



Social Sciences
Program Review
2006-2007

Social Sciences Program Dixie State College of Utah Program Review – 2006-2007

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SOCIAL SCIENCES OVERVIEW

Overview of the Social Science Program and How It is Organized

The Social Sciences program includes Anthropology, Criminal Justice, Economics, Psychology, and Sociology. The Social Sciences program falls within the department of Humanities and Social Sciences which is a part of the School of Education, Humanities, Arts and Social Sciences (the exception is Economics, where instructors are under the direction of the School of Business, Science, and Health).

Most students in the Social Sciences are Freshmen or Sophomores completing coursework to meet part of their general education requirements toward an Associates or Bachelors degree. The program's main curricular functions are 1) to provide Social Sciences General Education credit for graduation and 2) to prepare students for further study in a specific Social Sciences discipline, generally as a transfer student.

Course series: There are currently no series of courses that students must take as there are no degree programs specific to the social sciences. Most courses within the Social Sciences are offered for Lower Division credit, several of these same courses fulfill the Social Sciences General education requirement. There are but a few Pre-requisites and even fewer Upper Division courses offered (see course descriptions listed under each discipline below).

Mission and Goals

The Social Sciences area provides students with a broad-based curriculum designed to 1) provide Social Sciences General Education credit for graduation, 2) prepare students for further study in a specific Social Sciences discipline, generally as a transfer student, and 3) help students develop a better understanding of, and appreciation for, the past and present activities and behavior of humans as individuals, in groups, and within cultures.

As an outcome of taking courses in the Social Science program, students shall:

- ◆ demonstrate an ability to examine human behaviors as a way of understanding the human condition.
- ◆ demonstrate an ability to identify the ideas, people and events that are generally thought to be important by social scientists.
- ◆ develop points of view based on social scientific knowledge
- ◆ exhibit elements of critical thinking and scientific methodology in examining human behavior.

Physical Facilities, Equipment, and Technology

Most program courses are offered at the McDonald building (the primary exception being Economics courses, which are offered at the Udvar-Hazy building). The McDonald building is shared with faculty in English, Humanities, History, and Foreign Languages. Because many of the program faculty choose to integrate the use of technology into their classes, all of the classrooms in both the McDonald and Udvar-Hazy buildings are equipped as smart rooms with Destination Systems (ceiling projectors with connected computers) and VCRs.

All McDonald faculty offices are equipped with a desktop computer with a printer, multiple filing cabinets and bookshelves for storage. Most faculty offices also have sufficient office furniture, although it is eclectic in nature and dated. Adjuncts share an office with two desks and two computers with filing cabinets for storage. All offices have internet capability.

ANTHROPOLOGY

Curriculum

Course Descriptions:

Anthropology 1000: Introduction to Anthropology

For all students wishing to fulfill the general education and social science requirement. Teaches students what anthropology is, what anthropologists do, and how anthropology is applied. Course focuses on the sub-disciplines of anthropology including cultural anthropology, archeology, physical anthropology, and linguistics. A lecture course that may include guest speakers, films, other media, writing assignments, specialized reading assignments, and examinations. 3 lecture hours per week.

Anthropology 2990-299: Seminar in Anthropology

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission.

Major Curricular Changes

None in the past five years

Curriculum Breath and Depth:

Limited to one regular course (that is seldom offered) and a seminar course (that is never offered).

Library Use and Resources:

Library used in research for writing assignment. The resources for this are adequate.

Faculty:

Matthew Smith-Lahrman. Professor of Sociology. Ph.D. Northwestern University (1996). Tenured. Eight years experience. Served as Faculty Advisor for the Footsies Club (2004-2005); Faculty Advisor for KOEZ Radio (Spring 2005-Fall 2006); presented at a meeting of the Sociology Club of the University of Nevada Las Vegas(2002); presented at Dixie State College of Utah Dixie Forum (2002); presented at the Society for the Study of Symbolic Interactionism Couch/Stone Symposium, Las Vegas (1999); attended meetings of the American Sociological Association (2000 & 2006); member, American Sociological Association; presenting at Society for the Interdisciplinary Study of Social Imagery Seventeenth Annual Conference (Spring 2007); member of Dixie State College of Utah Retention Committee, Inservice Committee, Faculty Development Committee; Diversity Committee, & numerous faculty hiring committees.

CRIMINAL JUSTICE

Curriculum

Course Descriptions:

CJ 1010: Introduction to Criminal Justice 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, law, private or industrial security, counseling or criminology and persons interested in the functioning of the criminal justice system in the United States. Examines the criminal justice system, police, courts and corrections and related government functions and agencies. Identifies and explores problems, issues and trends in criminal justice. Uses a variety of teaching methods, including lecture, videos, guest lecturers and assigned text study. This course is required for a major in criminal justice and prepares students for the Associate Degree and for Bachelors Degree work. 3 lecture hours per week.

CJ 1070: Law Enforcement Academy 1 3 credits

Restricted to students enrolled in Module I of the law enforcement academy program leading to State certification as a Special Function Officer. Register through Criminal Justice advisor.

CJ 1080: Law Enforcement Academy II 3 credits

Restricted to students enrolled in Module II of the law enforcement academy program leading to State Certification as a Peace Officer. Register through Criminal Justice advisor.

CJ 1300: Introduction to Corrections 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, private or industrial security or law and criminology. Examines corrections philosophy, history, punishment of offenders, and rehabilitation. Also identifies problems, issues and trends in the corrections system. Uses lectures, videos, guest lecturers and assigned text study. Develops a foundation for a career in corrections or law enforcement. 3 lecture hours per week.

CJ 1330: Criminal Law 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, law, private or industrial security, criminology as well as those who may desire to learn about the criminal law in our society. Discusses crimes and defenses, as well as the historical foundation, limits, purposes and functions of the criminal law. Uses lectures, videos, guest lecturers and assigned text study. This class is required for students majoring in criminal justice. Provides foundation for work in the criminal justice field and students intending to participate in the peace officer or corrections academy. 3 lecture hours per week.

