years of employment in higher education _____
 Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007 Fall	SOC 200	Introduction to Sociology	50

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name: Zobeida Bonilla-Vega Rank: Adjunct
 Instructor. _____

Status (Check one): Full-time ___ Part-time ___ Adjunct X Current MU Faculty: Yes ___ No X

Highest Degree Earned: Master's Degree Date Degree Received: no
 report _____

Conferred by: No report

Area of Specialization:
Anthropology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall 1
 Years of employment in higher education _____
 Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007 Spring	ANT 201	Cultural Anthropology	49

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Rebecca Fletcher Rank: Adjunct
Instructor: _____

Status (Check one): Full-time _____ Part-time _____ Adjunct X Current MU Faculty: Yes _____ No X

Highest Degree Earned: Master's Degree Date Degree Received: no report

Conferred by: No report

Area of Specialization:
Anthropology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
Years of employment other than Marshall _____
Years of employment at Marshall 1
Years of employment in higher education _____
Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006 Fall	ANT 201	Cultural Anthropology	42
2007 Spring	ANT 201	Cultural Anthropology	48

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: Rebecca Klug Rank: Adjunct Instructor.

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Master's Degree Date Degree Received: May 2004

Conferred by: Marshall University

Area of Specialization: Anthropology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall 1
 Years of employment in higher education _____
 Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007 Fall	ANT 201	Cultural Anthropology	49
2008 Spring	ANT 201	Cultural Anthropology	39

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(for the period of this review)

Name: Thomas Ratliff Rank: Adjunct
Instructor _____

Status (Check one): Full-time _____ Part-time _____ Adjunct X Current MU Faculty: Yes _____ No X

Highest Degree Earned: Master's Degree Date Degree Received: May 2007

Conferred by: Marshall University

Area of Specialization:
Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
Years of employment other than Marshall _____
Years of employment at Marshall 1
Years of employment in higher education _____
Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006- Fall	SOC 200	Introduction to Sociology	47
2007- Spring	SOC 200	Introduction to Sociology	16

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II Faculty Data Sheet

(for the period of this review)

Name: __Kristi Salmons_____ Rank: __One-Year Asst.
Prof. _____

Status (Check one): Full-time Part-time _____ Adjunct __ Current MU Faculty: Yes __ No

Highest Degree Earned: __Master's Degree_____ Date Degree Received: __August 2003_____

Conferred by: __Marshall University_____

Area of Specialization:
__Sociology_____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
Years of employment other than Marshall _____
Years of employment at Marshall __1_____
Years of employment in higher education _____
Years in service at Marshall during this period of review __1_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007 Fall	SOC 200 SOC 344 SOC 345	Introduction to Sociology Social Research I Social Statistics I	47 23 53
2008 Spring	SOC 200 SOC 445 SOC 345	Introduction to Sociology Social Research II Social Statistics I	74 11 34

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name: Dwight Wood Rank: Adjunct
 Instructor _____

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Master's Degree Date Degree Received: May 2001 _____

Conferred by: Marshall University _____

Area of Specialization: Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall 5
 Years of employment in higher education _____
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2006- Fall	SOC 200 SOC 311	Introduction to Sociology Deviance and Social Control	44 31
2007- Spring	SOC 200 SOC 311	Introduction to Sociology Deviance and Social Control	29 32
2007 Fall	SOC 200 SOC 311	Introduction to Sociology Deviance and Social Control	43 31
2008 Spring	SOC 200 SOC 311	Introduction to Sociology Deviance and Social Control	36 35

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix II

Faculty Data Sheet

(for the period of this review)

Name: Tina Williams Rank: Adjunct Instructor.

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Master's Degree Date Degree Received: May 1997

Conferred by: Marshall University

Area of Specialization: Sociology

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall 5+
 Years of employment in higher education _____
 Years in service at Marshall during this period of review 5+

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007 Fall	SOC 200	Introduction to Sociology	48
2008 Spring	SOC 200	Introduction to Sociology	35 (did not complete semester)

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

Appendix III Off-Campus Classes

Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus. Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Spr 2008	MOVC	SOC 200 Introductory Sociology	29
Spr 2008	HURHS	SOC 200 Introductory Sociology	9
Spr 2008	TRVC	SOC 200 Introductory Sociology	9
Spr 2008	MOVC	SOC 313 Contemp Soc Issues and Prob	14
Spr 2008	HURHS	SOC 313 Contemp Soc Issues and Prob	7
Spr 2008	MOVC	SOC 342 American Society	18
Fa 2007	MOVC	SOC 200 Introductory Sociology	39
Fa 2007	HURHS	SOC 200 Introductory Sociology	12
Fa 2007	MOVC	SOC 311 Deviance and Social Control	9
Fa 2007	HURHS	SOC 311 Deviance and Social Control	8
Fa 2007	MOVC	SOC 313 Contemp Soc Issues and Prob	11
Spr 2007	MOVC	SOC 200 Introductory Sociology	15
Spr 2007	PVTTV	SOC 200 Introductory Sociology	12
Spr 2007	HURHS	SOC 200 Introductory Sociology	11
Spr 2007	MOVC	SOC 311 Deviance and Social Control	26
Spr 2007	HURHS	SOC 313 Contemp Soc Issues and Prob	6

