



COLORADO MESA
UNIVERSITY

Sociology Program AY 2025-2026 Program Review

Prepared by

The Sociology Faculty

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1. Introduction and Program Overview

a. Program Description

The sociology program at Colorado Mesa University (CMU) currently offers a Bachelor of Arts (B.A.) in sociology. The sociology program also offers a sociology minor, which serves as an excellent complement to a wide variety of majors across the CMU curriculum.

The B.A. prepares students for a variety of careers in the public and private sectors and/or for graduate work in a variety of disciplines. Sociology majors complete a rigorous core in which they build a foundation in sociological perspectives, theories, and methods. In addition to this core, students choose from a variety of sociology electives covering different subfields of sociology as well as a selection of courses from complementary disciplines to develop an individualized path within the major. During their senior year, they take a capstone course during which they complete an applied research project with their peers. Students also can complete the research-based honors program and/or an internship in the community.

The sociology program includes three full-time professors – one full professor and two associate professors (all tenured) plus two adjunct professors who teach regularly. Full-time faculty teach four in-person courses per semester and sometimes teach additional overload courses online. Currently, all three full-time professors have a course release to engage in campus level service for Faculty Senate, the Center for Teaching and Learning, and Academic Affairs. In addition, Dr. Henley was on sabbatical during spring semester 2025, Dr. Wilhelm will be on sabbatical during the spring semester 2026, and Dr. Merino is also eligible for an upcoming sabbatical.

b. Brief History of the Program

The sociology program at CMU has existed as a stand-alone major since 1993. From 1993 to 2006, sociology students could choose a sociology major with no concentration or could choose a concentration in anthropology, human services, or criminology. Between 1993 and 2006, the sociology program was staffed with four tenured or tenure-track sociology faculty and two tenured or tenure-track anthropology faculty.

The first of several major changes to the sociology program took place in 2006, when the concentration in criminology was phased out and replaced by a stand-alone criminal justice program. The second major change was the phasing out of the anthropology concentration and all associated courses in 2011, along with the anthropology faculty positions. The third and final major change to the sociology program's structure took place in 2012-2013, when the human services concentration was phased out and replaced first with a social work minor and then with a stand-alone social work program. As expected, these changes resulted in a significant decline in the number of sociology majors.

Another recent change affecting the sociology program is removing restricted electives from other disciplines within the SBS department. At our last program review, sociology courses could be taken as restricted electives in criminal justice, political science, and social work, but that is no longer the case. That cross-pollination was important for exposing students to sociology as a field of study, and we regret having lost it. We also regret the dampening of our ability to contribute to other programs, as we have in the past.

An additional challenge to the sociology program over the past decade or so is faculty turnover. After losing two faculty members (one to non-renewal in 2014 and one to retirement in 2015), two replacement faculty members were hired. Unfortunately, both faculty members left their positions at CMU in 2016 to take positions elsewhere. Both positions were filled again with two new faculty members beginning in the fall of 2016. Both have now earned tenure and been promoted to associate professor.

Throughout these changes, the sociology faculty has remained committed to providing the best education possible for our majors and minors, increasing the opportunities for student research and community engagement, all while maintaining our own research agendas and commitment to service at all levels (program, department, and university).

c. Recommendations from the Academic Year (AY) 2018-19 Sociology Review

The *central recommendation* from the external review was that “the university evaluate the financial commitment to the sociology program” to determine whether adding two additional faculty members would be cost effective and to adjust faculty salaries to de-incentivize overwork. CMU has been undergoing a process of salary adjustment that has included members of the sociology faculty, but the number of faculty has not increased. In personal conversations, Dr. Anne Cross (the program reviewer in 2019) was quite complimentary about the program and what was being accomplished, and the remaining recommendations were predicated by the need for additional faculty to plan and implement them. In her report, Dr. Cross says that “*while the first recommendation, that the university reexamine its financial commitment to CMU Sociology, is one among many, it is a gatekeeper to all that follow. Readers are advised to recognize that implementing the other recommendations should be contingent on adding additional faculty.*”

The final part of Dr. Cross’s first recommendation had to do with the development of specific program goals and measurable learning outcomes that dovetail with CMU’s education mission, which has been accomplished with the creation of a new set of learning objectives and a new assessment plan in 2020. Along these lines, pursuant to the *second recommendation*, the sociology faculty have been working to use these assessment data to improve teaching effectiveness and student outcomes, primarily through frequent faculty meetings where teaching strategies, skill building through course sequences, and the like are discussed.

The *third recommendation* was to phase in nontraditional pedagogies that support active learning within and beyond the classroom, and the *fourth recommendation* was to secure resources to begin an internship and/or service-learning program. Since the last review and *without* additional resources, a sociology internship has been developed, a capstone class based in applied research has been added to the curriculum, twelve students have presented research at the Pacific Sociological Association conferences, and multiple groups of students engaged in discussions as part of a senior continuing education program. Additionally, there has been increased focus in classes on asking students to contemplate how what they are learning in their courses applies to problem-solving in the real world and to engage in project- rather than exam-based demonstrations of knowledge and critical thought in classes.

The *fifth recommendation* involved developing a strategy and resources to support online education in sociology (faculty resources permitting). COVID necessitated a significant and sudden (although short-lived) shift to online learning, which involved a significant learning curve for students and faculty alike. Since that time, while we continue to teach an online General Sociology course three times per year, our attention has

been in the classroom. We believe this is particularly important given the in-person classroom time students lost during the pandemic.

The *sixth recommendation* was to strengthen formal and informal advising and mentoring processes, ensure that the faculty has the capacity and time for personal attention to students, and secure appropriate resources to support related endeavors. We consider personal attention to students central to what we do as faculty members. Because we can offer small, discussion-based upper-division classes and because most students take courses with each of us – and each other – multiple times, we enjoy a close-knit sociology community, one that welcomes interested non-majors as well.

The *seventh recommendation* was to develop a pathway for junior faculty to gradually take on more responsibility for decision-making within the discipline and curriculum as they gain seniority. All three faculty members are now tenured, working cooperatively to maintain and improve the sociology program, and contributing to the full SBS department and the CMU campus as well.

Finally, the *eighth recommendation* was to develop an effective social media presence. Changes in the social media landscape have made this a challenge. We maintain a CMU Sociology Facebook page with many alumni members, but younger alumni and students are not likely to use Facebook much. Sociology Club maintains an Instagram presence, and one path we could take is to combine forces there. Another possibility is Bluesky. This remains a work-in-progress.

d. Mission Statement and Goals

Colorado Mesa University serves the citizens of Colorado, with a specific emphasis on increasing the level of educational attainment of residents in its 14-county region in western Colorado. Colorado Mesa University's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S) 23-53-101:

There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional and technical degree programs, and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional educational provider.

The CMU Board of Trustees has also established an Institutional Mission Statement:

Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

The Social and Behavioral Sciences Department is currently developing a department-level mission statement, in which the sociology faculty are involved. While sociology does not have a formal mission

statement, the faculty values the CMU mission of encouraging intellectual, professional, and personal growth for students and faculty alike. Sociology students learn to apply a sociological perspective to better understanding diversity, as a tool for thinking critically, and as a framework for social responsibility. The American Sociological Association makes a strong argument that sociology is excellent preparation for a 21st century career for reasons that dovetail with CMU's mission and value statement.¹ Through learning scientifically about the causes and consequences of patterns in social life, social organization, and change, students with a sociology degree are prepared to function as productive members of a global society.

All full-time faculty have doctoral degrees from highly ranked sociology programs and consider teaching to be not simply a career but a calling. The faculty have also made significant contributions to the campus community and the Grand Valley more generally and have contributed to their discipline through scholarly publications and presentations, along with service work in professional organizations.

e. Support of Other Majors/Minors

Sociology offers three Essential Learning courses: SOCO 144 (Marriage and Families), SOCO 260 (General Sociology), and SOCO 264 (Social Problems). All courses are approved by the Colorado Department of Higher Education for statewide guaranteed transfer.

In addition to the sociology minor, which combines well with a wide variety of majors, and despite the removal of restricted electives from related programs, sociology continues to serve other programs. The Criminal Justice B.A., B.A.S., and A.A.S. recommend or include as options our lower-division sociology Essential Learning courses. The BSW includes sociology courses as recommended electives. Students can use any sociology course toward a General Studies, Liberal Arts, B.A. and a Social Sciences, Liberal Arts, A.A. Upper-division sociology courses are included in the international relations and women's and gender studies minors. Finally, sociology faculty have taught several different Maverick Milestone courses over the years. These Milestone offerings have helped meet demand for this degree requirement and introduced hundreds of students to the discipline of sociology when they might not otherwise have had the opportunity.

f. Locational and Comparative Advantages

Colorado Mesa University is a regional educational provider, with a service area of fourteen counties that span a geographic area of 30,000 square miles, making up nearly 30% of the State of Colorado. CMU students come from a wide variety of backgrounds that increase the diversity of the student population. Approximately 31% of students are Pell-eligible, 47% are first-generation, and 30% are minorities. CMU has made affordability a priority and has worked to keep education costs down by having one of the lowest rates of undergraduate tuition and fees in the state.

The sociology program allows students, many of whom are first generation and have not had the opportunity to experience the world beyond western Colorado, to learn about aspects of society outside of their everyday experiences. These opportunities include the content they study and opportunities to conduct independent research that can be presented outside the state. Students from diverse backgrounds see themselves reflected

¹ American Sociological Association. 2013 *21st Century Careers with an Undergraduate Degree in Sociology*, 2nd edition.

in the curriculum and can develop a better understanding of the social context that shapes their own lives as well.

g. Ways Program Engages Students from Diverse Backgrounds

Sociology as a discipline concerns itself with diversity and inequality in society. In our courses, diverse sets of students can learn about social processes and structures that help them to better understand their own circumstances and paths forward. Our course offerings reflect our commitment to the thoughtful study of diversity and inequality, as topics include race, gender, sexuality, social class, and more. We tailor our advising in a way that considers the social circumstances of students from varied and diverse backgrounds. We welcome all students to the Sociology Club and encourage activities that make all students feel they are an important part of the club.

h. Unique Characteristics

As stated earlier, we pride ourselves on the tightly knit and welcoming sociology community we have developed through student engagement in small, seminar-style upper-division courses and the sociology club. Our students are known to and supported by faculty and other students alike. When a student is absent or having trouble, we all step up. Also, as mentioned above, we have developed ways for our students to be involved outside the classroom. This includes research opportunities in the applied Senior Capstone course and Academic Honors Program, community engagement through involvement in senior education courses and Sociology Club, and the new internship program.

2. Curriculum

a. Breadth/Depth of Program

Sociology faculty members are committed to offering the highest quality undergraduate sociology major possible within significant resource constraints, including having only three full-time faculty members and two part-time adjuncts who typically teach one to two courses each semester, unless they are filling in for faculty members on sabbatical. In addition to independent study and structured research, the sociology program offers 21 different courses plus the possibility of special topics courses.

Our curriculum includes three Essential Learning courses – SOCO 144 (Marriage and Families), SOCO 260 (General Sociology), and SOCO 264 (Social Problems). General Sociology and Social Problems are required for the major. For the minor, all students take General Sociology but can choose between Social Problems and Sociology of Marriage and Families. These courses are offered every semester.

The core curriculum for the major includes General Sociology and Social Problems, along with GEOG 103 (Human Geography) to add a more global perspective to the curriculum. We recommend that students complete their Essential Learning math course early, followed by STAT 215 (Statistics for Social and Behavioral Sciences). Next in the sequence comes SOCO 202 (Introduction to Sociological Inquiry), which is designed as a bridge between the introductory coursework and upper-division course work. This course also includes professional development and career preparation so that students start thinking early about how to design a program tailored to their personal and career goals.

The rest of the sociology core includes a theory sequence and a methods/capstone sequence. SOCO 370 (Roots of Sociological Thought) and SOCO 375 (Contemporary Sociological Perspectives) are not only courses that introduce students to core sociological theories, but also teach them to apply those theories to contemporary society. SOCO 303 (Research Methods) teaches students how effective, ethical sociological research is conducted and gives them the opportunity to engage in their own data collection and analysis. SOCO 493 (Senior Capstone) provides students with the opportunity to bring together the statistical reasoning, methodological knowledge, and theoretical perspectives they have learned in the rest of the core as they develop and carry out an applied research study for a local agency. The strength of this core is its dual emphasis on theory and methods, skills that are flexible enough to keep our students prepared for whatever careers develop over the course of their lives as well as prepared to be true citizens in every sense of the word.

In addition to these core courses, we offer 14 different upper-division electives that are taught on a rotating basis. These upper-division electives include courses in political sociology, environmental sociology, religion, social movements and political activism, population, social inequality, health and illness, life course and aging, self and society, race and ethnic relations, gender, sexuality, contemporary families, and death, dying, and bereavement. These electives fall into three broad categories – social institutions, social inequalities, and micro-macro linkages (although most courses touch on all of these areas in some way). Sociology majors choose seven of these electives for their program, but they can replace one elective with an internship instead. Sociology majors choose three of these electives.

We advise both majors and minors to think carefully about the constellation of electives they choose but recognize that they are limited by how often courses can be offered. We also recognize that there are key areas of sociology that we cannot offer with only three full-time faculty members, but we allow motivated students to do independent study courses in other areas of sociology.

Finally, we believe that sociology majors are well served by developing expertise in related or complementary disciplines. Our majors choose two courses from a wide variety of restricted electives in criminal justice, philosophy, psychology, social work, political science, and history. Students are encouraged to pursue a minor in one of these fields.

b. Program Currency

The three major changes to the program since the last program review are the development of a capstone applied research class first taught in 2023, moving the theory sequence from the 400 to the 300 level (per the recommendation of graduating students) in AY 2021-2022, and the addition of the internship option also in AY 2021-2022. While we value the existence of restricted electives in our program, we reduced the number of those to two and increased the number of sociology electives to seven, in part to allow students to substitute one sociology elective for an internship experience instead.

By virtue of the subject area of the discipline, keeping our courses current is a major part of the job description for a sociology faculty member. Instead of adding additional courses, we focus on keeping up with the latest research relevant to the courses that we teach along with adapting our content toward current events and changing student needs and interests. We believe that these strategies, within a set of courses that fall into the three broad categories we listed above - social institutions, social inequalities, and micro-macro linkages – are the best way to stay current within our limited resources.

c. Description of Program Delivery Locations and Formats

All courses are offered primarily in the classroom during the day. Additionally, one section of General Sociology is offered online every semester and during the summer. Typically, at least one lower-division and often one upper-division course is offered as a hybrid every semester. One lower-division course is typically offered in the evening each semester as well. Given our tradition of offering small, seminar-style upper-division classes, the positive feedback we get from students about their learning and community-building experiences in their classes, and a faculty whose strengths lie in the classroom, we have not felt comfortable diverting faculty resources toward additional delivery options. However, we recognize that evening and/or online courses would be one way to reach a set of students who we do not currently reach.

3. Analysis of Student Demand and Success

a. Number of majors and minors

As Table 1 indicates, the number of sociology majors has held relatively steady, ranging from 34 to 46 over this period. 34 majors in the 2024-2025 AY represents a low point, in part because of a large graduating cohort in the spring of 2024. However, the number of sociology minors has nearly doubled since the 2018-2019 AY. This reflects our increased and ongoing efforts to recruit into the minor. Sociology tends to be “top heavy” in that a large proportion of our students are juniors and seniors. Few freshmen major in sociology, partly due to a lack of exposure to and familiarity with the discipline before attending CMU. Instead, students come to sociology primarily through lower-division courses. Students get attached not only to the subject matter of sociology but also to the professors who teach their lower-division courses. We are pleased with the growth of the minor and plan further outreach and recruitment efforts to grow that part of our program. Table 1 also suggests that the concentrations, once a feature of the sociology major, is effectively “taught out,” as there was only one such student (sociology with an emphasis on criminology) during this time period.

