

**Department of Sociology and Social Work**  
**Sociology**  
**2017-2018**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
<b>Sociology PLO #1</b>	Sociology majors will be able to analyze society, social structures, and patterns of human thoughts and behavior.

**Outcome Measures:**

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
<b>Sociology PLO #1</b>	ETS General Theory Measure	General Theory Measure is one of the ETS Major Field Tests in Sociology.

**Criteria for Success:**

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
<b>Sociology PLO #1</b>	ETS General Theory Measure	The majority of students will score at or above the 50 percentile on the General Theory Measure of the ETS Major Field Test in Sociology.

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

ACADEMIC YEAR	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2017-18
N = Number of Students	10	12	11	9	11	7	8	10	9	12	9	11	18
Mean: Total Test/Percentile	152/60	152.8/60	158/85	154/70	150/50	150/55	150/55	147/44	144/22	148/33	152/33	150/45	144/39
Mean: Core Sociology	49.5/50	53.7/65	57/80	55/75	49/45	52/65	52/60	47/38	43/44	46/42	51/33	49/36	44/33
Mean: Critical Thinking	54/75	52.4/65	60/90	54/75	51/60	49/55	50/55	48/47	44/33	46/50	52/33	47/36	45/50
Assessment Indicator Areas													
(Mean Correct / Percentile)									Percentile				
General Theory	43.3/60	47.7/70	59/90	54/90	49/55	51/65	55/75	45/40	46	46	55	55	45
Methodology & Statistics	46/55	50.4/65	63/95	60/85	52/45	57/65	54/50	51/45	35	42	45	41	39
Deviance & Social Problems	65.5/75	67.4/85	63/70	53/25	53/65	52/65	51/60	38/14	40	46	49	51	37
Demography & Rural/Urban	49.1/75	48.1/70	58/50	48/70	56/70	49/45	48/49	43/24	51	54	59	59	Not tested
Multiculturalism	67.4/90	52.8/20	59/60	56/95	51/40	51/45	53/55	53/59	49	60	60	64	54
Social Institutions	56.0/80	55.2/75	69/95	60/85	57/45	57/45	54/35	51/30	34	38	49	40	33
Social Psychology	52.5/65	58.3/80	55/75	47/40	43/45	39/30	42/45	45/59	58	64	62	60	56
Gender	56/60	55/50	61/70	58/70	54/30	55/35	55/35	52/37	46	56	49	56	45
Globalization	60.8/70	60.2/70	68/85	56/50	54/50	46/25	50/40	51/47	45	50	56	45	39

Green-highlighted = PLO assessed for this report

**Conclusions Drawn from Data:**

<b>Program Learning Outcome (PLO)</b>	<b>Conclusions Drawn from Data</b>
<b>Sociology PLO #1</b>	We did not achieve our intended outcome this academic year. One third of our students scored above the 50 <sup>th</sup> percentile in general theory. One third scored in the 33 <sup>rd</sup> percentile, and 1/3 <sup>rd</sup> scored below the 33 <sup>rd</sup> percentile. The ETS had a steep scoring cliff. Students who earned a score between 50-55 on the general theory section of the ETS Major Field Test in Sociology ranked in the 67 <sup>th</sup> percentile, while those who scored between 45-49 ranked in the 33 <sup>rd</sup> percentile. This appears to be a quirk of the distribution of students taking the test this year.

**Changes to be Made Based on Data:**

<b>Program Learning Outcome (PLO)</b>	<b>Description of Changes to be Made Based on Data</b>
<b>Sociology PLO #1</b>	Review the concepts of general sociological theory across the curriculum.

**Rubric(s) Used:** ETS Major Field Test – General Theory Measure

**Department of Sociology and Social Work**  
**Sociology**  
**2017-2018**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
<b>Sociology PLO #2</b>	Students will be able to navigate a world of rich cultural diversity.

**Outcome Measures:**

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
<b>Sociology PLO #2</b>	ETS Multiculturalism Measure	Multiculturalism Measure is one of the ETS Major Field Tests in Sociology.

