

**ASSESSMENT REPORT**  
**Department of Sociology**

**ACADEMIC YEAR 2020-2021**

**I. LOGISTICS**

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- 1. [Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Dr. Kim Richman, Chair

- 2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program. Please also indicate which report format are you submitting –Standard Report or Reflections Document**

Sociology is submitting an aggregate document for our Major and Minor.

- 3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.**

There have been NO changes to Sociology's 2019-2020 Curricular Map.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2020? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

### **Mission Statement (Major/Minor):**

No changes were made to Sociology’s Mission statement. Our current mission statement (for both our major and minor) is:

The mission of the Department of Sociology is to provide students with a high quality educational experience where they learn to critically apply sociological theories, frameworks and concepts to the understanding of everyday lives, pressing social problems and structural inequalities at the local and global levels. Our overarching goal is for students to develop what C. Wright Mills called a “sociological imagination.” The program gives students the tools and skills to challenge interlocking systems of oppression and privilege and build just societies as scholars, advocates, policymakers, and activists. It is also part of the Department’s mission to provide a collegial and enriching working environment for the professional growth of its members and associates.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2020? No.

### **PLOs (Major/Graduate/Certificate):**

1. Sociology majors should be able to analyze critically social practices, structures, and inequalities, such that the student will be able to:
  - a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social

- class; social mobility; social change; socialization; stratification; institutions; race; ethnic group; gender.
- b. Identify both macro-sociological and micro-sociological aspects of social life and discuss examples of these from at least one substantive area of sociology.
  - c. Describe at least two intersections between structural inequalities of race, ethnicity, gender, sexuality, class, and/or nation-state.
  - d. Describe inequalities at the regional, international, and/or global levels of analysis.
2. Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions, such that the student will be able to:
- a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.
  - b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.
3. Sociology majors should be able to formulate, conduct, and communicate independent social research, such that the student will be able to:
- a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.
  - b. Design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.
  - c. Use computerized and online databases to find published sociological research.
  - d. Critically assess a published research report in an area of choice.
  - e. Clearly convey data findings in writing.
4. Sociology majors should be able to connect sociological analysis to practical social action, such that the student will be able to:
- a. Explain the implications for practical action of sociological theory and research in an area of choice.
  - b. Develop a sociologically informed action plan in an area of choice.
  - c. Conduct at least twenty-five hours of service or activist work in an area of choice and explain what they have experienced from a sociological framework.

**III. LOG OF ASSESSMENT OF SOCIOLOGY'S PLOS (by AY)**

	1a	1b	1c	1d	2a	2b	3a	3b	3c	3d	3e	4a	4b	4c
08-09	x	x	x		x									
09-10	x	x	x		x	x	x	x	x	x	x			
10-11														
11-12	"The Department of Sociology did not assess learning outcomes through the courses that were taught in AY 2011-2012. In fact, last academic year was a period dedicated to revising the learning assurance plan implemented in the previous assessment cycle (2008-2011)."													
12-13	x	x	x	x	x	x								
13-14							x	x	x	x	x	x	x	x
14-15							x	x	x	x	x	x	x	x
15-16	x	x	x	x	x	x								
16-17							x	x	x	x	x			
17-18							x	x	x	x	x			
18-19												x		
19-20	Reflections on adapting to a remote/distance learning environment.													
20-21	The department was granted permission to indirectly assess all PLOs through creation/ administration of an survey of Fall 2021 Capstone and Thesis students													

## IV. METHODOLOGY

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Our department elected to administer a modified version of the American Sociological Association's Survey of Seniors Majoring in Sociology. We made some updates and revisions to the survey and put the survey into Qualtrics for administration (and for future use). Both the survey itself, and the report of findings, are attached (Appendices B and C). After the survey was administered, we created a shared Google document where we could record our responses to the results. We then held a sustained discussion of our experiences at a Department of Sociology meeting held in late January 2022.

In all, this survey yielded responses from 19 participants (n=19; this represents 40% of Sociology's 2021-22 graduates, and ~12% of Sociology majors), who reported the following demographic information:

- All students are between ages 21-23 (the majority, 11, were born in 2000)
- Only 3 students report majoring in Sociology alone. 10 students had a minor (4 of these are Legal Studies/ Criminal Justice minors); 2 were Education/ Dual Degree/ UTEC students; and 1 had another major.
- 8 graduated in December 2021; 11 plan to graduate in May 2022
- 1 identified as male/ men; 17 as female/ women, and 2 as non-binary/ non-conforming
- 7 identified as Latinx/ Latino or Hispanic; 3 as Black or African American; 4 as Asian/ Asian American/ Pacific Islander; 11 as White; 1 as Middle Eastern; and 3 as multiracial
- 10 are the first in their families to graduate from college; 5 have a parent who holds a college degree; 5 have a parent who holds a graduate degree
- 1 student reported being responsible for a child living with them
- 15 are currently employed; and these students reported working anywhere between 3-35 hours per week (with a total average of 19 hours per week). Of our employed students, more than half report that they are currently working in the educational sector
- Within the next 12 months, 16 reported plans to find a new job; 9 reported plans to obtain an internship or fellowship; and 9 reported plans to go to graduate or professional school