Table 1: Majors and Minors

Major	2018-19 1 st Maj All	2019-20 1 st Maj All	2020-21 1 st Maj All	2021-22 1 st Maj All	2022-23 1 st Maj All	2023-24 1 st Maj All	2024-25 1 st Maj All
Sociology-Provisional Baccalaureate	3 3	2 2	1 1	1 1		1 1	
Sociology-Criminology			1				
Sociology	40 43	40 42	29 33	38 43	34 37	37 39	30 32
Total	43 46	42 44	30 35	39 44	34 37	38 40	32 34
Minor							
Sociology	10	12	18	17	17	17	19

b. Student credit hours by student level

Table 2 shows the number of students enrolled in sociology classes by level as well as the total number of student credit hours (SCH) that students earned each year in sociology classes. Not surprisingly, more students enroll in sociology courses during their freshman and sophomore years, when they are most likely to take lower-division, Essential Learning courses that have higher enrollment caps. Enrollment has declined significantly since the 2018-2019 AY, with the most notable drop occurring in the 2020-2021 AY. There are several reasons for the decline. First, and perhaps most significantly, caps in lower-division courses dropped from 50 to 40 beginning in the 2020-2021 academic year. Second, the drop in SCHs taught in upper-division coursework likely reflects the removal of restricted electives in other SBS programs. Third, as shown in Table 5, there was a notable drop in courses taught by adjunct faculty at the same time. More recently, our credit hour production has dropped as faculty in the program have had course releases for major service roles on campus or utilized sabbaticals. Nonetheless, despite the decline in enrollment, these data indicate that sociology is important as a contributor to the Essential Learning program at CMU and upper-division students not majoring in sociology.

Table 2: Student Credit Hours by Student Level

Student Level	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH
Freshman	311	933	293	897	230	690	190	570	195	585	157	471	206	681
Sophomore	307	921	353	1059	290	870	193	579	195	585	208	624	231	693
Junior	164	492	142	426	148	444	113	339	97	291	86	258	80	240
Senior	213	639	165	495	122	366	138	414	144	432	126	378	116	348
Non-deg seeking	6	18	11	33	7	21	10	30	21	63	24	72	19	57
Total	1001	3003	964	2892	797	2391	644	1932	652	1956	601	1803	652	1956

Enroll=Number of students enrolled, SCH=Semester credit hours

c. Student credit hours by course level

Table 3 provides data on the number of sections of each class offered, student enrollments in each class, and the student credit hours (SCH) earned for each course. The table also shows the registrations and student credit hours for all lower division and upper division courses. Especially given the low number of faculty, sociology offers many sections of lower-division courses, all of which are Essential Learning courses capped at 40 students per section. The exception is Introduction to Sociological Inquiry (SOCO 202), a course for sociology majors and minors that is capped at 25. This course serves as a “bridge” to students moving from lower-division to upper-division coursework. In contrast, upper-division courses are offered one section at a time, every one to three years, and are capped at 20 students. Enrollment in both lower- and upper-division courses varies from year to year, with an average of 618 students per year in lower-division Essential Learning courses and 131 per year in upper-division courses. To be clear, there are individual students who are enrolled in multiple sociology courses at the same time, especially when they begin to take upper-division courses. In total, sociology courses enroll well over 600 students per year.

Table 3: Registrations and Student Credit Hours Per Course

Sociology Course	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH	Enroll	SCH
Lower Division Subtotal	873	2469	831	2493	674	2022	509	1527	513	1539	494	1482	551	1653
Upper Division Subtotal	178	534	133	399	123	369	135	405	139	419	107	321	101	303
Sociology Courses Total	1001	3003	964	2892	797	2391	644	1932	652	1956	601	1803	652	1956

Enroll=Number of students enrolled, SCH=Semester credit hours

d. Number of graduates

Table 4 shows that the number of sociology graduates has remained consistent over the last seven years. This is broadly comparable to the number of political science graduates during most of the years under consideration; because political science has a similar number of faculty, we consider them to be the most comparable major within the department.

Table 4: Number of Graduates

Major	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	1 st Maj	All	1 st Maj	All	1 st Maj	All	1 st Maj	All	1 st Maj	All	1 st Maj	All	1 st Maj	All
Sociology	14	16	8	9	7	7	8	8	7	7	11	12	6	6
Total	14	16	8	9	7	7	8	8	7	7	11	12	6	6

e. Student successes and recognition

We are very proud of our students' accomplishments, both during their time at CMU and after they have graduated. Each year, we have inducted an average of five students into our chapter of Alpha Kappa Delta, the international sociology honor society. To be inducted, these students must earn at least a 3.0 in the sociology major (and a 3.3 overall) and have earned at least a B in one upper-division sociology course.

Our students also have a good track record in research. Students regularly present research at the Pacific Sociological Association annual meetings and the Colorado Mesa University Student Showcase. During the period under review, two sociology majors completed the rigorous and prestigious Academic Honors Program at CMU, in which they conducted year-long, faculty-supervised original research projects. Student research is now a key feature of our program as well. Since the 2022-2023 AY, our Senior Capstone course has afforded our majors the opportunity to partner with Mesa County Public Health to conduct original research. Students design a study, attain IRB approval, collect and analyze data, and present their findings to Mesa County Public Health and at the Colorado Mesa University Student Showcase. Of note, when we compare our students' research to that presented by students attending other Western Slope colleges and universities (during local or regional conferences), it becomes clear that CMU sociology students are being trained in higher-level research methodologies and have a stronger theoretical background. Finally, over the past several years, three of our students have published a total of five blogs for a website dedicated to the promotion of applied sociology.

Data from a survey of our alumni are presented later in this self-study, but anecdotal evidence indicates that our students are successful in the job market and in graduate school. We have had students continue to top Ph.D. programs in sociology, applied master's programs in sociology, and a wide variety of other master's programs (e.g. public health, social work, gender studies, education, and instructional technology). Sociology students often are interested in volunteering their time and we have had a number of students go on to the Peace Corps, Americorps, Teach for America, and other service organizations. In terms of employment, our students often choose social service career paths. We have alumni working for Mesa County in the Department of Human Services, Community Corrections, and the Department of Health; we have alumni working for Montrose County in similar positions. We have alumni working for Ariel Clinical Services, Karis Inc. Homeless Services, for the Commons at Hilltop, the Western Slope Center for Children, Mesa Developmental Services, and Caprock Behavioral Services. Some of our students have gone into education; for instance, we have alumni working for District 51 and for the Strive Prep SMART High School (in Denver). One of the joys of being a faculty member is having students visit lower-division classes or email us to share their success stories.

f. Other information

As faculty in the program take well-deserved sabbaticals and are granted course releases to perform major service roles on campus, meeting demand for sociology courses has become challenging. In the 2024-2025 AY, this necessitated a much heavier reliance on adjunct faculty. Additionally, sociology majors and minors have asked for additional faculty and more course offerings. Alumni mention this in the survey as well.

Table 5: Credit Hours by Faculty Type

Faculty	2018-19 SCH SCH% #	2019-20 SCH SCH% #	2020-21 SCH SCH% #	2021-22 SCH SCH% #	2022-23 SCH SCH% #	2023-24 SCH SCH% #	2024-25 SCH SCH% #
Tenured or Tenure Track	2820 94% 3	2478 86% 3	2358 99% 3	1668 86% 3	1896 97% 3	1776 98% 3	1254 64% 3
Part Time	183 6% 2	414 14% 2	33 1% 1	264 14% 2	60 3% 1	36 2% 1	702 36% 3
Total	3003 5	2892 5	2391 4	1932 5	1956 4	1803 4	1956 6

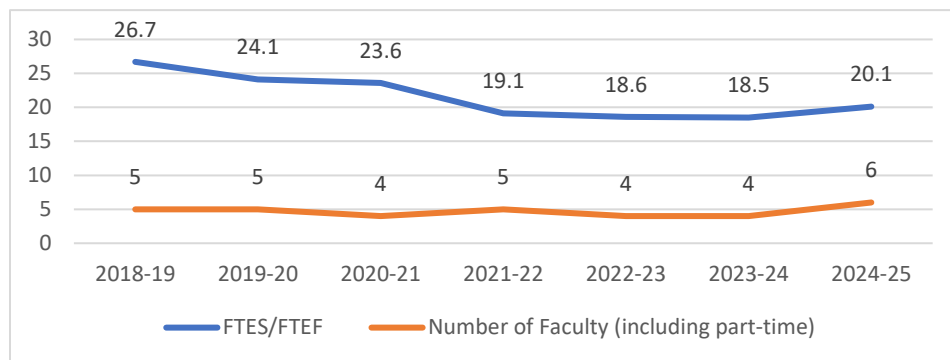
4. Program Resources

a) Faculty

(1) Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF)

During the 2024-2025 AY, the sociology program at Colorado Mesa University employed six faculty members (3 T/TT and 3 PT), a high for the time period under review. One adjunct instructor taught an online course offsite during the fall 2024 semester. The number of tenured/tenure-track faculty has held at three since the 2015-2016 AY. The efficiency of the sociology faculty as measured by FTES/FTEF was an average of 21.5 during the seven years under review. Over this time period, the sociology program had the third highest efficiency in the Social and Behavioral Sciences Department, after psychology and history.

Figure 1: Faculty Efficiency (FTES/FTEF and Number of Faculty)

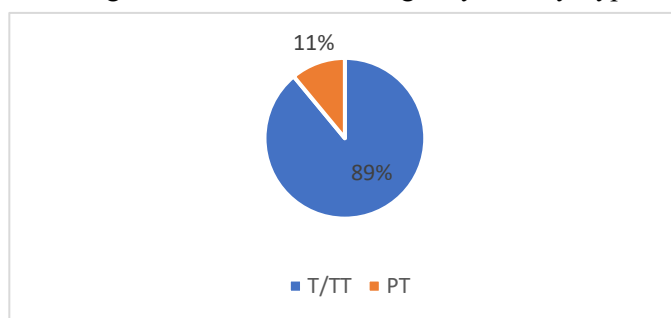


(2) Course and student credit hours by faculty type

Sociology faculty, during the time period under review, generated an average of 2,276 credit hours per year. Much of the credit hour production takes place in lower-division courses, all of which are part of the Essential Learning curriculum. Moreover, all sociology faculty teach these lower-division courses. Faculty commitment to the Essential Learning curriculum is evidenced by positive student course evaluations.

During the seven-year period under review, total student credit hour production declined in the first three years but leveled out in the final four years. The share of student credit hours taught by tenured/tenure-track faculty has been very high (as high as 99%) but dropped to a low of 64% in the 2024-2025 AY. Course releases granted to two full-time faculty members and a sabbatical necessitated a heavier reliance on part-time faculty.

Figure 2: Credit Hours Taught by Faculty Type



(3) Faculty successes and recognition

In addition to the high productivity in teaching and impressive breadth of course offerings for a small program, sociology faculty are productive outside the classroom as well. Full-time sociology faculty members are accomplished in scholarship, as evidenced by a total of a combined career total of 19 sole- or co-authored articles in peer-reviewed journals. Faculty members have also authored book chapters, academic encyclopedia articles, published book reviews, and served as anonymous reviewers for numerous books and academic journal articles. They also regularly attend and present at major academic conferences. Committed to the teacher-scholar model, sociology faculty also regularly supervise student research. Students have gone on to present their work at the CMU Student Showcase as well as regional academic conferences. Faculty engagement with mentoring and student academic achievement is also evident in Dr. Merino serving as faculty representative for the CMU chapter of Alpha Kappa Delta, the International Sociology Honor Society.

The sociology faculty are very active in departmental and university service, in addition to significant service to the discipline. Dr. Wilhelm currently serves as a Faculty Fellow for Teaching in the Center for Teaching and Learning. Dr. Wilhelm has served as Faculty Trustee, on the university-wide Tenure and Promotion Committee, as sociology program coordinator, and on many other significant committees. Dr. Merino is in his third year representing Social and Behavioral Sciences on the CMU Faculty Senate and now serves as Faculty Senate President after serving on the Executive Committee as President Elect in the 2024-2025 AY. He has served as the sociology program coordinator, on the Student Showcase Planning Committee, on the SBS Scholarship Committee (including as chair), and as the SBS representative on the Essential Learning Committee. He currently serves as webmaster for the Social and Behavioral Sciences department, working with departmental faculty to update and improve the department website. Dr. Henley currently serves as the Director of International Travel for CMU and as the program coordinator for the sociology program. She has served on several Faculty Senate standing committees, including the Faculty Salary and Benefits Committee, the Distance Learning Committee, and the Academic Policies Committee. She serves at the department level on the Tutorial Services Advising Committee.

Faculty in the sociology program share advising duties and regularly discuss program and student needs. Dr. Wilhelm serves as faculty advisor to an active Sociology Club. Club members and sociology majors are also involved in and assist with monthly sociology-themed movie nights on campus, which are run by Dr. Merino three times per semester. Beyond the program, sociology faculty routinely volunteer for orientation, recruitment, and advising events on campus. Faculty commitment does not end when students graduate – sociology faculty members regularly write letters of recommendation or give advice to graduates as they pursue their post-graduate plans.

(4) Faculty curriculum vitae can be found in Appendix B

b) *Financial information*

While it is difficult to parse out specific financial information for the sociology program since it is embedded in the broader departmental data, it nevertheless appears that sociology is one of the more efficient and productive programs at Colorado Mesa University.

c) *Library assessment (supplied by the CMU Tomlinson Library)*

1. Collection Assessment

Collection development in sociology has been a cooperative effort between the faculty and library liaison. Faculty requests for specific material and general guidelines have been very useful in building a solid collection of material for students. Access to electronic materials is strong with several databases supporting studies in the field and providing basic support for faculty research needs.

a. Reference Support:

Basic reference books are available in print in the reference collection but are not used to any great extent. Use of electronic reference sources is good and additional electronic sources will be considered to bolster titles such as *Social Issues in America* (2013), *Global Social Issues* (2013), and the gender titles from the *Macmillan Interdisciplinary Handbooks* (2016-17).

b. Monographic Sources

The collection was evaluated by performing a variety of keyword searches. Keywords were chosen based on the course descriptions, topic outline, and student learning outcomes. Duplication may occur because a title may have appeared in more than one search. Charts showing a representative sampling of the materials available since 2000 are included below. Support varies from a moderate to strong core.

Gender	Print	Ebook
2021 - present	287	1,750
2016-2020	828	1,623
2000-2015	1,005	1,486

Sexuality	Print	Ebook
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2021 - present	223	1,035
2016-2020	413	1,157
2000-2015	800	1,497

Aging	Print	Ebook
2021 - present	1,005	4,601
2016-2020	2,345	4,988
2000-2015	4,005	6,771

Social Problems	Print	Ebook
2021 - present	159	1,982
2016-2020	305	2,387
2000-2015	582	3,173

Social Inequality	Print	Ebook
2021 - present	82	683
2016-2020	132	649
2000-2015	183	453

Environmental Sociology	Print	Ebook
2021 - present	16	160
2016-2020	18	270
2000-2015	41	219

Racism	Print	Ebook
2021 - present	167	392
2016-2020	235	241
2000-2015	303	181

Social Theory	Print	Ebook
2021 - present	180	2,619
2016-2020	348	3,526
2000-2015	658	4,186

As a partial government depository, the library also makes available many federal documents. For sociology these include those published by the Department of Health & Human Services (e.g. Centers for Disease Control, National Institutes of Health, Substance Abuse and Mental Health Services Administration) as well as the U.S. Census Bureau. These are available in a variety of formats with the most recent documents online.

c. Electronic Resources

Databases

- Science Direct
- SocINDEX

Journal Articles

The best access to scholarly or peer-reviewed articles for student research is found by doing keyword or subject searches in the journal databases listed above. Most of the articles are available online in full text but some may have publisher embargos on the full text ranging from 12 to 18 months. Those not available online or in the library print collection may be obtained through Interlibrary Loan. The average time to fill article requests is approximately 12 hours. Journal articles owned by the library published prior to 2017 may be requested from storage and will be available within a day.

To sample journal literature availability for this program, the same keywords used in the book searches were used for searching databases. The methodology used was to first search for total articles available for a subject, then to limit the results first by date (2021-2026), then by academic or peer reviewed designation, and lastly by full-text availability. Journal literature coverage and availability are very extensive and of outstanding academic quality. The charts following show a sampling of the resources available.

SocIndex

Topic	Total articles	2021-2026 articles	Peer reviewed	Full Text
Gender	180,903	36,515	33,935	20,933
Sexuality	42,163	7,651	7,055	4,529
Aging	53,281	11,085	10,381	5,778
Social Problems	39,288	3,929	3,699	1,930
Social Inequality	11,918	3,220	3,034	1,850
Environmental Sociology	1,550	435	409	153
Racism	28,522	8,412	7,368	5,009
Social Theory	48,375	7,594	7,240	4,320

ScienceDirect (all articles are peer reviewed)

Topic	Total articles	2021-2026 articles	Full Text
Gender	1,000,000+	416,277	260,079
Sexuality	57,811	11,027	6,300
Aging	1,000,000+	1,000,000+	987,453
Social Problems	1,000,000+	440,404	293,558
Social Inequality	58,542	32,470	19,222
Environmental Sociology	63,504	16,544	11,474
Racism	119,213	36,431	21,619
Social Theory	890,741	267,301	188,497

d. Periodicals

The library journal collection is made up of individual subscriptions either print or online, subscriptions to online publisher packages (*ScienceDirect*), and titles available full-text through the aggregator databases (i.e. *SocIndex*). Collectively these provide excellent coverage for this program.