**Criteria for Success:**

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
<b>Sociology PLO #2</b>	ETS Multiculturalism Measure	The majority of students will score at or above the 50 percentile on the Multiculturalism Measure of the ETS Major Field Test in Sociology.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

**Longitudinal Data:**

ACADEMIC YEAR	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2017-18
N = Number of Students	10	12	11	9	11	7	8	10	9	12	9	11	18
Mean: Total Test/Percentile	152/60	152.8/60	158/85	154/70	150/50	150/55	150/55	147/44	144/22	148/33	152/33	150/45	144/39
Mean: Core Sociology	49.5/50	53.7/65	57/80	55/75	49/45	52/65	52/60	47/38	43/44	46/42	51/33	49/36	44/33
Mean: Critical Thinking	54/75	52.4/65	60/90	54/75	51/60	49/55	50/55	48/47	44/33	46/50	52/33	47/36	45/50
Assessment Indicator Areas (Mean Correct / Percentile)									Percentile				
General Theory	43.3/60	47.7/70	59/90	54/90	49/55	51/65	55/75	45/40	46	46	55	55	45
Methodology & Statistics	46/55	50.4/65	63/95	60/85	52/45	57/65	54/50	51/45	35	42	45	41	39
Deviance & Social Problems	65.5/75	67.4/85	63/70	53/25	53/65	52/65	51/60	38/14	40	46	49	51	37
Demography & Rural/Urban	49.1/75	48.1/70	58/50	48/70	56/70	49/45	48/49	43/24	51	54	59	59	Not tested
Multiculturalism	67.4/90	52.8/20	59/60	56/95	51/40	51/45	53/55	53/59	49	60	60	64	54
Social Institutions	56.0/80	55.2/75	69/95	60/85	57/45	57/45	54/35	51/30	34	38	49	40	33
Social Psychology	52.5/65	58.3/80	55/75	47/40	43/45	39/30	42/45	45/59	58	64	62	60	56
Gender	56/60	55/50	61/70	58/70	54/30	55/35	55/35	52/37	46	56	49	56	45
Globalization	60.8/70	60.2/70	68/85	56/50	54/50	46/25	50/40	51/47	45	50	56	45	39

Green-highlighted = PLO assessed for this report

**Conclusions Drawn from Data:**

<b>Program Learning Outcome (PLO)</b>	<b>Conclusions Drawn from Data</b>
<b>Sociology PLO #2</b>	We met this goal as a department, but did not achieve this goal at the individual level. The class of 2018 ranked in the 54 <sup>th</sup> percentile of students taking the ETS Major Field Test in Sociology. Only 9 of 18, scored at or above the 50 <sup>th</sup> percentile on the Race, Ethnicity, and Gender measure of the ETS, just missing the departmental goal. Several of the students who did not achieve the departmental goal had not taken a class in Race and Ethnicity at the time of the administration of the ETS, which could explain the difference.

**Changes to be Made Based on Data:**

<b>Program Learning Outcome (PLO)</b>	<b>Description of Changes to be Made Based on Data</b>
<b>Sociology PLO #2</b>	Consider requiring a course in Race and Ethnicity for all departmental majors.

**Rubric(s) Used:** ETS Major Field Test in Multiculturalism (Race, Ethnicity, and Gender)

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**Sociology**  
**2017-2018**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
<b>Sociology PLO #3</b>	Sociology majors will be able to conduct social research.

**Outcome Measures:**

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
<b>Sociology PLO #3</b>	Senior Thesis SOC 476	Successful completion of the Senior Thesis.

**Criteria for Success:**

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
<b>Sociology PLO #3</b>	Senior Thesis SOC 476	Eighty percent (80%) of students will successfully complete the Senior Thesis in Sociology.

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. **Intellectual Skills/Core Competencies**
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
<b>2017-18</b>	18	100%	Every student graduating in the 2017-18 academic year successfully completed their thesis.
<b>2016-17</b>	8	87.5%	The majority of students met the requirement on their senior thesis 7 of 8. The 8 <sup>th</sup> student eventually successfully completed their thesis.
<b>2015-16</b>	11	100%	Each student demonstrated the ability to conduct social research.
<b>2014-15</b>	9	88.89%	One student failed the initial class, but after rewriting the thesis the following year, s/he was able to finish the requirements for graduation.
<b>2013-14</b>	12	100%	***
<b>2012-13</b>	9	100%	***

<b>2011-12</b>	11	100%	***
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\*\*\*This data reflects course pass-fail rates only. In future years, the data reported pertains to the Senior Thesis.

#### Conclusions Drawn from Data:

<b>Program Learning Outcome (PLO)</b>	<b>Conclusions Drawn from Data</b>
<b>Sociology PLO #3</b>	Students are prepared to conduct social research. Social research is a valuable skill for our graduates. We have been working shaping our students into active researchers.