CJ 1340: Criminal Investigation 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, private or industrial security or law. Examines the duties and problems of the criminal investigator, report writing, record keeping, use of informants, trial preparation and testifying. In-depth examination of the investigation needs of specific crimes like sex crimes, arson, robberies and others. Uses lectures, videos, guest lecturers and assigned text study. Develops foundation for basic understanding of investigative techniques. 3 lecture hours per week.

CJ 2020: Criminal Justice Supervision 3 credits

For students interested in a career in law enforcement, court system, adult or juvenile corrections, private or industrial security or criminal law. Deals with the principles of supervision, including motivation, discipline, evaluation, scheduling, work assignments, stress management and functioning of line and staff. Uses lectures, videos, guest lecturers, practical problem solving and assigned text study. Provides a foundation for work in the criminal justice system. 3 lecture hours per week.

CJ 2330: Juvenile Justice 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, private or industrial security, law, criminology, school counseling or teaching. Examines the origin, philosophy and development of the juvenile justice system, juvenile court, relationship of various segments of the juvenile justice system and also examines theories of juvenile criminality and trends in treatment. Uses lectures, videos, guest lecturers and assigned text study. Provides a foundation for work with juveniles. 3 lecture hours per week.

CJ 2350: Laws of Evidence 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, private or industrial security, law, criminology. Deals with the principles and rules of law emphasizing evidentiary problems related to criminal cases. Uses lectures, videos, guest lecturers and assigned text study. Provides a foundation for work in the criminal justice field or for students intending to attend the law enforcement or corrections academy. Also available on-line. 3 lecture hours per week.

CJ 2360: Juvenile Law and Procedure 3 credits

For students interested in a career in law enforcement, adult or juvenile corrections, private or industrial security, law, criminology. Deals with the principles and rules of law emphasizing evidentiary problems related to criminal cases. Uses lectures, videos, guest lecturers and assigned text study. Provides a foundation for work in the criminal justice field or for students intending to attend the law enforcement or corrections academy. Also available on-line. 3 lecture hours per week.

CJ 2990-2999 Seminar in Criminal Justice 1-3 credits

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

Prerequisite: Instructor permission.

Major Curricular Changes

Since the early 1990's when a full-time faculty member was housed at Dixie State, paid 50% by Dixie and 50% Weber State, the curriculum has not changed much. The full-

time faculty member left in 1997, and at that time, Dixie joined the Utah Criminal Justice Collaborative Degree. Also, an adjunct faculty was hired to coordinate the Criminal Justice program. This faculty member developed an on-line course for the collaborative degree so that DSC participated actively in degree offerings up through the spring of 2002. From the beginning of fall semester 2002 to the present, the chair of the Humanities and Social Sciences Department has coordinated the criminal justice offerings.

Depth and Breath of Curriculum

The offerings at Dixie State College are a bare skeleton when compared to those offered at Salt Lake Community College, Snow College, and the College of Eastern Utah. Whereas a student at SLCC has a full slate of courses to choose from to fill elective degree requirements and other elective credits he or she can take for preparation for advancement into a baccalaureat degree, the shadow of such offerings does not exist at DSC. However, between the courses that DSC offers and the courses that are available to students on-line through the Utah Criminal Justice Collaborative Degree, students are able to get enough classes to complete the Associates Degree in Criminal Justice requirements, but there is absolutely no flexibility in the elective courses that are offered.

The following chart shows the comparable offerings:

Course	Offered at:	SLCC	Snow	CEU	Dixie
CJ 1010 Intro to CJ		+	+	+	+
CJ 1300 Intro to Corrections		+	+		*
CJ 1330 Criminal Law		+	+	+	+
CJ 1340 Criminal Investigations		+		+	+
CJ 1350 Intro to Forensic Science		+		+	
CJ 1360 Crime Scene Academy				+	
CJ 1900 Special Studies		+	+ 2800	+	
CJ CJ Co-op		+	+	+ 2977	
CJ 2110 Security/Crime Prevention			+	+	
CJ 2020 CJ Supervision		+			*
CJ 2330 Juvenile Justice		+	+	+	+
CJ 2340 Criminal Procedure				+	
CJ 2350 Laws of Evidence		+	+	+	+
CJ 2360 Juvenile Law and Procedure			+	+	
CJ 2860 CJ Field Experience				+	
CJ 2390 Traffice Law		+			
CJ 2410 Intro to Victimology		+			
CJ 2420 Anatomy of Homicide Inves		+			
CJ 2430 Satanism/Cults		+			
CJ 2440 Organized Crime		+			
CJ 2450 Terrorism		+			
CJ 2460 Psychological Profiling		+			
CJ 2470 Intro to Criminology +					
CJ 2480 Crime Scene Processing		+			
CJ 2490 Drug Trafficking		+			
CJ 2500 Contemporary Violence		+			

CJ 2510 Psychology of Criminal Behavior +
CJ 2520 Victim Issues +
CJ 2530 Police Patrol Tech. +
CJ 2540 Careers in Law Enforcement+

Adequacy of Library Holdings

Existing library holdings appear to be adequate for the current limited course offerings. The implementation of a bachelor's degree would require an upgrade in the holdings.

Faculty

Dixie State College does not have a full-time faculty member in Criminal Justice. For the last several years, the Criminal Justice Program has been administered and coordinated by the department chair of the Department of Humanities and Social Sciences. Since at least the fall of 2003, the following are the adjunct faculty who have taught classes. Three of the four work full-time for the Washington County Attorney's Office, and the fourth is the Chief of Dixie State College Campus Security.

