

ASSESSMENT REPORT 2007-08

Department of Social and Behavioral Sciences

November 2008

Assessment reports are included for the instructional programs listed below:

Instructional Degree Program

Program Name
Master of Arts in Public Affairs / Applied Sociology

Degree Information

Level Major/minor
M.A. Sociology

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(Assessment Coordinator)

I. Mission Statements.

A. Institutional Mission:

New Mexico Highlands is a comprehensive state institution offering programs in liberal arts, sciences, and professional disciplines. The University is committed to excellence in teaching, discovering, preserving and applying knowledge and is responsive to new opportunities for teaching, learning, research and public service created by a changing environment.

Acknowledging its commitment to the individual student, New Mexico Highlands University provides personal attention to undergraduates and graduates. Dedicated faculty and staff readily interact with students, supporting both academic and extracurricular activities. The University brings together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds. A sensitive admissions policy offers every student educational opportunities, and challenging academic programs create and promote an environment in which all students are encouraged to reach their full potential. The University recognizes its special obligation to undergraduate education and to the preparation of undergraduates for advanced degrees or challenging professional careers.

New Mexico Highlands University is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures that is distinctive of the State of New Mexico. The University clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identities. By

reinforcing cultural identity and encouraging the use of these assets, the University seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society. The University recognizes the increasing importance of the Spanish language in the global community and takes advantage of its environment, location and student population to promote the development of interdisciplinary programs involving the Hispanic world. The University encourages international education, the international exchange of students and scholars, and access to global communications.

New Mexico Highlands University's larger obligation is to a society in which all groups participate on an equitable and mutually rewarding basis. The University celebrates diversity in its student and faculty community and promotes an environment in which personal respect, tolerance, and understanding are valued by all. The University aspires to develop broadly literate citizens and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. In essence, through educational excellence and a dedication to society's needs, the University is committed to the cultivation and enrichment of the human mind and spirit.

B. Program Goals

Public Affairs Program Mission Statement:

The Master of Arts in Public Affairs is an interdisciplinary program in the Social Sciences that provides academic training for careers in public and private organizations, both nationally and internationally. The multidisciplinary core curriculum includes courses in political theory, social theory and historical thought, human culture and economic theory. These courses foster a comprehensive understanding of the social and cultural environment of public and private organizational policy design and implementation. The program prepares students for professional positions in managerial and leadership roles in government agencies, consulting firms, human services, public-interest organizations and businesses significantly affected by public policies, as well as train for entry level doctoral studies.

Public Affairs Program – Applied Sociology Concentration (Support of the Mission Statement):

Our program's Applied Sociology Concentration is linked to NMHU's mission statement through its recognition and incorporation of the social circumstances of the region. The program provides students with the critical skills to evaluate the social positions they and others occupy. That is accomplished by providing them with the theoretical tools to examine and understand social systems and the issues of race/ethnicity, social class, and gender within those systems. As a result, the students will be prepared for future

successful Ph.D. studies and employment in related fields, as well as being critical thinking citizens.

II. Program Student Outcomes:

1. That students exhibit an understanding and appreciation of a multidisciplinary approach in relation to the work they eventually do and the social environment in which they live.
2. That students exhibit reading and writing skills that will benefit them as teachers in secondary schools and community colleges and also benefit them in Ph. D. programs.
3. That students exhibit critical thinking and research skills that will benefit them as teachers in secondary schools and community colleges as well as research related employment and Ph. D. programs. Specifically, students should demonstrate an understanding of and ability to use qualitative and quantitative sociological research methods of data collection and analysis. They should demonstrate the ability to interpret social scientific research as well as the ability to conduct sociological research through the appropriate application of data collection methods and data analysis techniques.
4. That students demonstrate an understanding of sociology and its contribution to understanding society and human behavior through their familiarity with the theoretical and substantive literature. The students should demonstrate:
 - the ability to compare and contrast theoretical perspectives within sociology and understand their application to society.
 - a theoretical understanding of the impact of race/ethnicity, social class, and gender on the life experiences, changes, and opportunities of people in society.