Fa 2006	HURHS	SOC 200 Introductory Sociology	15
Fa 2006	MOVC	SOC 200 Introductory Sociology	34
Fa 2006	HURHS	SOC 311 Deviance and Social Control	8

Expand table as needed.

Appendix III Off-Campus Classes

Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus. Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Spr 2008	TRVC	ANT 201 Cultural Anthropology	14
Fa 2007	HURHS	ANT 201 Cultural Anthropology	9
Fa 2007	HURHS	ANT 340 Folklore	11
Spr 2007	HURHS	ANT 201 Cultural Anthropology	23
Fa 2006	HURHS	ANT 201 Cultural Anthropology	21
Fa 2006	HURHS	ANT 340 Folklore	12

Expand table as needed.

Appendix IV Service Courses

Course Number	Course Name	Year 1 2003 - 2004			Year 2 2004 - 2005			Year 3 2005 - 2006			Year 4 2006 - 2007			Year 5 2007 - 2008		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
(e.g. 101)																
SOC200	Introductory Sociology	13 0	90 3	90 2	12 3	87 5	91 9	11 4	86 0	90 1	12 4	91 7	88 9	12 3	94 3	72 4
SOC 401	Population & Human Ecolog		31													
SOC 420	Criminology	12	12	3	25	38	14	37	38	20	35	40	12	41	26	12
SOC 450	Sociology of Religion			46			47			47	12		3	4		27
SOC 455	Sociology of Sex and Gender		22													

Expand table as needed.

Appendix IV Service Courses

Course Number	Course Name	Year 1 2003 - 2004			Year 2 2004 - 2005			Year 3 2005 - 2006			Year 4 2006 - 2007			Year 5 2007 - 2008		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
(e.g. 101)																
ANT201	Cultural Anthropology		24 9	21 0		27 3	31 9		34 8	32 1		31 8	27 7		31 3	25 8
ANT 360	World Prehistory			15												
ANT 426	African Cultures					11									10	
ANT 427	Ethnic Relations		4												6	
ANT 437	World Cultures: Ant View					8						10				
ANT 455	Appalachian Cultures			5												

Expand table as needed.

Appendix V Program Course Enrollment

Course Number (e.g. 215*)	Course Name	Required/ Elective	Year 1 2003 - 2004			Year 2 2004 - 2005			Year 3 2005 - 2006			Year 4 2006 - 2007			Year 5 2007 - 2008		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
ANT 280	SpTp:US Cultures & Family																1
																	1
ANT 304	Physical Anthropology	required			11			1			6						2
								2									3
ANT 322	Archaeology	required		1			2			1			1				1
				0			2			8			3				2
ANT 323	Archaeolog Field Train		7			8			6			1			5		
												1					
ANT 324	Archaeological Analysis												18				
ANT 333	Linguistic Anthropology	required			9					1			18				
										1							
ANT 340	Folklore						5	1		1			1				1
								3		2			2				1
ANT 343	Anthropological Research	required					9				1						4
											1						
ANT 360	World Prehistory																1
																	2
ANT 370	Classical Archaeology							1					20				
								5									
ANT 430	The American Indian			1						1							
				1						4							
ANT 441	Oceania												1				
													2				
ANT 443	Anthropological Theory	required		4				3					4				

ANT 451	Anth Analysis Capstone	required			3		2	1		1	1		3	2			4
ANT 455	Appalachian Cultures										8						
ANT 461	Arch Theory and Analysis										9						
ANT 480	SpTp: Arch Field II		1														
ANT 480	SpTp:Anthropology of Glob Prob																7
ANT 480	SpTp: Ecological Anthro									6							
ANT 485	Independent Study				1	1		2	2				1	1			1
ANT 486	Independent Study							1				1					

