Program Review
Marshall University

Date: __November 1, 2013_______
Program: _____Masters of Arts in Sociology__________________________

Degree and Title

Date of Last Review: ____October 2008______________________________

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

Recommendation

1. Continuation of the program at the current level of activity; or

2. Continuation of the program at a reduced level of activity or 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. Continuation of the program with 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. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or

5. Discontinuation of the program

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.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>November 1 2013</td>
<td>Signature of person preparing the report: Marty Laubach</td>
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<tr>
<td>November 1, 2013</td>
<td>Signature of Program Chair: Marty Laubach</td>
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<tr>
<td>11-7-2013</td>
<td>Signature of Academic Dean: R.B. Bookwalter</td>
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<tr>
<td>Date:</td>
<td>Signature of Chair, Academic Planning Committee (Baccalaureate pgms only): J. Christofaro</td>
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<tr>
<td>Date:</td>
<td>Signature of President, Faculty Senate/Chair, Graduate Council: M. Armstrong</td>
</tr>
<tr>
<td>Date:</td>
<td>Signature of the Provost and Senior Vice President for Academic Affairs: E. Smitherman</td>
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<tr>
<td>Date:</td>
<td>Signature of the President: S. Huddleston</td>
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<td>Date:</td>
<td>Signature of Chair, Board of Governors: M. Laubach</td>
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College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:
1. Continuation of the program at the current level of activity

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The MA program in Sociology serves advanced students as a foundation for doctoral work in Sociology or as a gateway to professional careers in a variety of fields related to the social sciences. Students complete a strong core of classes in social theory and research along with selected courses in a specialty area within the field. All students complete significant research projects, via thesis or “problem report” as part of the degree requirements. The exit abilities of graduates in this program remain strong throughout the review period.

In the previous review, the program was continued, with corrective action recommended. The areas in need of correction included academic leadership, assessment, curriculum development, and recruiting. The program has addressed these issues and is making good progress. Under the direction of two department chairpersons the curriculum has been strengthened to provide both breadth and depth to student learning in the field. The research preparation has been strengthened to improve student competence in that area. The department has developed a broad-based research project in Appalachian culture and Higher Education which provides practical research experience and assists the department and the university in identifying factors affecting student decisions about education. This project may improve recruitment and retention efforts for Marshall University and the program. In addition the program has developed a plan for an Accelerated Master’s degree and a partnership with the Master’s in Public Administration program to build student enrollment.

The program has designed a comprehensive assessment program, described in the report. The Office of Assessment has acknowledged the progress made by the department in designing effective assessments for the MA program. During the next review period we can expect valuable data from this assessment process that will permit a greater level of strategic planning in the program.

Student enrollment remains an issue for the program. Enrolled majors declined in the past two years after peaking in the third year of the review period. In addition, the number of graduates in the program should be higher given the number of majors enrolled. As the improved curriculum and assessment take effect in the coming review period we should see an increase in the number of majors and a greater percentage of those majors persisting to degree completion.

The MA program in Sociology has a solid foundation and has made progress in this past review period. Continuing the program at the current level of activity should yield steady improvement during the next review period.

_______________________      __11-7-2013_______________
Signature of the Dean                                                             Date

R. B. Bookwalter
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: ___ Masters of Arts in Sociology ______________________

College: ___ Liberal Arts_________________________________

Date of Last Review: ___ October 2008________________________

I. CONSISTENCY WITH UNIVERSITY MISSION

The mission of the sociology M.A. program is to communicate the knowledge and skills of sociology as a scholarly discipline and an occupational skill set through education of graduate students in sociology’s core principles and specialties. In doing so the program seeks to support the general education program at Marshall University with sociology overview courses focused on critical thinking, and an active engagement in research and scholastic inquiry dedicated to serving the needs of the state of West Virginia and society.

II. Adequacy of the Program

1. Curriculum: (Please refer to Appendix I for a listing of required and elective coursework).

The Sociology Master of Art degree requires the completion of 30 hours of coursework and a 6 hour thesis, or completion of 33 hours of coursework and 3 hours for a problem report. The curriculum is structured around a set of core requirements that provide a strong foundation in sociological theory, research methods and social statistics.

All students are required to complete 15 hours of core courses, which in the review period have been: SOC600 (Classical Social Theory), SOC601 (Contemporary Social Theory), SOC605 (Qualitative Methods and Analysis), SOC606 (Quantitative Methods and Analysis), SOC609 (Professional Development). The two-course methods sequence, SOC605 and SOC606, should be completed by all students during their first academic year in the graduate program if possible (or within the first 12 graduate credit hours for part-time students). Exceptions are made for students who must take prerequisite courses before enrolling in this sequence. All students must successfully pass comprehensive exams based on core requirements.

Students who select the thesis option take SOC681 (Thesis), a 6 hour course that allows them time to work on their thesis. The rules governing a thesis are standard with
the Graduate College and the process is appropriate for students who wish to enter a Ph.D. program. Students who take the non-thesis option are generally more interested in applied sociology and regard their M.A. as a terminal degree, and therefore take SOC679 (Problem Report), a three hour course in which they write a "problem report," which is a sociological analysis on a social problem of their choice. These studies are overseen by a single faculty member, not a committee, and are exempted from the university timelines and rules that govern a thesis.

Beyond the core, students select one of five focus areas (see Appendix I), four of which correspond to the undergraduate program focal areas and one for anthropology, then fill out their remaining hours with electives from different focus areas. These focus areas reflect the wide expertise among the sociology and anthropology faculty here at Marshall University. The list also notes several courses that span the focal areas, like SOC550 (Sociology of Religion) that spans both institutions and stratification. Appendix VI also demonstrates a broad array of special topics courses that the faculty offer; field experience and independent study courses provide students individual attention, a significant benefit of a small graduate program. One note regarding the enrollment of graduate students in electives is that all of the 500 level courses are taught in conjunction with 400 level undergraduate courses, with the requirement that the 500 level section cover more primary source material and have assignments more appropriate to a graduate course.

Students, in consultation with their advisor, must complete an official “Plan of Study” during their first semester or by the completion of 12 credit hours. The Plan of study must be approved by the Director of Graduate Studies and the Chair of the Department before submission to the Office of the Graduate College. In addition to the core courses, students may select elective courses from the sociology and anthropology department offerings to complete the required number of credit hours. Graduate level courses from other departments may be taken with approval from the Director of Graduate Studies and the course instructor. At least one half of all graduate credit hours must be at the 600 level.

During the review period, the program revised the numbering of core courses to ensure sufficient hours at the 600 level and added the professional development course to assist graduates in utilizing their M.A. degree and to help train students to teach undergraduate courses.

One recent enhancement to the program came in 2012 with the development of the accelerated Master’s Degree (AMD) option in which undergraduate students with 90 hours and a 3.3 overall and major GPA can take the 500 level sections of their 400/500 level courses and receive credit both toward the B.A. and toward a M.A. (at undergraduate prices), allowing the possibility of earning a M.A. in an abbreviated time period for a sufficiently motivated student.

2. Faculty: (Individual faculty data sheets are included in Appendix II).
As can be seen from the course offerings (Appendix I, 4 Year Plan, Appendix VI) the full time tenure track faculty are proficient in a wide array of sociological and anthropological topics: theory, social movements and social change, inequality, stratification, deviance, cultural diversity, social interaction and group processes, world systems/globalization, social institutions (religion, family, work and occupations, health care, politics and the economy), criminology, gerontology, research methods, and advanced statistical analysis. Most faculty members continue to conduct research in their areas and promote their findings through publications and presentations at conferences on the local, state, national and international levels.

Examples of the 22 publication listed in the faculty data sheets during this assessment period include:


In addition to these, the data sheets list 43 presentations at conferences.

Examples of the 23 grants and contracts include:

- **Conley, R.** (Principal), Contract, "Executing Language", Oxford University Press, Private.
- **Conley, R.** (Principal), Grant, "National Institute of Justice Dissertation Research Grant", National Institute of Justice, Federal. (September 2009 - September 2010).
- **Fondren, K. M.** Grant, "Summer Research Grant", Marshall University, $2,000.00. (May 2011 - Present).
- **Fondren, K. M.** Grant, "MU-Advance Faculty Fellow", MU-Advance, Marshall University, $20,000.00. (January 2012 - August 2012).
- **Hadler, M.** Grant, "Summer Research Award", Marshall University, $2,000.00. (May 2012 - August 2012).
- **Hadler, M.** Grant, "Travel Grant", Quinlan, Marshall University, $500.00. (April 2012).
- **Hoey, B. A.** (Principal), Grant, "Summer Research Grant", Marshall University, $2,000.00, Funded. (June 2009 - August 2009).
- **Laubach, M. L.** (Principal), Grant, "New Orleans Voodoo Post-Katrina", INCO, Marshall University, $500.00, Funded. (May 2009 - June 2009).

Examples of the 16 professional memberships include:
Examples of the 38 college and university level committees include:

- Women’s Studies Advisory Board
- Undergraduate Research and Creativity Conference Committee
- Faculty Senate
- Athletics Committee
- MUAdvance Faculty Development Initiative, Grant Proposal Reviewer, Internal
- COLA Promotion and Tenure Committee
- GenEd Quantitative Rubric Development Group
- Board of Directors of the Oral History of Appalachia Collection
- Search Committee for Dean of the Honors College
- University Assessment Committee
- Council of Chairs
- General Education Council
- Institutional Review Board
- University Functions Committee

Of special note, this summer (2013) Dr. Fondren became the Director of Service Learning for the university.

The sociology and anthropology department has experienced a period of turnover in the last five years. We are staffed with 9 tenure track positions. During the previous five year period we switched one faculty position from sociology to anthropology to bring in an anthropologist as department chair, resulting in 6 sociologists and 3 anthropologists. In 2011 we reinforced that decision by selecting an internal chair and hiring a junior anthropology faculty member into the departing chair’s position. Since the summer of 2008 we had 4 tenure track faculty members get tenure (Laubach, Sullivan, Hoey, Hadler), 3 get promoted (Sullivan, Hadler, Roth), 3 leave (Linde-Laursen, Ermolaeva, Hadler), and 2 hired (Fondren, Conley). With the loss in the summer 2013 of Hadler, the department has 2 Full Professors (Freidin, Roth), 4 Associate Professors (Garnett, Laubach, Sullivan, Hoey), and 2 Assistant Professors (Fondren, Conley).

It is important to note here the relationship between the graduate and undergraduate programs. The undergraduate sociology and anthropology program is heavily reliant on the graduate program to provide graduate students and graduates as instructors and teaching assistants.

In 2010, the new general education program was implemented at Marshall in which the undergraduate program’s respective introductory courses (SOC200 and ANT201)
received designations of core I critical thinking, core II social science, and multicultural (SOC200) or international (ANT201), allowing students to “triple dip” or fulfill three requirements with either course. Because our courses already emphasized critical thinking, they were among the first to receive those designations and in anticipation of a large influx of students, we were given a temporary faculty member to teach four sections per semester for each major. We first hired Jody Bishop and Tracie McKinney in 2010, then Heidi Williams and Robin Conley in 2011. When we hired Robin Conley in 2012 for the tenure track position, we gave up the temporary anthropology faculty but hired Jeff McKay into the temporary sociology position.