III. Means of assessing student outcomes.

Outcome #1

First Means of Assessment:

Assessed through the successful completion of the *Interdisciplinary Core* requirements (students choose 12-15 credits from the following):

- Anthropology 651—Seminar: Concepts of Human Culture (3)
- History 615—Contemporary Historical Thought (3)
- Political Science 563—Political Economy (3)
- Political Science 654—Seminar: The State (3)
- Sociology 539—Classical Sociological Theories (3)

Assessment data will be in the form of the final grades students earn in each of the above courses. This information will be kept and updated as needed by each student's advisor. The information will be given to the graduate coordinator at the end of each semester. At the end of each year the graduate coordinator will compile and assess the data. Grade averages (of all students) of A and B will be considered successful, grade averages of C will be considered acceptable. Any grade average of D or below will be viewed as unsuccessful. While the use of final grades can be problematic for assessment purposes, they are the most practical measure for this particular outcome.

Data Results:

Three students completed Sociology 539—Classical Sociological Theories two received an “A” and one received a “B”. Two students completed Political Science 563 and both received As. Seven students completed Anthropology 651 during the 07-08 period, with four student earning an “A”; two Bs and one students earning a “S”. The grades indicate that the students were successful in completing courses in our programs’ interdisciplinary core.

Table 1: Interdisciplinary Core

	A		B		S		TOTAL
	<i>Mid</i>	<i>Final</i>	<i>Mid</i>	<i>Final</i>	<i>Mid</i>	<i>Final</i>	
Anth 651 concepts	5	4	2	2		1	7
Hist 615 Cont Hist Thought	1	2	1				2
PoliSci 563 Pol Econ	2	2					2
PoliSci 654 State		0					0
TOTAL		8					11

Use of Results:

Based on this information, no changes are necessary at this time regarding the Interdisciplinary Core requirement of our program. All results have and will be discussed at a program faculty meeting with necessary adjustments being considered.

Second Means of Assessment:

Assessed through the successful completion of papers and/or exams in the following required courses for Applied Sociology. The assessment for the courses will be as follows:

- Soc 539—Classical Sociological Theories—Assessment based on midterm and final exams.
- Soc 630—Research Methods in Sociology—Assessment based on the successful completion of a research proposal.

- Soc 639—Contemporary Sociological Theories—Assessment based on midterm and final exams.
- Soc 530 or Psych 601 Statistical Analysis Assessment based on midterm and final exams.

Assessment data will be in the form of the final grades students earn in each of the above courses. This information will be kept and updated as needed by each student's advisor. The information will be given to the graduate coordinator at the end of each semester. At the end of each year the graduate coordinator will compile and assess the data. Grade averages (of all students) of A and B will be considered successful, grade averages of C will be considered acceptable. Any grade average of D or below will be viewed as unsuccessful. While the use of final grades can be problematic for assessment purposes, they are the most practical measure for this particular outcome.

Data Results:

One student received an “A”; one a “B” and one student in our program received an “I” for Sociology 539—Classical Sociological Theories, receiving one “B,” and two As at midterm. These grades indicate that the students adequately grasped the content of this course, a course central to the discipline of Sociology.

Four students completed Sociology 630—Research Methods with three receiving an “A”. and one receiving a B. At midterm only one student received a “B” and the rest “A”s. Three students also completed Sociology 639—Contemporary Sociological Theories with two students receiving “Bs” at midterm and one “B” at the final end of the term, the other student received “A”s at midterms. These grades indicate that the students adequately grasped the content of this course, a course central to the discipline of Sociology.(see table 2)

Three students completed psych 601 with As at finals and one audited the course. At midterms three students taking the course for a grade received Bs. These grades indicate that the students adequately grasped the content of this course, a course central to the discipline of Sociology.(see table 2)

Regarding Sociology 699—Thesis, five students are in the middle of writing their thesis proposals. The proposal drafts that have been examined indicate good critical thinking and research skills. The students are too early in the process to conduct a complete review of their skills regarding their theses.