Appendix V Program Course Enrollment

Course Number (e.g. 215*)	Course Name	Required/ Elective	Year 1 2003 - 2004			Year 2 2004 - 2005			Year 3 2005 - 2006			Year 4 2006 - 2007			Year 5 2007 - 2008		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
SOC 300	Social Organization			4 8	48		5 1	4 9		5 1	5 0			49			
SOC 310	Individual and Society									2 6	3 0		3 5			3 2	
SOC 311	Deviance and Social Control			6 1	100		6 3	9 8	6	4 4	9 7		4 5	11 3		4 9	7 9
SOC 313	Contemp Soc Issues and Prob		13	3 2	47	1 6		3 8	7	3 3	4 0	1 1	3 5	52	1 0	5 9	2 1
SOC 342	American Society		23	4 1	41	2 5	4 0		2 1			2 0			1 2		1 8
SOC 344	Social Research I	required		2 8			2 1			1 6			2 2			3 1	
SOC 345	Social Statistics I	required		5 0	34		7 2	3 4		5 4	3 2		5 8	36		5 6	3 8
SOC 360	Sociological Perspectives	required			36			3 4					3 7				4 0
SOC 375	Social Stratification	required		3 0			3 5			1 5	3 2		1 6	21		1 4	2 9
SOC 403	Social Research II				3			3									
SOC 408	The Family		18			2 6			1 3		4 2	1 6			2 1		

SOC 413	Social Movements & Soc Change												41		40	
SOC 421	Sociological Theory		6			13			20			14			21	
SOC 425	Race and Ethnicity									17			15			24
SOC 428	Medical Sociology		34			44			34			49				
SOC 433	Industrial Sociology						15		9	6		5			7	
SOC 435	Juvenile Delinquency		8			19			28			28			36	
SOC 440	Intro to the Soc of Aging		18			23			7			34			40	
SOC 442	Urban Sociology		16													
SOC 445	Social Statistics II			1			1			2			1			6
SOC 450	Sociology of Religion			46			47			47	12		3	4		27
SOC 452	Soc of Death & Dying					40										25
SOC 455	Sociology of Sex and Gender					20			28			22			26	
SOC 460	Holocaust and Genocide									40						
SOC 470	Field Exper in Applied SO					1						4				
SOC 471	Field Exper in Applied AO												3			
SOC 475	Senior Seminar Sociology	required		15			12			15			17			14

SOC 480	SpTp:Sociology of Mass Media													15			25
SOC 480	SpTp: Global Sociology						28										
SOC 481	SpTp: Sociology of Knowle													9			
SOC 485	Independent Study		4	2	4	1	2	2	1		4	1	1	5		2	8
SOC 486	Independent Study									5				1			
SOC 488	Independent Study											1					
SOC 497	ITV: Intro to Soc of Agin							3									
SOC 497	ITV: Growing Old in a New				7												
SOC 498	ITV - Portrait of Family							10									

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

Appendix VI Program Enrollment

Students	Year 1 2003 – 2004	Year 2 2004 - 2005	Year 3 2005 - 2006	Year 4 2006 - 2007	Year 5 2007 - 2008
New Students Admitted	11	9	11	11	17
Principal Majors Enrolled Area of Emphasis 1:	46	47	36	43	48
Principal Majors Enrolled Area of Emphasis 2:	14	14	16	20	23
Second Majors Enrolled*	2	6	10	8	8
Third Majors Enrolled:**					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors***	XXX	XXX	XXX	XXX	XXX
Grand Total of Students Enrolled in the Program	62	67	62	71	79
Graduates of the program	18	8	17	14	18

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***/XXX If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation. **We do have the 'official' numbers for this (5, 3, 11, 11 and 9 respectively). However, those numbers are, as illuminated in the narrative (see number of graduating minors reported in table 3.2), and as indicated by Michael McGuffey, Director of Institutional Research and Planning, in an email, so far from reality that they are misleading. Consequently, we omit them in the count of grand total which is significantly higher than indicated.**

**Chart I Assessment Summary
Marshall University
Assessment of Student Outcomes: Component/Course/Program Level**

Component Area/Program/Discipline: BA in Sociology / Anthropology

Component/Course/Program Level

Student Learning Outcomes	Assessment Measures (Tools)	Standards/Benchmark	Results/Analysis	Action Taken
1. Graduating students must be able to define a research topic and be able to compile and evaluate existing research on this topic.	Research projects in upper level classes; capstone experience.			
2. Graduating students must be able to critically appraise the validity of sociological/anthropological theories and their applicability to specific areas of research.	Presentations and essays in theory classes.			
3. Graduating students must be able to examine different methods (qualitative and quantitative) and discuss their potential for contributing to specific sociological/anthropological topical areas.	Students work with their capstone experience.			

4. Graduating students must be able to recognize the importance of critical thinking.

Student performance on a selection of tests.

5. Graduating students must be able to organize and communicate research results in writing and orally with clarity.

Presentations and research papers.