In addition to these temporary faculty, both undergraduate majors have used varying numbers of adjunct faculty throughout the review period, and the sociology major has used an increasing number of graduate students. The anthropology major has used two adjuncts (Maynard 2006-present and Enders 2004-2012) throughout the assessment period. Dr. Enders in particular taught multiple courses for the major at the Teays Valley campus. We added Anduamlak Meharie in Spring 2009, Rita Fisher in Fall 2009, Andrea Frantz from Fall 2009- Fall 2012 and George Kincaid in 2010-present. The sociology major has used Melissa Kimmel to teach multiple courses at MOVC throughout the assessment period, Connie Zircle both in Huntington and HURHS from 2008-2011, Dwight Wood from 2008-2011, Roxanne Smith at MOVC from 2008-2009, Maura Conway from 2009-2012, Richard Wilson at HURHS from 2009-2012, Okey Napier from 2009-2010, Laura Stephens in 2009 and 2011-2012, Heidi Williams from 2009-2011, Steven Mays as a graduate instructor from 2009-2011 and as an adjunct from 2012-2013, Ashley Shaw at HURHS in 2010, Brandon Dean at HURHS in 2011, and Linda Trollinger in Fall 2012 to teach Sociology of Appalachia. All of these, with the exception of Ron Enders, are graduates of this MA program.

I have also included Appendix II-A from the undergraduate review, which demonstrates an increasing use of graduate students as this program has shifted toward instructing students how to teach and employing them while they work through the program.

3. Students:

a. Entrance Standards:

Admission standards to the Sociology MA degree program are the same as those for most other graduate programs at Marshall University. Admission to the program is offered to a limited number of qualified students demonstrating academic excellence and professional promise. Admission is granted on a full-time or part-time basis, with preferred entrance in the fall semester of each year. Consideration for admission is based on a complete application which consists of the Graduate College application form; official transcripts from all academic institutions attended; standardized test scores (GRE); a minimum of 12 credit hours of undergraduate sociology course work; undergraduate grade point average (GPA) of at least 2.5 (on a 4 point scale) overall and in sociology; and two letters of recommendation from persons familiar with the
applicant’s academic or professional competence; international students must provide evidence of English language proficiency such as the TOEFL.

b. **Entrance and Exit Abilities of past five years of graduates:**

Appendix III reports a distinctive downward trend in entrance GPA and GRE scores over the five years of the review period, with the GPA declining 17.5% from 3.72 to 3.07 and averaging 3.13, the GRE verbal score dropping 22% from 535 to 417.5 and averaging 446, and the GRE math scores dropping 20.2% from 570 to 455 and averaging 455. Given these declines over the years, their exit GPAs (Appendix IV) have not declined as dramatically, only 8.5% from 4.0 to a respectable 3.66 averaging 3.72. Within each cohort, the student GPAs have risen an average of 19% from entrance to exit, ranging from 7.5% of students with already high entrance GPAs of 3.72 up to 4.0, to 56.6% for students who entered with low GPAs of 2.42 and exited with 3.79. We attribute these improvements to the quality of our program and the individual attention we are able to offer our students. Our students do not take licensure exams.

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, and four full-time graduate assistantships. The operating budget, likewise, is distributed from the college; 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 M.U. Foundation.

The Department generally has authority over five accounts, the departmental operating budget, the part time faculty (adjunct) account, the graduate assistant account, the e-course account, and the summer school income from the last couple years. The funds for the first three come from the university, the funds for the e-course and summer accounts come from student enrollments. The budgeted amounts and income over the review period are reported in the following table:

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>Operating account</th>
<th>Part time faculty</th>
<th>GA</th>
<th>e-course</th>
<th>Summer enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>15,667</td>
<td>22,850</td>
<td>18,752</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>12,268</td>
<td>27,216</td>
<td>18,750</td>
<td></td>
<td>6,516</td>
</tr>
<tr>
<td>2011</td>
<td>12,600</td>
<td>22,000</td>
<td>18,662</td>
<td>12,460</td>
<td>2,700</td>
</tr>
<tr>
<td>2012</td>
<td>17,187</td>
<td>29,500</td>
<td>18,000</td>
<td>27,790</td>
<td>10,525</td>
</tr>
<tr>
<td>2013</td>
<td>16,000</td>
<td>24,900</td>
<td>20,000</td>
<td>22,190</td>
<td></td>
</tr>
</tbody>
</table>

We include the e-course and summer enrollment accounts because these go to support activities of the graduate as well as undergraduate programs.
The e-course funds are split 50% to the faculty member generating the funds, 25% to the other faculty per application to the resource committee, and 25% for the department at the discretion of the chair. These funds primarily go to travel for research or conferences, equipment for research (e.g. laptops, printers, digital recorders), or for special needs such as poster boards and displays for advertising the department at events like Green & White Day or Majors, Minors, and More. The summer funds allow the department to subsidize summer courses that are critical to the department but may not have sufficient enrollment (such as the Archaeology Field School).

The e-course funds are used in combination with grants from the Graduate College and the sociology honor society (AKD) to fund student travel to conferences to present their work. During the review period we have sent 7 students to the Southern Sociological Society in New Orleans in 2012, 8 students to the Southern Anthropological Society in Johnson City, TN in 2013, and 3 students to the Midwestern Sociological Society in Indianapolis in 2013. The summer funds also support field study classes for graduate students like the Archeology Field School, Dr. Fondren’s travel with students on the Appalachian Trail, and courses like those Laubach taught this last summer that necessitated digitizing material for research.

If this MA program were terminated there would be no savings in terms of full-time faculty, staff, and space. The faculty would continue to teach in the undergraduate program. Terminating the program would have a profound negative impact on the academic fabric of the university, contradicting the institution's commitment to Liberal Arts and to provide an educational experience that prepares the students for life and careers in an increasingly interconnected world. For students, terminating the program would severely limit the choice of higher education afforded to the citizens of West Virginia as this program and the sociology program at WVU are the only graduate Sociology programs in the state. For the faculty, terminating the program would present a significant obstacle for recruiting faculty given the weak salary structures for our disciplines here at Marshall. All of the recent hires of the last few years have indicated that the graduate program has been an important factor in their interest in our program.

We would like to emphasize here the commitment that the faculty have to the program. As will be discussed in section III.5, faculty often teach graduate students on an independent study basis, in addition to their normal load without compensation. The Anthropology faculty has looked into creating an Anthropology M.A. and is now considering offering certificate programs until the university lifts the moratorium on new programs.

Finally, terminating the graduate program would have a devastating effect on the undergraduate sociology and anthropology program and the general education program. From Fall 2009 through Spring 2013 the program has taught an average of 1394 students in more than 25 sections per semester, a task requiring a large number of adjunct instructors. Again, as noted in section II.2, we have had to hire temporary faculty and a large number of adjuncts, most of which came from the graduate program,
and as indicated in Appendix IIa, we rely heavily on the graduate students to teach these courses.

b. **Facilities:**

Each full time faculty member has an office on the 7th floor of Smith Hall (except for Dr. Freidin, who has an office on the 4th floor) which includes a desk, shelves and file cabinets, a computer that we get in rotation from Academic Affairs, and a printer/scanner provided by the department. The main office suite also has a storage room that houses a high speed printer and copier. Both programs primarily use three TECI classrooms on the 5th floor of Smith Hall. In addition, the department uses the suite of offices in 527 as an annex for graduate student offices, for research space, and for meetings and small seminars not appropriate for larger classrooms. The program also has instructors who use facilities at MOVC and at Teays Valley campuses.

One of the classrooms, Smith Hall 521, deserves a special note in that it is configured with cameras to be used by Blackboard Collaborate to record and project video and audio of classroom activity to students signed in over the internet. This department included one of the original adopters of Wimba in 2008, using cameras and computers on a cart to test the system. The IT department installed permanent audio and video equipment in summer 2009 and we continue to use it (now Collaborate) for distributed education. This technology is especially useful for students who have to commute long distances for class, for students with children who are home sick or for a snow day from school, for students to dialog with the instructor during videos, and for archiving classes.

Finally we have an Archaeological Laboratory in the basement of Old Main where materials from the annual summer field school are stored and analyzed. The department manages an extensive ethnographic collection from all over the world (formerly of the Sunrise Museum in Charleston, WV). We are a vital part of the ongoing work of the Oral History of Appalachia Collection, a vast oral history archive comprised of thousands of interviews conducted in Appalachia over the last 40 years.

5. **Assessment Information:** NOTE: This section is a summary of your yearly assessment reports.

a. **Provide summary information on the following elements. Please include this information in Appendix V.**
   - Your Program’s Student Learning Outcomes
   - The assessment measures used to assess student performance on these outcomes
   - The standards/benchmarks your program has set for satisfactory performance on the outcomes
   - The results/analysis, i.e. actual student performance on each outcome
   - Actions your program has taken to improve student learning based on the aforementioned results/analysis.
In response to the previous 5 year review, the department developed an assessment procedure based on objectives we drew from programs around the country. These objectives were effectively knowledge based (e.g. “Developing the capacity to think sociologically”) and were assessed primarily using multiple choice exams, despite the misgivings of the Assessment Office. By Fall 2011, as the university was beginning the HLC Open Pathways Demonstration Project, the inadequacies of our assessment program became evident and we rewrote the objectives “to read like lines that could be used in resumes” and the assessment procedures to focus on artifacts produced at designated milestone and capstone courses. The result of our plan can be seen in Appendix V, and we have included as attachments the document used for the HLC project to assess our critical objectives. The department continues to develop the assessment plan to incorporate additional courses.

b. Other Learning and Service Activities:

During this assessment period the department has begun offering independent study and field experiences courses in which graduate students assist faculty in conducting research projects. One project that the department as a whole has agreed to conduct is a study of the effects of Appalachian culture on decisions regarding higher education. In this the “community partner” is Academic Affairs, and we are developing class assignments in a number of courses through which our students will both provide data from their experience and collect data from their home communities.

c. Plans for Program Improvement:

The program revamped its objectives and procedures in January 2012 in conjunction with the HLC Open Pathways Demonstration Project and implemented the new assessment procedures in the 2012-2013 academic year. These data reflect only one student completing the M.A. (advanced) and only 6 students in the SOC600 and SOC609 courses, and 2 students taking SOC606. SOC605 was not taught during that year. While we received 100% on all of our objectives, we continue to refine and test the procedures in coordination with the Assessment Office and the General Education Council. We anticipate full implementation by 2015. The department’s commitment to this can be noted by the Chair’s membership in the University Assessment Committee.

Note that the “capstone” designation for the M.A. program is conceptually equivalent to a “milestone,” but since the objectives are consistent between the M.A. and B.A. programs, we are using a single rubric for both programs.

d. Graduate Satisfaction:

Each year on assessment day we schedule activities and have extremely poor turnout from our majors. Students who do attend generally indicate satisfaction with the program and occasionally offer suggestions.
6. **Previous Reviews:** State the last program review action by the Marshall University Board of Governors.

At its meeting on April 24, 2009, the Marshall University Board of Governors recommended that the Master of Arts in Sociology continue with corrective action. The Board stipulated that the corrective action should include a full review of the graduate degree program in Sociology.