#### Changes to be Made Based on Data:

<b>Program Learning Outcome (PLO)</b>	<b>Description of Changes to be Made Based on Data</b>
<b>Sociology PLO #3</b>	No changes to be made at this time. Continue to monitor.

#### Rubric(s) Used:

Please refer to the rubric for "Sociology/Social Work Department Core" on the next page.

# Sociology/Social Work Department Core

	Capstone 4	3	Milestones 2	1
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
<b>Evaluate Information and its Sources Critically</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
	Capstone 4	3	Milestones 2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported) and applied to the discipline.	Central message is clear and consistent with the supporting material and applied to the discipline.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
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# Department of Sociology and Social Work

## Sociology

2017-2018

### Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
<b>Sociology PLO #4</b>	Students will be prepared to serve Christianly and competently in diverse vocational or social settings.

### Outcome Measures:

Program Learning Outcome (PLO)	Measure	Description of Outcome Measure
<b>Sociology PLO #4</b>	Alumni Survey	A satisfaction survey will be distributed biennially (alternate years) to Sociology alumni.

### Criteria for Success:

Program Learning Outcome (PLO)	Measure	Statement of Criteria for Success
<b>Sociology PLO #4</b>	Alumni Survey	The majority of alumni will report being satisfied with their preparation on a biennial (alternate years) alumni survey.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. **Civic and Global Learning**

### Longitudinal Data:

Note: Assessed biennially (alternate years).

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
<b>2017-18</b>	<i>Pending</i>	<i>Pending AY 2018-19.</i>	<i>To be assessed Fall of 2018.</i>
<b>2016-17</b>	<i>Pending</i>	<i>Pending AY 2016-17.</i>	<i>To be assessed Fall of 2017.</i>
<b>2015-16</b>	<i>N/A</i>	<i>N/A – see comments section</i>	<i>Alumni Survey question pertaining to this outcome re: Christian service is under revision. Please see “Conclusions Drawn from Data” for summary analysis of findings in related areas.</i>
<b>2013-14</b>	<i>N/A</i>	<i>N/A – see comments section</i>	<i>Not available. The was the first year Alumni Survey was administered and data collection attempted.</i>

### Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
<b>Sociology PLO #4</b>	<p><i>Note: Alumni Survey question pertaining to this outcome re: Christian service is under revision. This is a brief summary analysis of findings in related areas.</i></p> <p>The vast majority 81% of alumni indicated their education in the department prepared them for their career. The students who attended graduated school reported an even higher level of satisfaction with their education. A greater proportion, 93%, said their degree prepared them for graduate education.</p>

### Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
<b>Sociology PLO #4</b>	No changes to be made at this time. Continue to monitor.

### Rubric(s) Used:

Alumni 2014

Q1 Point Loma Nazarene University Department of Sociology and Social Work Let Us Know How You're Doing!! Every five years the Department needs to do a self-assessment. To help us evaluate our departmental programs we need some feedback from you. A few of you answered a survey we sent out in 2012. However, we then added some questions. We need to hear from more of you!! Please take a few minutes and answer each of the following questions. Fill in the information as prompted and/or click on the circle that best represents your answer.

Q2 In what year did you graduate?

Q3 Were you a transfer student?

- ☐ Yes (1)
- ☐ No (2)

Q4 What was your major?

- ☐ Sociology (1)
- ☐ Social Work (2)
- ☐ Sociology - Criminal Justice (3)

Q5 If you had a minor, please indicate what your minor was.

Q6 EMPLOYMENT

Q7 What was your first job after graduating from Point Loma?

Q8 Are you currently employed? Place a check in the appropriate box.

- ☐ Yes, employed full-time (1)
- ☐ Yes, employed part-time (2)
- ☐ No, unemployed, looking for work (3)
- ☐ No, unemployed (4)
- ☐ Full-time homemaker (5)
- ☐ Other (Please specify) (6) \_\_\_\_\_

If No, unemployed, looking for... Is Selected, Then Skip To Which COURSE in your major would you ...If No, unemployed Is Selected, Then Skip To Which COURSE in your major would you ...If Full-time homemaker Is Selected, Then Skip To Which COURSE in your major would you ...

Q9 What is your present job title?

Q10 Do you feel that your PLNC/PLNU degree helped you to get your current job?