As discussed in the narrative, the leadership of the Department of Sociology and Anthropology has during the review period failed to develop and implement a meaningful assessment program. Together, the current leadership of the department and faculty are committed to developing and implementing a reasonable and reliable assessment plan to fulfill institutional requirements and to better inform our own efforts in providing the best possible education for our students.

Appendix XI for Section III A 3 b: Students Entrance Abilities

The following tables, derived from data provided by Marshall University's Office of Institutional Research, compare entrance abilities for students across the reporting period for majors, students in COLA, in other Marshall colleges, across West Virginia, and nationally.

Table 3.1 (repeated from the narrative part of the review report) reports the number of students who list sociology and anthropology as either a first or second major. The ACT composite numbers across the period are weighted averages. The relatively small numbers of students do not allow for a realistic trend analysis.

Table 3.1. Incoming Sociology & Anthropology Majors and ACT Scores

	1 st or 2 nd Major	Incoming Majors	Number Taking ACT	English	Math	Reason	Science	ACT Composite	High School GPA	Prior College GPA
03-04	62	11	3	24.7	18.7	27.3	22.3	23.0	2.94	2.94
04-05	67	9	5	28.4	20.4	28.2	23.6	24.6	3.38	3.18
05-06	62	11	10	21.6	20.9	23.5	22.9	22.7	3.10	2.62
06-07	71	11	8	25.5	19.6	23.8	22.8	22.8	3.06	3.14
07-08	79	17	13	20.9	18.7	23.4	20.8	20.9	3.09	2.78
2003- 2008		59	39	23.3	19.7	24.4	22.2	22.4	3.10	2.92

When comparing these scores and GPAs with *the previous 5 year review (submitted in 2003)*, it is evident that the department has doubled the number of incoming majors (from 29 to 59), slightly increased the composite ACT (from 22.13 to 22.39), and somewhat increased the high school GPA (from 2.92 to 3.10). The mean high school GPA of 3.10 and composite ACT of 22.4 indicate that students choosing to major in Sociology and Anthropology should be adequately prepared for success in college.

The table below compares the ACT scores and high school GPAs of 2007 incoming majors from all colleges and schools with incoming Sociology and Anthropology majors from 2007 and averages across the program period, making the assumption that the broader numbers do not change significantly over the period. The incoming program majors for 2007 are lower than all the colleges except for the University College, indicating that the incoming cohort is better than students who had not decided on a major, but admittedly lower than the average program in the College of Liberal Arts or other colleges. However, given the assumption that the college-wide entrance abilities are reasonably comparable across the period, the incoming students across the review period compare much better, with composite scores closer to the midrange.

Comparison of Sociology/Anthropology Majors with 2007 Colleges

College	Incoming Majors	Number Taking ACT	English	Math	Reason	Science	ACT Composite	High School GPA
Clge of Business	191	163	22.6	21.0	23.5	22.2	22.1	3.3
Clge of Education & Human Serv	207	174	23.7	21.1	24.4	22.4	22.6	3.4
Clge of Fine Arts	76	69	24.0	21.3	24.3	22.6	23.0	3.3
Clge of Hlth Prof	248	233	23.5	20.8	24.2	22.5	22.5	3.5
Schl of Journ & Mass Comm	64	58	24.6	20.3	25.8	22.5	23.0	3.4
Clge of Liberal Arts	333	287	23.3	20.4	24.4	22.3	22.5	3.2
Clge of Science	305	285	25.0	23.4	25.7	24.5	24.4	3.6
Clge of Info Tech and Engr	72	66	23.2	23.9	23.6	24.2	23.5	3.3
University College	192	167	17.3	16.8	17.5	18.0	17.3	2.8
Total	1688	1502	23.0	21.0	23.8	22.4	22.3	3.3
Soc/Ant 2007	17	13	20.9	18.7	23.4	20.8	20.9	3.1
Soc/Ant for Review Period	59	39	23.3	19.7	24.4	22.2	22.4	3.1

The below tables continue that comparison across all students from West Virginia and nationally, offering first the state and national average scores, then their difference from the sociology and anthropology cohorts over the period and a weighted average across the period. This report demonstrates that our incoming students' English and reasoning skills tend to be well above the national and state average.