At its meeting on April 22, 2010, the Board of Governors accepted the follow-up report for the MA in Sociology and recommended that it continue at its current level of activity.

7. **Identify weaknesses and deficiencies** noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

In its last program review, submitted in academic year 2008 – 2009, the Master of Arts in Sociology identified the following weaknesses:

"Weaknesses of the program in the period under review have come from the turnover in faculty and absence of academic and institutional leadership; as discussed above there have been inadequate assessment, no discussions about curriculum development, and no active recruiting, resulting in a small number of students. As discussed above, the department now enters a new era with a full roster of faculty and new leadership. Over the coming years, our goal is to build on our strengths and continue to do what we do well and, at the same time, vigorously address our weaknesses. The work already begun to review and change the MA program will result in a new, updated, and attractive program that is expected to result in increasing numbers of graduate students. Future rigorous assessment and evaluation will allow us to reflect on our efforts and to make correction when needed. The faculty and leadership of the department stand united in this commitment to reenergize our graduate program, to increase the numbers of enrolled students, and to meet the challenges of information and education in a globalized world of the 21st century."

As noted earlier, the turnover has continued; However. We have worked on all of the issues discussed above. We have revised our assessment procedures, aligned the curriculum with the “depth” and “breath” requirements of the undergraduate program, and actively recruited students, including the recently implemented Accelerated Master’s Degree (AMD) program.
8. Current Strengths/Weaknesses:

The Department of Sociology and Anthropology has made substantial progress in developing our program, creating a focus on student research opportunities, and revamping our objectives and assessment. During the assessment period we revised the core to offer more courses at the 600 level and added SOC609 (Professional Development). This professional development course includes instruction on teaching, creating a portfolio, and encouraging students to attend professional conferences. However, we have experienced continual turnover in our faculty and this summer lost Marcus Hadler, the graduate director for much of the review period. At this report, Fred Roth has agreed to become the graduate director.

We feel that our greatest strength is in a faculty that is engaged with students, active in research, and involved with college and university committees. These qualities led the faculty to consider the budget problems facing the university and imagine and then develop the “Appalachian Culture and Higher Education” project mentioned earlier in which we use students to provide and develop data in a real life research project that will support the university as well as our students. The implementation of the Accelerated Master’s Degree (AMD) is another strength, but it is too soon to be able to report success on that development.

The primary weakness is the broad emphasis among the current student population on the immediate instrumental value of education, an emphasis that is encouraged by higher education advertising (“get a degree to get a job”) and the weak economic recovery. Students recognize that very few jobs, even at the Master’s level, carry the title “sociologist” and do not make the connection that a degree from this major is highly generalizable – a large percentage of public and private sector jobs require an understanding of and an ability to analyze people and institutions. Technology industries recognize that they need analysts who understand organizational dynamics to predict how workers will interact with their products, both incorporating and resisting them. We tend to connect on these issues with students in the classroom when we point out that we are training them for their second and third career out of college – not their first job, but that, again, requires a concerted effort on advertising by the faculty. We are doing that through the various recruitment outlets and intend that the research project mentioned will provide publicity that we can use.

An additional weakness, for which we intend to build a case, is that the anthropology focus area is being seen as untenable as our students wishing to use the AMD option who have majored in anthropology have already taken many of the courses we have to offer. We are currently developing a plan to implement a dedicated anthropology M.A. program, but in the interim are looking to create a certificate program to serve those students.

III. Viability of the Program: Provide a narrative summary in each of the following sections in addition to the appendices.
1. **Articulation Agreements:**

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

2. **Off-Campus Classes:**

Not Applicable. The Sociology and Anthropology Department does not offer off-campus courses at the master’s level.

3. **Online Courses:**

Not Applicable. The Sociology and Anthropology Department does not offer online courses at the master’s level.

4. **Service Courses:**

While the Sociology and Anthropology Department has not offered service courses at the master’s level during the assessment period, 22% of enrollments in our graduate courses were from students who were not majoring in sociology, and 14% were from outside COLA. In Spring 2013 we agreed to offer courses as part of the new MPA program in Political Science.

5. **Program Course Enrollment:** (Course Enrollments are enumerated in Appendix VI).

   It should be noted that the 500 level courses are generally taught in conjunction with a 400 level course, though, it bears repeating, with different requirements. As noted in section III.4, 22% of enrollments in our courses were from students who were not majoring in sociology, and 14% were from outside COLA.

   It should be noted in Appendix VI that the COLA Dean recommended that when we teach courses that are on the books as an independent study, we should use the appropriate course number so that it is reflected correctly on the student’s transcript. A review of Appendix VI will note four courses with enrollments with three or fewer students enrolled: ANT600 (Ethnographic Methods) in Spring of 2010, 2011, and 2012, SOC640 (Problems with an aging society) in Fall 2011, SOC603 (behavioral science) in Fall 2012, and SOC606 (quantitative methods) in Spring 2013, all of which were taught in addition to normal loads and without compensation.

   Again, we would like to emphasize this last point. The Sociology and Anthropology faculty are so committed to the program that we regularly teach courses as independent study – outside of our normal loads and without compensation.

6. **Program Enrollment:**
Appendix VII shows a general increase in enrollment up to the last year of the review period. However, with all due respect to the Institutional Data, we have found serious discrepancies between their summary numbers and the count of names provided by BERT. The first discrepancy appears to be students who are enrolled in the second semester are not counted in the year's total. Secondly, we have students who are not enrolled during a year but who have not yet completed their thesis or problem report. While these students are not enrolled in course work, they do take time from our conscientious faculty for advising, reading and commenting on drafts – all of which is done without compensation. I have added these student numbers and revised the totals in Appendix VIIa.

We offer two final notes on this subject. The first is that the size of the program allows us to offer individual attention to our graduate students as demonstrated by the enrollment in SOC685 Independent Study. The second is that going forward, these data do not reflect developments of the Accelerated Masters Degree (AMD) option or the program's involvement in the MPA.

7. **Figure 1 shows a trend line for total enrollment in and graduates of the Master of Arts in Sociology Program.**

Figure 1 presents the information from section III.6. in graphic form, and Figure 2 represents the data from Appendix VIIa. The actual slope using OLS is a small -0.8 students/year. We believe that this is part of the normal statistical fluctuations. We again note that the sociology and anthropology faculty are committed to the students and the program and therefore have been willing to teach graduate courses as overloads without compensation when necessary (see section III.5).

8. **Enrollment Projections:**

Future enrollment is a concern for the department. The most important trend we can identify is the downward trend in high school students in West Virginia and the general region from which we draw students. A second trend, exacerbated by the continuing effect of the 2008 recession on graduates entering the job market, is the emphasis on the instrumental value of education ("get a degree to get a job") and the proliferation and publicity surrounding studies that link sociology and anthropology to high unemployment (e.g. the Florida Governor denouncing anthropology as a useless major). As these factors seem not to have affected the program enrollment in this last assessment period, we anticipate that the programs will keep the same percentage of Marshall enrollment, which will decline unless the university is able to expand our pool of students.

IV. **Necessity of the Program:** Provide a narrative summary for each of the following items in addition to requested appendices.
1. **Advisory Committee:**

The program does not have an advisory committee at this time. We have had considerable faculty turnover in the last five years and have not been able to give this due consideration. We intend to discuss this at some point in the near future.

2. **Graduates:**

Appendix VIII offers the best estimates of the status of our graduates. This was developed from the faculty knowledge keeping up with students, from the status of students through their link to the department’s Facebook page, and through an email update request. We acknowledge that the table represents status for only 56% of our graduates, but hope that a better use of Facebook and other social media will improve that percentage in the future. We also note the difficulty in separating graduates “employed in major field” from “employed in related fields” because there are very few jobs titled “sociologist” or “anthropologist,” even at the M.A. level. However, there are many jobs for which a degree in sociology or anthropology is acceptable as a credential, especially in government, social service, or industries that deal with people and require skills in research or assessment. All such job titles were listed as “related” in the table.

3. **Job Placement:**

It is difficult to say that the job placement rate is low because the data are insufficient to draw that conclusion. Of the 56% of students about which we had knowledge, all are either employed or in graduate school, and none are employed completely outside the field. The program recognizes the importance of getting our majors placed in jobs, and has implemented four steps to assist: First is the SOC609 Professional Development course, which is a professional seminar focused on developing resumes, curriculum vitas, and accompanying letters, and preparation for Ph.D. programs if students choose that route. The second is the deliberate rewriting of our program objectives in a format that can be easily copied into a resume or CV. We feel that these three provide our students with the language and skills of getting employment or getting into a graduate program. The third step, devised in Spring 2013 and implemented this academic year, is the major service learning project for Academic Affairs in which the department (both majors) are studying the effects of Appalachian culture on higher education. In particular this project will examine both the initial enrollment and the dropout rate for students in West Virginia. This project will demonstrate to our students and to the community at large the value of sociology and anthropology to analyzing real-life problems and help the university develop programs and adjust policies to support enrollment and retention.

V. **RESOURCE DEVELOPMENT (If applicable)**

We do not anticipate requesting additional resources at this time. However given the increase in anthropology majors we do anticipate asking for an additional anthropology faculty member at some time. In addition, we are considering creation of certificates in anthropology areas, and eventually to create an anthropology M.A. program.
## Appendix I
### Required/Elective Course Work in the Program

**Degree Program:** Master of Arts in Sociology  
**Person responsible for the report:** Dr. Marty Laubach

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC600 Classical Social Theory</td>
<td></td>
<td><strong>Organizations &amp; Institutions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>SOC601 Contemporary Social Theory</td>
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<td>SOC508 family</td>
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<td></td>
<td></td>
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<tr>
<td>SOC605 Qualitative Methods and Analysis</td>
<td></td>
<td>SOC533 work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC606 Quantitative Methods and Analysis</td>
<td></td>
<td>SOC550 religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC609 Professional Development</td>
<td></td>
<td>SOC513 politics &amp; social movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the thesis option: SOC681 Thesis hours</td>
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<td><strong>Stratification &amp; Diversity:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>For the non-thesis option: SOC679 Problem Report</td>
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<td>SOC523 Social Class, Power and Conflict</td>
<td></td>
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<td>For the Anthropology focus area students also take:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ANT600 Ethnographic Methods</td>
<td></td>
<td>SOC532 Appalachia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT591 Theory in Ethnology</td>
<td></td>
<td>SOC540 aging</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SOC550 religion</td>
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<td></td>
<td></td>
<td>SOC565 Sex and Gender</td>
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<td></td>
<td><strong>Social Problems &amp; Collective Behavior:</strong></td>
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<td></td>
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<td>SOC520 criminology</td>
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<td></td>
<td></td>
<td>SOC535 juvenile delinquency</td>
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<td></td>
<td></td>
<td>SOC560 Holocaust &amp; Genocide</td>
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<td></td>
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<td>SOC668 National Identity</td>
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<td></td>
<td></td>
<td><strong>Demography, Health &amp; Human Environments:</strong></td>
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<td></td>
<td></td>
<td>SOC501 population &amp; human ecology</td>
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<tr>
<td></td>
<td></td>
<td>SOC532 Appalachia</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SOC540 aging</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SOC542 urban sociology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SOC552 death &amp; dying</td>
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<tr>
<td></td>
<td></td>
<td><strong>Anthropology:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT545 American ethnicsities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT565 anthropology of global problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT566 culture &amp; environment</td>
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<td></td>
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<td></td>
<td></td>
<td>ANT567 culture through ethnographies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ANT572 language, gender &amp; body</td>
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<tr>
<td></td>
<td></td>
<td>ANT583 law, culture &amp; society</td>
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</tbody>
</table>

The sociology major requires “breadth” and “depth” in the field. Students select a focus area from which they take at least three courses, then take at least one course each from two other three focus areas. Students taking the non-thesis option take one course from each of three focus areas.
Professional society that may have influenced the program offering and/or requirements: American Sociological Association

NOTE: YOU MAY USE YOUR FOUR-YEAR PLANS OF STUDY AS APPENDIX I IF YOU WISH

The sociology major requires “breadth” and “depth” in the field. Students select a focus area from which they take at least three courses, then take at least one course each from two other three focus areas. Students taking the non-thesis option take one course from each of three focus areas. Courses such as independent study or field experience are often designated to a focus area by the instructor.