Brian Filter, JD Matt Miller, JD Don Reid, MS Ryan Shaum, JD

Program Strengths and Weaknesses

Program's Strengths

The following are identified strengths of the Criminal Justice Program:

1. The adjunct faculty are qualified professionally and are effective classroom teachers. Student evaluations indicate that the students are satisfied with the quality of instruction.
2. With the limits on courses being offered on the DSC campus, assessment of the CJ courses taught through the Utah Criminal Justice Collaborative Degree has been beneficial to students.
3. Courses are being taught on the main campus each semester and enrollment has been high enough to be within acceptable guidelines for the course to continue.
4. Feedback which has been given to the present author has been positive and supportive of adjunct faculty.

Program's Weaknesses

1. The lack of a qualified program director who understands the field and can teach, advise, and coordinate the growth of the program is the major weakness. Without a permanently housed faculty member, Dixie State's participation in the Utah Criminal Justice Collaborative Degree is limited. Dixie has not provided an on-line course for the degree for several years now.
2. Students seeking the Associate's Degree do not have any flexibility in the selection of elective courses to fill requirements.
3. The lack of a Bachelor's Degree in Criminal Justice prevents students in the Washington

County area from pursuing a degree without transferring to another institution.

4. There is no recognized major in criminal justice at the present time. Courses are being offered on the lower division level and access to the state-wide Utah Criminal Justice Collaborative Degree at the associate of science degree level is available.
5. There are no courses presently taught at the upper division level even though the adjunct faculty is qualified to provide such courses.
6. The proposed program for a Bachelor's Degree in criminal justice was not written by a professional within the field and demonstrates initial weaknesses (see attached memo dated October 26, 2005) in the content of the program.
7. There is no evidence of a current needs assessment which could support the justification of a program in criminal justice. At this point the present author has not been advised of any inventory which would focus on availability of positions on a local or regional level. No further planning has taken place; no committee assignments, individual task assignment, or otherwise creative efforts have been undertaken to promote the program.

Recommendations, Plans, and Improvements

1. It is essential that a director of the criminal justice program be appointed immediately if there are administrative intentions of developing the criminal justice program into a four year program. The credentials of the director should reflect a definite interest in developing and implementing a full four year degree program.
2. There needs to be more diversity in the faculty which instructs criminal justice courses. Introductory courses should be offered by generalists and practicing attorneys should provide instruction in their areas of specialization; search and seizure, laws of evidence, court administration, judicial processes, legal issues in public safety, criminal law, business law, civil law, and the like. Of course the inclusion of more diversity hinges upon the presence of a four year program.
3. Continue to promote the intent to provide a four year program in criminal justice with options for areas of concentration very much like those offered in the proposal of 2005.
4. Create a steering committee mandated to focus on career opportunities in the local, regional and national spectrum. Provide statistical data to support the conclusions that suggest that a four year program could be viable and realistic. Encourage the committee to be creative and unique in its analysis of the program and to make recommendations which reflect creative approaches to the criminal justice program.
5. Return the 2005 draft for revision and provide opportunities for law enforcement and criminal justice professionals to offer input into the creation of the academic structure of the program.
6. Involve those in the justice system and law enforcement careers to a greater extent in the actual instruction of criminal justice majors.

ECONOMICS

Curriculum

Course Descriptions:

ECON 1010 Economics of Social Issues. 3 Credits.

For students seeking to fill the social science requirement for general education. The course offers an introduction to the way economic theory explains scarcity, consumer and producer choice, competition and monopoly, labor, capital, and resource markets, antitrust and other government regulation, and income distribution. Uses lectures, text study, library assignments, films, writing, and exams. The course helps students understand and appreciate the ideas, processes, dynamics and institutions that underlie the social and economic system, and it gives them a foundation for higher education work. 3 lecture hours per week.

ECON 2010 Micro Economics. 3 Credits.

For students seeking to full the social science requirement of the general education requirements. The course offers an introduction to the way economic theory explains scarcity, consumer and producer choice, competition and monopoly, labor, capital, and resource markets, antitrust and other government regulation, and income distribution. The course helps students understand and appreciate the ideas, processes, dynamics, and institutions that underlie the social and economic system, and it gives them a foundation for higher academic work. 3 lectures hours per week.

ECON 2020 Macro Economics. 3 Credits.

For students seeking to full the social science requirement for general education. The course offers an introduction to the way economic theory explains scarcity, supply and demand, the role of government, international trade and finance, inflation, depression, economic growth, and government debt. The course helps students understand and appreciate the ideas, processes, dynamics, and institutions that make the American economy work, and it prepares them for higher academic work. 3 lecture hours per week. Prerequisite: ECON 2010

ECON 2990 Seminar in Economics. 1-3 Credits.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students demand some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission.

ECON 3500 International Economics. 3 Credits.

International Economics is the study of economic activity that crosses a national border. This course will address the history of and current movement of capital and labor across international borders. Since international transactions are beyond the reach of national laws and policies, international economics must also include an overview of the international institutions practices that regulate the flow of goods, resources, and money between countries. 3 lecture hours per week. Prerequisite: ECON 2020.

Major Curricular Changes

The only curricular change within the past five years is the addition of ECON 3500 International Economics. This course was added to give students enrolled in the Business Administration Bachelor Degree program an upper division Economics elective.

Curriculum Breadth and Depth

As stated in its mission statement, Dixie State College of Utah is a publicly supported institution... with two interdependent tiers. DSC offers associate degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges.

The lower division curriculum at Dixie State College of Utah is consistent with, and perfectly articulated to, its sister schools within the USHE. Any student wishing to complete their general education requirements for an Associate Degree, and/or their upper division Economic foundation requirements for a Bachelors degree may do so with full confidence that their course work is accepted anywhere within the USHE.