Table 3.3 Comparison of Program Cohorts with National and State ACT Scores
West Virginia

year	English	Math	Reason	Science	Composite
2003	20.3	19.1	21.0	20.4	20.3
2004	20.3	20.3	19.2	20.6	20.9
2005	20.6	20.4	19.4	20.7	21.1
2006	20.5	20.4	19.3	20.7	20.9
2007	20.8	20.6	19.6	20.8	21.2
National					
2003	20.2	19.1	20.6	21.0	21.8
2004	20.3	19.2	20.6	20.9	21.2
2005	20.4	19.4	20.7	21.1	21.3
2006	20.4	19.3	20.7	20.9	21.3
2007	20.6	19.6	20.8	21.2	21.4

West Virginia difference

2003	4.4	-0.4	6.3	1.9	2.7
2004	8.1	0.1	9.0	3.0	3.7
2005	1.0	0.5	4.1	2.2	1.6
2006	5.0	-0.8	4.5	2.1	1.9
2007	0.1	-1.9	3.8	0.0	-0.3
2003-7	2.7	-0.7	4.9	1.5	1.4

National
difference

2003	4.5	-0.4	6.7	1.3	1.2
2004	8.1	1.2	7.6	2.7	3.4
2005	1.2	1.5	2.8	1.8	1.4
2006	5.1	0.3	3.1	1.9	1.5
2007	0.3	-0.9	2.6	-0.4	-0.5
2003-7	2.9	0.3	3.7	1.2	1.0

**Appendix XII: Comparison of SCH Production
& Instructional FTE Faculty Assigned**

Fall 1998-99 through Fall 2007-08

Source: 'Cost Analysis' provided by Institutional Research
Tabulated for last 10 and 5 year averages for programs
and colleges/schools (in bold).

The information shown in descending order:

	10 years	5 years
Sociology	488.56	481.09
History	461.29	479.17
Integrated Science	454.09	470.65
Division of Biological Sciences	388.86	446.33
Criminal Justice	383.73	412.44
Accountancy/Legal Environment	387.93	401.43
Psychology	383.76	396.08
Finance/Economics	393.48	392.4
Total Business	387.01	391.15
Exercise, Science, Sport & Rec	376.88	390.55
Classics	341.74	387.02
Religious Studies	395.69	382.96
Management/Marketing	373.29	378.61
Geography	386.17	367.6
Philosophy	336.37	366.04
Division of Physical Sciences	367.01	365.61
Total Liberal Arts	356.17	358.09
Total Science	341.47	353.31
Communication Studies	342.01	349.76
Theater/Dance	367.97	345.92
Modern Languages	317.41	314.03
Political Science	332.69	313.11
Women's Studies	293.62	299.75
Journalism & Mass Commun	263.2	296.78
English	297.64	292.85
Division of Math & Applied Sci	292.42	282.5
Art & Design	291.49	272.11
Nursing	212.35	247.25
Total Education & Human Services	243.23	241.7
Dietetics	194.98	233.5
School of Education	234.4	227.79
Total Fine Arts	226.97	220.63
Total Health Professions	187.28	209.82
University Honors	206.8	196.64
Social Work	230.97	193.15
HDAT	192.3	190.54
Music	161.61	163.33
Communication Disorders	149.42	152.77
CITE	140.84	145.01
Yeager Scholars	151.48	140.49

Appendix XIII Survey Report

2008 Alumni Survey in Sociology / Anthropology

prepared by Elena Ermolaeva, ermolaevae@marshall.edu
Department of Sociology / Anthropology
Marshall University
September, 2008

Protocol

The 2008 Alumni Survey was administered to Sociology-Anthropology BAs starting with the class of 2004. A list of mailable alumni was received from the office of College of Liberal Arts. The instrument for the Survey was adopted from the Assessment office, for comparative and professional reasons. The survey was administered with a paper instrument through regular mail (with the survey mailing going out August 15, 2008). The survey closed on September 12, 2008. The mailing part of the survey was assisted by Maura Conway, MA, and an undergraduate student Michael Falbo. Data entry and analysis for questions 18-39 was assisted by a MA candidate Jeremy Casto.

A total of 136 surveys were mailed. 16 were returned back for a reason “not deliverable as addressed”. There were a total of 17 responses, with a few still coming after the closing date.

We are able to compare the results of 2008 survey with results of an equivalent survey conducted by the office of Assessment during 2005-2007.

Due to small numbers, neither of the surveys may be representative of all alumni.

The samples of 2008 and 2005-2007 did show similarities and differences. The results are similar on such variables as race distribution (Q3); mean # of semesters required to achieve BA (Q9); residency status (Q6); educational objectives (Q13), etc.

The sample results are different with 2008 survey respondents being

- Older (Q4)
- Rather single than married (Q5)
- Originally enrolled at MU versus being a transfer student (Q11)
- Working lesser number of hours while at school (Q12)
- More “committed” to their field of study (Sociology/Anthropology) in terms of employment (Q43)
- More geographically mobile, especially towards non-neighboring states (Q44)
- Better earnings (Q45).