For the anthropology focus area, students take the core sociology courses, then the anthropology theory and methods courses, then two additional anthropology courses. The third elective can come from any focus area.
# Two Year Plan, Major GLB0-MA, Sociology

<table>
<thead>
<tr>
<th>Thesis Option</th>
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<td><strong>Year One Fall Semester – 9 hours</strong></td>
<td><strong>Year One Spring Semester – 9 hours</strong></td>
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<td>SOC600 Classical Social Theory</td>
<td>SOC601 Contemporary Social Theory</td>
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<tr>
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<td>3 hours required</td>
</tr>
<tr>
<td>SOC605 Qualitative Methods and Analysis</td>
<td>SOC606 Quantitative Methods and Analysis</td>
</tr>
<tr>
<td>3 hours required</td>
<td>3 hours required</td>
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<tr>
<td>Primary Focus area elective</td>
<td>Primary Focus area elective</td>
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<td>3 hours</td>
<td>3 hours</td>
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</table>

| **Year Two Fall Semester – 9 hours** | **Year Two Spring Semester – 9 hours** |
| SOC609 Professional Development | SOC681 Thesis hours |
| 3 hours required | 6 hours required |
| Primary Focus area elective | Focus area elective |
| 3 hours | 3 hours |
| Focus area elective | Focus area elective |
| 3 hours | 3 hours |

<table>
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<tr>
<th><strong>Non-Thesis Option</strong></th>
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<td>SOC600 Classical Social Theory</td>
<td>SOC601 Contemporary Social Theory</td>
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<tr>
<td>SOC605 Qualitative Methods and Analysis</td>
<td>SOC606 Quantitative Methods and Analysis</td>
</tr>
<tr>
<td>3 hours required</td>
<td>3 hours required</td>
</tr>
<tr>
<td>Primary Focus area elective</td>
<td>Primary Focus area elective</td>
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<tr>
<td>3 hours</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

| **Year Two Fall Semester – 9 hours** | **Year Two Spring Semester – 9 hours** |
| SOC609 Professional Development | SOC679 Problem Report hours |
| 3 hours required | 3 hours required |
| Primary Focus area elective | Focus area elective |
| 3 hours | 3 hours |
| Focus area elective | Focus area elective |
| 3 hours | 3 hours |

<table>
<thead>
<tr>
<th><strong>Anthropology Focus Area</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Year One Fall Semester – 9 hours</strong></td>
<td><strong>Year One Spring Semester – 9 hours</strong></td>
</tr>
<tr>
<td>SOC600 Classical Social Theory</td>
<td>SOC601 Contemporary Social Theory</td>
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<td>3 hours required</td>
<td>3 hours required</td>
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<tr>
<td>SOC605 Qualitative Methods and Analysis</td>
<td>SOC606 Quantitative Methods and Analysis</td>
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<tr>
<td>3 hours required</td>
<td>3 hours required</td>
</tr>
<tr>
<td>ANT600 Ethnographic Methods</td>
<td>ANT591 Theory in Ethnology</td>
</tr>
<tr>
<td>3 hours</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

| **Year Two Fall Semester – 9 hours** | **Year Two Spring Semester – 9 hours** |
| SOC609 Professional Development | SOC681 Thesis hours |
| 3 hours required | 6 hours required |
| Anthropology area elective | Anthropology elective |
| 3 hours | 3 hours |
| Non-Focus area elective |  |
Appendix II  
Faculty Data Sheet  
(Information for the period of this review)  
May 15, 2008 - May 15, 2013

Name: Robin Conley  
Rank: Assistant Professor  

Start Date at Marshall as a Faculty Member: August 17, 2011  
Status: Probationary  

Highest Degree Earned: Ph D  
Date Degree Received: 2011  
Conferring Institution: University of California, Los Angeles, Los Angeles  
Area of Degree Specialization: Linguistic Anthropology  

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Respon</th>
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<tbody>
<tr>
<td>Summer 2013</td>
<td>ANT 483</td>
<td>SpTp: Linguistic Anthropology</td>
<td>2 100%</td>
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<td>Summer 2013</td>
<td>ANT 583</td>
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<td>3 100%</td>
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<tr>
<td>Spring 2013</td>
<td>ANT 201</td>
<td>Cultural Anthropol Honors (CT)</td>
<td>8 100%</td>
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</tr>
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<td>ANT 201</td>
<td>Cultural Anthropol Honors (CT)</td>
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<tr>
<td>Spring 2013</td>
<td>ANT 483</td>
<td>SpTp: Law, Culture &amp; Society</td>
<td>4 100%</td>
<td>100</td>
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<tr>
<td>Spring 2013</td>
<td>ANT 583</td>
<td>SpTp: Law Culture &amp; Society</td>
<td>3 100%</td>
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<td>Fall 2012</td>
<td>ANT 201</td>
<td>Cultural Anthropology (CT)</td>
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<td>Theory in Ethnology</td>
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<td>Spring 2012</td>
<td>ANT 201</td>
<td>Cultural Anthropology (CT)</td>
<td>39 100%</td>
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<tr>
<td>Spring 2012</td>
<td>ANT 483</td>
<td>SpTp: Ethnography of Courts</td>
<td>3 100%</td>
<td>100</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>ANT 583</td>
<td>SpTp: Ethnography of Courts</td>
<td>2 100%</td>
<td>100</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>ANT 481</td>
<td>SpTp:Language Gender &amp; Body</td>
<td>13 100%</td>
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</tr>
<tr>
<td>Spring 2012</td>
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<td>SpTp:Language, Gender &amp; Body</td>
<td>7 100%</td>
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<td>Fall 2011</td>
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<td>ANT 491</td>
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<td>8</td>
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</tbody>
</table>

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

1) **Scholarship/Research**

**Contracts, Grants and Sponsored Research**


**Presentations**


**Research Currently in Progress**

Conley, Robin, "Living with the Decision that Someone Will Die: Linguistic distance and empathy in jurors' death penalty decisions", Writing Results, Scholarly.

Conley, Robin, "Questioning the democratic legal subject: Embodiment and empathy in capital jury trials", Writing Results, Scholarly.

2) **Service**

**Department**

Undergraduate Studies, Committee Chair.

Women's Studies Board, Committee Member.

Anthropology Club, Faculty Advisor, (September 2011 - December 2012).

**University**

Women's Studies Board, Committee Member (September 2012 - Present).

3) **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 Memberships

Southern Anthropological Society, SAS.

Faculty Development Activities Attended

Conference Attendance, "iPed Conference on Teaching and Learning", Marshall University, Huntington, WV. (September 2012 - Present).


Workshop, "Research Bootcamp for new faculty", Marshall University, Huntington, WV. (February 2012 - April 2012).

Continuing Education Program, "Writing Across the Curriculum", Marshall University. (October 2011).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Name: Dr. Elena M Ermolaeva

Start Date at Marshall as a Faculty Member: August 17, 2005

Rank: Associate Professor

Status: Probationary

Highest Degree Earned: Ph D Date Degree Received: 1997

Conferring Institution: John Hopkins University

Area of Degree Specialization: Sociology

Professional Registration/Licensure:

Field of Registration /Licensure:

Agency:

Date Obtained, Expiration Date

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)

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) Scholarship/Research
2) Service
3) 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.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Kristi McLeod Fondren  Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 17, 2010

Status: Probationary

Highest Degree Earned: Ph D  Date Degree Received: 2009

Conferring Institution: Mississippi State University, Starkville, Mississippi

Area of Degree Specialization: Sociology

Professional Registration/Licensure:

Field of Registration/Licensure:

Agency:

Date Obtained, Expiration Date

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)

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

1) Scholarship/Research

Contracts, Grants and Sponsored Research

Fondren, K. M., Grant, "Summer Research Grant", Marshall University, $2,000.00. (May 2013 - Present).

Fondren, K. M., Grant, "Summer Research Grant", Marshall University, $2,000.00. (May 2011 - Present).

Fondren, K. M., Grant, "MU-Advance Faculty Fellow", MU-Advance, Marshall University, $20,000.00. (January 2012 - August 2012).

Fondren, K. M., Grant, "MU-Advance Faculty Fellow", MU-Advance, Marshall University, $20,000.00. (November 2011 - August 2012).

Intellectual Contributions

Fondren, K. M. You Throw Like a Girl: An Examination of Masculinity, Emotion, and Feeling in the Smash-Mouth World of College Football.


**Presentations**

Fondren, K. M., Poster, Pat Logan Symposium of Scholars, MU-Advance/MURC, Marshall University, "Walking on the Wild Side: An Examination of a Long-Distance Hiking Subculture".


**Research Currently in Progress**


**Directed Student Learning and Research**

Orsini, M., Master's Thesis Committee Chair, Sociology & Anthropology Department, In-Process. (August 2012 - Present).

Heinemann, L., Learning, Master's Thesis Committee Member, Sociology & Anthropology Department, In-Process. (August 2012 - Present).

Sprouse, H., Master's Thesis Committee Chair, Sociology & Anthropology Department, In-Process. (January 2012 - Present).

Reedy, C., Learning, Master's Thesis Committee Chair, Sociology & Anthropology Department, In-Process. (January 2011 - Present).

Overmiller, N., Learning, Master's Thesis Committee Member, Sociology & Anthropology Department, In-Process. (January 2011 - Present).


McKay, J., Master's Thesis Committee Member, Sociology & Anthropology Department, Completed. (January 2012 - December 2012).

Becka, R., Learning, Master's Thesis Committee Member, Sociology & Anthropology Department, Completed. (January 2011 - August 2012).

Hudson, D., Learning, Directed Individual/Independent Study, Sociology & Anthropology Department, SOC, 344, 3 credit
hours, "Occupy Huntington and Framing Social Movements", Completed. (October 2011 - December 2011).


2) Service

Department

Alpha Kappa Delta, Faculty Advisor, (August 2011 - Present).

The SOCiety, Faculty Advisor, (August 2011 - Present).

Undergraduate Curriculum Committee, Committee Member, (August 2010 - Present).