Representative Titles:

- *Addictive Behaviors*
- *Advances in Life Course Research*
- *Aggression and Violent Behavior*
- *American Behavioral Scientist*
- *American Catholic Sociological Review*
- *American Journal of Economics & Sociology*
- *American Journal of Sociology*
- *American Sociological Review*
- *American Sociologist*
- *Annual Review of Sociology*
- *British Journal of Sociology*
- *Canadian Review of Sociology*
- *Conference Papers – American Sociological Association*
- *Children and Youth Services Review*
- *Columbia Journal of Law & Social Problems*
- *Contemporary Sexuality*
- *Critical Sociology*
- *Economic Sociology*

- *Ethnic & Racial Studies*
- *European Societies*
- *European Sociological Review*
- *Gender and Education*
- *Gender & History*
- *Gender & Society*
- *Gender, Place, & Culture: A Journal of Feminist Geography*
- *Gender, Work, & Organization*
- *Geoforum*
- *Health & Place*
- *Health Sociology Review*
- *Human Ecology Review*
- *International Journal of Social Welfare*
- *International Journal of Sociology*
- *International Review of Sociology*
- *International Sociology*
- *Journal of Affective Disorders*
- *Journal of Aging Studies*
- *Journal of Black Studies*
- *Journal of Educational Sociology*
- *Journal of Ethnic & Migration Studies*
- *Journal of Family Issues*
- *Journal of Gender Studies*
- *Journal of Marriage & Family*
- *Journal of Rural Studies*
- *Journal of Social Issues*
- *Journal of Sociology & Social Welfare*
- *Journal of the History of Sexuality*
- *Patterns of Prejudice*
- *Personality and Individual Differences*
- *Procedia – Social and Behavioral Sciences*
- *Race & Class*
- *Race, Gender, & Class*
- *Research in Social Stratification and Mobility*
- *Rural Sociology*
- *Sexologies*
- *Sex Roles*
- *Sexualities*
- *Sexuality & Culture*
- *Signs: Journal of Women in Culture & Society*
- *Social Forces*
- *Social Identities*
- *Social Problems*
- *Social Policy & Administration*
- *Social Science & Medicine*
- *Social Science Research*
- *Sociological Forum*
- *Sociological Inquiry*
- *Sociological Quarterly*

- *Sociological Review*
- *Sociology*
- *Sociology Compass*
- *Studies in Gender & Sexuality*
- *Teaching Sociology*
- *Women's Studies International Forum*
- *World Development*

e. Media

The library subscribes to *Films on Demand* – a streaming video service from Infobase. This service includes educational videos, documentaries, and PBS publications. The library also purchases DVDs when requested to support the curriculum. The chart below indicates a representative sampling of streaming titles available to support this course.

Topic	Streaming Videos
Gender	1,570
Sexuality	747
Aging	14,236
Racism	1,317
Inequality	905

Some full-length series:

- Should We Address the Gender Wage Gap? (2024)
- Does Color Blindness Perpetuate Racism? (2023)
- Should the Government Raise the Retirement Age? (2023)
- Pronouns, LGBTQIA+, and Gender Identity (2023)
- Sometimes I Dream in Farsi (2022)
- Ashley Banjo: Britain in Black and White (2021)
- It's Time to Redistribute the Wealth (2020)
- Growing Up Gay (2017)
- Gender Revolution (2016)
- The Price of Fairness (2016)
- Breaking the Wall of Gender Inequality (2015)
- Gender Inequality (2015)
- Religion and Sexuality (2015)
- Denouncing Inequality (2014)
- Sex and the Church (2014)

f. Additional Resources:

Journal literature not available through Colorado Mesa University, including those titles not available because of publisher embargo, can be provided by the Interlibrary Loan Department. Article requests are provided through two programs, RapidILL and OCLC Resource Sharing. RapidILL gives access to journal collections in many academic libraries of all sizes. The average amount of time it takes to fill an article request is 12 hours. Most requests are completed through

this program. Beyond that, OCLC Resource Sharing gives access to library collections worldwide. Both programs also provide book chapters as scanned documents.

Books and government documents owned by the library but housed in storage may be requested from storage and will be available within a day. Items not owned by Colorado Mesa University can be borrowed from other libraries through Prospector (Colorado libraries plus University of Wyoming) or OCLC Resource Sharing (libraries worldwide). Books from Prospector arrive in about 5-7 working days via the statewide library courier service.

2. Evaluation of the total collection

a. Strengths

The indexing and full text provided by the SocINDEX and ScienceDirect databases allow access to much of the current scholarship in the field and strengthen the library's support of the Sociology program. The library's reference and circulating collections sufficiently support coursework for undergraduate Sociology majors. Regarding monographic content, the library has sufficient, and sufficiently current, content. A wide range of print books are available as well as a larger and more current collection of eBooks

b. Weaknesses

It would be useful to watch for more recent reference titles of potential interest to this department, especially electronic titles if available

3. Recommendations

The continuing purchase of titles in this area should continue, and the current scope of electronic resources should be maintained. Deselection of older materials by the liaison librarian, in consultation with faculty, is an on-going process.

d) *Physical facilities*

Sociology requires no additional physical facilities beyond classroom and office space.

e) *Instructional technology and equipment*

The sociology program is well served by existing campus instructional technology and equipment.

f) *Efficiencies in program operation*

As stated above in Part B, sociology is a very cost-effective program. With expenses limited to normal classroom and office space, instructional technology and equipment, and a small number of faculty, the program is already operating very efficiently.

5. Student Learning Outcomes and Assessments

a. Student Learning Outcomes

In 2020, we modified our student learning objectives to better suit curricular changes that we made to the program. We began formal assessment of these objectives in 2021. Changes to the program included adding a senior capstone course, revising the methods sequence to better prepare students for upper division and the capstone course, and revising the theory sequence to attract and prepare students earlier in their degree plans. We believe that these changes have allowed us to close the loop from our previous assessments.

By adding a capstone course and revising the methods sequence to prepare students for this applied research capstone, we fulfilled our goal of revising the program to utilize the skills of our faculty and also meet recommendation for the future of sociological education from the American Sociological Association (ASA). The improved Introduction to Sociological Inquiry focuses on teaching basic skills of information literacy, knowledge acquisition, and ASA paper formatting, as well as helping students develop study skills and create an academic plan that prepares them for life with a sociology degree.

We have also updated our theory sequence to provide students with analytical and abstract thinking skills earlier in the program so that they can apply their tools in their elective courses and research projects. Students have requested that the theory sequence come earlier in their education, and we have adjusted the curriculum, titles, prerequisites, and marketing of the courses to allow for more students to take these courses prior to their senior year. The theory courses now better equip students to engage with real-world research from mature sociological perspectives.

Our new objectives better convey our goals of promoting critical thinking and learning over acquiring knowledge. The classes that we teach prepare students to develop the skills to acquire, synthesize, and analyze knowledge, and importantly apply that knowledge toward engaging with social phenomena.

The Sociology Program Student Learning Objectives are:

1. Apply Scientific Principles to an Understanding of the Social World in a Summative Project (Specialized Knowledge/Applied Learning)
2. Rigorously Analyze and Evaluate the Quality of Social Scientific Methods and Data (Quantitative Reasoning)
3. Defend Sociological Analyses of Social Phenomena in Formal Papers and Oral Presentations (Communication Fluency)
4. Critically Evaluate Explanations of Human Behavior and Social Phenomena (Critical Thinking)
5. Use Sociological Knowledge to Inform Policy Debates, Promote Public Understanding, and Foster Personal Responsibility (Personal and Social Responsibility)
6. Contribute to Scholarly Conversations by Locating, Evaluating, Applying, and Synthesizing Information from Sociological and Other Social Scientific Sources (Information Literacy)

These SLOs are listed on syllabi for every upper-division and lower-division course in the program. They are also listed on the program sheets. This overview is primarily a marketing tool, but we provide it to all our majors and to our potential majors as a way of better understanding the discipline and what they can get out of the CMU Sociology Program.

b. *Assessments of student learning outcomes*

1. Formal assessment in core courses

The sociology program relies primarily on objective assessment instruments that are built into the core courses that all our students complete. Students are introduced and begin working on developing the skills and knowledge to meet them in SOCO 144 (Sociology of Marriage and Families), SOCO 260 (General Sociology) and SOCO 264 (Social Problems). SOCO 202 (Introduction to Sociology Inquiry) is the first formal assessment point for all the SLOs. Informal assessment at the upper-division level happens in all our substantive courses, but formal assessment happens in the following courses: SLOs #1, #2, and #6 are assessed in SOCO 303 (Research Methods) and SOCO 493 (Senior Capstone), while SLOs #3 and #4 are assessed in SOCO 370 (Roots of Sociological Thought) and SOCO 493 (Senior Capstone), and SLO#5 is assessed in SOCO 202 (Introduction to Sociological Inquiry) and SOCO 493 (Senior Capstone).

The results of our formal assessment are detailed in the Five-Year Assessment Summary report in the appendix. In general, we are satisfied with the performance of our students on assignments that measure the six SLOs, although we would like to see more improvement, especially in SLOs #1 and #2.

In the most recent assessment year for each SLO, the results for students in the relevant upper-division course scored as follows:

- SLO #1: 33% advanced and 33% developing
- SLO #2: 100% developing
- SLO #3: 33% advanced and 66% developing
- SLO #4: 38% advanced and 50% developing
- SLO #5: 12% advanced and 75% developing
- SLO #6: 25% advanced and 63% developing

2. Alumni survey results

The 25 students who completed the alumni survey indicated a high degree of satisfaction with their undergraduate education, with nearly 96% indicating at least “general” satisfaction. Of the alumni who said that they were satisfied, 58% selected “very satisfied” and 38% “generally satisfied”. Only one alum indicated that they were dissatisfied. More specific to sociology, 100% indicate that they were at least “generally satisfied” with their degree program. Of those, 54% indicated that they had a “very high” degree of satisfaction and another 38% indicated they had a “high” degree of satisfaction. The remainder (two students) reported that their degree of satisfaction was “average.” According to the survey, 52% reported that they would “definitely recommend” CMU to a current high school student and another 42% that they would “probably recommend” CMU. When asked specifically about how well their undergraduate experience prepared them with regard to our Student Learning Outcomes, alumni reported the following data presented in Table 6. Due to some miscommunication, the survey asked students about our SLOs prior to 2020, rather than the SLOs we have used since. Nonetheless, the older SLOs are similar to the new ones. Overwhelmingly, our alumni report that our program left them well prepared to fulfill the SLOs.

Table 6: Alumni Survey Data on Preparation for Student Learning Objectives

	Very Well		More than adequately		Adequately		Less than adequately		Very Poorly	
	#	%	#	%	#	%	#	%	#	%
SLO #1	14	63.6%	5	22.7%	3	13.6%	0	0.0%	0	0.0%
SLO #2	10	45.5%	7	31.8%	4	18.2%	1	4.5%	0	0.0%
SLO #3	15	68.2%	5	22.7%	2	9.1%	0	0.0%	0	0.0%
SLO #4	13	59.1%	7	31.8%	2	9.1%	0	0.0%	0	0.0%
SLO #5	16	72.7%	5	22.7%	1	4.5%	0	0.0%	0	0.0%
SLO #6	16	72.7%	5	22.7%	1	4.5%	0	0.0%	0	0.0%

SLO #1: Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Applied Learning/ Specialized Knowledge)

SLO #2: Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Intellectual Skills: Quantitative Fluency)

SLO #3: Make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (Intellectual Skills: Communication Fluency)

SLO #4: Describe reasoned conclusions that articulate the implications and consequences for a particular decision by synthesizing information and methodologies (critical thinking)

SLO #5: Reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels (personal and social responsibility)

SLO #6: Find relevant sources of information, evaluate information critically, and apply the information appropriately and effectively to specific purposes (information literacy)

With regard to employment preparation, student reports indicated a high level of success. Nearly all of the 25 alumni responding (95%) reported feeling at least adequately prepared for employment. Breaking this down, 30% felt very well prepared, 50% felt more than adequately prepared, and 15% felt just adequately prepared; only one student said that they felt less than adequately prepared. We have seen much improvement in these numbers since the last program review, which we might attribute to the increased career preparation curriculum that we have integrated into the research methods sequence.

When asked about how well CMU prepared them for their current career, the 20 alumni who answered also reported positively. Also, a third (30%) felt very well prepared, another 50% felt

more than adequately prepared, and 15% felt adequately prepared. Only one student said they felt less than adequately prepared. It is very reassuring to hear that so many of our students are not only gainfully employed but feel that their education in sociology at CMU prepared them to succeed in their chosen career paths.

We should note that the survey included graduates from the past eight years, so some students have been away from CMU for much longer than others. With an N of 25, all these results should be interpreted with some caution.

c. Program improvements from assessment of student learning outcomes

Our assessment of the SLOs reveals that while our students perform well on most of them, fewer students achieved higher scores on SLO 1 (Specialized Knowledge/Applied Learning) and SLO 2 (Quantitative Reasoning). Our faculty discussed these results and have developed plans for the program to help increase achievement levels on these outcomes.

For SLO 1, we decided to begin implementing more application questions and projects into our upper division electives. For Research Methods in particular, proposal projects will require an applied portion going forward, where students consider the real-world implications of the research projects that they have developed. In elective courses, we will add more summative work at the end of content units to consider the applications of what was learned. We also expect that with time, as more students take the revised methods sequence in preparation for the Senior Capstone, these students will score higher on SLO 1.

For SLO 2, we discussed ways to include more of the quantitative reasoning that students learn in the methods courses in other upper division electives. In Introduction to Sociological Inquiry, students learn how to interpret statistical findings. We aim to practice this skill in other courses through assigning and discussing more quantitative studies in sociology. In both methods courses and the Sociology Capstone, students learn about and discuss different research methods and where to best apply them. This is something that we plan to integrate into other elective courses going forward. We expect that more consistent exposure to quantitative reasoning will help students to achieve higher levels of proficiency.

d. Refinement and modification of data collection

Since the last program review, we changed our student learning outcomes to better meet the vision for our program going forward. We used the American Sociological Association Resources to create new SLOs that focus on critical thinking more than knowledge attainment and add greater attention toward application and student creation. We took a break from formal data collection while making these changes. The assessment data cover the years since we began collecting data to assess the new SLOs. As discussed above, we are pleased with the outcomes from most of the SLOs and have made plans to improve scores on the remaining SLOs. We expect that the next assessment cycle will produce higher scores on all SLOs because of these changes as well as the fuller integration of the new theory and methods sequences into our program.

Since the last program review, we have also continued administering the exit exam that we piloted shortly before the last review. The exit exam asks students to demonstrate their proficiency in theory, methods, and two elective areas of their choice. We also ask students to provide feedback on their experiences in the CMU sociology program. This feedback has been important for our continued refinement of the program. One of the reasons that we changed the theory sequence to recruit students earlier in their academic trajectories was because those graduating suggested this change. While some exit exam feedback has not been addressed (such as the frequent call for us to hire additional faculty), we do our best to implement suggestions that we agree will improve student

achievement. More recent exit exams contain very few suggestions for the academics of the sociology program. We are proud of the work that we have done to revise our objectives to promote higher level analytic skills and implement changes to the program that help us reach these goals.

Going forward, we intend to keep the same SLOs and assessment methods during the next program review cycle. We believe that having additional years of data will help us better assess the efficacy of our methods. We especially hope to see increases in achievement for the first SLOs. With some adjustments to our teaching methods, we expect to see scores improve in these SLOs and across the other SLOs as well.