Summary of survey results:

The survey consisted of 4 parts: biographical information; educational information; evaluation of educational experience; post-graduation work experience.

There are 65 % female graduates versus 35% males but the difference might be due to the fact that women are substantially more likely to respond to surveys than men. Most - 82% - are white and 18% are of ethnic origin. The average age in August 2008 is 26.5. It took them on average 4.5 years to receive the degree. 47% are single with no children, followed by married, with no children (35%), married with children (12%), single with children (6%). In terms of residency status all are in-state students.

The sample is split between 76% majoring in Sociology and 24% in Anthropology. The modal (most frequent) estimated GPA for all courses is 3.0-3.39. 70% were originally enrolled at MU and 25% transferred from another 4-year institution. This result is different from the 2005-2007 sample where the majority - 57% - transferred from a 2-year institution. Only 18% did not work while attending the school, while others were employed up to 30+ hours a week. An education objective for 82% was to begin their first career. Most graduates found themselves at debt at the time of graduation. 71% have been accepted or plan to attend a higher level educational program, including MU graduate school. About half (47%) are planning to receive or have received a new job. This result is also different from the 2005-2007 sample where the graduates intended to continue their current job (58%).

The former students are overall satisfied with their educational experience. The highest scores are assigned to “developed the ability to write effectively”, and the lowest are to “developed the ability to use mathematics effectively” and “quality of advising”.

In the post-graduation period, 79% work full time in various professional fields, with a somewhat disappointing result of 73% not being employed in their major field. 67% have stayed in WV for their employment, 6% are employed in neighboring states, and 27% have moved further away. A dramatic and positive difference from the 2005-2007 survey is an increase in annual income: while no one from 2005-2007 reported an income higher than \$15,001-20,000, the modal income for 2008 survey graduates is in the \$30,000+ category.

Data

I. BIOGRAPHICAL INFORMATION:

Q.1. ID#_____ was optional in 2008 survey

Q. 2. Respondents' Gender

Table 2. Gender, 2008

Category	# of respondents	%
Male	6	35
Female	11	65
Total	17	100

Table 2.1. Gender, 2005-2007

Category	# of respondents	%
Male	2	29
Female	5	71
Total	7	100

Q3. Respondents' Race

Table 3. Race, 2008

Category	# of respondents	%
White	14	82
Black	0	0
Hispanic	0	0
Asian	0	0
Native American	0	0
Other	3	18
Total	17	100

Table 3.1. Race, 2005-2007

Category	# of respondents	%
White	4	80
Black	0	0
Hispanic	0	0
Asian	0	0
Native American	1	20
Other	0	0
Total	5	100

Qs.4 and 9. Respondents' Age and Mean # of Semesters to Complete the Degree

Table 4. Age and # of Semesters, 2008

Mean Age	26.5
# of Respondent	13

Note: an "outlier" of 38 years old (anthropology major) was excluded.

Mean # of Semesters	9.125
# of Respondents	16

Table 4. Age and # of Semesters, 2005-2007

Mean Age	23.71
# of Respondent	7

Mean # of Semesters	9.2
# of Respondents	5

Q.5 Family Status

Table 5. Family Status, 2008

Category	# of respondents	%
Married, no children	6	35
Married, with children	2	12
Single, no children	8	47
Single with children	1	6
Total	17	100

Table 5.1. Family Status, 2005-2007

Category	# of respondents	%
Married, no children	2	29
Married, with children	0	0
Single, no children	5	71
Single with children	0	0
Total	7	100

Q.6. Residency Status

Table 6. Residency Status, 2008

Category	# of respondents	%
In State	17	100
Out of State	0	0
Total	17	100

Table 6.1. Residency Status, 2005-2007

Category	# of respondents	%
In State	6	86
Out of State	1	14
Total	7	100

II. EDUCATIONAL INFORMATION

Q. 7. Major Field of Study

Category	# of respondents	%
Sociology	13	76
Anthropology	4	24
Total	17	100

Note: 2005-2007 Survey did not differentiate between these two majors.