Table 2: Core Classes

Use of Results:

This information will be kept and updated as needed by each student's advisor. The information will be given to the graduate coordinator at the end of each semester. At the end of each year the graduate coordinator will compile and assess the data. Grade averages (of all students) of A and B will be considered successful, grade averages of C will be considered acceptable. Any grade average of D or below will be viewed as unsuccessful. (See Attached – Methods of Evaluation for Papers and/or Exams.) Based on this information, no changes are necessary at this time regarding Sociology Core requirements in our program. All results have and will be discussed at a program faculty meeting with necessary adjustments being considered.

Third Means of Assessment:

Assessed through the successful completion of papers and/or exams in the following *electives courses for Applied Sociology*. The assessment for the courses will be as follows:

- Soc 512—Social Stratification—Assessment based on midterm and final exams.
- Soc 527—Criminology—Assessment based on the successful completion of a research proposal.
- Soc 593—Race and Ethnic Relations—Assessment based on midterm and final exams.
- Soc 690-692 Independent Research/Study—Assessment based on midterm and final exams.
- CJS 509 Domestic and Sexual Violence—Assessment based on midterm and final exams.

	A		B		AUDIT		I	TOTAL
	Mid	Final	Mid	Final	Mid	Final	Final	
Soc 539 classical theory	2	1	1	1			1	3
Soc 630 research methods	3	3	1	1				4
Soc 639 contemporary theory	1	1	2	1			1	3
Soc 530 or psyc601 stats		3	3		1	1		4
Thesis 699		3						3
Thesis 699		3						3
TOTAL		13		2			1	20

- PoliSci 614 Seminar—Assessment based on midterm and final exams.

Data Results:

Five student in our program received an A for Criminal Justice 509—Domestic and Sexual Violence. These grades indicate that the students adequately grasped the content of this course, a course central to the discipline of Sociology.

Two students completed Sociology 512—Social Stratification receiving an “A”s at the end of the semester and one receiving a “B” at midterm while the other received an “A”..

Four students also completed Sociology 527—Criminology all four students received “A”s at midterms and at the end of the semester. . These grades indicate that the students adequately grasped the content of this course, a course central to the discipline of Sociology.

One student completed Soc 593 Race and Ethnic Relations receiving an A as the final grade, a “” at midterm.

Two students received an A in independent research/study.

Two students completed PoliSci 614: Seminar in Public Policy, both received an as their final grade.

Table 3: Electives

	A		B		I	C		I	
	Mid	Final	Mid	Final	Mid	Final	Final	TOTAL	
CJS 509 Domestic Viol	n/a	5						5	
Soc 512 Strat	1	2	1					2	
Soc 527 Crim	4	4						4	
Soc 593	n/a	1						1	
Soc 690 Indep St	1	1						1	
PoliSci 614 Seminar	N/A	2						2	
Soc 692 Indep Rsch	1	1						1	
TOTAL		16						15	

Green Highlights indicate spring classes

This information will be kept and updated as needed by each student's advisor. The information will be given to the graduate coordinator at the end of each semester. At the end of each year the graduate coordinator will compile and assess the data. Grade averages (of all students) of A and B will be considered successful, grade averages of C will be considered acceptable. Any grade average of D or below will be viewed as unsuccessful. (See Attached – Methods of Evaluation for Papers and/or Exams.). Based on this information, no changes are necessary at this time regarding Sociology Core requirements in our program. All results have and will be discussed at a program faculty meeting with necessary adjustments being considered.

Outcome #2

First Means of Assessment:

Qualitative student assessment of the courses taken in the program—The data will come from a student evaluation form given to students by their advisors at the end of each year in the program. This evaluation form was created specifically for advisor review specifically for the purposes of outcomes assessment. Repeating the evaluations will allow us to determine if students' understandings increase with time, as they should. Successful performance will be concluded from positive qualitative responses.