6. Future Program Plans

a. Vision for Program

Since the last program review in 2019, our junior faculty have achieved tenure and promotion. Faculty have taken on a more equal share of tasks for the sociology program. Additionally, all faculty have accepted roles outside of the program that contribute to the well-being and functioning of the university as a whole. We are very proud of the achievements of our faculty. We are equally proud of the achievements of our students. Although we run a small major and minor, our students report high levels of satisfaction with their education, the opportunities afforded to them, and the preparation that they receive for life after graduation. (See the Alumni Survey Results in Appendix D)

While we are pleased with what we have accomplished in the last seven years, we would like to grow the program without sacrificing the quality of instruction. In particular, we hope to increase the number of students who minor in sociology. Even though sociology programs are losing ground in many institutions across the country, sociology remains ever relevant to numerous fields of study and can contribute much to students' lives and overall education. Even though the idea of majoring in sociology scares students who fear their job prospects with a less applied degree, the idea of minoring may appeal to those who enjoy the classes but desire other majors. Students who decide to minor in sociology sometimes decide to switch their major to sociology or to double-major, an option we make more possible through the inclusion of restricted electives in our major. For these reasons, we believe that growing the minor is a smart and realistic objective for our program going forward, but as detailed below, we face some challenges to reaching this goal. We are also interested in exploring a path toward a 3/2 and establishing a MOU with another institution in Colorado that offers a MA in sociology. The political science program has had recent success with this route.

b. Strengths and Challenges Facing the Program

Strengths:

One of the core strengths of our sociology program lies in the quality of instruction offered at both the lower- and upper-division levels. Student feedback, supported by both anecdotal and systematic data, consistently reflects a strong sense of satisfaction with the education that they receive. We hold high standards for our lower-division courses. Each lower-division course challenges students to develop their sociological imaginations and make connections between theory and evidence. Even in classes with up to 40 students, we maintain high expectations for students to demonstrate comprehension and apply relevant sociological skills in their writing.

At the upper-division level, courses are capped at 20 students or fewer, allowing for seminar-style learning. Upper-division courses are intentionally rigorous, designed to foster not only content mastery but also critical thinking, research skills, and the development of well-structured arguments. Students have opportunities to work

closely with faculty and other students to not just learn information but practice applying and analyzing ideas in a challenging yet supportive environment. Our small class sizes support our commitment to personalized education and academic excellence.

Our curriculum is further strengthened by comprehensive methods and theory sequences. Students not only learn key sociological frameworks but also develop the ability to present themselves and their ideas effectively—an observation supported by external feedback, including comments from conference attendees impressed by our students' performance.

Despite our limited faculty resources, we offer a wide variety of courses, ensuring that students have access to a diverse and engaging academic experience. Additionally, alumni surveys and ongoing contact with graduates indicate that many go on to lead fulfilling careers where they actively use their sociological training. Our graduates have also reported on the compliments that they receive from their supervisors and colleagues on their writing and speaking skills, along with their ability to collaborate with others to complete tasks. These comments tell us that we provide a quality education that prepares students for their working lives. Many of our graduates maintain strong connections with the department, returning to visit classes, participating in alumni events, and staying in touch with peers and faculty.

While we aspire to expand the program, especially the minor, we are committed to maintaining the high-quality, student-centered educational experience that has become our hallmark. We believe this foundation is essential to preparing students for both their college journey and their professional lives beyond graduation.

Challenges:

The CMU sociology program faces several significant challenges, most related to a limited number of faculty members. Currently, one of the most pressing issues is balancing our commitment to providing an excellent undergraduate education with the myriad ways we wish to contribute to the department and university. All programs with a small number of tenure/tenure-track faculty (e.g., sociology, political science, social work) face a similar choice. We carry a higher load of service to our own program for no other reason than numbers, which makes it difficult to engage in the many worthy endeavors that fall under the category of "service to the university." Programs with more faculty can distribute the load of assessment, curriculum development, internships, clubs and honor societies, recruitment of new students, course scheduling, exit exams, mentoring adjuncts, and general program coordination across more people. Like other faculty in small programs, each of the three sociology faculty members have a lengthy list of duties to the program.

However, none of us wants our program responsibilities to prevent us from contributing to the department and the university. As sociologists who study the organization of human society, including shared culture, social institutions, and systems of inequality, we believe that we make unique and important contributions to the university writ large. As tenured professors, we feel strongly that giving back to the university is part of the tenure contract.

All three full-time faculty members currently have a single course release. Dr. Wilhelm, given her long tenure here at CMU and even longer tenure teaching at the college level, wanted to find a way to formally mentor newer faculty. With the director of the Center for Teaching and Learning, she developed a course that is now open to new faculty as well as more experienced faculty who want to sharpen their skills. Her course release allows her to teach two sections each semester plus an online section that is currently under development. Dr. Merino is currently the Faculty Senate President, a significant role that also carries with it a course release; this position ends at the end of this academic year, but there may be other such opportunities in his future. Dr. Henley currently serves as Director of International Travel, coordinating paperwork for all faculty research-related travel outside of

the U.S. as well as faculty-led study abroad trips. Dr. Henley is the only person on campus doing this job, a job which is vital for providing the opportunity for faculty and student research and learning abroad.

The net of it is that we are limited in what we can do for our students. We cannot offer as many upper-division courses as we would like to, including courses that would contribute to other programs (as stated earlier in this review) and that students have requested. We are fortunate to have two adjuncts who are doing a good job for us, but finding qualified sociology adjuncts is a difficult thing to do in this area since there are no universities with graduate programs nearby. A broader set of courses – or at least being able to offer existing upper-division courses more frequently – would also help us to recruit students to the major and minor.

Lack of personnel has made it difficult to bring students to a regional sociology undergraduate research conference that we have attended – and even hosted – in the past. In part, this is because we are already bringing a smaller set of more advanced students to a higher-level regional conference. It has been challenging to try to do both even though it would benefit a broader set of students. The undergraduate conference has been a joint effort with the sociology departments at Western Colorado University, Adams State University, and Fort Lewis College for well over a decade now. We regret breaks in our attendance because our relationships with the faculty at these sister institutions are important to us and to our program.

Finally, we recognize the need to recruit students to our major and our minor. Many, if not most, students “discover” sociology because they have taken a lower-division course as a part of their Essential Learning curriculum. We believe it is important to keep our best and most stable faculty teaching these lower-division courses. This helps maintain continuity for students, and the research is clear that relationships with faculty are big part of whether lower-division students become upper-division students and then successful graduates. When we do have course releases, it means that more of our lower-division courses are taught by adjuncts. While these adjuncts are doing a good job, they do not have the same background in sociology and teaching experience that the full-time faculty can bring to students – both inside and outside the classroom. Again, we hope we are not compelled to choose between our program and the course releases that allow us to contribute to the Colorado Mesa University community, which is so important to Grand Junction and Western Colorado.

Despite the challenges described above, the sociology faculty have been and will remain dedicated to maintaining high academic standards and supporting student success. We will continue to do all the things we do for the program and for our students. It bears saying that in today’s divisive and polarized world, students need sociology classes that can help them to understand that world from a perspective that they may not be exposed to elsewhere. Sociology can help them to understand their place in a world that may seem incomprehensible and can help them see their way forward to a successful life and a path toward making the world a better place. As a program, sociology embodies CMU’s values of love, dignity, courage, humility, resilience, curiosity, and using power for good. These are values we enact and emphasize in our courses every day.

c. Use of program review process to improve teaching and learning

The program review process has allowed us to reflect on the education that we currently provide to students. As detailed earlier, the new learning objectives and revisions to our program have allowed us to continuously improve our program through greater attention to preparing students for engaging in meaningful research. Since the last review we changed the numbering of the theory sequence and encouraged our students to take these courses earlier, giving them the opportunity to acquire critical and abstract thinking skills that they can apply in subsequent upper division courses. We also revised the methods sequence and added the Senior Capstone to better prepare students for applied research. Also, our program now offers more opportunities for students to engage in internships and/or additional independent research. We are pleased with the work that we have done to help students get the most from their CMU Sociology education.

The feedback from our assessment of the SLOs, the alumni survey, and conversations with current and graduated students has shown us that while we have added much to our learning initiatives and successes since the last review, we still have areas for growth. All our faculty are dedicated teachers who strive to help our students achieve the goals of the program as well as students' own educational goals. Since the last program review, we have added more applied learning opportunities for our students, but we would like to do more. Students report some anxiety about the applications of their degrees in sociology and while we address many of these questions in the Introduction to Sociological Inquiry course, we aim to integrate these applicative aspects into our other upper division courses. The program review process has shown us that we can do more to prepare students to graduate with the certainty that their knowledge and skills will serve them well in their careers and their lives.

d. Recommendations for addressing challenges

Per the recommendation of the external reviewer during our last program review cycle, we strongly recommend the addition of a tenure-track faculty member who could contribute to building a stronger program by taking on some of the existing program responsibilities that are currently shared by only three individuals. Such an addition would allow us to overcome the challenges described above, including recruiting more students to both the major and the minor, so that more students could benefit from developing their sociological imagination in ways that would benefit them in their careers and as citizens – and would help them find a path to making the world a better place.

Appendix A

Current Program Sheets

SOCIOLOGY (BA)

Degree: Bachelor of Arts

Major: Sociology

Program Code: 3728

Sociology is the scientific study of social life, social change, social organization, and the complex social causes and consequences of human behavior. Since all human behavior is social, the subject matter of sociology covers a broad array of topics, including family, religion, crime, politics, life course, race, gender, and social class. Sociology provides many distinctive perspectives on the social world, as well as a range of research methodologies that can be applied to virtually any aspect of social life, from corporate downsizing to problems of peace and war to the expression of emotion and beyond. Because sociology addresses the most challenging issues of our time, it is an expanding field increasingly tapped by those who craft policies and create social programs. For more information on the subject matter of sociology, go to www.asanet.org/topics.

Sociology majors gain important skills in critical thinking, research methods and responsible citizenship. Sociology majors are prepared for future graduate work in sociology and related disciplines, as well as for a wide variety of careers in such sectors as business, the health professions, the criminal justice system, social services, human resources and government.

For more information on what you can do with this major, visit Career Services and the American Sociological Association's *Major in Sociology* web page.

All CMU baccalaureate graduates are expected to demonstrate proficiency in specialized knowledge/applied learning, quantitative fluency, communication fluency, critical thinking, personal and social responsibility, and information literacy. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Apply Scientific Principles to an Understanding of the Social World in a Summative Project (Specialized Knowledge/Applied Learning)
2. Rigorously Analyze and Evaluate the Quality of Social Scientific Methods and Data (Quantitative Reasoning)
3. Defend Sociological Analyses of Social Phenomena in Formal Papers and Oral Presentations. (Communication Fluency)
4. Critically Evaluate Explanations of Human Behavior and Social Phenomena (Critical Thinking)
5. Use Sociological Knowledge to Contribute to Public Understanding of Social Issues, Policy Debates, and the Development of a Sense of Civic Duty (Personal and Social Responsibility; Applied Learning)
6. Develop Scholarly Arguments by Locating, Evaluating, Applying, and Synthesizing Information from Sociological and Other Social Scientific Sources (Information Literacy)

Requirements

Each section below contains details about the requirements for this program. Select a header to expand the information/requirements for that particular section of the program's requirements.

To print or save an overview of this program's information, including the program description, learning outcomes, requirements, suggested course sequencing (if applicable), and advising and graduation information, scroll to the bottom of the left-hand navigation menu and select "Print

Options. This will give you the options to either "Send Page to Printer" or "Download PDF of This Page." The "Download PDF of This Page" option prepares a much more concise presentation of all program information. The PDF is also printable and may be preferable due to its brevity.

Institutional Degree Requirements

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree. A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

Essential Learning Requirements

(31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

Code	Title	Semester Credit Hours
English ¹		
ENGL 111	English Composition I-GTC01	3
ENGL 112	English Composition II-GTC02	3
Mathematics ¹		
MATH 110	Mathematical Investigations-GTMA1	3
History		
Select one History course		3
Humanities		
Select one Humanities course		3

Social and Behavioral Sciences		
Select one Social and Behavioral Sciences course	3	
Select one Social and Behavioral Sciences course	3	
Fine Arts		
Select one Fine Arts course	3	
Natural Sciences ²		
Select one Natural Sciences course	3	
Select one Natural Sciences course with a lab	4	
Total Semester Credit Hours	31	

¹ Must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.

² One course must include a lab.

Other Lower Division Requirements

Code	Title	Semester Credit Hours
Wellness Requirement		
KINE 100	Health and Wellness	1
Select one Activity course		1
Essential Learning Capstone ¹		
ESSL 290	Maverick Milestone	3
ESSL 200	Essential Speech	1
Total Semester Credit Hours		6

¹ Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

Foundation Courses

(13 semester hours)

Code	Title	Semester Credit Hours
GEOG 102	Human Geography-GTSS2	3
STAT 215	Statistics for Social and Behavioral Sciences	4
Two consecutive classes in the same foreign language ¹		6
Total Semester Credit Hours		13

¹ Must earn a grade of "C" or better in each course.

Program Specific Degree Requirements

(48 semester hours, must maintain a 2.5 cumulative GPA or higher in coursework in this area, and no more than one "D" may be used in completing major requirements.)

Code	Title	Semester Credit Hours
Core Courses		
SOCO 202	Introduction to Sociological Inquiry	3
SOCO 260	General Sociology-GTSS3	3

SOCO 264	Social Problems-GTSS3	3
SOCO 303	Sociological Research Methods	3
SOCO 370	Roots of Sociological Thought	3
SOCO 375	Contemporary Sociological Perspectives	3
SOCO 493	Senior Capstone	3

Sociology Electives

Select seven of the following:		21
SOCO 300	Political Sociology	
SOCO 305	Environmental Sociology	
SOCO 310	Sociology of Religion	
SOCO 312	Social Movements and Political Activism	
SOCO 314	Population	
SOCO 316	Social Inequality	
SOCO 318	Sociology of Health & Illness	
SOCO 320	Life Course and Aging	
SOCO 323	Self and Society	
SOCO 325	Race and Ethnic Relations	
SOCO 340	Sociology of Gender	
SOCO 345	Sociology of Sexuality	
SOCO 351	21st Century Families	
SOCO 396	Topics	
SOCO 399	Internship	
SOCO 496	Topics	

Total Semester Credit Hours 42

Code	Title	Semester Credit Hours
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Restricted Electives

Select two of the following:		6
CRMJ 311	Victimology	
CRMJ 330	Intimate Partner Violence	
CRMJ 360	Crime and Deviance	
CRMJ 370	Criminology	
CRMJ 375	Women and Crime	
CRMJ 470	Restorative Justice	
PHIL 340	The Examined Life	
PHIL 350	The Roots of Western Thought	
PSYC 310	Child Psychology	
PSYC 320	Social Psychology	
PSYC 330	Psychology of Adolescents and Emerging Adulthood	
PSYC 335	Psychology of Women	
PSYC 350	Psychology of Adulthood	
PSYC 370	Cross-Cultural Psychology	
PSYC 411	Human Sexuality	
SOWK 301	Child Welfare	
SOWK 308	Medical Social Work	
SOWK 350	Legal Aspects of Social Work	
SOWK 377	Spirituality and Social Work	
SOWK 381	Gerontology and Social Work	

Any upper division courses from History or Political Science

Total Semester Credit Hours	6
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General Electives

All college level courses appearing on your final transcript not listed above that will bring your total semester hours to 120 hours, including 40 hours of upper division hours. 22 semester hours, including 1 hour of upper division may be needed.

Code	Title	Semester Credit Hours
Select electives		22
Total Semester Credit Hours		22

Suggested Course Plan

First Year

Fall Semester

		Semester Credit Hours
ENGL 111	English Composition I-GTC01	3
Essential Learning - Humanities		3
Essential Learning - Social and Behavioral Sciences		3
Essential Learning - Natural Science		3
MATH 110	Mathematical Investigations-GTMA1	3
Semester Credit Hours		15

Spring Semester

ENGL 112	English Composition II-GTC02	3
Essential Learning - History		3
KINE 100	Health and Wellness	1
STAT 215	Statistics for Social and Behavioral Sciences	4
SOCO 260	General Sociology-GTSS3	3
Semester Credit Hours		14

Second Year

Fall Semester

Essential Learning - Natural Science with Lab		4
Foundation Course - Foreign Language		3
Essential Learning - Social and Behavioral Sciences		3
GEOG 102	Human Geography-GTSS2	3
SOCO 202	Introduction to Sociological Inquiry	3
Semester Credit Hours		16

Spring Semester

ESSL 290	Maverick Milestone	3
ESSL 200	Essential Speech	1
SOCO 264	Social Problems-GTSS3	3
Foundation Course - Foreign Language		3
General Elective		5
Semester Credit Hours		15

Third Year

Fall Semester

SOCO 370	Roots of Sociological Thought	3
Sociology Electives (2 courses)		6
Restricted Elective		3
General Elective		3
Semester Credit Hours		15

Spring Semester

SOCO 303	Sociological Research Methods	3
SOCO 375	Contemporary Sociological Perspectives	3
Sociology Elective		3
Essential Learning- Fine Arts		3

KINA Activity	1
General Electives	2

Semester Credit Hours	15
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Fourth Year

Fall Semester

Sociology Electives (2 courses)	6
Restricted Elective	3
General Electives	6

Semester Credit Hours	15
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Spring Semester

SOCO 493	Senior Capstone	3
Sociology Elective (2 courses)		6
General Electives		6

Semester Credit Hours	15
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Total Semester Credit Hours	120
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Advising and Graduation

Advising Process and DegreeWorks

Documentation on the pages related to this program is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for their intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If a student's petition for graduation is denied, it will be their responsibility to consult the Registrar's Office regarding next steps.