The upper division Economic curriculum at Dixie State College of Utah is still rather meager. It currently meets the requirements of the Baccalaureate degrees offered at DSC but is inconsistent with the other Economic offerings at its sister institutions within the USHE. It is the intent of Dixie State College of Utah to increase its upper division Economic curriculum as the need for that curriculum increases and its funding will allow.

Library Use and Resources

For the introductory level of Economics that Dixie State College of Utah offers so far (Econ 1010, 2010 and 2020) there is no special need for reference material. However, students are encouraged to read Wall Street Journal, Financial Times, Time and Newsweek. If the library subscribes to these journals then it will be very convenient. Online subscription will also be adequate if it is possible for students to access it from outside of the library as well.

For Econ 2990 (Seminar in Economics) and for Independent Studies: subscription to certain data bases will be useful. For example,

1. Economic Report of the President
2. U.S. Department of Commerce: National Trade Data Bank
3. U.S. Bureau of Census: Country and City Data Book
4. U.S. Bureau of Census: Historical Statistics of the United States
5. U.S. Bureau of Census: State and Metropolitan Area Data Book
6. U.S. Bureau of Census: Statistical Abstract of the United States

For Econ 3500 (International Economics): The following journal subscriptions will be useful.

1. Journal of Economic Literature
2. American Economic Review
3. Quarterly Journal of Economics
4. Subscription to EconLit
5. World Development

Faculty

Faculty Headcount and Instructional Full-time Equivalent (FTE)						
School Year	Full-Time Faculty		Adjunct Faculty		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2001-02	500	100	26	5.2	526	105.2
2002-03	473	94.6	89	17.8	562	112.4
2003-04	452	90.4	95	19	547	109.4
2004-05	425	85	97	19.4	522	104.4
2005-06	408	81.6	201	40.2	609	121.8
For Fall and Spring Semesters Only for 2006-07						
2006-07	387	77.4	217	43.4	604	120.8

Faculty Degrees and Qualifications						
Faculty	FT / Adj.	Degree	Specialization	Tenured	Yrs. Exp.	Sections Taught
Dell Champlin	Full Time	Ph.D	Economics	No	18	10
William Christensen	Full Time	Ph. D	Marketing	Yes	8	1
Joseph Green	Full Time	M.S.	Political Science	Yes	29	75
Munir Mahmud	Full Time	Ph.D	Economics	No	10	11
Paul Farthing	Adjunct	M.B.A.	Economics	NA	8	8
Stephen Howells	Adjunct	MAcc	Accounting	NA	7	5
Alison Keith	Adjunct	Ph.D	Economics	NA	1	1
Lecia Langston	Adjunct	B.S.	Economics (State Economist)	NA	21	4
Steve McQueen	Adjunct	Ph.D	Economics	NA	24	4
Neil Walter	Adjunct	M.B.A	Finance	NA	2	2

Student Achievement

Indicators of Student Achievement

Each course and instructor has different method of evaluating student performance in his/her classes. Usually the evaluation of student performance will involve their performance in quizzes (administered several times during the semester), midterms or in-class exams and a final exam. In addition to these, there can be a short paper requirement for each course. Independent study courses almost always will involve a paper. These papers are longer (at least 50 page papers). These papers are written under close supervision of the supervisor faculty and would involve more than one draft submission.

Assessment Techniques Demonstrating Student Learning

In Econ 2010, A pre-test is administered at the beginning of the semester and then again at the end of the semester. The purpose of this pre-test is to have a sense of how the class contributes in improving the economic perception of students. The results of the Pre and Post Test Exams given to Econ 2010 students in the most recent semester (Fall 2006) are as follows:

Data

	Pre-Test Average	# Taken	Post-Test Average	# Taken
Section 01	5.5102	49	9.3125	32
Section 03	6.6042	48	10.0270	37
Section 04	6.4324	37	10.7778	09
The Weighted Average of the Pre-Test Score is		6.156718		
The Weighted Average of the Post-Test Score is		9.820503		

These scores show a 59.50873 % improvement in student comprehension, which is significant at any reasonable level of statistical significance.

Strengths and Challenges

Strengths, Highlights, Achievements, and Successes

The Economics program has a number of strengths. The first is its faculty. All current faculty members are either academically or professionally qualified, and most have a considerable amount of teaching and/or industry experience. They also have excellent student and supervisor evaluations. The second is that the program is well articulated with other USHE members. Faculty members meet annually with their counterparts from around the USHE system to discuss and solve articulation issues. A third strength is the physical teaching facilities and learning environment. All the Economic courses are taught in the Udvar-Hazy Business building, one of the newer and nicer buildings on campus. All of the classrooms are “smart” classrooms and provide an opportunity for enhanced learning situations through the use of current technology and web access.

Challenges, Shortfalls, and Problems

There are several challenges, problems, and areas that need some improvement facing the Economics department. The first is available faculty. Although the department is currently able to meet the current demand for courses, it is becoming increasingly more difficult to do so. The one full time faculty member in the department is teaching overload courses and the few qualified adjunct faculty in the area are only available during certain hours of the day. Without additional full time faculty, DSC will be unable to meet the increased demand for these courses.

Class size, which is another concern, is already at a maximum, and is approximately twice the size of the majority of the other general education and pre-business core requirement courses. Economic courses are taught in the largest classrooms available and all seats are filled. Since increasing the class size is not an option for the increased demand, adding additional sections becomes the most viable option. This can't be done without additional qualified faculty.

A related concern is the level of writing requirements within the curriculum. Although present at a higher level at one time, this important requirement has been reduced due to the sheer nature of the workload involved in teaching such large sections. This same concern was addressed in the English

department by limiting the enrollment to 24 for each course. Because of the lack of available qualified faculty in the Economics area, this has not been an option.