Second Means of Assessment:

Assessment through Alumni success after completion of the program. A questionnaire composed of both qualitative and quantitative questions will be sent to the Alumni of the program in order to determine whether the skills they acquired through the program are beneficial in their new educational or employment endeavors.

Data Results:

This is a relatively new concentration, four students have completed and defended their thesis, successfully graduating with a Master of Arts in Public Affairs / Applied Sociology. And the Alumni surveys will be sent out in spring 2009 for assessment

Third Means of Assessment:

Assessment based on Progress Reports from the advisor of each graduate student (See Attached – Student Progress Report from Advisor). This evaluation form was designed specifically for the purposes of outcomes assessment. The forms will be given to advisors at the end of each year. Repeating the evaluations will allow us to determine if students' skills are improving over time, as they should. Successful performance will be concluded from positive qualitative responses and averages of greater than 50% for quantitative responses.

Data Results:

The Graduate Coordinator reports that of the seven students in our program during 2007-2008, one was active for only one-half of the year, due to illness. All students have since completed their coursework and are currently working on their thesis or thesis proposals. We have seen improvement or continued good work in all seven student's coursework,

reading comprehension, writing, research capabilities, and understanding of Sociology. One student has since transferred out of the program. Four are scheduled to finish by May/June 2009.

Use of Results:

Three of the students discussed above need continued work on writing at a graduate level. All students are currently being assisted by their faculty thesis advisor, and by the University Writing Center.

Fourth Means of Assessment

Assessment through the successful presentation of the thesis or professional papers. The data will be qualitative and come from the members of the student's thesis/professional papers committee. Successful performance will be based on presentation at a national conference where students may demonstrated understanding of sociological theoretical principles and concepts in her/his thesis/papers.

The sociology program has been motivating students to present their research at various conferences. This is not a requirement but one that is highly valued and supported. A club formed out of a graduate course to foster presentation opportunities, The Association for Sociology. All graduate students are highly encouraged to join and present.

Data Results

All five students joined the club and became officers. Fund raising activities were vibrant and the students raised enough money to attend the Pacific Sociological Association's annual meeting One student presented her academic paper at the April 2008 conference of the Pacific Sociological Association in Portland Oregon. Five presented their work at the annual Western Social Science Conference in April 2008 in Denver, Colorado. Each student is using the work from the advanced methods course to complete an adequate research proposal. The results of this course indicate an adequate understanding of qualitative and quantitative research methods, the research process, and an adequate ability to interpret qualitative and quantitative data.

Fifth Means of Assessment:

Assessment through the successful completion of the thesis or professional papers. The data will be qualitative and come from the members of the student's thesis/professional papers committee. Successful performance will be based on positive comments regarding a student's demonstrated understanding of sociological theoretical principles and concepts in her/his thesis/papers in addition to the student receiving a pass.

- Soc 699—Thesis (6 credits) or completion of two professional papers and six additional hours of coursework.

Data Results:

Five students are nearing the end of writing their thesis, one has finished her proposal and one is just beginning her proposal. The thesis drafts that have been examined indicate good critical thinking and research skills. The proposal students are too early in the process to conduct a complete review of their skills regarding thesis work. One student has since left our program.

Use of Results:

Based on the above information, we have proposed offering a one credit thesis writing course to help students better prepare for the proposal defense and thesis completion. The thesis process for all students will be assessed over the next year to see if any other adjustments are needed in terms of successful thesis completion. All results have and will be discussed at a program faculty meeting with necessary adjustments being considered.

Sixth Means of Assessment:

Assessment through the completion of surveys regarding the satisfaction with the program. The data is quantitative and is presented in Appendix B. We devised this survey for outcomes assessment purposes and have distributed it with varying success. At present three graduate students completed and returned the survey. Others have indicated that they are in the process of returning the survey and these results will be added to this report once updated.

Data Results:

Three students expressed overall satisfaction with the program with high degrees of satisfaction with advisors. (see appendix)

Use of Results.