SOCIOLOGY (MINOR)

Minor: Sociology
Program Code: M750

Students who minor in sociology develop an understanding of social life, social change, social organization, and the social causes and consequences of human behavior. Sociology minors also develop critical thinking and communication skills that are useful in any career path they choose. The sociology minor combines well with a wide variety of majors and serves to encourage a sense of social responsibility.

Requirements

Each section below contains details about the requirements for this program. Select a header to expand the information/requirements for that particular section of the program's requirements.

To print or save an overview of this program's information, including the program description, learning outcomes, requirements, suggested course sequencing (if applicable), and advising and graduation information, scroll to the bottom of the left-hand navigation menu and select "Print Options." This will give you the options to either "Send Page to Printer" or "Download PDF of This Page." The "Download PDF of This Page" option prepares a much more concise presentation of all program information. The PDF is also printable and may be preferable due to its brevity.

Institutional Minor Requirements

The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives **can** be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

Program Specific Minor Requirements

(21 semester hours)

Code	Title	Semester Credit Hours
SOCO 144 or SOCO 264	Marriage and Families-GTSS3 Social Problems-GTSS3	3
SOCO 202	Introduction to Sociological Inquiry	3
SOCO 260	General Sociology-GTSS3	3
SOCO 370 or SOCO 375	Roots of Sociological Thought Contemporary Sociological Perspectives	3
9 semester hours of upper-division Sociology (SOCO) courses		9
Total Semester Credit Hours		21

Advising and Graduation

Advising Process and DegreeWorks

Documentation on the pages related to this program is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for their intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be their responsibility to consult the Registrar's Office regarding next steps.

Appendix B

Faculty Curriculum Vitae

STEPHEN MIGUEL MERINO

Social and Behavioral Sciences Department
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501

Office: Houston Hall 114A
Phone: 970-248-1281
Email: smerino@coloradomesa.edu

PROFESSIONAL EXPERIENCE

- 2021-present Associate Professor of Sociology, Colorado Mesa University
- 2016-2021 Assistant Professor of Sociology, Colorado Mesa University
- 2012-2016 Assistant Professor of Sociology, University of Texas Rio Grande Valley
(formerly University of Texas-Pan American)
- 2006-2012 Research Associate, The Association of Religion Data Archives,
Department of Sociology, The Pennsylvania State University

EDUCATION

- 2012 Ph.D. Sociology, The Pennsylvania State University
Dissertation: "Social Resources and Influence in Religious Networks:
Consequences for Social Support, Volunteering, and Intergroup Contact"
- 2009 M.A. Sociology, The Pennsylvania State University
- 2006 M.S. Neuroscience, University of Michigan
- 2003 B.S. Neuroscience, Brigham Young University

RESEARCH AND TEACHING INTERESTS

Sociology of Religion, Race and Ethnicity, LGBTQ Issues and Religion, Social Networks/Relationships, Social Psychology, Intergroup Relations/Attitudes, Civic Engagement, Race and Sport, Multiracial Families

PUBLICATIONS

Merino, Stephen M. 2022. "Contemporary Christianity, Sexual Identity, and LGBT Issues." *Handbook of Contemporary Christianity in the United States*, edited by Mark A. Lamport. Rowman and Littlefield Publishers.

Merino, Stephen M. 2019. "Religious Involvement and Bridging Social Ties: The Role of Congregational Participation." *Socio-Historical Examination of Religion and Ministry* 1:291-308.

Merino, Stephen M. 2018. "God and Guns: Examining Religious Influences on Gun Control Attitudes in the United States." *Religions* 9:189.

Ryabov, Igor and **Stephen M. Merino.** 2017. "Recent Demographic Change in the Rio Grande Valley of Texas: The Importance of Domestic Migration." *Journal of Borderlands Studies* 32:211-231.

Cragun, Ryan T., **Stephen M. Merino**, S. Matthew Stearmer, Michael Nielsen, Brent Beal, and Bradley Jones. 2016. "Predictors of Opposition to and Support for the Ordination of Women: Insights from the LDS Church." *Mental Health, Religion & Culture* 19:124-137.

- Reported on by CNN and *The Salt Lake Tribune*

Merino, Stephen M. 2014. "Social Support and the Religious Dimensions of Close Ties." *Journal for the Scientific Study of Religion* 53:595-612.

- Reprinted in: Mirola, William A., Michael O. Emerson, and Susanne C. Monahan, eds. 2018. *Sociology of Religion: A Reader*, 3rd ed. New York: Routledge.

Merino, Stephen M. 2013. "Religious Social Networks and Volunteering: Examining Recruitment via Close Ties." *Review of Religious Research* 55:509-527.

Merino, Stephen M. 2013. "Contact with Gays and Lesbians and Same-Sex Marriage Support: The Moderating Role of Social Context." *Social Science Research* 42:1156-1166.

Merino, Stephen M. 2012. "Irreligious Socialization? The Adult Religious Preferences of Individuals Raised with No Religion." *Secularism and Nonreligion* 1:1-16.

Taylor, Marylee C. and **Stephen M. Merino.** 2011. "Assessing the Racial Views of White Conservative Protestants: Who Do We Compare with Whom?" *Public Opinion Quarterly* 75:761-778.

Merino, Stephen M. 2011. "Neighbors Like Me? Religious Affiliation and Neighborhood Racial Preferences among Non-Hispanic Whites." *Religions* 2:165-183.

Taylor, Marylee C. and **Stephen M. Merino.** 2011. "Race, Religion, and Beliefs about Racial Inequality." *The ANNALS of the American Academy of Political and Social Science* 634:60-77.

Scheitle, Christopher P., **Stephen M. Merino**, and Andrew Moore. 2010. "On the Varying Meaning of Open and Affirming." *Journal of Homosexuality* 57:1223-1236.

Merino, Stephen M. 2010. "Religious Diversity in a 'Christian Nation': The Effects of Theological Exclusivity and Interreligious Contact on the Acceptance of Religious Diversity." *Journal for the Scientific Study of Religion* 49:231-246.

Other publications

Merino, Stephen M. 2025. "Review of 'The Contemporary Black Church: The New Dynamics of African American Religion.'" *Social Forces*.

Merino, Stephen M. and Roger Finke. 2010. "Stimulating Research and Discovery in the Study of Religion: The Association of Religion Data Archives (www.TheARDA.com)." *Geographies of Religions and Belief Systems* 3:3-17.

Merino, Stephen M. 2007. "Major Improvements to the ARDA's 'American Denominations' Feature." *Review of Religious Research* 48:334-335.

CONFERENCE PRESENTATIONS

- | | |
|------|--|
| 2018 | Merino, Stephen M. "Religion and Guns: Examining Views of Gun Policies and Proposed Remedies." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Las Vegas, Nevada, October. |
| 2017 | Merino, Stephen M. "Support for Non-Doctrinal Changes Related to Gender in the LDS Church." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Washington, DC, October. |
| 2016 | Merino, Stephen M. "Irreligious socialization? Examining intergenerational transmission of nonreligion." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Atlanta, GA, October. |
| 2015 | Merino, Stephen M. "Predictors of Opposition to and Support for the Ordination of Women: Insights from the LDS Church." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Newport Beach, CA, October. |
| 2015 | Merino, Stephen M. "Religious Participation and Status-Bridging Social Ties." Paper presented at the annual meeting of the Southwestern Social Science Association, Denver, CO, April. |
| 2013 | Merino, Stephen M. "Religion and Immigration Attitudes: Examining the Influence of Values." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Boston, MA, November. |

- 2012 Merino, Stephen M. "Contact with Gays and Lesbians and Same-Sex Marriage Support: Considering the Role of Social Context." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Phoenix, AZ, November.
- 2012 Merino, Stephen M. "Religion and Social Support in Close Relationships: Variations by Race and Religious Tradition." Paper presented at the annual meeting of the Association for the Sociology of Religion, Denver, CO, August.
- 2011 Merino, Stephen M. "Sources of Social Support: Exploring the Religious Dimensions of Close Ties." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Milwaukee, WI, October.
- 2011 Merino, Stephen M. "Religious Networks and Volunteering: The Effects of Religious Involvement and Recruitment by Religiously Based Ties." Paper presented at the annual meeting of the Association for the Sociology of Religion, Las Vegas, Nevada, August.
- 2010 Merino, Stephen M. "The Adult Religious Preferences of Individuals Raised with No Religion." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Baltimore, Maryland, October.
- 2009 Merino, Stephen M. "Neighbors Like Me: White Conservative Protestants and Neighborhood Racial Composition Preferences." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Denver, Colorado, October.
- 2009 Merino, Stephen M. "More than Just Data: An Overview of Recent and Forthcoming Additions to the ARDA." Presented at the annual meeting of the Society for the Scientific Study of Religion, Denver, Colorado, October.
- 2009 Merino, Stephen M. and Marylee C. Taylor. "Conservative Protestants and Views on Racial Inequality." Paper presented at the annual meeting of the Association for the Study of Religion, Economics, and Culture, Arlington, Virginia, April.
- 2008 Merino, Stephen M. "Religious Diversity in Nation, Community, and Family: Determinants of Willingness to Include Non-Christians in Social Life." Paper presented at the annual meeting of the Society for the Scientific Study of Religion, Louisville, Kentucky, October.

TEACHING EXPERIENCE

2016- (CMU)	<i>Courses taught:</i> General Sociology Social Inequality Race and Ethnic Relations Sociology of Religion Sociological Research Methods Senior Capstone Social Problems Environmental Sociology Self and Society Maverick Milestone: The Dark Side of Communication Maverick Milestone: Police and Society Maverick Milestone: Race in America
2012-2016 (UTPA/ UTRGV)	<i>Courses taught:</i> Sociology of Religion Social Psychology American Minorities/Race and Ethnic Relations Social Inequality/Stratification
2010-2011 (Penn State)	<i>Courses taught:</i> Race and Ethnic Relations Introductory Sociology

AWARDS AND HONORS

2017	Faculty Professional Development Grant, CMU
2016	Faculty Professional Development Grant, CMU
2015	Junior Faculty Travel Grant, Office of the Vice Provost for Faculty Affairs, UTPA
2014	“Survey of Gender Issues in the Mormon Church” (\$4727), Kickstarter, Awarded June 2014. Co-Principal Investigator.
2014	Faculty Development Grant (\$2000), Office of the Vice Provost for Faculty Affairs, UTPA
2014	Junior Faculty Travel Grant, Office of the Vice Provost for Faculty Affairs, UTPA
2013	Junior Faculty Travel Grant, Office of the Vice Provost for Faculty

	Affairs, UTPA
2012	Junior Faculty Travel Grant, Office of the Vice Provost for Faculty Affairs, UTPA
2012	Alumni Association Dissertation Award, Penn State University
2006-2008	Bunton-Waller Graduate Award, Penn State University
2004-2005	Pre-Doctoral Fellowship, American Psychological Association Diversity Program in Neuroscience
2003	Rackham Merit Fellowship, Rackham Graduate School, University of Michigan
2003	Office of Research and Creative Activities Undergraduate Research Scholarship, Brigham Young University

PROFESSIONAL SERVICE

University

2025-	President, CMU Faculty Senate
2025	Chair, SBS Scholarship Committee, CMU
2024-2025	President-Elect, CMU Faculty Senate
2023-	SBS Representative, CMU Faculty Senate
2023-2025	Sociology Program Coordinator, CMU Sociology Program
2022-2024	SBS Representative, Student Showcase Planning Committee
2021-	Chapter Representative, Alpha of Colorado (CMU chapter), Alpha Kappa Delta International Sociology Honor Society
2018-	Webmaster, CMU Social and Behavioral Sciences Department
2017-2022	SBS Representative, Essential Learning Committee, CMU
2017-2022	Member, SBS Scholarship Committee, CMU
2017, 2022	Member, Anonymous Committee for Distinguished Faculty Award, CMU
2016-2018	Advisor, CMU Sociology Club

2015-2016	Sociology Program Representative, UTRGV Faculty Senate
2014-2016	Co-Advisor, UTPA/UTRGV Sociology Club
2013-2016	Co-Advisor, UTPA/UTRGV chapter of Alpha Kappa Delta Sociology Honor Society
2014-2015	Sociology Undergraduate Student Advisor, UTPA
2014-2015	Member, Faculty Development Council, UTPA
2011-2012	Student Representative, Sociology Graduate Admissions Committee, Penn State University
2011	Member, Planning Committee for the 2011 Penn State Stratification and Social Change Conference
2010	Moderator, Ronald E. McNair Scholars Program Annual Summer Research Conference, Penn State University

Profession

2020-	Member, Editorial Board, <i>Review of Religious Research</i>
2011-2012	Student Representative, American Sociological Association Section on Sociology of Religion Council

Ad Hoc Reviewer

Social Science Research, Journal for the Scientific Study of Religion, Social Problems, Politics and Religion, Review of Religious Research, Social Psychological Quarterly, Work and Occupations, Political Review, Journal of Social and Personal Relationships, Contemporary Sociology, Canadian Journal of Behavioural Science, Sociological Spectrum, Politics and Religion Journal (Europe), Journal of Homosexuality, The Sociological Quarterly, International Journal of Public Opinion Research, Sociology of Religion, Michigan Sociological Review, Secularism and Nonreligion, American Journal of Sociology, American Journal of Cultural Sociology, Nonprofit and Voluntary Sector Quarterly, Social Forces, Social Currents, Journal of Elections, Public Opinion, & Parties, Society and Mental Health, Teaching Sociology, Religions, Oxford University Press.

<i>Memberships</i>	Alpha Kappa Delta (Sociology Honor Society), Society for the Scientific Study of Religion, Association for the Sociology of Religion, Religion Research Association
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MEDIA APPEARANCES

- April 17, 2025 KKCO 11 News, Grand Junction, CO
(<https://www.kkco11news.com/2025/04/17/cmu-uses-their-studies-improve-community/>)
- March 5, 2013 KVEO News Center 23, McAllen, Texas
(<http://www.kveo.com/news/one-five-americans-has-no-religion>)
- December 22, 2015 “Reflections on the New Mormon Gender Survey,” Mormon Matters podcast ([mormonmatters.org/2015/12/22/316-reflections-on-the-new-mormon-gender-sur, vey/](http://mormonmatters.org/2015/12/22/316-reflections-on-the-new-mormon-gender-sur-vey/))

Megan M. Henley
Curriculum Vitae
August 2025

Social and Behavioral Sciences Department
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501

mhenley@coloradomesa.edu
970-248-1435

ACADEMIC EMPLOYMENT

- 2022-present Associate Professor of Sociology, Colorado Mesa University
- 2025-present Program Director for Sociology, Department of Social and Behavioral Sciences
- 2024-present International Travel Coordinator for Colorado Mesa University
- 2016-2022 Assistant Professor of Sociology, Colorado Mesa University
- 2015-2016 Instructor and Course Developer for Care, Health and Society Major, University of Arizona Online

EDUCATION

- 2016 Ph.D. University of Arizona (Sociology)
Dissertation Title: "Science and Service: Doula Work and the Legitimacy of Alternative Knowledge Systems"
Committee: Louise Marie Roth (chair), Erin Leahey, Terrence D. Hill
- 2013 Certificate of College Teaching, Office of Instruction and Assessment
University of Arizona
- 2010 M.A. University of Arizona (Sociology)
- 2007 B.A. University of California, Irvine (Sociology, Honors)

RESEARCH AND TEACHING INTERESTS

Medical Sociology, Gender, Sexuality, Reproduction, Families, Knowledge

PUBLICATIONS

Peer-Reviewed Articles

Under Review **Henley, Megan M.** "“That’s Menopause. What Can You Do?”: Patient

Experiences with Managing Menopause.”