Another related concern is the need for a broader upper division curriculum offering. Only one upper division course in Economics is offered at this time, which limits the educational options of those seeking baccalaureate degrees and is inconsistent with DSC's sister institutions in the USHE. This concern, and the previously concerns are compounded by another concern; that of inadequate funding. Without additional funding, DSC is unable to hire the full time faculty needed to address the concerns of increased demand, class size, and increased upper division course offerings, all of which are critical if DSC is to fulfill its mission and goals

Recommendations, Plans, and Improvements

In Progress or Ongoing

To address the program issues listed above, the Economics department at Dixie State College of Utah has hired all the qualified and available adjunct faculty that it has found to help reduce the class size and teaching load of the faculty. It has also begun offering on-line courses using adjunct faculty to help meet the program needs and student demand. The department has also formally requested an increase in funding for additional full time faculty through the appropriate budgeting process.

For the Future

The major plans, priorities, and recommendations for future program improvements are these. DSC will continue to petition the state legislature for additional funding to hire new full-time teachers, as well as explore any and all other options that would provide possible funding for new teachers. Additional faculty would provide DSC the opportunity to reduce class size, increase the availability of lower course offerings, increase the writing requirements in the curriculum, and offer additional upper division courses.

PSYCHOLOGY

Curriculum

Course Descriptions:

Psychology 1010: General Psychology

For students in all disciplines who are interested in the fundamental scientific principles of behavior. the student will study learning, motivation, emotion, personality, mental disorders, treatment alternatives and other related subjects as part of the course. Critical thinking will be explored in examining these aspects of behavior. Students will have frequent examinations and/or quizzes as part of the course requirements. This course satisfies general education requirements in the social sciences area. 3 lecture hours per week.

Psychology 1100: Human Development Across the Lifespan

For all students who are interested in knowing how and why people change through the course of a lifetime. Covers biological, cognitive, and social changes from prenatal development to late adulthood. Studies scientific methods of collecting and interpreting data, analyzes developmental events from various perspectives, and focuses on applying this knowledge to one's own development.

Utilizes textbook reading, tests, quizzes, and journal writing. Satisfies general education requirements in the social science area. 3 lecture hours per week.

Psychology 1210: Psychology of Personal Growth

For all students who have a desire to increase self-awareness, understanding, and personal growth. Includes information on social influences, stress, health issues, communication, relationships, and challenges associated with marriage, child rearing, work, and aging. Uses textbook readings, group discussions, and journal writing to explore past and present decisions and to make future choices to promote personal growth toward self-actualization and fulfillment. An elective course in psychology, although Psychology 1010 is recommended as a prerequisite. 3 lecture hours per week.

Psychology 1430: Stress Management

For students of all disciplines who wish to learn more about the stress response. Sources of stress, physiological and psychological responses to stress and other components of stress will be investigated. Students will be given relaxation training through several alternative approaches. Grading is based on levels of criteria being met from examinations from the text, completion of self-appraisals, self-exploration through written exercises. An elective credit course in psychology. 3 lecture hours per week.

Psychology 1480: Substance Abuse: Prevention

For students of all disciplines wishing to expand their awareness of the effects of drugs on the human body, to learn more about local, state, and federal laws regulating the use of drugs and alcohol, to become acquainted with information which identifies and describes characteristics of users, and to recognize healthy lifestyles as a viable alternative to substance abuse. Course requires reading, in-class oral presentation, and examinations from the textbook. An elective course in psychology. 3 lecture hours per week.

Psychology 3400: Psychology of Abnormal Behavior

An advanced course for students of all disciplines who wish to study the nature of mental disorders. Particularly important for students majoring in psychology, criminal justice, or education. Course will cover DSM IV diagnostic categories with descriptive information concerning etiology, symptomatology and therapeutic strategies. Course requires college reading level skills and will require library research. Prerequisite: Psychology 1010. 3 lecture hours per week.

Psychology 3410: Introduction to Social Psychology

The scientific study of how individuals' thoughts, feelings, and behaviors are influenced by other people. Topic areas include identity, social perception, attitudes, persuasion, conformity and obedience, stereotypes and prejudice, group conflict, aggression and violence, helping behavior, and interpersonal relationships. Prerequisite: PSY 1010. 3 lecture hours per week.

Psychology 2990/3990: Seminar in Psychology

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission.

Major Curricular Changes:

Two major curricular changes were made prior to the 2006-2007 academic year. Prior to this year, both Psychology 3410, Introduction to Social Psychology, and Psychology 3400, Psychology of Abnormal Behavior, were lower division courses. As a result of the College’s mission change, and to be consistent with comparable state baccalaureate institutions, these two courses were changed to upper division courses. Furthermore, the Introduction to Social Psychology course used to be offered for either Psychology credit or Sociology credit. It is now offered exclusively as a Psychology course.

Curriculum Breath and Depth:

The psychology curriculum is limited, but minimally adequate for a two-year, transfer institution. It is not adequate for a baccalaureate granting institution (see program challenges below). Courses prepare pre-professional psychology, education, and criminal justice majors to transfer to institutions at the junior level. Students at Dixie State College have the opportunity to take two courses which are traditionally offered during the junior year at four-year institutions: “Psychology of Abnormal Behavior” and “Introduction to Social Psychology.” Students who take these courses at Dixie are able to complete additional courses at the transfer institution to satisfy upper-division requirements and, thus, complete a broader pre-professional preparation. Introductory psychology courses offered at Dixie are comparable to similar courses offered at other two-year, transfer-oriented institutions in the state and geographical area. Our two upper-division courses are comparable to the same courses offered at other baccalaureate institutions in the state.

The following table compares the Psychology courses offered at Dixie State College with two-year programs at other institutions in the state. NOTE: Cooperative Education, Special Topics, Special Studies, Special Problems, or Workshop courses are not listed and were not counted in the “additional courses” tally.