The results of this survey indicate an adequate level of satisfaction with the program. We are discussing different strategies to enhance response rates, increase stipends and get more involved in different students work.

IV. Additional Factors to be Considered in Assessing Our Program:

While our program is still short one full-time faculty member (we should have three full-time faculty members in Sociology, we have added a criminal justice professor). Despite the faculty shortage and the turnover, we have strengthened our program with a new concentration in Applied Sociology (beginning with the 2000-01 academic year). We are moving to strengthen our program more so by separating our MA from Public Affairs and created a stand alone Masters degree in sociology. This change, along with the development of a stronger Sociology core (identical to most MA Sociology program core requirements around the country), will lead to an increase in graduate enrollment. We had three new students enrolled in fall 2007. These new enrollments have helped to validate the changes we have made to our program.

VI. Use of all data results:

The means of assessment used in this plan indicate that our students are succeeding in relation to the program goals and intended student outcomes. Additional changes are being considered, we are moving to create a Sociology Masters program that will stand on its own rather being part of a public affairs degree. However, the plan and results will be continually reviewed in conjunction with University goals, program goals and assessment measures. The plan and results will be shared with students, advisors,

Sociology faculty, as well as the Department of Social and Behavioral Sciences in order to determine whether changes to the program are necessary.

Advisor Assessment of Student Progress

Advisor: _____

Date: _____

Student Name: _____

Year in Program: _____

(Names are used only for the purposes of evaluating progress from one year to the next.)

Courses taken during the academic year:

Grade:

Please comment on the student in relation to each of the following statements.

1. The student exhibits an understanding and appreciation of a multidisciplinary approach in relation to the social environment in which s/he lives.

The student has made noticeable improvements in this area since beginning the program.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

2. The student exhibits professional reading and writing skills appropriate for the graduate level.

The student has made noticeable improvements in this area since beginning the program.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

3. The student demonstrates critical thinking and research skills related to qualitative and quantitative research methods appropriate for the graduate level.

The student has made noticeable improvements in this area since the beginning of the program.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

4. The student demonstrates an understanding of sociology through her/his understanding of the theoretical and substantive literature.

The student has made noticeable improvements in this area since beginning the program.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Comments and/or clarification:

Student Evaluation of Program

Year in Program: _____ Date: _____

Name or ID: _____

(This information is used only for the purposes of comparing evaluations from one year to the next.)

Courses taken during the academic year:

Please circle the most appropriate response for each of the following statements.

1. The courses I have completed in the interdisciplinary core for the Public Affairs program have improved my understanding of the social environment in which I live.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Comments:

2. The courses I have completed in the Public Affairs program have improved my reading and writing skills.

Strongly Agree Agree No Opinion Disagree Strongly Agree

Comments:

3. The courses I have completed in research methods and data analysis have improved my critical thinking and research skills in relation to qualitative and quantitative research methods.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Comments:

4. The theory courses and thesis/professional papers have increased my familiarity with the theoretical literature as well as the literature related to pertinent topics relevant in today's society.

Strongly Agree Agree No Opinion Disagree Strongly Disagree

Comments:

Other comments not covered above:

Appendix A

Methods of Evaluation for Papers and/or Exams

The following describes the methods that will be used to evaluate papers and/or exams.

Soc 530 Data Analysis – Students will be required to write a comprehensive exam that will allow them to demonstrate their ability to understand and apply quantitative and qualitative methods of analyzing data in sociology. The exam will cover both hand written analysis and computer-assisted analysis.

Soc 539 Classical Theory – Essay exams will be given at mid-term and at the end of the term to assess comprehension of the sociological theorists/theories examined. In the exams, the students must demonstrate comprehension of the major ideas discussed and demonstrate an ability to critically assess the theorists/theories under discussion. The content of course reading assignments and lecture/discussions should be reflected in all answers.

Soc 630 Research Methods in Soc – Students will be required to complete a research proposal. In the proposal they must illustrate their ability to create a research plan, summarize relevant theoretical and substantive literature and take ethical issues into account. The research plan must be logical and do-able for a master's level student.