Search Committee for Tenure-Track Assistant Professor of Anthropology, Committee Member, (January 2012 - May 2012).

Search Committee for One-Year Instructors in Anthropology and Sociology, Committee Chair, (May 2011 - August 2011).

College

Women's Studies Conference Committee, Committee Member (January 2011 - Present).

Women's Studies Advisory Board, Committee Member (August 2010 - Present).

Undergraduate Research and Creativity Conference Committee, Committee Member (August 2011 - May 2012).

COLA Research and Creativity Conference, Session Moderator (April 13, 2012).

University

Faculty Senate, Committee Member (August 2012 - Present).

Athletics Committee, Committee Member (January 2011 - Present).

MUAdvance Faculty Development Initiative, Grant Proposal Reviewer, Internal (January 2011 - Present).

Environmental Studies Committee, Committee Member (August 2010 - Present).

Faculty Mentor (August 2011 - May 2012).

Professional


Community

First Presbyterian Church, Consultant, Huntington, WV (December 1, 2012 - Present).

Dress for Success River Cities, Provided supervision of indirect service with students taking service learning course, Huntington, WV (August 2011 - December 2011).
3) 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 Memberships**

- Southern Sociological Society, SSS. (January 2008 - Present).
- Rural Sociological Society, RSS. (January 2007 - Present).

**Faculty Development Activities Attended**

- IRB Recertification, Office of Research Integrity - MU. (November 26, 2012 - Present).
- Tutorial, "Digital Measures Training". (December 2011 - Present).
- IRB Recertification, Office of Research Integrity - MU. (August 2011 - Present).
- Workshop, "Fall WAC Retreat and Workshop". (October 12, 2012 - October 13, 2012).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Nicholas Freidin
Rank: Professor

Start Date at Marshall as a Faculty Member: September 01, 1983

Status: Tenured

Highest Degree Earned: DPhil Date Degree Received: 1981


Area of Degree Specialization: Archaeology

Professional Registration/Licensure: Fieldwork and Teaching

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

Date Obtained, Expiration Date

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

1) Scholarship/Research
2) Service
Department

Promotion and Tenure Committee, Committee Chair, (2013).

College

Promotion and Tenure Committee, Committee Member (2013).

Professional

Council for West Virginia Archaeology, Secretary-Treasurer, WV.

3) 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 Memberships

Council for West Virginia Archaeology, CWVA, Secretary and Treasurer.

Register of Professional Archaeologists, RPA, Certified in fieldwork and teaching.

Society for American Archaeology, SAA.

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Name: Dr. Richard A. Garnett  
Rank: Associate Professor  
Start Date at Marshall as a Faculty Member: August 28, 1995  
Status: Tenured  
Highest Degree Earned: Ph D  
Date Degree Received: 1993  
Conferring Institution: University of North Carolina at Chapel Hill, Chapel Hill, NC  
Area of Degree Specialization: Sociology  
Professional Registration/Licensure:  
Field of Registration /Licensure:  
Agency:  
Date Obtained, Expiration Date:  

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)

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**NOTE:** Part-time adjunct faculty do not need to fill in the remainder of this document.
1) Scholarship/Research

Presentations


Research Currently in Progress


Directed Student Learning and Research

Angell, A., Learning, Master's Thesis Committee Chair, Sociology & Anthropology Department, "Social Networking: The Phantom of the Internet", Proposal.


McKay, J., Learning, Master's Thesis Committee Chair, Sociology & Anthropology Department, "Conservative Politics and the Consistency of Inconsistent Political Beliefs", In-Process.

Masarogullari, N., Learning, Master's Thesis Committee Chair, Sociology & Anthropology Department, "NATIONALISM IN CYPRUS: THE EFFECTS OF INSTITUTIONALIZATION ON NATIONALIST MOBILIZATIONS AND POLITICAL CONFLICTS AS REFLECTED IN TURKISH CYPRiot NATIONALISM AND GREEK CYPRiot NATIONALISM", Completed.

Becka, R., Learning, Master's Thesis Committee Chair, Sociology & Anthropology Department, "Does Climate Influence the Health of an Appalachian City?", In-Process.

Mays, S., Learning, Master's Thesis Committee Chair, Sociology & Anthropology Department, "A SYNTHETIC ANALYSIS OF THE POLISH SOLIDARITY MOVEMENT", Completed.

Edwards, E., Learning, Master's Thesis Committee Member, Sociology & Anthropology Department, "STEWARDS OF THE FOREST: AN ANALYSIS OF GINSENG HARVESTERS AND THE COMMUNAL BOUNDARIES WHICH DEFINE THEIR IDENTITY IN AN AREA OF ENVIRONMENTAL DEGRADATION", Completed.

2) Service

Department

Search Committee, Committee Chair, (April 2011 - August 2011).

Community

Occupy Huntington Forum, Discussant, Huntington, West Virginia, USA (October 19, 2011).

3) 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 Memberships**

Southern Sociological Society, SSS. (March 1983 - Present).

**Faculty Development Activities Attended**

Conference Attendance, "The Dynamics of Violence and Human Rights in Latin America", FACDIS -- West Virginia University, Morgantown, West Virginia, USA. (November 1, 2012 - November 2, 2012).


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

Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Markus Hadler  Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 17, 2008

Status: Probationary

Highest Degree Earned: Ph D  Date Degree Received: 2002

Conferring Institution: University of Graz, Austria

Area of Degree Specialization: Sociology

Professional Registration/Licensure: ____________________________

Field of Registration /Licensure: ____________________________

Agency: ____________________________

Date Obtained, Expiration Date: ____________________________

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)

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

1) Scholarship/Research

**Contracts, Grants and Sponsored Research**

Hadler, M., Grant, "Summer Research Award", Marshall University, $2,000.00. (May 2012 - August 2012).

Hadler, M., Grant, "Travel Grant", Quinlan, Marshall University, $500.00. (April 2012).

Hadler, M., Grant, "Travel Grant", Graduate College, Marshall University, $200.00. (March 2012).
Hadler, M., Grant, "Travel Grant", Quinlan, Marshall University, $500.00. (August 2011).

Hadler, M., Grant, "Summer Research Award", Marshall University, $2,000.00. (May 2011 - August 2011).

Hadler, M., Grant, "Travel Grant", Graduate College, Marshall University, $200.00. (March 2011).

**Intellectual Contributions**


**Presentations**


**Directed Student Learning and Research**

Heinemann, L., Learning, Master's Thesis Committee Chair.

Masarogullari, N., Learning, Master's Thesis Committee Member, Sociology & Anthropology Department.

Howard, J., Learning, Master's Thesis Committee Member. (2012 - Present).

McKay, J., Learning, Master's Thesis Committee Member. (2012).

Sparkman, R., Learning, Master's Thesis Committee Member. (2012).

Edwards, E., Learning, Master's Thesis Committee Member, Sociology & Anthropology Department. (2011).

2) **Service**

**Department**

Departmental Resources Committee, Committee Member.

Graduate Program, Committee Chair.

Undergraduate Curricula Committee, Committee Member, (August 2011 - Present).

**College**
COLA Research Committee, Committee Member (2009 - 2012).

University

Faculty Senate, Committee Member (2012 - Present).

GenEd Quantitative Rubric Development Group, Committee Member (November 2011 - Present).

Professional

ISSP, Committee Member.

Community

Children’s Society of WV, Survey consultant (August 2012 - Present).

Unlimited Future, Survey consultant (November 2011 - Present).

3) 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 Memberships


Faculty Development Activities Attended


Workshop, "NSF CI-TRAIN Project", MU. (September 23, 2011).


Tutorial, "Webinar about Respondus", Respondus, online. (March 2, 2011).

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

Awards and Honors

Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Brian A. Hoey 
Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 17, 2007

Status: Probationary

Highest Degree Earned: Ph D  Date Degree Received: 2002

Conferring Institution: UNIVERSITY OF MICHIGAN, Ann Arbor, MI

Area of Degree Specialization: Anthropology

Professional Registration/Licensure: Ethics Training for Social Science Research

Field of Registration /Licensure: Human behavioral and social science research ethics training and certification

Agency: Collaborative Institutional Training Initiative (CITI)

Date Obtained, Expiration Date Obtained: January 1, 2008, Expired: November 30, 2013

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)

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

1) Scholarship/Research

**Contracts, Grants and Sponsored Research**

Hoey, B. A. (Principal), Grant, "Summer Research Grant", Marshall University, $2,000.00, Funded. (June 2012 - August 2012).

Hoey, B. A. (Principal), Grant, "Summer Research Grant", Marshall University, $2,000.00, Funded. (June 2010 - August 2010).
Hoey, B. A. (Principal), Grant, "Summer Research Grant", Marshall University, $2,000.00, Funded. (June 2009 - August 2009).

Intellectual Contributions


Presentations


Research Currently in Progress

Hoey, Brian A, "(De)Constructing West Virginia", On-Going, Scholarly.

Hoey, Brian A, "Lifestyle Migration in the Post-industrial Middle Class", On-Going, Scholarly.

Directed Student Learning and Research


Mays, S., Research, Master's Thesis Committee Member, Sociology & Anthropology Department, "A Synthetic Analysis of the Polish Solidarity Movement", Completed. (January 2011 - December 2011).


Gain-Stoufis, R., Research, Master's Thesis Committee Member, Sociology & Anthropology Department, "In my Backyard: A Deep Breath in Chemical Valley", Completed. (September 2009 - December 2010).

Brock, J., Research, Master's Thesis Committee Member, Sociology & Anthropology Department, "The Medicalization of Hyperactivity and Inattentiveness", Completed. (May 2009 - May 2010).
2) Service

Department

Departmental Resource Committee, Committee Chair, (February 2011 - Present).
Ad-Hoc Assessment Planning Committee for the Department of Sociology and Anthropology, Committee Member, (January 2010 - Present).
Search Committee for Position in Sociocultural Anthropology, Committee Chair, (August 2011 - May 2012).
Undergraduate Curriculum Committee, Committee Member, (October 2007 - February 2011).
Search Committee for One-Year Instructors in Anthropology, Committee Member, (April 2010 - August 2010).
Search Committee for Position in Sex & Gender, Committee Member, (August 2009 - May 2010).
Department of Sociology and Anthropology, Curriculum Development, (March 2010 - April 2010).
Search Committee for Departmental Chair, Committee Member, (September 2007 - May 2008).
Search Committee for Position in Statistics, Committee Member, (September 2007 - May 2008).

College

Department of Sociology and Anthropology, Webmaster (September 2008 - Present).
Oral History of Appalachia Collection, Webmaster (September 2008 - Present).

University

Society of Yeager Scholars Admissions Committee, Committee Member (January 2012 - Present).
Board of Directors of the Oral History of Appalachia Collection, Committee Member (January 2008 - Present).
Search Committee for Dean of the Honors College, Committee Member (October 2012 - November 2012).
Environmental Studies Committee, Committee Member (January 2011 - May 2012).