COMPARABLE TWO-YEAR INSTITUTIONS				
Dixie State College	Salt Lake Community College (SLCC)	College of Eastern Utah (CEU)	Snow College	Ricks College
1010: General Psychology	1010: General Psychology	1010: General Psychology	1010: General Psychology	111: General Psychology
1400: Personal Adjustment	1400: Personal Growth and Development	1210: Psychology of Human Development		240: Psychology of Effective Living
1430: Stress Management				235: Stress Management
1480: Substance Abuse Prevention				
1100: Human Development Across the Lifespan	1500: Human Growth and Development	1100: Human Development Across the Lifespan		201: Developmental Psychology
3400: Abnormal Psychology	2300: Abnormal Psychology	2820: Psychology of Abnormal Development		242: Abnormal Psychology

3410: Social Psychology	2200: Social Psychology	2500: Social Psychology	2300: Introduction to Social Psychology	
Additional Courses (not currently taught at Dixie)	3 courses	11 courses	1 course	6 courses

Library Use and Resources:

Use of the library and other information resources is determined by the number of abstracts required of students during the semester and by the amount of extra-credit homework assignments chosen by the individual instructor. Upper-division courses often require greater library use, and resources for such purposes has been adequate. Research beyond a general level may occasionally require the use of the interlibrary loan system.

Faculty

Currently there are two full-time psychology faculty:

Nolan Ashman, Professor MS

Rank: Professor of Psychology
Specialty Area: Educational Psychology
Tenure Status: Tenured
Experience: 47 years

Awards: Outstanding Teacher Award, 1995
President's Service Award, Utah Chief's of Police Association, 1990

Academic and Professional Service: President, Utah School Counselors Association, 1968-1969

John T. Jones, Ph.D.

Rank: Assistant Professor of Psychology
Specialty Area: Social and Personality Psychology
Tenure Status: Non-tenured (but tenure track)
Experience: Currently in his second year at Dixie State College, with two years as an Assistant Professor at the United States Military Academy at West Point
Publications: Six publications in top-tier academic psychology journals, including *Current Directions in Psychological Science*, and *The Journal of Personality and Social Psychology*.

Student Service: Faculty Advisor, Dixie College Democrats Student Club, Fall 2006

Professional Affiliations: Association for Psychological Science, American Psychological Association, Society for Personality and Social Psychology, International Society for Self and Identity

Professional Presentations *Dixie Forum*, Dixie State College (DSC), St. George, UT, October, 2006
American Psychological Society, Chicago, IL, May 2004

Society for Personality and Social Psychology, Los Angeles, CA, February 2003.
Society for Personality and Social Psychology, Savannah, GA, February 2002
Society for Personality and Social Psychology, San Antonio, TX, February 2001.
American Psychological Society, Toronto, Canada, June 2001.
American Psychological Association, Boston, MA, August 1999.

Professional Development: Coordinator, Eight-Week Faculty Development Workshop, West Point, Summer 2004
 Student, Eight-Week Faculty Development Workshop, West Point, Summer 2003

Academic and Professional Service
 Coordinator, Social Sciences Program Review, DSC, 2006-2007
 DSC Representative, Psychology Majors Meeting, Salt Lake City, UT, Fall 05
 DSC Representative, Psychology Majors Meeting, Salt Lake City, UT, Fall 06
 Member, Rank and Tenure Review Committee, DSC, Fall 2006
 Member, Institutional Effectiveness Committee, DSC, Fall 2006
 Member, General Education Committee, DSC, Spring and Fall 2006
 Member, Advisory Board, Center for Teaching Excellence, USMA, 2004-2005
 Member, External Review Committee, Military Leadership, USMA, Spring, 2005
 Department Academic Counselor, USMA, 2003-2004
 Ad Hoc Reviewer, *Self and Identity*

Instructional FTE

<u>Year</u>	<u>Instructional FTE (Number of Psychology Credits Offered divided by 15)</u>
01-02	6.2
02-03	5.8
03-04	5.8
04-05	5.6
05-06	5.6

Average Student Credit Hours per FTE Faculty

<u>Year</u>	<u>Student Credit Hours per FTE Faculty</u>
01-02	263.27
02-03	318.15
03-04	318.77
04-05	NA
05-06	NA

* Student Credit Hours (SCH) = FTE students x 15

* Average Student Credit Hours per FTE Faculty = SCH divided by Instructional FTE

Student Achievement

Indicators of Student Achievement

Assessment Techniques Demonstrating Student Learning

During the first two weeks of the fall semester, 2006, all general psychology students were given a 55 item, multiple choice pre-test of general psychology knowledge (see Appendix XX). Students were given 50 minutes to complete the instrument. There were no requests from students requiring more than that amount of time. The same instrument, "Examination in General Psychology" was given as the post-test during the final week of the same semester. Again, no student took longer than 60 minutes.

Data

Student responses on the "Examination in General Psychology" were recorded on 100 item, five alternative, multiple choice scantrons. The scantrons were scored using a Scantron 888P+ OMR Test Scorer. Correct answers were printed for each question on each individual protocol and an item analysis of correct responses of all students was accumulated and reported on a separate Form 9700 "Item Analysis."

Data Evaluation - General Psychology Sections, Fall Semester, 2006, Dixie State College

N-Pre	N-Post	Pre-Test % Correct	Post-Test % Correct	Change Pre to Post
236	226	52.0	63.5	+ 11.5

As demonstrated in the above table, students scored higher on the post-test relative to their scores on the pre-test. This data suggests that students knowledge about general Psychology improved significantly over the course of the semester.

Strengths and Challenges

Strengths, Highlights, Achievements, and Successes

- ◆ Two full time faculty members and adjunct faculty who demonstrate diversity in teaching styles, areas of interest, and approaches to the study of psychology
- ◆ Instructors who are interested in and enthusiastic about the study of psychology and instructors who have applied experience in counseling.
- ◆ Instructors who have an abiding interest in people and who provide many opportunities for contact with students

Challenges, Shortfalls, and Problems

The biggest current challenges facing the psychology area all relate to the goal of building a high quality, professional four year Baccalaureate program within the next two years (we address our own approach to attacking these challenges in the section on Recommendations, Plans and Improvements below).