Soc 639 Contemporary Soc Theories – Essay exams are given at mid-term and at the end of the term to assess comprehension of the sociological theorists/theories examined. In the exams, the students must demonstrate comprehension of the major ideas discussed and demonstrate an ability to critically assess the theorists/theories under discussion. The content of course reading assignments and lecture/discussions should be reflected in all answers.

Soc 699 Thesis or two publishable papers – Students will be required to complete a thesis or papers that meet the requirements of the Master of Arts in Public Affairs and Graduate Studies. The thesis/papers must illustrate the student's familiarity with the relevant theoretical and substantive literature, sociological research methods and data analysis techniques, and ethical issues. The thesis/papers must also demonstrate the student's ability to write effectively and think critically. As part of this process, students will also be required to orally defend their work. The purpose of the defense is to evaluate the student's ability to formally present her/his work as well as her/his ability to respond effectively to questions related to that work.

Student Evaluation

Professor's Name –

Class:

Semester:

Number of Students

- 1. Please indicate the things which you like best and find helpful about this course.**
- 2. Please indicate changes in the course, which you feel, might make the course a better one.** I think this
- 3. Please feel free to add any comments you might want to make.**

Graduate Survey- Program Evaluation

Please answer the following questions to the best of your knowledge.

1. Please check which program you are part of
 Sociology (Law and Society option)
 Sociology (Community and Applied Sociology)
 2. Have you graduated from the program? Yes No
If yes what are your future plans?
 PhD program in sociology (other _____)
 Different MA program _____ (specify the discipline)
 professional position suing my degree _____ (specify)
 Other _____

If no: Are you still working on your degree? Yes No _____

 - 2a. If you answered **yes to #2**, in what year did you complete your degree?

 - 2b. If you answered **yes to #2**, how many years did it take to complete your degree? _____
 - 2c. If you answered **yes to #2**, were you able to complete the program while at the University?
 Yes No _____

2ci. If you answered **no to #2** are you still in the process of finishing your degree? _____
How many years have you been participating in the program? _____
Are you working on your degree while at the University? Yes No _____
(i.e. have you moved from the area?)
If you answer NO what considerations led you to leave the University while still completing your thesis work?

If you have not finished your degree but are no longer at the University what considerations led you to leave the University while still completing your thesis work?

How many years have you been away from the University?

3. If you have not graduated from the program have you completed your coursework? _____ Yes _____ No _____
- 3b. If you have not finished your degree but are no longer at the University do you intend to finish? _____ Yes _____ No _____
4. If you have not completed the program please indicate how many semesters you have been enrolled as a student in the program _____

Please answer the following questions to the best of your knowledge.

1. My program gives/gave me a clear, annual assessment of

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. My progress towards obtaining my Master's degree.					
b. My thesis proposal design.					
c. My research design.					
My overall thesis research.					

Comments:

2. A group of faculty members is/was keeping track of my research progress and will help/ed to determine when I have accomplished enough work for my MA degree.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

3. My advisor is/was keeping track of my research progress and will help/ed to determine when I have accomplished enough work for my MA degree.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

4. There is/was a supportive student community in my program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

5. My advisor helps/ed adequately with my progress towards a degree.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

6. Graduate students in my program are/were treated with respect.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

7. Graduate students in my program are/were involved in decisions relevant to their education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

8. My program actively recruits/ed talented students from underrepresented groups.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

9. My program provides/ed an environment in which members of underrepresented groups feel comfortable and supported.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

10. I have/had enough time and freedom to pursue interests and activities relevant to my academic program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

11. My program's curriculum is/was broad enough to meet my needs and prepare me for my career of choice.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

12. My program actively encourages/ed students to explore a broad range of career options.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

13. My program encourages/ed students to broaden their education through non-required activities such as coursework outside of the department, internships, and workshops.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