Professional

City and Society, Reviewer, Ad Hoc Reviewer (July 2011 - Present).
Southern Anthropological Society, 48th Annual Meeting, Session Chair, Johnson City, TN, USA (January 2013 - April 2013).
Pearson Education, Reviewer, Textbook (September 2011 - October 2011).
Southern Anthropological Society, 46th Annual Meeting, Session Chair, Richmond, VA, USA (January 2011 - April 2011).
Oxford University Press, Reviewer, Textbook (September 2009 - September 2010).
Reviewer, Journal Article (February 2010 - April 2010).
City and Society, Editor, Journal Editor (January 2008 - December 2009).
Community

Create Huntington, Board Member, Huntington, WV, USA (May 2012 - Present).

South Side Neighborhood Association, Board Member, Huntington, West Virginia, USA (December 2010 - December 2012).

Create Huntington Image and Attitude Community Team, Member, Huntington, West Virginia, USA (March 2010 - January 2011).

Planning Committee for the 3rd Annual Create West Virginia Conference, Member, Charleston, West Virginia, USA (March 2009 - October 2009).

3) 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 Memberships

Southern Anthrological Association, SAS, The Southern Anthropological Society is a professional organization of anthropologists who live and/or work in the South. Members are anthropologists in all four fields.. (February 2011 - Present).

American Anthrological Association, AAA. (November 1999 - Present).

Faculty Development Activities Attended


Workshop, "Advanced Service Learning", Marshall University, Huntington, WV, USA. (September 2012).


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

Awards and Honors

Quinlan Travel Grant, Marshall University, (March 2013).

Yeager Scholar Reassigned Time for Teaching, Marshall University Honors College, (September 2012).

Research Committee Summer Research Grant, Marshall University Faculty Senate, (May 2012).

Yeager Scholar Reassigned Time for Teaching, Marshall University Honors College, (September 2011).

Quinlan Travel Grant, Marshall University, (November 2010).

Research Committee Summer Research Grant, Marshall University Faculty Senate, (May 2010).

Quinlan Travel Grant, Marshall University, (November 2009).

Research Committee Summer Research Grant, Marshall University Faculty Senate, (May 2009).

College of Liberal Arts Faculty Development Grant, Marshall University, (October 2008).
Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Martin L. Laubach
Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 17, 2004

Status: Tenured

Highest Degree Earned: Ph D
Date Degree Received: 2002

Conferring Institution: Indiana University, Bloomington, IN

Area of Degree Specialization: Sociology

Professional Registration/Licensure:
Field of Registration/Licensure:
Agency:

Date Obtained, Expiration Date

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)

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

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1) **Scholarship/Research**

**Contracts, Grants and Sponsored Research**

- Laubach, M. L. (Principal), Grant, "Trends in American Neo-Paganism", Departmental grant, Marshall University, $450.00, Funded. (October 2012).

**Intellectual Contributions**


**Presentations**


Laubach, M. L. (Panelist), Oral Presentation, Fall Teaching Conference, Marshall University, Marshall University, "Undergraduate Research as an Instructional Methodology", Panel, Academic, Local, Invited. (August 18, 2010).


**Research Currently in Progress**


**Directed Student Learning and Research**

Stamper, A., Research, Master's Thesis Committee Chair, Sociology & Anthropology Department, "A Little Bird Told Me", In-Process. (2012 - Present).
Overmiller, K., Research, Master's Thesis Committee Chair, Sociology & Anthropology Department, "Jesus vs Foucault", In-Process. (2011 - Present).

McCoy, K., Research, Master's Thesis Committee Chair, Sociology & Anthropology Department, "Hosing as a Social Problem", In-Process. (2011 - Present).


Hudson, A., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "earing disorders", Completed. (January 2013 - August 2013).

Harless, A., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "earning disorders", Completed. (January 2013 - August 2013).

Grove, A., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "Physician Assisted Death", Completed. (January 2013 - May 2013).

Burton, B., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "HHF and the Hardcore Scene", Completed. (January 2013 - May 2013).

Graef, C., Jackson, F., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "drag culture", Completed. (January 2013 - May 2013).

Alleman, E., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "historic preservation of Keith Albee", Completed. (January 2013 - May 2013).

Cain, E., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Hari Krisna cult", Completed. (January 2013 - May 2013).

Brown, E., Massey, A., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "How well do ouy know your own religion", Completed. (January 2013 - May 2013).

Dennis, E., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "sexuality discrimination in the workplace", Completed. (January 2013 - May 2013).

White, E., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "unwed mothers", Completed. (January 2013 - May 2013).

Smith, G., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "sex and social status: personal elitism for having a sex life", Completed. (January 2013 - May 2013).

Hairston, J., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "socioeconomics & test scores", Completed. (January 2013 - May 2013).

Bailey, J., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "contemporary shamanism", Completed. (January 2013 - May 2013).

Shofidiya, K., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "difference between urban and suburban african american culture", Completed. (January 2013 - May 2013).

Henson, K., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "An Understanding into the Lives and Boys at a Japanese Host Club", Completed. (January 2013 - May 2013).

Howard, M., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "the culture of death", Completed. (January 2013 - May 2013).

Dillon, P., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "The Effects of Established Relationships on the Adoption Process", Completed. (January 2013 - May 2013).

Kling, R., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "remote sensing equipment", Completed. (January 2013 - May 2013).

Kaukereit, S., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "Marshall University Autism Accomodation", Completed. (January 2013 - May 2013).

Ball, T., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Rockin with the Flintstones", Completed. (January 2013 - May 2013).
Black, A., Vergenz, J., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "The effect of technology on social communication skills", Completed. (January 2012 - May 2012).

Thacker, A., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "19th Century burial practices in Cabell County", Completed. (January 2012 - May 2012).

Edwards, A., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "Who Cares", Completed. (January 2012 - May 2012).

Moore, A., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Gender Marketing and Online Gaming", Completed. (January 2012 - May 2012).

Crank, A., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Social group relations", Completed. (January 2012 - May 2012).

Cline, E., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "NAGPRA in West Virginia", Completed. (January 2012 - May 2012).

Lake, J., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Tapa tapestry from Oceana", Completed. (January 2012 - May 2012).

Etter, L., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Human Migration and effects on the Environment", Completed. (January 2012 - May 2012).

Kemp, L., Cox, K., Galvin, C., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "Implementing the Local Food Hub", Completed. (January 2012 - May 2012).

Skeens, M., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "Real Life in a virtual world", Completed. (January 2012 - May 2012).

Nettles, R., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "voting habits of low income families and individuals", Completed. (January 2012 - May 2012).

Santiago, S., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 492, 3 credit hours, "The construction of death", Completed. (January 2012 - May 2012).


Williams, A., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Pills for grades: a look at prescription drug use and abuse among college students", Completed. (January 2011 - May 2011).

Vance, B., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "West African Slavery in the Archaeological Record", Completed. (January 2011 - May 2011).

Brooks, E., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "More than place for coffee", Completed. (January 2011 - May 2011).

Barbery, E., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Narratives of Heritage in Fayette Co", Completed. (January 2011 - May 2011).

Hinchman, J., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "May i have your attention please", Completed. (January 2011 - May 2011).

Brogan, P., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "WHat Makes a Friday Night", Completed. (January 2011 - May 2011).

Twisdale, C., Research, Senior capstone research, Political Science Department, SOC, 475, 3 credit hours, "Political Parties & Media", Completed. (January 2010 - May 2010).

Robert, D., Research, Senior capstone research, Sociology & Anthropology Department, ANT, 492, 3 credit hours, "Archeological Survey", Completed. (January 2010 - May 2010).

Fain, E., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Folkway Normalization in Central Appalachia", Completed. (January 2010 - May 2010).

Ross, J., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Effects of De-industrialization on Huntington, West Virginia", Completed. (January 2010 - May 2010).
Sutherland, J., Research, Senior capstone research, Political Science Department, SOC, 475, 3 credit hours, "What conditions lead to the rise of extreme political parties?", Completed. (January 2010 - May 2010).

Ballou, K., Parker, C., Smith, C., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Drugs and Academics: The Retention Rate at Marshall University", Completed. (January 2010 - May 2010).

Derenberger, K., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "retaining non-traditional students in higher education", Completed. (January 2010 - May 2010).

Christian, M., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Survival Tactics of Nomadic Subcultures and Homeless Populations in the United States", Completed. (January 2010 - May 2010).


Holland, S., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "African versus African American attitudes towards socioeconomic reform", Completed. (January 2010 - May 2010).

Caplinger, S., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Sequins & Spray Tan", Completed. (January 2010 - May 2010).

Holmes, T., Research, Senior capstone research, Political Science Department, SOC, 475, 3 credit hours, "Demographic Predictors of College Students’ Attitudes Toward Homosexuality", Completed. (January 2010 - May 2010).

Wiley, T., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "What is the effect that the Internet has on human relationships?", Completed. (January 2010 - May 2010).

Burns, T., Research, Senior capstone research, Sociology & Anthropology Department, SOC, 475, 3 credit hours, "Wouldn't You Rather Buy it in Second Life: Why Second Lifers Spend Linden Dollars and What the People Behind Them have to Say About it", Completed. (January 2010 - May 2010).

2) Service

Department

Department Chair, Committee Chair, (May 2012 - Present).

Term Sociology Faculty, Committee Chair, (May 2012 - August 2012).

Acting Department Chair, Committee Chair, (May 2011 - May 2012).

Term Anthropology Faculty, Committee Member, (May 2011 - August 2011).

Term Sociology Faculty, Committee Chair, (May 2011 - August 2011).

Promotion and Tenure, Committee Member, (August 2010 - May 2011).

Undergraduate Curriculum Committee, Committee Chair, (August 2009 - May 2011).

Anthropology Faculty Search Committee, Committee Member, (September 2010 - March 2011).

Term Anthropology Faculty, Committee Member, (May 2010 - August 2010).

Term Sociology Faculty, Committee Chair, (May 2010 - August 2010).

Stratification Faculty Search Committee, Committee Member, (September 2009 - March 2010).

College

Undergraduate Research Conference, Faculty Mentor (2006 - Present).

Undergraduate Research Conference committee, Committee Member (2008 - 2011).

University

University Assessment Committee, Committee Member (September 2012 - Present).
Council of Chairs, Committee Member (September 2011 - Present).
General Education Council, Committee Member (September 2010 - Present).
FYS Review Committee, Committee Member (May 2013 - August 2013).
HLC Open Pathways Summer Workgroup, Committee Member (July 2012 - August 2012).
Faculty Senate, Committee Member (August 2006 - May 2012).
Research Committee, Committee Member (September 2008 - May 2011).
ePortfolio Committee, Committee Member (May 2010 - July 2010).
Core Foundations Ad Hoc Committee, Committee Member (September 2009 - December 2009).
Undergraduate Scholarship Initiative Committee, Committee Member (September 2008 - April 2009).
Core Foundations Ad Hoc Committee, Committee Member (June 2008 - August 2008).
Legislative Affairs Committee, Committee Member (August 2006 - May 2008).
Faculty Evaluation & Compensation Review Ad Hoc Committee, Committee Member (January 2006 - May 2008).

Professional

Social Forces, Reviewer, Ad Hoc Reviewer (2005 - Present).
Black Moon Archive, scan manuscripts, develop content analysis database (May 2013 - August 2013).