- 2023 **Henley, Megan M.** “Walking That Fine Line: Doulas as Overseers of Evidence-based Practice.” *Sociological Perspectives*, 66(2), 375-394. <https://doi.org/10.1177/07311214221121161>
- 2020 **Henley, Megan M.** “‘The Goddess of the Room’: Birth as a Feminist Issue among Doulas and Mothers.” *Women’s Studies International Forum* 82.
- 2018 Morton, Christine H., **Megan M. Henley**, Marla Seacrist, and Louise Marie Roth. “Bearing Witness: U.S. and Canadian Maternity Support Workers’ Observations of Disrespectful Care in Childbirth.” *Birth* 45:263-274.
- 2017 Naiman-Sessions, Miriam, **Megan M. Henley** and Louise Marie Roth. “Bearing the Burden of Care: Emotional Burnout Among Maternity Support Workers.” *Health and Health Care Concerns Among Women and Racial and Ethnic Minorities*, edited by Jennie Jacobs Kronenfeld. *Research in the Sociology of Health Care* 35:99-125.
- 2016 Roth, Louise Marie, **Megan M. Henley**, Marla Seacrist, and Christine H. Morton. “North American Nurses’ and Doulas’ Views of Each Other.” *Journal of Obstetric, Gynecologic, & Neonatal Nursing* 45:790-800.
- 2015 **Henley, Megan M.** “Alternative and Authoritative Knowledge: The Role of Certification for Defining Expertise Among Doulas.” *Social Currents* 2(3):260-279.
- 2015 **Henley, Megan M.** “Women’s Success in Academic Science: Challenges to Breaking through the Ivory Ceiling.” *Sociology Compass* 9(8):668-680.
- 2012 Roth, Louise Marie, and **Megan M. Henley**. “Unequal Motherhood: Racial-Ethnic and Socioeconomic Disparities in Cesarean Sections in the United States.” *Social Problems* 59(2):207-227.

Book Chapters

- 2015 Morton, Christine and **Megan M. Henley**. “Chapter Four: United States.” Pp. 63-86 in *Maternity Services and Policy in an International Context: Risk, Citizenship and Welfare Regimes*, edited by Patricia Kennedy and Naonori Kodate. Routledge Advances in Health and Social Policy; Taylor and Francis Group.

Book Reviews

- 2017 *The Ways Women Age: Using and Refusing Cosmetic Intervention* By

Abigail T. Brooks. New York: New York University Press, 2017.
Sociology of Health and Illness.

Other Publications

- 2017 **Henley, Megan M.** "Science and Service: Results from a Dissertation on Doulas." *DONA International* 25(2):16-17.
- 2015 Morton, Christine and **Megan M. Henley**. "Doulas and Hospital Characteristics, Policies and Practices: Findings from the Maternity Support Survey." *DONA International* 23(1): 12-14.
- 2014 Roth, Louise Marie, Nicole Heidbreder, **Megan M. Henley**, Marla Marek, Miriam Sessions, Jennifer Torres, and Christine H. Morton. *Maternity Support Survey: A Report on the Cross-National Survey of Doulas, Childbirth Educators, and Labor and Delivery Nurses in the United States and Canada*.

GRANTS AND HONORS

- 2023 Colorado Mesa University Faculty Professional Development Fund Grant (\$1,100) to present research at the Pacific Sociological Association conference in San Diego, California.
- 2018 Colorado Mesa University Faculty Professional Development Fund Grant (\$1,000) to present research at the Pacific Sociological Association conference in Oakland, California.
- 2016 Colorado Mesa University Faculty Professional Development Fund Grant (\$1,694) to present research at the Southern Sociological Society conference in Greenville, South Carolina.
- 2013 University of Arizona Confluentcenter Fellowship
One-year dissertation fellowship (\$5,000) to conduct interdisciplinary research
- 2013 William K. Bunis Graduate Student Teaching Award
University of Arizona
- 2010 University of Akron Conference Travel Award (\$500)
Committee for Research on Women/Gender

SELECTED CONFERENCE PRESENTATIONS

- 2025 “‘That’s Menopause. What Can You Do?’: Patient Experiences with Managing Menopause.” American Sociological Association, Chicago, Illinois.
- 2021 “‘Let’s Talk about Sex’: Promoting Discussion in Sociology of Sexuality Classes.” (with Laureen O’Brien). Teaching Workshop. American Sociological Association, Virtual.
- 2020 “Does Evidence Matter? How Doulas Use Scientific Evidence to Legitimate Support.” Accepted. American Sociological Association, San Francisco, CA. (Session canceled due to COVID-19).
- 2019 “Sexual Harassment and Gender Discrimination in Archaeology.” Invited Panelist. Utah Professional Archaeological Council Meeting. Moab, Utah.
- 2019 “Doula Support in Medicalized Birth: The Reproductive Justice Perspective.” Regular Session. Pacific Sociological Association, Oakland, CA.
- 2018 “‘The Goddess of the Room: Birth as a Feminist Issue Among Doulas and Mothers.” Regular Session. American Sociological Association, Philadelphia, PA.
- 2017 “Bearing Witness: U.S. and Canadian Maternity Support Workers’ Observations of Mistreatment of Women in Childbirth” (with Louise Marie Roth and Christine H. Morton). Regular Session - Accepted. American Sociological Association, Montreal, Canada.
- 2017 “Millennial Mothers, Patient-Consumers, and Alternative Medicine: The Case of Doula Support.” Regular Session. Southern Sociological Society Mini-Conference on Reproduction, Greenville, SC.
- 2016 “Millennial Mothers, Maternal Support, and the Digital Divide.” Regular Session - Accepted. American Sociological Association, Seattle, WA.
- 2015 “Reproductive Justice Perspectives of Maternity Support Workers in Canada and the United States.” (with Louise Marie Roth). Regular Session. American Sociological Association, Chicago, IL.
- 2014 “Views of Doulas, Childbirth Educators and Labor and Delivery Nurses on Each Other, Emotional Burnout and Quality Improvement: Results from the Maternity Support Survey.” Session on New and Emerging Research. Lamaze DONA Confluence, Kansas City, MO.

- 2013 “Providing Their Best Care: A Survey Comparison of Attitudes Toward Labor Practices Among Labor and Delivery Nurses, Childbirth Educators, and Doulas Across the United States.” Session on New and Emerging Research. Lamaze International Conference, New Orleans, LA.
- 2012 “The Machine That Goes ‘Ping’! The Medico-Legal Fetishization of Electronic Fetal Monitoring.” (with Louise Marie Roth). Regular Session. American Sociological Association, Denver, CO.
- 2012 “Paradoxes of Defensive Medicine in American Obstetrics.” (with Louise Marie Roth). Regular Session. Eastern Sociological Society Mini-Conference on Reproduction, New York, NY.
- 2009 “The Myth of Maternal Request Cesarean Section.” (with Louise Marie Roth). Regular Session. American Sociological Association, San Francisco, CA.

MEDIA COVERAGE

- 2021 Interviewed for Article on Happiness in *Horizon* (In Progress)
- 2020 Quoted in, “A Sociological Look at College During a Pandemic.” *The Criterion*. 23 September 2020.
- 2019 Interviewed on KAFM radio Grand Junction
- Interviewed on KREXTV local Grand Junction television

TEACHING EXPERIENCE

- 2016–present *Courses taught:*
(CMU) Sociology of Marriage and Families (in-person and online)
- Introduction to Sociological Inquiry (in-person and hybrid)
- General Sociology (in-person)
- Sociology of Health and Illness (in-person and hybrid)
- Sociology of Sexuality (in-person and hybrid)
- Contemporary Sociological Perspectives (in-person)
- Qualitative Methods (in-person)

Maverick Milestone: Perspectives on Happiness (in-person)

Senior Capstone: Applied Sociology (in-person)

Death, Dying, and Bereavement (hybrid)

2012-2016
(Arizona) *Courses taught:*
Health and Society (in-person and online)

Introduction to Sociology (in-person and online)

Sociology of Gender (in-person)

Reproduction and Society (online)

Health Disparities (online)

Families and Society (online)

Gender, Identities, Interactions, and Relationships (online)

UNDERGRADUATE STUDENT RESEARCH SUPERVISION

2025 Ruth San Diego, "The Effects of Gender Norms on the Queer Community Within Hookup Culture." Presented at Pacific Sociological Association Conference, San Francisco.

2024 Gina Dezwaan-Martinez, "Let's Talk About Sexual Education." Presented at Pacific Sociological Association Conference, San Diego.

2024 Hailey Samyn, "Understudied AFAB Health: Filling the Gaps in Endometriosis Research." Presented at Pacific Sociological Association Conference, San Diego.

2019 Rachel Geertgens, "To Have or To Keep?: Responses to Dropped Money on College Campus." Presented at CMU Student Showcase, Grand Junction.

2018 Sierra Sanchez, "The Effects of Stress and Trauma on Police Officers' Relationships." Presented at CMU Student Showcase, Grand Junction.

Jessica Jolley, "Family versus Peer Influence on Underage Consumption of Alcohol and Marijuana." Presented at CMU Student Showcase, Grand Junction.

Alma De Lara, "Men's versus Women's Success with College Math." Presented at CMU Student Showcase, Grand Junction.

Nicholas Mynes, "Family Pressure in Collegiate Football." Presented at CMU Student Showcase, Grand Junction.

Erin Case, "The Effect of Pornography on Men's Intimate Relationships." Presented at CMU Student Showcase, Grand Junction.
Presented at Pacific Sociological Association Conference, Oakland, California.

Amy Schuster, "Portrayals of Women in Magazine Advertisements." Presented at CMU Student Showcase, Grand Junction.

Gary Reece-Scott, "Rap Music's Influence on Young African Americans." Presented at CMU Student Showcase, Grand Junction.

Erin Case, "The Effect of Pornography on Women's Self Esteem." Presented in Sociology of Health and Illness, Grand Junction.

2017 Beth Bowman, "Nuclear Disaster Vulnerability and Resilience in Japan." Presented at Pacific Sociological Association Conference, Long Beach, California.

SERVICE

Colorado Mesa University

University Service

2023-present Secretary for Salary and Benefits Committee

2016-present Department Representative for Tutorial Services Advisory Committee

2021 Member of English Program Hiring Committee

2018-2021 Secretary for Academic Policy Committee

2018-2021 Department Representative for Distance Learning Committee

2020 Member of Working Group on Faculty Evaluations (Ad Hoc)

2019-2020 Co-Chair of Information Literacy Committee (Ad Hoc)

2017 Session Facilitator for Colorado Mesa University Student Showcase

2016-2017 Member of Social Responsibility Committee (Ad Hoc)

Department Service

2024 Member of Evaluation Committee

2018-2021	Advisor for Sociology Club
2019	Member of Criminal Justice Program Hiring Committee
2018-2019	Coordinator for Western Colorado Undergraduate Sociology Conference
2018-2019	Collaborator on Sociology Program Review
2016-2019	Co-Coordinator for Department Cohesion Initiative

Professional

2022	ASA Session Presider: Ideologies, Inequality and Individual as well as Couple Strategies at Work and at Home
2022	ASA Session Presider: Sociology of Reproduction: Childbearing, Risk, and Inequality
2021	ASA Teaching Mentor: Teaching Sociology of Health and Illness
2020	ASA Session Presider: Reproductive Technologies
2015	ASA Session Organizer: Body and Embodiment Section
<i>Ad Hoc Reviewer</i>	<i>Sociological Inquiry; Higher Education; Higher Education Quarterly; Social Science Quarterly; Social Currents; Social Problems; Research in the Sociology of Work; Social Science & Medicine; Sociological Spectrum</i>
<i>Memberships</i>	American Sociological Association Section Memberships: Medical Sociology; Sex and Gender; Body and Embodiment; Science, Knowledge, and Technology; Teaching and Learning Pacific Sociological Association Sociologists for Women in Society

Curriculum Vitae

Brenda Wilhelm

Department of Social and Behavioral Sciences
Colorado Mesa University
Grand Junction, CO 81501

bwilhelm@coloradomesa.edu
970-248-1429

Employment

2010-present Professor, Colorado Mesa University (formerly MSC), Grand Junction, Colorado
2005-2010 Associate Professor, Mesa State College, Grand Junction, Colorado
2000-2005 Assistant Professor, Mesa State College, Grand Junction, Colorado
1999-2000 Postdoctoral Fellow, Carolina Population Center, University of North Carolina

Education

Ph.D. University of Arizona, Sociology, 1999
 “Entry Into Marriage and Cohabitation: Effects of Family Structure in a Changing World”
 Advisors: Doug McAdam and James Shockey
M.A. University of Arizona, Sociology, 1995
 “Changes in Cohabitation Across Cohorts: The Influence of Political Activism”
 Advisor: Doug McAdam
B.A. University of Minnesota, Sociology and Mass Communications, 1993
 Summa Cum Laude

Primary Teaching and Research Interests

Family, Life Course, Gender, Inequality, Demography, Theory

Courses Taught

Undergraduate courses taught on a regular rotation: 21st Century Families, Population, Life Course and Aging, Social Movements and Political Activism, Political Sociology, Roots of Sociological Thought, Contemporary Sociological Perspectives, Sociology of Gender, Social Problems, Marriage and Families

Undergraduate courses taught on demand: Social Inequality, General Sociology, Race and Ethnicity, Independent Studies (Great Books in Sociology, Women Founders of Sociology, Liberal Arts Capstones, Introduction to Women’s and Gender Studies)

Professional development course taught for new faculty: Fundamentals of College Teaching

Brenda Wilhelm

Publications

Peer Reviewed Journal Articles

Mueller, Margaret M., Brenda Wilhelm and Glen H. Elder, Jr. 2002. "Variations in Grandparent-Grandchild Relationships." *Journal of Research on Aging* 24(3):360-388.

Van Dyke, Nella, Doug McAdam and Brenda Wilhelm. 2000. "Gendered Outcomes: Gender Differences in the Biographical Consequences of Activism." *Mobilization* 5 (2): 161-177.

Wilhelm, Brenda. 1998. "Changes in Cohabitation Across Cohorts: The Influence of Political Activism." *Social Forces* 77(1):289-310

Academic Encyclopedia Articles

Wilhelm, Brenda. 2014. "Emerging Adulthood." In *The Social History of the American Family: An Encyclopedia*, edited by Marilyn J. Coleman and Lawrence H. Ganong. Sage Publications.

Wilhelm, Brenda. 2012. "Hooking Up." In *The Multimedia Encyclopedia of Women in Today's World (online)*, edited by Mary Zeiss Stange, Carol K. Oyster, and J. Geoffrey Golson. Sage Publications.

Wilhelm, Brenda. 2011. "Divorce." In *The Multimedia Encyclopedia of Women in Today's World*, edited by Mary Zeiss Stange, Carol K. Oyster, and J. Geoffrey Golson. Sage Publications.

Wilhelm, Brenda. 2011. "Fatherlessness." In *The Multimedia Encyclopedia of Women in Today's World*, edited by Mary Zeiss Stange, Carol K. Oyster, and J. Geoffrey Golson. Sage Publications.

Published Reviews

Wilhelm, Brenda. 2021. "Review of *Rising Out of Hatred: The Awakening of a Former White Nationalist*." *Teaching Sociology* 50(1): 84-87.

Wilhelm, Brenda. 2018. "Review of *Population and Society: An Introduction*." *Teaching Sociology* 46 (3): 275-277.

Wilhelm, Brenda. 2007. "Review of *A Revolving Door*." *Teaching Sociology* 35 (4): 393-394.

Wilhelm, Brenda. 2004. "Review of *Mappers of Society: The Lives, Times and Legacies of Great Sociologists*." *Teaching Sociology* 32 (2): 250-251.

Wilhelm, Brenda. 2003. "Review *Working Through Whiteness: International Perspectives*." *Comparative Sociology* 2 (3): 562-564.

Pre-Publication Reviews and Projects

Publisher Provided PowerPoint Slide Development, Cohen's *The Family: Diversity, Inequality, and Social Change* for W.W. Norton & Company, 2023.

Pre-publication review of Deward's *#Gender: An Introduction to Gendered Social Problems* for Rowman & Littlefield, 2023.

Brenda Wilhelm

Pre-Publication Review of Stomblor and Jungels's *Focus on Social Problems* for Oxford University Press, 2022.

Pre-Publication Review of Cohen's *The Family: Diversity, Inequality, and Social Change* for W.W. Norton & Company, 2022.

Marketing review of Stinnett, Stinnett, DeGenova, and Rice's *Intimate Relationships, Marriages, and Families* for Oxford University Press, 2017

Pre-publication review of *Sex and Power: A Global Perspective on Gender Inequality* for Cengage Learning, 2012

Pre-publication review of Philip Cohen's *The Family: Diversity, Inequality and Social Change* for W.W. Norton Publishing Company, 2009

Pre-publication review of Joel M. Charon and Lee Garth Vigilant's *Social Problems: Readings with Four Questions*, for Wadsworth Publishing Company, 2006

Pre-publication review of Mooney, Knox and Schachts's *Understanding Social Problems*, for Wadsworth Publishing Company, 2005

Public Media

Interview, Colorado Public Radio, Parent's Rights Groups and K-12 Curriculum, 2022.

Interview, Milk of Audhumla Podcast, U.S. Capitol Insurrection, 2021.