Q.8. Degree Earned

Table 8. Degree Earned, 2008, 2005-2007

Category	# of respondents 2008	# of respondents 2005-2007
Certificate	0	0
Associate	0	0
Bachelor's	17	7
Total	17	7

Q. 10. Estimated GPA for All Courses

Table 10. GPA, 2008

2.0-2.49	0	0
2.5-2.99	2	12
3.0-3.39	10	59
3.5-4.0	5	29
Total	17	% Total: 100

Table 10.1. GPA, 2005-2007

2.0-2.49	0	0
2.5-2.99	1	14
3.0-3.39	3	43
3.5-4.0	3	43
Total	7	% Total: 100

Q. 11. Enrollment Status

Table 11. Enrollment, 2008

Category	# or respondents	%
Originally enroll (and remain) at MU	12	70
Transfer from 2-year institution	1	5
Transfer from 4-year institution	4	25
Total	17	100

Table 11.1. Enrollment, 2005-2007

Category	# or respondents	%
Originally enroll (and remain) at MU	3	43
Transfer from 2-year institution	4	57
Transfer from 4-year institution	0	0
Total	7	100

Q. 12. During the last year of your studies, how many hours a week did you work while attending classes?

Table 12. Work and School, 2008

Category	# of respondents	%
None	3	18
1-10	3	18
11-20	5	29
21-30	2	11
30+	4	24
Total	17	100

Table 12.1. Work and School, 2005-2007

Category	# of respondents	%
None	1	14
1-10	1	14
11-20	0	0
21-30	1	14
30+	4	58
Total	7	100

Q. 13. Which of the following best describes your educational objective while attending Marshall University?

Table 13. Educational Objective, 2008

Category	# of respondents	%
Begin first career	14	82
Advance in current career	0	0
Career change	2	12
Non-career objective	1	6
Total	17	100

Table 13.1. Educational Objective, 2005-2007

Category	# of respondents	%
Begin first career	6	86
Advance in current career	0	0
Career change	0	0
Non-career objective	1	14
Total	7	100

Q.14. Upon graduation, what was the dollar amount of your education loan indebtedness?

Table 14. Debt at Graduation, 2008

Category	# of respondents	%
0-4,999	4	24
5,000-9,999	2	12
10,000-14,999	1	5
15,000-19,999	4	24
20,000+	6	35
Total	17	100

Table 14.1. Debt at Graduation, 2005-2007

Category	# of respondents	%
0-4,999	1	14
5,000-9,999	1	14
10,000-14,999	2	29
15,000-19,999	0	0
20,000+	3	43
Total	7	100

Q.15. Have you been accepted or do you plan to attend a higher level educational program?

Table 15. "Road Ahead", 2008

Category	# of respondents	%
Yes	11	71
No	5	29
Total	17	100

Table 15.1. "Road Ahead", 2005-2007

Category	# of respondents	%
Yes	6	86
No	1	14
Total	7	100

Q16. If furthering your education, what institution will you attend?

Table 16, 2008

MU Grad School	9	82
Other Grad School	2	18
Total	11	% Total: 100

Table 16.1, 2005-2007

MU Grad School	4	100
Other Grad School	0	0
Total	4	% Total: 100

Q. 17. What are your immediate employment plans?

Table 17. Employment plans, 2008

Continue in same job	2	12
New recent job	8	47
Self-employed	1	6
Looking for job	1	6
No current work or educational plans	0	0
Continue my education before working	4	24
Undecided	1	6
Total	17	100

Table 17. 1. Employment plans, 2005-2007

Continue in same job	4	58
New recent job	1	14
Self-employed	0	0
Looking for job	1	14
No current work or educational plans	0	
Continue my education before working	1	14
Undecided	n/a	n/a
Total	7	100

III. EVALUATION OF EDUCATIONAL EXPERIENCE

The following tables and graphs give mean responses to questions 18-35 on the following scale:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly Disagree

Questions 18 – 35

- 18. Acquired a basic knowledge in general education (humanities and social science courses)
- 19. Felt adequately prepared for a career and/or graduate or Professional study in my major field
- 20. Developed the ability to write effectively
- 21. Developed the ability to use mathematics effectively
- 22. Had sufficient access to and opportunity to use computers
- 23. Increased my competency in basic computer operations
- 24. Received training in computers and technology that was appropriate for my major field
- 25. Acquire sufficient skills and knowledge to prepare for career-related positions
- 26. Developed the ability to express myself effectively through speaking
- 27. Developed multicultural and global perspectives
- 28. Believe that Marshall University's program in my major field is of high quality
- 29. Would recommend to others that they study the same program at Marshall
- 30. Would recommend Marshall to prospective students
- 31. Found Writing Intensive courses I took valuable

- 32. Developed critical thinking skills
- 33. Broadened my appreciation for the arts
- 34. Believe that the science courses I took increased my understanding of scientific processes
- 35. If you took an Integrated Science Course: This course conveyed scientific processes more completely than other science courses I took

Results for Questions 18-26, 2008

Question	Mean	# of Respondents
18	2.12	17
19	2.35	17
20	1.88	17
21	2.76	17
22	2.06	17
23	2.12	17
24	2.41	17
25	2.35	17
26	2.12	17