Faculty: A limited number of full time faculty (currently only two) limits the number and variety of courses offered. This is especially problematic as it relates to adding courses for the Psychology major. At least four brand new courses should be added to form the core

requirements of any Psychology Baccalaureate. Furthermore, as many as four new psychology electives should be added to supplement this core. All of these new courses should be offered at the upper division level. Realistically, the Psychology degree would require the addition of at least three new full time faculty over the next three years.

Pedagogy: Large class sizes and the absence of laboratory facilities and equipment limits the type of pedagogy faculty use in the classroom. First, the use of techniques designed to actively engage students in their own learning is limited in larger classes. Further, large classes, combined with current teaching loads, precludes the extensive use of written assignments. Finally, future courses in the major should include the opportunity for students to conduct research (especially in a planned Research Methods course and Senior Seminar/Capstone). The current absence of laboratory equipment and facilities makes this a challenge as we move toward a four year degree program.

Assessment: Assessment of student learning has been lacking in the Psychology area. Generally, any assessment designed to establish the value added to students has been limited to Psychology 1010, and then only as a function of program reviews such as this one. This must change. As we build a four-year degree program, we will launch “operation assessment infiltration” institute assessments

Calibration: Outside of using the same text book, we haven’t done an adequate job of coordinating Psychology 1010 to ensure that all faculty share basic course objectives and course goals.

Student Resources: Currently, the library holdings and other resources are adequate. As we build a four year program, however, we will need to update and expand these resources to include greater access (either print or electronic) to the fields major academic journals. Another challenge will be to develop a formal student centered psychology organization on campus (a Psychology Club or Psi Chi).

Identity: Psychology on this campus lacks an identity (a marketing professor might refer to this as a brand identity). This is understandable given the limited nature of the psychology area up to this point. A major challenge, and a very important one moving toward a four-year program, is the creation of a program identity that both ties the program together with the rest of the institution, but that also separates psychology as a unique and desirable addition to the institution.

Recommendations, Plans, and Improvements

In Progress or Ongoing

- We have requested a new full-time Psychology faculty
- We are drafting a Letter Of Intent in to be submitted to the administration before spring break of 2007.

For the Future

- We will request another full-time Psychology faculty next year.
- As we add new faculty, we will add courses required for the degree program (with core courses a priority)

- Plans to establish a shared, online clearinghouse of pedagogical resources (class notes, slides, classroom activities, assignments etc..) by Fall of 07.
- We will build assessments into every existing Psychology course by Fall of 07.
- We plan to hold semi-annual calibration meetings.

SOCIOLOGY

Curriculum

Course Descriptions:

Sociology 1010 – Introduction to Sociology

For sociology majors and students wishing to fulfill the general education social science requirement. Teaches the student what sociology is, what a sociologist does, and how sociology is applied, including the study of cultures, socialization, stratification, religion, families, organizations and social change. A lecture course that may include guest speakers, films, other media, writing assignments, specialized reading assignments, and examinations. 3 lecture hours per week.

Sociology 1020 – Social Problems

For sociology majors and students wishing to fulfill the general education social science requirement. Studies contemporary social issues dealing with crime, sexuality, drug abuse, violence, and families, in addition to larger social problems such as war, poverty, race and ethnic relations, population and the environment. A lecture course that may include guest speakers, films, other media, writing assignments, and examinations. 3 lecture hours per week.

Sociology 1200 – Sociology of the Family

For sociology majors and students wishing to fulfill the general education social science requirement. Teaches students what sociology is and how sociology is applied to the study of families. The course covers many different aspects of families including families through history, gender roles, love, sexuality, courtship, marriage, parenting, children, racial-ethnic families, families and work, family violence, separation and divorce, and aging in the family. A lecture course that may include guest speakers, films, and other media, writing assignments, specialized reading assignments, and examinations. 3 lecture hours per week.

Sociology 3020 – Social Psychology

An advanced course for students wishing to major in a social science. Covers such topics as affiliation, attitudes, social perception, conformity, authoritarianism, group dynamics, and leadership. Individual behavior in small groups and small group dynamics have special emphasis. Prerequisite: SOC 1010 or PSY 1010. 3 lecture hours per week.

Major Curricular Changes:

Social Psychology changed from being cross-listed as Sociology and Psychology 2500 to being listed as Sociology 3020. Note also that this is now an upper-division course.

Curriculum Breath and Depth:

I do not think DSC includes enough offerings given the mission, size and goals of the college. Although we offer more courses (4) than either Snow College or the College of Eastern Utah, Salt Lake Community College offers ten sociology courses and Utah Valley State College offers thirty-one! If we want to be a serious four-year college we need to increase the depth and breadth of sociology courses that we offer.

Library Use and Resources:

Soc 1010: Term Paper which may or may not require library research. Any library research would be a choice made by students wishing to bolster their own primary research findings with credible secondary sources.

Soc 1020: Students are required to write a research paper exploring the history of a social problem. This involves doing library/internet research for information about the problem.

Soc 1200: Most research in this course consists of doing primary research, rather than archival research.

Soc 3020: Research in this course also focuses mostly on doing primary research; applying concepts learned in the course to observations of the real world.

The bottom line is that library holdings are adequate for the assignments given in all of our existing courses

Faculty

Matthew Smith-Lahrman. Professor of Sociology. Ph.D. Northwestern University (1996).