Community

Unitarian Fellowship of Huntington, Officer, Treasurer, Huntington, WV (January 2011 - May 2013).
Occupy Huntington Forum, Session Chair, Huntington, WV (October 19, 2011).

3) 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 Memberships


Faculty Development Activities Attended

Workshop, "Quality Matters", HEPC, Institute, WV. (April 26, 2013).
Conference Attendance, "iPED Conference", Marshall University, Huntington, WV. (August 17, 2010 - August 18, 2010).
Conference Attendance, "MU Fall Teaching Conference", Marshall University, Huntington, WV. (August 17, 2009 - August 18, 2009).

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

Awards and Honors

invitation to present research, Huntington Unitarian Fellowship, (January 2011).

invitation to present research, Charleston Unitarian Universalist Church, (August 2010).

invitation to present research, Huntington Unitarian Fellowship, (August 2010).
Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Anders Linde-Laursen
Start Date at Marshall as a Faculty Member: August 17, 2008
Status: Tenured
Rank: Professor

Highest Degree Earned: Ph.D. Date Degree Received: 1995
Conferring Institution: Lund University, Sweden
Area of Degree Specialization: Ethnology
Professional Registration/Licensure:
Field of Registration /Licensure:
Agency:
Date Obtained, Expiration Date

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)

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</table>

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

---

1) **Scholarship/Research**

2) **Service**

3) 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.

4) **Awards/honors** (including invitations to speak in your area of expertise) or special recognition.
Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name:     Dr. Tracie Nicole McKinney      Rank:              Instructor
Start Date at Marshall as a Faculty Member:  August 17, 2010
Status:   Non-Tenured
Highest Degree Earned:  Ph.D.       Date Degree Received:  2010
Conferring Institution:  Ohio State University
Area of Degree Specialization:  Anthropology
Field of Registration /Licensure:  
Agency:  
Date Obtained, Expiration Date  

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)

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<th>% Respon</th>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) Scholarship/Research
2) Service
3) 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.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Name: Dr. Frederick Roth  
Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 17, 2001

Status: Tenured

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

Conferring Institution: University of Connecticut

Area of Degree Specialization: Sociology

Professional Registration/Licensure:

Field of Registration/Licensure:

Agency:

Date Obtained, Expiration Date:

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)

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**NOTE:** Part-time adjunct faculty do not need to fill in the remainder of this document.
1) Scholarship/Research

Sabbatical (Fall, 2011): Spent in Cape Town, RSA and accredited by the Faculty of Public Law/Institute for Criminology at the University of Cape Town. Conducting interviews with judicial officials and observing proceedings, I spent 6 months researching three community courts established in Cape Town and designed to adjudicate misdemeanors and low-level offending. One was located in the downtown area and the other two were in the African “townships” of Mitchell’s Plain and Gugulethu.


The Curious Case of Cape Town’s Community Courts 2012 Annual meeting of the American Society of Criminology. Chaired the panel on Crime and Crime Control in Africa, November 14-17, 2012 (Chicago., IL)

Restorative Justice and the Problem of Community 2009 Annual meeting of the Academy of Criminal Justice Sciences. March 10-14, 2009 (Boston, MA)

2) Service

Discussant on a panel for the Student Environmental Action Coalition which considered the social, political, economic, and environmental consequences of a diminishing fresh water supply (Feb, 22, 2011)

Arranged for the principal speaker for a departmental colloquium: Dr. Jack Levin, the Irving and Betty Brudnick Professor of Sociology and Criminology, Northeastern University speaking on the topic, Hate and Violence- American Style (Mar. 14, 2011).

Taught a special section of SOC 200 designed to provide special assistance for and help retain low income, first generation college students (Fall/Spring, 2010).

Served on the Departmental Undergraduate Curriculum Committee (2009-2011)

Chaired a Departmental Search Committee (2009-2010)

Served on the Organizing Committee for the 2008, 2009 and 2010 COLA Undergraduate Research and Creativity Conference.

Academic Planning Committee (Faculty Senate Committee): served from 2005-2011; served as Recording Secretary for the Committee, 2009-2010

Served on the Institutional Review Board (IRB#2) from 2003-present which considers all university sponsored research that involves human subjects (MU Office of Research Integrity).

3) 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.

American Society of Criminology

G.O.W Mueller Distinguished Scholar Award Committee (2009-2010)

Attended annual meeting, Nov. 2012 (Chicago, IL) Chaired Panel on Crime and Crime Control in Africa

Academy of Criminal Justice Sciences

Attended annual meeting, Mar., 2009 (Boston, MA)

Served on a Panel on State-Sponsored Crime (Discussant). Bi-Annual Meeting of the XV World Congress of Criminology of the International Society of Criminology, Aug. 2008 (Barcelona, Spain)

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

Appendix II
Faculty Data Sheet
(Information for the period of this review)
May 15, 2008 - May 15, 2013

Name: Dr. Donna Sullivan
Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 17, 2005

Status: Tenured

Highest Degree Earned: Ph D Date Degree Received: 2004

Conferring Institution: University of Massachusetts Boston, John W. McCormack Graduate School of Policy Studies, Gerontology Institute, Boston, MA

Area of Degree Specialization: Social Gerontology, Social Policy

Professional Registration/Licensure:

Field of Registration /Licensure:

Agency:

Date Obtained, Expiration Date

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*)

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

1) Scholarship/Research

Presentations


Directed Student Learning and Research

Sparkman, R., Research, Master's Thesis Committee Chair, Sociology & Anthropology Department, "Social Factors in Susceptibility to Conspiratorial Thinking", In-Process. (January 2011 - Present).

McIlwain, A., Learning, Supervised Teaching Activity, Honors Department, SOC, 200, 2 credit hours, "Writing Intensive section on Intro to Soc CT", Completed. (August 2011 - December 2011).

Becka, R., Research, Master's Thesis Committee Chair, Sociology & Anthropology Department, SOC, 681, 6 credit hours, "Seasonal Lifestyles", In-Process. (August 2011 - September 2011).

Sparkman, R., Learning, Directed Individual/Independent Study, Sociology & Anthropology Department, SOC, 685, 3 credit hours, "Independent study exploratory readings for research", Completed. (June 2010 - August 2010).

2) Service

Department

Scholarship Committee, Committee Member, (January 2010 - Present).
Graduate Curriculum Committee, Committee Member, (August 2008 - Present).
AKD Sociology Honor Society, Faculty Advisor, (August 2010 - May 2011).

University
Faculty Senate, Committee Member.

University Functions Committee, Committee Member.

Community

WV State Social Science Fair, Judge, Charleston, WV, USA (April 2011).

3) 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.

Faculty Development Activities Attended

Workshop, "Advance Service Learning Course Workshop", MU Center for Teaching & Learning, Huntington, WV, USA. (November 2011).

Workshop, "Writing Across the Curriculum Fall Workshop", MU Center for Teaching & Learning, Cedar Lakes, Ripley, WV, USA. (October 14, 2011 - October 15, 2011).

Panelist/Presenter in Faculty Development workshop, "lped: Inquiring Pedagogies", MU Center for Teaching & Learning, Huntington, WV, USA. (August 2011).

Workshop, "Training for the new Blackboard 9", MU Online, Huntington, WV, USA. (April 2011).

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

Awards and Honors

Sarah Denman Faces of Appalachia Fellowship, Center for the Study of Ethnicity and Gender in Appalachia (CSEGA), (April 2011).

Mini-grant for travel, MU-Advance, (June 2010).


Finalist for Pickens-Queen Teachers Award, Pickens-Queen Marshall University, (May 2008).

Outstanding Teacher Award., College of Liberal Arts, (May 2008).
# Appendix IIa
## Teaching Assistant Data Sheet

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<td>Sp</td>
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Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught.
Appendix III

Students’ Entrance Abilities for Past Five Years of Graduates: Master of Arts in Sociology

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<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Mean GRE Analytical Writing</th>
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<td>3.72</td>
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<td>570 (n = 2)</td>
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<td>2009 – 10</td>
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<td>3.18</td>
<td>410 (n = 4)</td>
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<td>2.42</td>
<td>470 (n = 2)</td>
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<td>417.5 (n = 4)</td>
<td>455 (n = 4)</td>
<td>4.13 (n = 4)</td>
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## Appendix IV
Exit Abilities for Past Five Years of Graduates: Master of Arts in Sociology

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<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
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<td>3.66</td>
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# Appendix V
## Assessment Summary
### Marshall University
### Assessment of the Program’s Student Learning Outcomes
#### 5 year summary

**Component Area/Program/Discipline:** Sociology M.A.

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<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
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<td>1. Develop a professional and academic identity that reflects awareness of career and academic opportunities and ability to convey sociological concepts and knowledge in a format such as teaching a class or presenting at a conference</td>
<td>Research project</td>
<td>Capstone at SOC605 Capstone at SOC606</td>
<td>Capstone 100%</td>
<td>None needed</td>
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<td>1.a Produce documents or other artifacts on research topics or applications relevant to sociology</td>
<td>Portfolio, thesis or problem report</td>
<td>Advanced at thesis/problem report defense</td>
<td>Advanced 100%</td>
<td>None needed</td>
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<td>1.b. Make public presentations of material relevant to sociology</td>
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<td>Conference presentation</td>
<td>Advanced at thesis/problem report defense</td>
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<td>Capstone at SOC609</td>
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<td>1.d. Produce documents and make</td>
<td>Portfolio</td>
<td>Capstone at SOC609</td>
<td>Capstone 100%</td>
<td>None needed</td>
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</tbody>
</table>
presentations relevant to career aspirations (includes CVs, application documents, and metacognitive reflections on career)

<table>
<thead>
<tr>
<th>2. Pose and empirically answer questions about the functions, structures, and workings of a group, organization, or society.</th>
<th>Portfolio</th>
<th>Advanced at thesis/problem report defense</th>
<th>Advanced 100%</th>
<th>None needed</th>
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</thead>
<tbody>
<tr>
<td>2.1. Develop and implement a project plan for research, submit regular updates</td>
<td>Research project</td>
<td>Capstone at SOC605</td>
<td>Capstone 100%</td>
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<td>thesis or problem report</td>
<td>Advanced at thesis/problem report defense</td>
<td>Advanced 100%</td>
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<td>2.2 Develop and implement procedures to ensure ethical treatment of research subjects</td>
<td>Course project</td>
<td>Capstone at SOC605</td>
<td>Capstone 100%</td>
<td>None needed</td>
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<td>thesis or problem report</td>
<td>Advanced at thesis/problem report defense</td>
<td>Advanced 100%</td>
<td>None needed</td>
</tr>
<tr>
<td>3. Apply well established sociological explanations of attitudes and human social behavior.</td>
<td>Course project or paper</td>
<td>Capstone at SOC600</td>
<td>Capstone 100%</td>
<td>None needed</td>
</tr>
<tr>
<td>3.1 Produce documents applying theories to social phenomena</td>
<td>thesis or problem report</td>
<td>Advanced at thesis/problem report defense</td>
<td>Advanced 100%</td>
<td>None needed</td>
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</table>

The program revamped its objectives and procedures in January 2012 in conjunction with the Lumina Open Pathways project and implemented the new assessment procedures in the 2012-2013 academic year. These data reflect only one student completing the M.A. (advanced) and only 6 students in the SOC600 and SOC609 courses, and 2 students taking SOC606 for the “capstone” level. SOC605 was not taught during that year. While we received 100% on all of our objectives, we continue to refine and test the procedures.