Results for Questions 18-26, 2005-2007

Question	Mean	# of Respondents
18	1.29	7
19	3.14	7
20	2	7
21	3.43	7
22	1.43	7
23	2.29	7
24	2.71	7
25	3	7
26	1.86	7

Results for Questions 27 – 35, 2008

Question	Mean	# of Respondents
27	2.29	17
28	2.47	17
29	2.59	17
30	2.23	17
31	2.71	17
32	2.12	17
33	2.12	17
34	2.41	17
35	2.71	17

Results for Questions 27-35, 2005-2007

Question	Mean	# of Respondents
27	1.29	7
28	2.29	7
29	1.86	7
30	2.43	7
31	2.29	7
32	1.29	7
33	1.43	7
34	2.29	7
35	2	7

The following tables and graphs give mean responses to questions 36 – 39 on the following scale:

- 1 = Highly Satisfied
- 2 = Satisfied
- 3 = Neutral
- 4 = Dissatisfied
- 5 = Strongly Dissatisfied

Questions 36 - 39

Were you satisfied with:

- 36. The quality of teaching?
- 37. The quality of advising?
- 38. The academic support services?
- 39. The classroom/lab facilities?

Results for Questions 36-39, 2008

Question	Mean	# of Respondents
36	2.47	17
37	2.88	17
38	2.41	17
39	2.47	17

Results for Questions 36-39, 2005-2007

Question	Mean	# of Respondents
36	1.43	7
37	2.29	7
38	2.57	7
39	2.43	7

IV. POST-GRADUATION WORK EXPERIENCE

Q.40. If you are working, or have recently obtained a job, what are your weekly hours?

Table 40. Weekly hours, 2008

Category	# of respondents	%
1-14	1	7
15-34	2	14
35+	11	79
Total	14	100

Table 40.1. Weekly hours, 2005-2007

Category	# of respondents	%
1-14	0	0
15-34	1	17
35+	5	83
Total	6	100

Q. 41. For the position indicated in Q. 40, who is your employer? The data below give the number of students who provided this information.

Table 41. Employer information, 2008

Category	# of respondents
Employer Information	10
No Employer Information	7
Total	17

Table 41. Employer information, 2005-2007

Category	# of respondents
Employer Information	6
No Employer Information	1
Total	7

Company or Organization:

- Autism Services Center
- SLP (in South Korea)
- Hilton Hotels Worldwide (Barboursville, WV)
- SMC Electrical Products
- River Valley Child Development Services (Huntington)

- Rescare (Clinical Supervisor, Huntington)
- HDR Engineering, Inc.; also, self-employed at Kogel & Stanfill Associates and at Pales Botanical Research
- WV Joint Committee of Government Operations and Finance
- XM Radio
- Lehrman Cameron Studio, LLC (Seattle, WA)
- Wachovia Mortgage, FSB (Charlotte, NC)
- Rosman High School (counseling, Rosman, NC)

Q. 42. May we contact your employer to determine their satisfaction with MU graduates?

The results for this question were not analyzed.

Q. 43. If you are working or have recently obtained a job, are you employed in your major field?

Table 43. Working in Major Field, 2008

Category	# of respondents	%
Yes	4	27
No	11	73
Total	15	100

Table 43.1. Working in Major Field, 2005-2007

Category	# of respondents	%
Yes	1	17
No	5	83
Total	6	100

Q. 44. Place of employment

2008

Category	# of respondents	%
WV	10	67
OH, KY, VA, PA, MD	1	6
Other	4	27
Total	15	100

2005-2007

Category	# of respondents	%
WV	6	100
OH, KY, VA, PA, MD	0	0
Other	0	0
Total	6	100

Q. 45. Annual income for current or accepted position

2008

Category	# of respondents	%
< 10,000	3	20
10,001 – 15,000	3	20
15,001 – 20,000	1	7
20,001 – 25,000	2	13
25,001 – 30,000	2	13
30,000 +	4	27
Total	15	100

2005-2007

Category	# of respondents	%
< 10,000	3	50
10,001 – 15,000	1	17
15,001 – 20,000	2	33
20,001 – 25,000	0	0
25,001 – 30,000	0	0
30,000 +	0	0
Total	6	100



Office of Assessment & Program Review

April 8, 2008

Dr. Robert Sawrey, Chair
Sociology/Anthropology
COLA

Dear Bob,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Sociology/Anthropology for the academic year 2006 – 2007. I would be happy to work with you as you develop your assessment plan. I can be reached at 62987 or at reynoldm@marshall.edu.

Sincerely,

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Donna Spindel, Interim Dean, COLA

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