14. My program does/did a good job of preparing students for academic careers

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

15. Teaching assistants in my program are/were appropriately prepared and trained before entering the classroom.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

16. Teaching assistants in my program are/were appropriately supervised to help improve their teaching skills.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

17. Graduate student needs and interests are/were given appropriate consideration for determining which courses students in my program teach.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

18. Graduate student are/were given appropriate guidance in determining which courses students in my program must take.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

19. The teaching experience available through my program is/was adequate preparation for an academic/teaching career.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

20. Graduate students in my program receive/ed training in professional ethics and professorial responsibilities via coursework or seminars.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

21. Graduate students in my program receive/ed proper training to prepare their thesis proposal via coursework or seminars.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

22. Graduate students in my program receive/ed proper training to conduct and complete their thesis via coursework or seminars.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

23. Graduate students in my program receive/ed training in professional skills such as public speaking, grant writing, and working in teams.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

24. Graduate students in my program receive/ed sufficient resources such as office space, computer access, office equipment, and supplies.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

25. Graduate students in my program receive/ed effective career guidance and planning services for:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This program					
PhD programs					
Careers outside of academia					

Comments:

26. Graduate students in my program receive/ed effective placement assistance and job search support for positions in academia:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

27. I receive sufficient financial support to maintain/ed an acceptable standard of living

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

28. Insufficient funding slows/ed my progress towards a degree

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

29. Overall, I am/was satisfied with the **courses** in my program

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

30. Overall, I am/was satisfied with my **advisor**.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

31. Overall, I am/was satisfied with my **program**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

32. Overall, students in my program seem/ed satisfied with the program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

33. Overall, I would recommend my program to prospective students

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments:

Any Additional comments:

Appendix B

Results: Graduate Survey- Program Evaluation

1. My program gives/gave me a clear, annual assessment of

	Strongly Agree	Agree	Neutral	Disagree
a. My progress towards obtaining my Master's degree.	1	1	1	
b. My thesis proposal design.	1	1		1
c. My research design.	1	1		1
My overall thesis research.	1	1	1	

Comments: Person 1: I wish I had a more clearer understanding and direction

Person 2: Although I have not completed my thesis, Dr. Derkas has been most helpful in assisting me along with encouraging me to complete the program.

2. A group of faculty members is/was keeping track of my research progress and will help/ed to determine when I have accomplished enough work for my MA degree.

Strongly Agree	Agree	Neutral
1	1	1

Comments: Person 1: Wish I had more positive influence and support from other faculty members.

I feel like no one believes in me, my work and get very little credit of the hard work and effort that I've put in my thesis over these past years. Some faculty members refuse to support you in other things you desire or ask of them to further your career

3. My advisor is/was keeping track of my research progress and will help/ed to determine when I have accomplished enough work for my MA degree.

Strongly Agree
111

Comments: Person 1: My advisor has gone above and beyond as far as responding, giving me feedback and very positive to help me further career. My advisor believes in me and my work greatly. My advisor pushes me to work harder on my thesis and challenges me to write better and gave me a great opportunity to teach

4. There is/was a supportive student community in my program.

Strongly Agree	Agree	Neutral
1		1

5. My advisor helps/ed adequately with my progress towards a degree.

Strongly Agree	Agree
11	1

6. Graduate students in my program are/were treated with respect.

Strongly Agree
11

7. Graduate students in my program are/were involved in decisions relevant to their education.

Strongly Agree	Agree	Neutral
1	1	1

8. My program actively recruits/ed talented students from underrepresented groups.

Strongly Agree	Agree
1	11

9. My program provides/ed an environment in which members of underrepresented groups feel comfortable and supported.

Strongly Agree	Agree
11	1

10. I have/had enough time and freedom to pursue interests and activities relevant to my academic program.

Strongly Agree
111

Comments: Person 1: Loved it

11. My program's curriculum is/was broad enough to meet my needs and prepare me for my career of choice.

Strongly Agree	Agree	Neutral
1		1

12. My program actively encourages/ed students to explore a broad range of career options.

Strongly Agree	Agree	Neutral
1		1

13. My program encourages/ed students to broaden their education through non-required activities such as coursework outside of the department, internships, and workshops.