Note that the “capstone” designation for the M.A. program is conceptually equivalent to a “milestone,” but since the objectives are consistent between the M.A. and B.A. programs, we are using a single rubric for both programs (attached below).
## Assessment Rubric for Sociology Program

<table>
<thead>
<tr>
<th>Class</th>
<th>Program Objective</th>
<th>Student</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
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<tbody>
<tr>
<td></td>
<td>1. Develop a professional and academic identity that reflects awareness of career and academic opportunities and ability to convey sociological concepts and knowledge in a format such as teaching a class or presenting at a conference</td>
<td>1. Produce documents or other artifacts on research topics or applications relevant to sociology</td>
<td>Student produces artifact on a limited aspect of a social phenomenon discussed within course drawing from research by professionals in relevant fields</td>
<td>Student produces artifact that explores a social phenomenon drawing from research by multiple professionals in relevant fields</td>
<td>Student produces artifact that applies existing theory to or explores a novel aspect of a social phenomenon drawing from own research placed properly within context of research by multiple professionals in relevant fields</td>
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<tr>
<td></td>
<td>2. Make public presentations of material relevant to sociology</td>
<td>Student makes classroom presentation from instance 1 artifact using predeveloped and rehearsed material</td>
<td>Student makes classroom presentation from instance 1 artifact and responds extemporaneously to questions</td>
<td>Student makes presentation from instance 1 capstone artifact outside of classroom and responds extemporaneously to questions</td>
<td>Student makes presentation from instance 1 masters level artifact outside of classroom and responds extemporaneously to questions</td>
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<tr>
<td></td>
<td>3. Teach sociologically relevant material to an undergraduate class</td>
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<td></td>
<td>Student teaches sociologically relevant material to an undergraduate class</td>
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<tr>
<td></td>
<td>4. Produce documents and make presentations relevant to career aspirations (includes CVs, application documents, and metacognitive reflections on career)</td>
<td>Student produces documents following basic format provided by faculty</td>
<td>Student produces documents reflecting individual interest and development within program</td>
<td>Student produces engaging documents reflecting individual creativity and attainment of BA level skills</td>
<td>Student produces engaging documents reflecting individual creativity and attainment of MA level skills</td>
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</tr>
<tr>
<td></td>
<td>2. Pose and empirically answer questions about the functions, structures, and</td>
<td>Student identifies and uses basic terminology and concepts of research methods</td>
<td>Student conducts limited research project under close faculty supervision and with other students</td>
<td>Student conducts limited research project under broad faculty supervision</td>
<td>Student conducts broad research project under limited faculty supervision</td>
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<tr>
<td></td>
<td>1. Develop and implement a project plan for research, submit regular updates</td>
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<tr>
<td>Workings of a group, organization, or society.</td>
<td>2. Develop and implement procedures to ensure ethical treatment of research subjects</td>
<td>Student identifies and uses basic terminology and concepts of ethical treatment of research subjects</td>
<td>Student develops plans and writes documents for IRB oversight of research project using human subjects under close faculty supervision</td>
<td>Student submits IRB oversight documents and implements plan for research using human subjects under close faculty supervision</td>
<td>Student submits IRB oversight documents and implements plan for research using human subjects under limited faculty supervision</td>
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<tr>
<td>3. Apply well established sociological explanations of attitudes and human social behavior.</td>
<td>1. Produce documents applying theories to social phenomena</td>
<td>Student identifies and uses basic terminology and concepts of social theories</td>
<td>Student applies theories to social phenomena under close direction of faculty</td>
<td>Student select, develop, and test theories using social data developed under close faculty supervision</td>
<td>Student select, develop, and test theories using social data developed under limited faculty supervision</td>
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# Appendix VI

## Program Course Enrollment

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective/Service</th>
<th>Delivery Method</th>
<th>Location</th>
<th>Year 1 2008-2009</th>
<th>Year 2 2009-2010</th>
<th>Year 3 2010-2011</th>
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<tr>
<td>SOC582</td>
<td>SpTp: Transnational Activism</td>
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<td>SOC582</td>
<td>SpTp: Ethnicity/Black Atlantic</td>
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<td>SOC583</td>
<td>SpTp: Environmental Sociology</td>
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<td>SOC583</td>
<td>SpTp: Postindustrial City</td>
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<td>SOC583</td>
<td>SpTp: Science &amp; Knowledge Tech</td>
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<td>SOC584</td>
<td>SpTp: Globalization</td>
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<td>SOC584</td>
<td>SpTp: National Identity</td>
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</table>
It should be noted that 500 level courses are generally taught in conjunction with a 400 level course.
Indicate all program and service courses. 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. Please use the following codes:

**Required/Elective:** Required = R; Elective = E; Service = S (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course.

**Delivery Method:** Traditional = Td, Online = O, Hybrid = H

**Location:** Huntington, South Charleston, Point Pleasant, etc.
### Appendix VII

**Program Enrollment: Master of Arts in Sociology**

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2008-2009</th>
<th>Year 2 2009-2010</th>
<th>Year 3 2010-2011</th>
<th>Year 4 2011-2012</th>
<th>Year 5 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled: MA in Sociology</td>
<td>13</td>
<td>15</td>
<td>19</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>No Area of Emphasis</td>
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<tr>
<td>Principal Majors Enrolled: MA in Sociology</td>
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<td></td>
<td></td>
<td>3</td>
<td>1</td>
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<tr>
<td>Anthropology</td>
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<tr>
<td>Principal Majors Enrolled: MA in Sociology</td>
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<tr>
<td>Women's Studies</td>
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<tr>
<td>Second Majors Enrolled</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Minors</td>
<td>3</td>
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<tr>
<td>Total of Students enrolled in the Program</td>
<td>17</td>
<td>15</td>
<td>19</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Graduates of the Program</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: Master of Arts in Sociology
Appendix VIIa
Program Enrollment: Master of Arts in Sociology

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2008-2009</th>
<th>Year 2 2009-2010</th>
<th>Year 3 2010-2011</th>
<th>Year 4 2011-2012</th>
<th>Year 5 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled: MA in Sociology No Area of Emphasis</td>
<td>13</td>
<td>15</td>
<td>19</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Principal Majors Enrolled: MA in Sociology Anthropology</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Principal Majors Enrolled: MA in Sociology Women's Studies</td>
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<tr>
<td>Second Majors Enrolled</td>
<td>1</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total of Students enrolled in the Program</td>
<td>17</td>
<td>15</td>
<td>19</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Students Active but Not Enrolled</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Discrepancy with BERT*</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
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<tr>
<td>total students</td>
<td>21</td>
<td>24</td>
<td>22</td>
<td>22</td>
<td>18</td>
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<tr>
<td>Graduates of the Program</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

These data were developed by counting the students enrolled and graduated from 2008-2012 using BERT. Students who are counted as active but not enrolled had finished course work and were working on their thesis or problem report. * We theorize that the discrepancy may be students enrolled in the Spring semester but not the Fall semester.
Figure 2. Adjusted Totals of Students in Program
Masters of Arts in Sociology
Appendix VIII
Job and Graduate School Placement Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 09</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td>2009 – 10</td>
<td>1</td>
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<td>3</td>
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<td>2010 – 11</td>
<td>1</td>
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<td>2011 – 12</td>
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<td>1</td>
<td>3</td>
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<tr>
<td>2012 – 13</td>
<td>4</td>
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<td>0</td>
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<tr>
<td>Five –Year Total</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>7</td>
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Appendix IX
Assessment Letters: Sociology - MA

Office of Assessment & Program Review

August 5, 2013

Dr. Marty Laubach, Chair
Sociology and Anthropology
College of Liberal Arts

Dear Marty:

The Graduate Council reviewers and I have completed our evaluations of the MA in Sociology’s assessment of student learning for academic year 2012 – 2013, as submitted in the Open Pathways Project report last updated in May 2013. This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from reviewers. Please note that the reviewers’ comments are based on the reports you submitted in February 2013, so may not be appropriate for your final report.

Your program’s learning outcomes are appropriate to your discipline and address higher levels of thinking/learning. Your assessment plan shows that you are using valid assessment measures that are integrated throughout your curriculum. I realize that, with small graduate programs, it will take time to accumulate meaningful assessment results.

During the academic year 2013 – 2014, programs will continue to report assessment results and plan actions using the online reporting form used last year. These reports will be due at the end of the academic year. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President
Assessment and Quality Initiatives

C: Dr. R. B. Bookwalter, Interim Dean, COLA
Dr. Marty Leubach, Chair  
Sociology  
College of Liberal Arts  

Dear Marty,

This letter will document that the Office of Assessment did not receive an annual assessment report for the MA in Sociology for the academic year 2010 – 2011 (report was due to your Dean on December 1, 2011 and to the Office of Assessment on December 15, 2011). However, I understand that the reason for this is that you are in the process of redesigning your assessment plan and I appreciate the progress you have made on this project.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project’s steering committee will provide more feedback regarding next steps in that project at summer’s end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds  

Mary E. Reynolds  
Director of Academic Assessment  

C: Dr. David Pittenger, Dean, COLA
Office of Assessment & Program Review

June 8, 2011

Dr. Anders Linde-Laursen, Chair
Sociology/Anthropology
COLA

Dear Anders:

The Graduate Council and I have completed our evaluation of the MA in Sociology's assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

You've done a commendable job of putting together an assessment plan that takes into consideration the competencies graduate students should have. It is obvious that you've put a good deal of thought into the best assessment measures to use to determine whether or not your students are achieving the outcomes you've set for them. I especially like the portfolio assessment you propose and think it's a good idea to supplement these direct measures with survey data. Planned assessments such as reviewing and criticizing work in scholarly journals, writing papers based on their own research, and submitting these papers for presentation and publication also are excellent assessment tools. Where I suggest you work now is to develop analytic rubrics for these scholarly reviews and research reports. An analysis completed using these rubrics will provide more in-depth data that should help to show strengths and weaknesses in student learning.

Graduate Council reviewers provided detailed comments on the rubric sent to the department in April. I believe these comments will be helpful to you as you continue to refine your assessment program, so ask you to carefully consider them.

During the academic year 2011-2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C. Dr. David Pittenger, Dean, COLA
Office of Assessment & Program Review

April 5, 2010

Dr. Anders Linde-Laursen, Chair
Sociology/Anthropology
COLA

Dear Anders:

I have completed my evaluation of the MA in Sociology’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Although you have a nice beginning rationale for your plan and articulated program goals, I did not see learning outcomes for the graduate program, only for the undergraduate program. Please let me know if I can be of assistance as you continue to develop this plan.

Please see the attached rubric. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. David Pittenger, Dean, COLA
Office of Assessment & Program Review

April 5, 2010

Dr. Anders Linde-Laursen, Chair
Sociology/Anthropology
COLA

Dear Anders:

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Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. David Pittenger, Dean, COLA