Interview, CMU Faculty Podcast, Pedagogies of Kindness, 2021.

Interview, Horizon Magazine, Gender Pronouns, 2021.

Supervision of Student Blogs for Applied Worldwide (appliedworldwide.com)

Pass, Jesse. 2024. "The Blasé Attitude toward Homelessness in the United States."

Houck, Mira. 2023. "Mass Shootings and our Simmelian Blasé Attitudes."

Houck, Mira. 2023. "Gender Segregation, House Bill 1134."

Houck, Mira. 2023. "Quiet Quitting as a Temporary Solution to Marx's Critiques of Capitalism."

Fortier King, Cloé. 2022. "Crossing Lines and Code Switching: A Sociological Take."

Undergraduate Student Research Supervision

Kayln Madaris, "Exploring Hegemonic Masculinity in Film," Presented at CMU Student Showcase, Grand Junction, 2014.

Brenda Wilhelm

Jean-Louise Reichman, "Gender Nonconformity in Children," Presented at CMU Student Showcase, Grand Junction, 2014.

Jamie Requa, "A Weberian Analysis of Psychotropic Treatment of Adolescents," Presented at CMU Student Showcase, Grand Junction, 2012.

Katherine Pearson and Kelly Gorton, "Reexamining Moral Values in the 2004 Presidential Election," Presented at the Pacific Sociological Association Annual Meeting, San Diego, 2009.

Conference Participation

Conference Presentations

"Bringing Sociology to the People." Mesa County Child Welfare Summit, Grand Junction, 2024.

"From Social Problems to Social Change: A Term Project Portfolio Assignment." American Sociological Association Annual Meeting, Montreal, 2024.

"Down the Rabbit Hole: An Exercise in Critical Thinking." American Sociological Association Annual Meeting, New York City, 2020.

"White Privilege in the College Classroom: Toward Pedagogical Strategies," with Sarah Swedberg and Melissa Shea. American Sociological Association Annual Meeting, Montreal, 2006.

Invited Workshops on "Sneaking Research Into Your Teaching." Conference on Undergraduate Research, Kearney, NE, 2005 and Council on Undergraduate Research Annual Meeting, Greencastle, IN, 2006.

"Sneaking Research Into Your Teaching." Council on Undergraduate Research National Conference, La Crosse, WI, 2004.

"Race and Ethnicity in the Classroom: Student Attitudes and Experiences," with Sarah Swedberg and Melissa Schuessler. Western Social Science Association Annual Conference, Salt Lake City, 2004.

"Teaching Race in a Resistant Environment," with Sarah Swedberg. Western Social Science Association Annual Conference, Las Vegas, 2003.

"Consequences of Family Structure While Growing Up: The Timing of Co-Residential Unions." Western Social Science Association Annual Conference, Albuquerque, 2002.

"Variations in Styles of Grandparenting." Population Association of America Annual Meeting, Washington, D.C., 2001.

"Relationship Formation Patterns of Children From Single Parent Families: Marriage and Cohabitation." American Sociological Association Annual Meeting, Chicago, 1999.

"Adult Life Course Transitions of Children From Single Parent Families: Effects of Family Structure in a Changing World." American Sociological Association Annual Meeting, San Francisco, 1998.

Brenda Wilhelm

“Sequencing the Life Course: Heterogeneity and Change in Sequencing Norms,” with James Shockey. American Sociological Annual Meeting, San Francisco, 1998.

“Divorce Reform: Is Rolling Back No-Fault a Solution?” Pacific Sociological Association Annual Meeting, San Francisco, 1998.

“Gendered Outcomes: Gender Differences in the Biographical Consequences of Activism,” with Nella Van Dyke. American Sociological Association Annual Meeting, Toronto, 1997.

“Changes in Cohabitation Across Cohorts: The Influence of Political Activism.” American Sociological Association Annual Meeting, New York, 1996.

“The Declining Association of the New Left with the Sixties Counterculture,” with James Shockey and Michele Companion. American Sociological Association Annual Meeting, New York, 1996.

“Differential Effects of Social Movement Participation on the Subsequent Lifecourse Histories of Men and Women,” with Nella Van Dyke. Pacific Sociological Association Meeting, Seattle, 1996.

Conference Participation

Discussant for Undergraduate Roundtables, Pacific Sociological Association Annual Meeting, San Francisco, 2024.

Nominated Participant, Academic Management Institute Leadership Conference, Colorado, 2017-2018.

Discussant for Undergraduate Roundtables, Pacific Sociological Association Annual Meeting, Oakland, 2018.

Discussant for Undergraduate Roundtables, Pacific Sociological Association Annual Meeting, Portland, 2017.

Discussant for Undergraduate Roundtables, Pacific Sociological Association Annual Meeting, Long Beach, 2015.

Co-organizer, Western Colorado Undergraduate Sociology Conference, Grand Junction, 2012, 2014, 2019.

Discussant for Undergraduate Roundtables, Pacific Sociological Association Annual Meeting, Seattle, 2011.

Discussant for Undergraduate Roundtables, Pacific Sociological Association Annual Meeting, Oakland, 2010.

Discussant for the Four Corners Conference on Immigration, Grand Junction, 2009

Discussant for an Undergraduate Roundtable, Pacific Sociological Association Annual Meeting, San Diego, 2009.

Discussant for Undergraduate Sociology Conference, Western State College, Gunnison, Colorado, 2007.

Brenda Wilhelm

Campus and Community Presentations

Invited Speaker, CMU Emeritus Faculty Luncheon, “A Life Course Perspective on Aging,” 2022

Professional Development Workshops

“A Leadership Strengths Inventory” with Kristen Hague, 2018

“Tenure, Promotion, and the Boyers Teacher-Scholar Model” with Kristen Hague, 2017

New Dimensions (a senior education program) Courses

Bridging Generational Divides, 2025

The Changing Landscape of Gender, 2024

Loneliness as a Systemic Problem, 2023

Population Dynamics and Social Change, 2023

Bargaining with Patriarchy, 2022

Mixed Status Families on the Border, 2021

A New Perspective on Aging, 2021

Systemic Racism, with Ta’Lor Jackson, 2020

Aging and Inequality, 2019

Women’s Movements: From Seneca Falls to #MeToo, with Erika Jackson, 2018

The Evolution of American Marriage, 2018

The American Dream: Then and Now, 2017

Gender in the 20th and 21st Century: What’s Changed, What Hasn’t?, 2017

Generational Change in the Transition to Adulthood, 2016

Panel Discussion, “Images of Beauty,” Tomlinson Library, Colorado Mesa University, 2017.

Panel Discussion, “The Culture of Masculinity and Sexual Assault,” Association of Feminists, Colorado Mesa University, 2016.

Mesa County One Book.

Panel Discussion of *Kitchens of the Great Midwest*. 2016.

Panel Discussion of *Can’t We Talk About Something More Pleasant*. 2015.

Panel Discussion of *Tale for the Time Being*. 2014.

Panel Discussion of *The Dog Stars*. 2013.

Panel Discussion of *The Rules of Civility*. 2012.

Panel Discussion of *The Geography of Bliss*. 2010.

CMU Assessment Workshop. Presentation of Sociology Program Assessment. 2011.

Service (at Colorado Mesa University unless otherwise noted)

Center for Teaching and Learning Fellow, 2023-present. Primary responsibility: College Teaching Fundamentals course for early career faculty.

Sociology Internship Coordinator, 2021-present.

Women’s and Gender Studies Faculty Advisor, 2013-present.

Orientation and Recruitment Events Advisor for SBS, 2008-present.

Brenda Wilhelm

Sociology Faculty Advisor, 2000-present

Sociology Assessment Coordinator, 2003-2022.

Sociology Program Coordinator, 2011-2022.

Michrina Lecture Series Committee, 2012-2023.

Alpha Kappa Delta (international sociology honor society) Advisor, 2013-2022.

Tenure and Promotion Committee, 2007, 2010, 2016, 2018, 2022.

LLMS Search Committee, 2022.

HLC Subcommittee on Integrity, 2022-2023

Co-Chair and Mentor, Social and Behavioral Sciences Mentoring Committee, 2018-2020

Chair, Sociology Program Review, 2018-2019.

Social and Behavioral Sciences Representative, Fac2Fac Conference, Colorado Spring, 2020.

Co-Chair, Social Work Faculty Search Committee, 2018-2019.

Colorado Mesa University Student Showcase, Judge, 2017, 2018, 2019.

SBS Committee to Improve Junior Faculty Mentoring, Chair, 2018.

External Program Reviewer, Sociology, Western State University, 2018.

Chair, Senate Working Group on Tenure and Promotion, 2017-2018.

Coordinator, Social and Behavioral Science Conversation Series, 2013-2018.

Psychology Faculty Search Committee, 2016-2017.

Chair, Sociology Faculty Search Committees, 2013-2014, 2014-2015, 2015-2016.

Committee on the Status of Women, Pacific Sociological Association, 2013-2015.

Endowment Committee, Pacific Sociological Association, 2013-2015.

Chair, Department Cohesion Initiative, Colorado Mesa University, 2014-2015.

Co-Creator, Women's and Gender Studies Minor, Colorado Mesa University, 2013.

Faculty Trustee, Colorado Mesa University, 2011-2013.

Voting Member of Faculty Senate (as Faculty Trustee), Colorado Mesa University, 2011-2013.

Higher Learning Commission Subcommittee, Colorado Mesa University, 2011-2013.

Brenda Wilhelm

Sociology General Education Assessment Co-Coordinator, Colorado Mesa University, 2006-2013.

Social and Behavioral Sciences, Annual Evaluation Committee, 2012.

Social Work Search Committees, 2010-2011 and 2011-2012.

Committee to Select Learning Management System, Colorado Mesa University, 2010.

Advisory Committee for Freshman Orientation, Colorado Mesa University, 2010.

Panelist, New Faculty Orientation, Colorado Mesa University, 2010

Social and Behavioral Science Senator, Faculty Senate, Mesa State College, 2007-2009.

Advisor, Sociology Club, Mesa State College, 2003-2009.

Chair, Sociology Faculty Search Committee, Mesa State College, 2006.

Sociology Faculty Search Committee, Mesa State College, 2005 and 2007.

Councilor, Council of Undergraduate Research, 2003-2006.

Human Resources/Affirmative Action Representative, Mesa State College, 2005-2006.

Faculty-to-Faculty Conference, Mesa State College Representative, Colorado Commission on Higher Education, 2005

Administration of Justice Faculty Search Committee, Mesa State College, 2004 and 2005.

Curriculum Committee, Mesa State College, 2001-2004.

Grants And Honors

Distinguished Faculty Award, Colorado Mesa University, 2021.

Professional Presentation Fund Travel Grant, Mesa State College/Colorado Mesa University, multiple years between 2001 and 2024.

Exemplary Faculty Award, Colorado Mesa University, 2018.

Research Sabbatical, Colorado Mesa University, 2016.

Distinguished Faculty Nominee, Colorado Mesa University, 2013 and 2016.

Summer Fellowship Grant, Mesa State College, 2006 and 2007.

Graduate Instructor Teaching Award Finalist, Department of Sociology, University of Arizona, 1998 and 1999.

Graduate Student Teaching Award Finalist, Department of Sociology, University of Arizona, 1997

Brenda Wilhelm

Graduate and Professional Student Association Travel Fund Grant, University of Arizona, 1995, 1996, 1998.

Women's Studies Advisory Council (WOSAC) Stipend, University of Arizona, 1998.

Honors Pass, Social Movements Prelim Exam, Department of Sociology, University of Arizona, 1996

Graduate Assistantship, Department of Sociology, University of Arizona, 1993-99

Undergraduate Teaching Assistantship, Department of Sociology, University of Minnesota, 1992-93.

References

Available upon request

Appendix C

Student Learning Outcomes and Assessment

COLORADO MESA UNIVERSITY
New Assessment Plan (Each Outcome: Sections 1 - 4 Only)
Annual Report (Each Outcome: All 6 Sections)
Three and Six-Year Summary Assessment Report (Each Outcome: All 6 Sections)
(Revised Fall 2020)

Program Name: Sociology

Date of Submission: November 5, 2020 (New Plan)

1. In the area provided below and in reverse chronological order, please present a timeline of when the program faculty reviewed the program assessment plan and/or report.

Please focus on dates when the following were performed:

- A) The learning outcomes were reviewed by the program faculty for possible revision.
(New Assessment Plans can omit B, C, and D)

The Sociology faculty met to review the learning outcomes on October 7, 2020. Curricular changes for the 2020-2021 academic year may change some of the specific assessment plans.

- B) All program faculty received the assessment results.
- C) Faculty input regarding the results was sought.
- D) The majority of program faculty met face-to-face to discuss the assessment results in depth.

2. Two Assessment Highlights (only necessary for 3 and 6 year summary reports)

Please list two assessment highlights that, as a program, you found significant in impacting student learning. Provide a brief (few sentences) overview of the assessment process, findings and actions taken and the significance of the impact.

COLORADO MESA UNIVERSITY
New Assessment Plan (Each Outcome: Sections 1 - 4 Only)
Annual Report (Each Outcome: All 6 Sections)
Three and Six-Year Summary Assessment Report (Each Outcome: All 6 Sections)

(Revised Spring 2019)

Please attach the last three years of annual departmental assessment activity, the curriculum map, and any department/program minutes that recorded discussion of learning outcomes. Summarize each student-learning outcome that has been assessed over the past three/six years. Attach rubrics used in assessment.

Program Outcome 1 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Apply Scientific Principles to an Understanding of the Social World in a Summative Project (Specialized Knowledge/Applied Learning)	SOCO 303 SOCO 493	Students will demonstrate their level of competence in assignments that build in complexity as they progress in the program. A standard rubric will be used for assessment.	2021 – Baseline data in 303 only 2022-2023

Assessment Summary for Program Outcome 1

**Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable)
(Section 5)**

Results Summary

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)
2021	303(N=7) 14%B, 71%D, 14%A 493(N=) –%B,%D,%A [Not Taught Yet]	
2022-2023	303(N=9) 56%B, 33%D, 11%A 493(N=3) 33%B, 33%D, 33%A	

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

Some of our students clearly understand how to apply scientific principles to understanding the social world, but others find have found this challenging. While we are proud of the work that we have done to revise the methods sequence, we expect that it will take time to see the positive effects of these changes. We expect that both COVID-19 and the changes to the program can account for lower numbers of students falling into the Developing or Advanced categories than we would like. Similarly, given that the Senior Capstone was developed and taught for the first time in the spring of 2022, it may take a few years for more students to have the preparation to excel in the course.

Action:

Re-evaluation Date:

Actions Taken (Include any budget implications.) (Section 6)

Program Outcome 2 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Rigorously Analyze and Evaluate the Quality of Social Scientific Methods and Data (Quantitative Reasoning)	SOCO 303 SOCO 493	Students will demonstrate their level of competence in assignments that build in complexity as they progress in the program. A standard rubric will be used for assessment.	2021 – Baseline data in 303 only 2022-2023

Assessment Summary for Program Outcome 2

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)
2021	303(N=7) 28%B, 71%D, 28%A	
2022-2023	303(N=9) 11%B, 67%D, 22%A 493(N=3) 0%B, 100%D, 0%A	

The majority of students appear to be acquiring strong quantitative reasoning skills. While we would like to see more students reach the advanced level, we are happy with the numbers we see. As mentioned above, we expect as more students start at the beginning of the now established theory sequence, they will be more likely to reach higher levels of quantitative reasoning ability.

Action:

Re-evaluation Date:

Program Outcome 3 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Defend Sociological Analyses of Social Phenomena in Formal Papers and Oral Presentations. (Communication Fluency)	SOCO 370 SOCO 493	Students will demonstrate their level of competence in assignments that	2020-2021 – Baseline data in 400/410 only

Program Outcome 4 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Critically Evaluate Explanations of Human Behavior and Social Phenomena (Critical Thinking)	SOCO 370 SOCO 493	Students will demonstrate their level of competence in assignments that build in complexity as they progress in the program. A standard rubric will be used for assessment.	2020-2021 – Baseline data in 400/410 only 2023-2024

Assessment Summary for Program Outcome 4

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

Results Summary

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)
2020-2021	370(N=7) 0%B, 71%D, 29%A 493(N=) %B,%D,%A [Not Taught Yet]	
2023-2024	370(N=7) 14%B, 42%D, 42%A 493(N=8) 12%B, 50%D, 38%A	

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

The ability to think critically is vital to majoring in sociology. We promote these skills in many ways throughout our courses including through discussing complex readings, assigning papers and essay exams that encourage students to assess arguments, and encouraging research that requires students to apply paradigms to real-world observations. We are pleased to see so many of our students achieve the advanced levels of critical thinking. We will continue to foster critical thinking through our theory and sequence courses as well as our upper division elective courses.