Tenured. Eight years experience. Served as Faculty Advisor for the Footsies Club (2004-2005); Faculty Advisor for KOEZ Radio (Spring 2005-Fall 2006); presented at a meeting of the Sociology Club of the University of Nevada Las Vegas (2002); presented at Dixie State College of Utah Dixie Forum (2002); presented at the Society for the Study of Symbolic Interactionism Couch/Stone Symposium, Las Vegas (1999); attended meetings of the American Sociological Association (2000 & 2006); member, American Sociological Association; presenting at Society for the Interdisciplinary Study of Social Imagery Seventeenth Annual Conference (Spring 2007); member of Dixie State College of Utah Retention Committee, Inservice Committee, Faculty Development Committee; Diversity Committee, & numerous faculty hiring committees.

Colleen Moore. Adjunct Instructor of Sociology. MSW.

Marianna Taylor. Adjunct Instructor of Sociology. MA, Anthropology.

Sherri Dial. Adjunct Instructor of Sociology. BA, Sociology.

Ann Greathouse. Adjunct Instructor of Sociology. MA, Sociology.

The above Adjunct Instructors taught during different semesters in the last five years. We do not offer a breadth or depth of sociology courses that would necessitate having all of these instructors teaching at one time.

Student Achievement

Indicators of Student Achievement

A Pre- and Post-test covering the essential elements that should be learned in an Introduction to Sociology course was administered in Fall, 2006. Students scored significantly better on the Post-test than they did on the Pre-test (see Assessment, below).

Further, at least four sociology students from Dixie State College have moved on to graduate work in sociology and innumerable students have gone on to Bachelors degrees in the field.

Assessment Techniques Demonstrating Student Learning

During Fall semester, 2006, I administered a fifteen question Pre and Post-assessment evaluation to students enrolled in Sociology 1010, Introduction to Sociology (the only sociology course offered that semester). This assessment evaluation measured their understanding of core sociological concepts taught in the course.

The questions were meant to measure general sociological knowledge. These are concepts and ideas that students completing any lower-division sociology course should understand.

Question #1 measures students' understandings of "culture," a concept that is at the core of all sociological knowledge. Question #2, dealing with "norms," is a further measurement of students' understanding of culture and its components.

Questions #3–5 deal with the three major theoretical perspectives of sociology: functionalism, symbolic interactionism and conflict.

Question #6 measures students' understandings of sociology as a scientific discipline.

Question #7 asks about social structure which, like culture, is a core concept of sociology.

Questions #8–10 measure students' understandings of stratification and its components, namely gender and race/ethnicity.

Questions #11–15 measure students' understandings of the five basic institutions of society: education, religion, family, economy and politics.

Data

Overall, the class average on the two assessments is:

Pre-test:	8.3 correct (55%)
Post-test:	10.8 correct (72%)

This is a movement from an 'F' grade (below 60%) to a 'C' grade. A 'C' is average, and that is to be expected.

Table 1 shows the percent of wrong responses to each of the fifteen questions by students in the Sociology 1010 courses. The table shows the percent who scored wrong on the Pre-test (administered during the second class of the semester), then on the Post-test (administered during the last class of the

semester) and, finally, the change in percentage points between the two evaluations.

Table 1: Percent of Wrong Responses, Sociology 1010

	Pre- (n=144)	Post- (n=94)	Change
1	30%	38%	+8
2	24	5	-19
3	45	39	-6
4	57	35	-22
5	84	61	-23
6	44	16	-28
7	65	46	-19
8	60	37	-23
9	53	31	-22
10	58	26	-32
11	49	35	-14
12	17	9	-8
13	37	18	-19
14	28	9	-19
15	15	9	-6

It is apparent that for all questions, other than #1, fewer students missed the questions on the Post-test than on the Pre-test. This suggests that students learned the concepts measured on the evaluation. There is an especially dramatic reduction in the number of wrong answers on questions #4 and 5 (theory), #6 (science), and questions #8-10 (stratification). On each of these questions there is at least a 20% difference in the number of wrong answers given between the Pre-test and the Post-test. Furthermore, less than 10% of students gave wrong answers to questions #2 (norm violations and culture), #12 (religious institutions), and questions #14 (economic institutions) & #15 (political institutions) on the Post-test, suggesting a strong understanding of the concepts.

Slightly troubling is question #5 (conflict theory), a question on which more than 50% of students gave wrong answers, even on the Post-test. Although there is a dramatic decrease in number of wrong answers on question #5 (23%), 61% of the students still provided wrong answers. On question #1 (culture) there is an actual increase in the number of students giving wrong answers from the Pre to Post-test. Culture and conflict theory are two areas where improvement can be made in moving students toward a better understanding of the concepts.

Conclusion

In conclusion, the scores on the assessments discussed here show a generally marked improvement from the Pre-tests to the Post-tests. This suggests that students are learning the sociological concepts that I wish to teach.

There are a few areas where improvement can be made, however. Specifically, students do not seem to be grasping the sociological concept of culture as measured on question #1. Indeed, they seem to be more unclear of the concept at the conclusion of the course than at the beginning.

Overall, however, I feel that the sociology program at Dixie State College of Utah is attaining its objectives of teaching core sociological concepts.

Strengths and Challenges

Strengths, Highlights, Achievements, and Successes

The strength of the department is that we teach sociology well and, for the size of our department, we offer a wide variety of courses.

Challenges, Shortfalls, and Problems

There is only one full-time faculty member. Thus, students don't receive a real variety of instructional techniques or intellectual perspectives. The challenge, then, is to increase enrollment to the point where we can hire another full-time faculty member. Another challenge is to convince administrators at the college of the need for a four-year sociology degree.

Recommendations, Plans, and Improvements

In Progress or Ongoing

Enrollments in sociology courses have increased dramatically in the past couple of years.

For the Future

The major goal for the sociology program in the next five years is to acquire a Bachelor's Degree. Nationally, sociology is one of the top majors for student-athletes. If Dixie State College insists on pursuing a stable NCAA Division Two sports program, it needs to seriously consider instituting a 4-year sociology degree. In this regard, I have already submitted a "Proposal for Bachelor's Degree in Applied Sociology."