- ☐ Yes, definitely (1)
- ☐ Yes, to some extent (2)
- ☐ Uncertain (3)
- ☐ No (4)

Q11 If working, what is the most important skill you need to do your current job, i.e., what do you really have to know how to do?

Q12 For the skill you listed, how well did PLNC/PLNU prepare you?

- ☐ Quite well (1)
- ☐ Acceptably (2)
- ☐ Not very well (3)

Q13 If working, what is the next most important skill you need to do your current job, i.e., what do you really have to know how to do?

Q14 For the skill you listed, how well did PLNC/PLNU prepare you?

- ☐ Quite well (1)
- ☐ Acceptably (2)
- ☐ Not very well (3)

Q15 If working, what is another important skill you need to do your current job, i.e., what do you really have to know how to do?

Q16 For the skill you listed, how well did PLNC/PLNU prepare you?

- ☐ Quite well (1)
- ☐ Acceptably (2)
- ☐ Not very well (3)

Q17 Which courses within your MAJOR most developed the skills used in your current position?

Q18 Which COURSE in your major would you say has been the MOST VALUABLE to you? Why?

Q19 Generally speaking, how satisfied are you with the path of your career thus far after leaving PLNC/PLNU?

- ☐ Very Satisfied (1)
- ☐ Satisfied (2)
- ☐ Dissatisfied (3)
- ☐ Very Dissatisfied (4)

#### Q20 GRADUATE EDUCATION

Q21 Have you attended a graduate program?

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Block

Q22 Did you complete your graduate program?

- ☐ Yes (1)
- ☐ In progress (2)
- ☐ No (3)

Q23 If you completed or you are in progress of receiving your graduate degree, what degree and in what subject?

Q24 Which statement BEST describes how well your major at PLNU prepared you for your continued education?

- ☐ Well prepared (1)
- ☐ Adequately prepared (2)
- ☐ Not adequately prepared (3)
- ☐ Changed field of study (4)

Q25 In what area of your graduate program were you the BEST PREPARED?

Q26 In what area of your graduate program were you the LEAST PREPARED?

#### Q27 DEPARTMENT

(continued on next page)

Q28 A department provides many services to its majors. Please evaluate each of the following areas.

	Very Satisfied (1)	Satisfied (2)	Dissatisfied (3)	Very Dissatisfied (4)
Academic advising (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental chapels (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brewed Awakening presentations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career advising (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship placement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental assistant (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers within the department (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling of courses (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of professors (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 The selection of courses available in Sociology, Criminal Justice and Social Work were

- ☐ Very adequate (1)
- ☐ Moderately adequate (2)
- ☐ Somewhat adequate (3)
- ☐ Not at all adequate (4)

Q30 If you had it to do over again, would you

- ☐ Major in Social Work (1)
- ☐ Major in Sociology (2)
- ☐ Select another major (3) \_\_\_\_\_

Q33 What specific changes, if any, would you like to see the Sociology/Social Work programs make?

Answer If What was your major? Sociology - Criminal Justice Is Selected

Q31 Criminal Justice Concentration: For those who completed this concentration, how useful were the courses in criminal justice related to employment?

- ☐ Very valuable (1)
- ☐ Moderately valuable (2)
- ☐ Somewhat valuable (3)
- ☐ Not valuable at all (4)
- ☐ Changed to a different field (5)

Answer If What was your major? Sociology - Criminal Justice Is Selected

Q32 Criminal Justice Concentration: For those who completed this concentration, what two courses do you wish the department had taught?

Q34 ABOUT POINT LOMA NAZARENE UNIVERSITY

Q35 Did the benefits you received from attending PLNC/PLNU outweigh the financial costs, e.g., tuition and room/board, to you and your family?

- ☐ Yes, definitely (1)
- ☐ Yes, somewhat (2)
- ☐ No, somewhat (3)
- ☐ No, definitely not (4)

Q36 Today, how connected do you feel to PLNU?

- ☐ Very connected (1)
- ☐ Quite connected (2)
- ☐ Somewhat connected (3)
- ☐ Not connected at all (4)

Q37 However you feel about PLNU, why do you feel this way about the institution?

Q39 If you have other comments you would like to make regarding your experience with our department please use this space below:

Q38 Thank you for taking the time to complete this survey. A tally of responses to the questions will be available on the Department Website in June 2015.