Action:

Re-evaluation Date:

Actions Taken (Include any budget implications.) (Section 6)

Program Outcome 5 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Use Sociological Knowledge to Inform Policy Debates, Promote Public Understanding, and Foster Personal Responsibility (Personal and Social Responsibility)	SOCO 202 SOCO 493	Students will demonstrate their level of competence in assignments that build in complexity as they progress in the program. A standard rubric will be used for assessment.	2020-2021 – Baseline data in 400/410 only 2023-2024

Assessment Summary for Program Outcome 5

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

Results Summary

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)
2020-2021	(410 (N=8) 0%B, 50%D, 50%A) 202(N=10) 10%B, 40%D, 50%A 493(N=) –%B,%D,%A [Not Taught Yet]	
2023-2024		

Other Social Scientific Sources (Information Literacy)			
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Assessment Summary for Program Outcome 6

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

Results Summary

Year	Results (Include numbers of students)	Target or Benchmark (If Applicable)
2020-2021	303(N=7) 28%B,42%D, 28%A (370(N=7) 0%B, 29%D, 71%A) (410(N=8) 0%B, 25%D, 75%A) 493(N=) –%B,%D,%A [Not Taught Yet]	
2023-2024	303(N=8) 13%B, 38%D, 50%A 493(N=8) 12%B, 63%D, 25%A	

Actions Taken (Briefly describe the analysis of the results and actions taken for future assessment. Indicate any budget implications based on the analysis. Limit 150 words.)

We believe that information literacy is a strong suit of our program. In our revision to the methods sequence, we emphasized introducing information literacy early in SOCO 202 and continuing to converse about it and practice it up through the capstone. We are happy to see that most of our students have achieved a developing understanding of gathering and synthesizing information. We plan to continue emphasizing this objective early and often through written assignments, in-class assignments, in-class discussions, and applied research.

Action:

Re-evaluation Date:

Actions Taken (Include any budget implications.) (Section 6)

Appendix D

Sociology Alumni Survey Results

Alumni Survey Results of Sociology Graduates

25 Responses

Overall, how satisfied are you with your undergraduate education?

	#	%
Very Satisfied	14	58.3%
Generally Satisfied	9	37.5%
Ambivalent	0	0.0%
Generally Dissatisfied	1	4.2%
Very Dissatisfied	0	0.0%

While an undergraduate, about how often did you have conversations with faculty outside of class?

	#	%
Never	1	4.2%
Rarely (1-2 times per semester)	4	16.7%
Occasionally (3-5 times per semester)	9	37.5%
Often (once every two weeks)	7	29.2%
Very Often (at least once a week)	3	12.5%

Would you encourage a current high school senior to attend CMU?

	#	%
Definitely Would	13	54.2%
Probably Would	10	41.7%
Maybe	0	0.0%
Probably Would Not	0	0.0%
Definitely Would Not	1	4.2%

What degree(s) did you receive in Sociology?

	#	%
B.A. Sociology	25	100.0%

In what year did you graduate from the major/certificate you chose above?

	#	%
2024	3	12%
2023	2	8.0%
2022	6	24.0%
2021	3	12.0%
2020	1	4.0%
2019	5	20.0%
2018	5	20.0%
2017	0	0.0%
Other	0	0.0%

How would you rate the overall quality of your education within that degree/certificate program?

	#	%
Very High	13	54.2%
High	9	37.5%
Average	2	8.3%
Low	0	0.0%
Very Low	0	0.0%

How well did the sociology program prepare you for life outside of a career? This could include things like civic engagement, political participation, or continued learning.

	#	%
Very Well	10	41.7%
More than adequately	9	37.5%
Adequately	3	12.5%
Less than adequately	0	0.0%
Very poorly	1	4.2%

To what degree did you feel valued by the faculty in the sociology program?

	#	%
Very valued	17	70.8%
Somewhat valued	5	20.8%
Neither valued nor unvalued	0	0.0%
Somewhat unvalued	0	0.0%

Very unvalued	1	4.2%
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To what degree did the sociology program and faculty encourage you to think critically about contemporary society?

	#	%
Very encouraged	20	83.3%
Somewhat encouraged	3	12.5%
Neither encouraged nor unencouraged	0	0.0%
Somewhat unencouraged	0	0.0%
Very unencouraged	0	0.0%

How would you rate the overall quality of your education within that degree/certificate program?

	#	%
Very High	13	54.2%
High	9	37.5%
Average	2	8.3%
Low	0	0.0%
Very Low	0	0.0%

Please leave any comments you have about the three prior questions here:

- ☞ Dr. Wilhelm helped shaped who I am as a person. I miss Dr. Merino as well, he was one of my favorite professors.
- ☞ I currently work as a tenant advocate fully remote and make 70k a year with my sociology degree it is true you can do anything with it
- ☞ I love how small the class sizes are. Much easier to ask questions and the classes were more conversational based. Very engaging classes
- ☞ I miss my Soc professors. What a fun time it was.
- ☞ I truly loved the Sociology program! The few qualms I had with my education were from my Gen Eds. I'm currently doing well and making a good salary at a job I enjoy, and about to start a Master's program in Sociology.
- ☞ Pursuing a sociology degree was the best decision I made in college. This degree has provided me with such important skills for life and the workplace. The professors I had in the sociology program at CMU were absolutely the most phenomenal teachers I have ever had.



Regarding the first question, I think students considering going into this field should be aware that there will not be many job opportunities presented to them.



The professors work extremely hard to make their courses rigorous while also being approachable and helpful.



The Sociology Program really encouraged me to think critically which overall has helped me in my career. The faculty was amazing and was there to support you to ensure you could pass.



The sociology program was excellent in each of the aforementioned ways.



very satisfied with my undergraduate degree and the time I spent in class - felt very prepared for my graduate program and career path

Baccalaureate Student Learning Outcomes

Based on what you know now, how well do you think your undergraduate experience prepared you to:

	Very Well		More than Adequately		Adequately		Less Than Adequately	
	#	%	#	%	#	%	#	%
Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Applied Learning/ Specialized Knowledge)	14	63.6%	5	22.7%	3	13.6%	0	0.0%
Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Intellectual Skills: Quantitative Fluency)	10	45.5%	7	31.8%	4	18.2%	1	4.5%
Make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (Intellectual Skills: Communication Fluency)	15	68.2%	5	22.7%	2	9.1%	0	0.0%

Describe reasoned conclusions that articulate the implications and consequences for a particular decision by synthesizing information and methodologies (critical thinking)	13	59.1%	7	31.8%	2	9.1%	0	0.0%
Reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels (personal and social responsibility)	16	72.7%	5	22.7%	1	4.5%	0	0.0%
Find relevant sources of information, evaluate information critically, and apply the information appropriately and effectively to specific purposes (information literacy)	16	72.7%	5	22.7%	1	4.5%	0	0.0%

Are you working for pay right now?

	#	%
Yes, full-time	17	77.3%
Yes, part-time	5	22.7%
No	0	0.0%

Job and Career Questions (continued)

Only respondents who answered "Yes" they are working for pay right now answered the following questions.

In what type of organization is your principal employment? Mark the one best answer.

Self-employed in own business or professional non-group practice	2
Private for-profit corporation/company/group/group-practice	5
Higher education (public or private)	2
Elementary or secondary education (public or private)	1
International organization in the US	1
International organization outside of the US	0
US Military	0
Federal Government (except military)	0
State and local government, institution, or agency (except education)	3
Private non-profit organization (except education and international organizations)	4

Other	3
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Other Responses: nonprofit education; server and MSW student; service industry

Which of the following best describes your current position?

	#	%
Entry Level	7	33.3%
Mid-Level	11	52.4%
Senior Level	1	4.8%
Executive Level (except for chief executive)	2	9.5%
Chief Executive (CEO, COO, CFO, GM or principal in a business of other organization)	0	0.0%

How many years have you been in your current job type?

	#	%
Less than 3 years	11	52.4%
3-5 years	9	42.9%
6-9 years	1	4.8%
10 or more years	0	0.0%

Is your current position related to your CMU field(s) of study?

	#	%
Yes, related to major(s)	13	61.9%
No, not related	8	38.1%

How well did CMU prepare you for your current career?

	#	%
Very Well	6	30.0%
More than Adequately	10	50.0%
Adequately	3	15.0%
Less Than Adequately	1	5.0%
Very Poorly	0	0.0%

Job and Career Questions (continued)

What is your approximate annual gross income (before taxes)?

#	%
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Under \$20,000	0	0.0%
\$20,000 - \$29,999	1	5.6%
\$30,000 - \$39,999	1	5.6%
\$40,000 - \$49,999	2	11.1%
\$50,000 - \$59,999	6	33.3%
\$60,000 - \$74,999	6	33.3%
\$75,000 - \$99,999	2	11.1%
\$100,000 - \$149,999	0	0.0%
\$150,000 - \$249,999	0	0.0%
\$250,000 - \$499,999	0	0.0%
Over \$500,000	0	0.0%

Comments about your work experience that will help improve CMU:

Although I enjoyed my classes, I ended up in the banking world where I do not use much of what I learned in school in my professional work life.

An exploration of how Sociology ties into HR fiends and general personnel management, as well as being a strategist or risk manager for a company.

I have received numerous compliments from supervisors on my writing skills, which I attribute much of to my degree at CMU and the phenomenal professors in the Sociology program. This degree also provided me with strong analytical skills that I use regularly in my current career in nonprofit fundraising and grant management.

I needed CPR training for my current job that I got through my job before this one. I never knew if there was a way I could get it on campus I think that would be helpful to have. Also I think a lot of the things we talked about in class have helped my understanding on certain subjects in my line of work.

I work in a job unrelated to my studies at CMU, but my education led me to work in this field.

Maybe having more work-based opportunities to have more hands on experiences for students in the Sociology major. Like paid internship or even something tied with quantitative studies to provide an insight of options students could do. Or even some sort of shadowing experience so students could get insight to see if it is actually what they want to do based on how the field actually is.

More applicable courses directed to management from a sociological lens

**Only respondents who answered "No"
they are not working for pay right now
answered the following question:**

Why are you not currently working for
pay? (Please mark all that apply)

	# of times checked
I chose not to enter the workforce at this time.	0
It has been difficult to find a position in my field.	0
It has been difficult to find a position paying an appropriate salary.	0
I am raising a family.	0
I am currently a student.	0
I am doing volunteer work.	0
I am retired.	0
Other	0

Other:

Education since College

Have you enrolled in a graduate,
professional, or other degree/certificate
program since graduating from CMU?

	#	%
Yes	9	42.9%
No	7	33.3%
No, but I plan to enroll in the next two years.	5	23.8%

Only respondents who answered "Yes" I have enrolled in another degree/certificate program since graduating from CMU answered the following questions.

Are you enrolled in this program now?

	#	%
Yes, I am a full-time student	3	37.5%
Yes, I am a part-time student	3	37.5%
No	2	25.0%

How long after you graduated from the degree/certificate program this survey pertains to did you start this program?

	#	%
Immediately (following fall or spring)	2	25.0%

1 Year later	1	12.5%
2-3 years later	3	37.5%
4-6 years later	2	25.0%

Education since College (continued)

Altogether, how many years have/did you attend(ed) further schooling? Mark the best answer.

	#	%
None	2	25.0%
1 - 2 years	3	37.5%
3 - 4 years	2	25.0%
5 - 6 years	1	12.5%

How well did CMU prepare you for this educational program?

	#	%
Very Well	1	14.3%
More than Adequately	3	42.9%
Adequately	3	42.9%
Less Than Adequately	0	0.0%
Very Poorly	0	0.0%

What level of education are/were you pursuing?

	#	%
Certificate	0	0.0%
Associate	0	0.0%
Baccalaureate	0	0.0%
Post-Bacc Certificate	0	0.0%
Master's	7	87.5%
J.D.	0	0.0%
Doctoral	1	12.5%
Other	0	0.0%

What field/specialty is your graduate, professional, or certificate program?

- ☞ A doctorate in Naturopathic Medicine and a masters in Global Health
- ☞ Applied Behavioral Analysis
- ☞ Masters of Science in Occupational Therapy

- ☞ MS in Organizational Leadership. Applied Science department
- ☞ MSW
- ☞ Social Work
- ☞ Sociology

Please describe your program or field of study.

- ☞ Allied health profession that emphasizes helping individuals return to and/or lead an independent, fulfilling life.

☞

Analysis with the goal of understanding and altering behavior - focus on socially valid skills which help learners increase their access to positively connotated reinforcers, build social connection, and establish independence and autonomy skills. Examines how the environment influences the individual, with emphasis on reinforcement contingencies, relational frame theory, and antecedent variables.

☞

Business leadership from a psychological lens rather than only technical business aspects

☞

Masters in Social Work. Working towards getting my LCSW

☞

Sociology

☞

Studying to be a physician and also practice medicine in other countries with the masters in Global Health

What is the name of the College/Univerisity where you attend(ed)

- ☞ Arizona State University - Enrolled and starting this fall.
- ☞ Ball State University
- ☞ Capella
- ☞ Colorado Mesa University
- ☞ Mercyhurst University in Erie, PA
- ☞ National University of Naturopathic Medicine
- ☞ UNLV

Did you complete this program?

	#	%
Yes		#DIV/0!
No		#DIV/0!
In the process of finishing		#DIV/0!

Other comments about furthering your education:

🌀

discovered my love and career path via an internship opportunity I pitched to CMU. Still with that company today as I am working through my masters program and preparing to take the BACB certification exam to become a Board Certified Behavioral Analyst (BCBA)

🌀

I actually start the program this fall

🌀

I also pursued a certificate in Massage Therapy and Personal Training with various specializations.

🌀

I have enrolled but not started my classes yet. But I plan on completing my Master's degree, then teaching Sociology at the community college level, or working for companies to do HR, or working on school boards and working toward reforming Education.

🌀

My undergraduate Classical Theory course with Wilhelm was harder than any graduate course I have completed, by a large margin.

Suggestions for improving the degree/certificate program:

🌀

I wish I'd had information about the honors program sooner. I think going to a conference every year should be prioritized! A full year may be too long for the capstone, but it would've been nice to have an entire semester to collect and analyze the research. Another full or part-time faculty member would be amazing. The current three professors are exceptional and they work hard to offer everything they can, but some classes only being offered every two years made it hard to take everything we wanted. Presenting the survey or interview research in Research Methods would've been interesting and helpful. Encouraging students to do Student Showcase before senior year capstone would be wonderful too.

🌀

Maybe having more work-based opportunities to have more hands on experiences for students in the Sociology major. Like paid internship or even something tied with quantitative studies to provide an insight of options students could do. Or even some sort of shadowing experience so students could get insight to see if it is actually what they want to do based on how the field actually is.

🌀

More emphasis on careers or job connections after graduation. I was not going into a research role. I did start off in a human services role but quickly burnt out. It was my personal choice to separate from that field but I also feel like I had no direction for a different way to use my degree in a different, less demanding field working with individuals.

🌀

More professors!

🌀

More technical course of management from a sociological lens.

☞ No notes — you all were great.

Additional Comments:

- ☞ Choosing sociology as a major changed my life.
- ☞ I love this program! I would recommend it to anyone. In fact I've given a few informal tours since graduating and couldn't speak more highly of my sociology professors or the program.
- ☞ I loved my courses with Dr. Brenda Wilhelm! Self and Society taught by Dr. Merino is immensely applicable to my current course of study.
- ☞ I loved the program that I did and I'm glad I was able to be there!

Demographic Questions

What is your gender?

	#	%
Male	2	10.0%
Female	17	85.0%
Prefer not to respond	1	5.0%

What is your ethnicity?

	#	%
American Indian or Alaskan Native	0	0.0%
Asian	0	0.0%
Black or African American	2	10.0%
Hispanic of any race	6	30.0%
Native Hawaiian or Pacific Islander	0	0.0%
White	10	50.0%
Two or more races	2	10.0%
Race and ethnicity unknown	0	0.0%
Non-Resident Alien (of any race or ethnicity)	0	0.0%
Prefer not to respond	0	0.0%
Other	0	0.0%

What is your current age?

%

Under 21	0	0.0%
21-24	4	20.0%
25-34	15	75.0%
35-44	1	5.0%
45-54	0	0.0%
55 or older	0	0.0%
Prefer not to respond	0	0.0%

Do you live in the state of Colorado?

	#	%
Yes	12	60.0%
No	8	40.0%

If yes, do you live in Western Colorado?

	#	%
Yes	9	75.0%
No	3	25.0%