Strongly Agree	Agree
11	1

14. My program does/did a good job of preparing students for academic careers

Strongly Agree	Agree	Neutral
1		11

15. Teaching assistants in my program are/were appropriately prepared and trained before entering the classroom.

Strongly Agree
111

16. Teaching assistants in my program are/were appropriately supervised to help improve their teaching skills.

Strongly Agree	Agree
11	1

Comments: Person 1: Having the opportunity to be a teaching assistant was the best thing ever happened to me and the main reason why I am trying to advance my career to be accepted into a doctoral degree program so I can become a Sociology professor

17. Graduate student needs and interests are/were given appropriate consideration for determining which courses students in my program teach.

Strongly Agree	Agree	Neutral
	1	11

18. Graduate student are/were given appropriate guidance in determining which courses students in my program must take.

Strongly Agree	Agree	Neutral
1	1	1

19. The teaching experience available through my program is/was adequate preparation for an academic/teaching career.

Strongly Agree	Agree	Neutral
1	1	1

Comments: Person 1: It was the best

20. Graduate students in my program receive/ed training in professional ethics and professorial responsibilities via coursework or seminars.

Strongly Agree	Agree
1	1

21. Graduate students in my program receive/ed proper training to prepare their thesis proposal via coursework or seminars.

Strongly Agree	Agree
1	11

22. Graduate students in my program receive/ed proper training to conduct and complete their thesis via coursework or seminars.

Strongly Agree	Agree	Neutral
	11	1

23. Graduate students in my program receive/ed training in professional skills such as public speaking, grant writing, and working in teams.

Strongly Agree	Agree	Neutral
		11

24. Graduate students in my program receive/ed sufficient resources such as office space, computer access, office equipment, and supplies.

Strongly Agree	Agree	Neutral
	1	11

25. Graduate students in my program receive/ed effective career guidance and planning services for:

	Strongly Agree	Agree	Neutral	Disagree
This program		1	1	
PhD programs			1	
Careers outside of academia				1

26. Graduate students in my program receive/ed effective placement assistance and job search support for positions in academia:

Strongly Agree	Agree	Neutral	Disagree
			1

27. I receive sufficient financial support to maintain/ed an acceptable standard of living

Strongly Agree	Agree	Neutral	Disagree
	1	1	1

28. Insufficient funding slows/ed my progress towards a degree

Strongly Agree	Agree	Neutral	Disagree
1		1	1

Comments: Person: I have to pay for my thesis research expenses out of my pocket including the software too being off campus and out-of-state student. I don't have financial aid so I have to pay to enroll in a 1 hour course (required) each semester until I complete my thesis.

29. Overall, I am/was satisfied with the **courses** in my program

Strongly Agree	Agree	Neutral
1		1

30. Overall, I am/was satisfied with my **advisor**.

Strongly Agree
111

Comments: Person 1: My advisor supports me in a great way, believes in me and my work. When I'm about to give up on my thesis, my advisor always give me a positive feedback to let me know that I can do this and will finish. It's just so hard on me right now because I want to get into a doctorate program. Since I haven't completed my thesis, I am sometimes discouraged from applying to any school or intimidated because most schools require you to have completed your degree first before acceptance and even receiving a fellowship. I really admire my advisor and accomplishments of completing a doctorate.

Person 2: Dr. Derkas has been very supportive and encouraging, always assisting to get me to complete the Masters program.

31. Overall, I am/was satisfied with my **program**

Strongly Agree	Agree	Neutral
11		1

Comments: Person 2: Although I have not completed the program it is through no fault of professors but rather time to commit to completing the program.

32. Overall, students in my program seem/ed satisfied with the program.

Strongly Agree	Agree	Neutral
1	1	1

33. Overall, I would recommend my program to prospective students

Strongly Agree
111