## V. RESULTS AND MAJOR FINDINGS OF ALTERNATIVE ASSESSMENT

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### Results-at-a-Glance

(Summary of reported student assessment with meeting PLOs)

	Highly Agree	Agree	Moderately Agree	Disagree	Highly Disagree
1a	x				
1b		x			
1c	x				
1d	x				
2a				x	
2b					x
3a			x		
3b					x
3c			x		
3d		x			
3e		x			
4a	x				
4b	x				
4c	x				

In examining the results of the survey, some familiar trends emerged, but some novel ones also became apparent. In many cases, our anecdotal “hunches” were confirmed. For example, we talk to many students in the course of advising who also have a minor, and in fact the survey confirmed that the majority of those surveyed did complete a

minor as well. The most common minors combined with our major were Legal Studies, UTEC (Teaching), and Public Service and Community Engagement. It was interesting to note that none of our majors declared a minor in Anthropology—a program that is housed with the Sociology Department.

We questioned students about why they chose to declare a Sociology major, and were gratified to see that our department has indeed become a “destination major,” a stated departmental goal for some time. By this, we mean that our students are majoring in Sociology not because they experience trouble in completing a different major or as a “default” option, but because they are seeking what sociology specifically offers. The survey revealed that the most commonly cited reason for declaring a Sociology major was that they found the concepts interesting. We learned that a majority of our students are attracted to declaring a sociology major because of their positive experience in an initial class- most often, Introduction to Sociology. Professor Hwaji Shin explained, “This makes sense since Sociology is unfamiliar and not very intuitive to many people before college thus our intro/first year seminar is the first place where these students are directly exposed to our discipline.” This is largely why, since a previous self-study, we have been committed to having our Introduction to Sociology course (SOC 150, hereafter) staffed by full-time tenure track faculty members as much as possible. Clearly, this effort has paid off— though our ability to sustain this commitment has become more challenging since May 2021, when one of the department’s most effective full-time SOC 150 instructors (who also specializes in Sociology of Education, regularly taught our Methods course, and advised many of our UTEC minors) began a leave of absence, which became a permanent departure from the university teaching in December 2021. This leaves the department with the urgent need to find a full-time replacement to help us continue to attract new majors, *as well as* qualified faculty to support the significant number of our majors interested in the teaching profession.

The crux of the report for assessment purposes was the section featuring self-reported data on how well students felt they had acquired a range of skills related to our department's learning objectives. Students expressed strong agreement that they had acquired the ability to "analyze critically social practices, structure, and inequalities" (PLO 1) and to "Describe... intersections between structural inequalities, race, ethnicity, gender, sexuality, class, and/or nation-state" (PLO 1C). Students also reported strength in identifying both macro-sociological and micro-sociological aspects of social life (PLO 1B); critically assessing research (PLO 3D) and conveying data findings in writing (PLO 3E).

As well, a notable number of students reported that they felt that they gained "leadership development" and the "opportunity to work with an agency or in the community" *as part of the major*. And almost as many students who reported the latter also reported that they were involved in a "community, political, or other activity" *for which they did not earn course credit*. This affirms that our students strongly feel that they can connect sociological analysis to practical social action (PLO 4), and demonstrates that the Sociology curriculum is aligned with, and helping advance, the University's Mission to "responsibly engage with, and contribute to, the cultural, intellectual, economic and spiritual gifts and talents of the San Francisco Bay Area and the global communities to which we belong."

Students expressed more moderate confidence in their ability to describe and compare different methodological approaches for gathering data (PLO 3A) and to use online databases to find published sociological research (PLO 3C). On the other hand, students felt less proficient in their abilities to discuss, differentiate, and apply sociological theories (PLO 2A), and to formulate, conduct, and communicate independent social research (PLO 3B). This seems to suggest that students are very clear on the concepts taught in sociology- and particularly in their understanding of intersectionality- but less skilled (in their own assessment) in their application of



theories and/ or research skills. Fortunately, this matches the centrality of intersectional and social justice ideas in our department's Program Learning Objectives and indicates that our teaching strengths seem to align well with our students' primary interests. At the same time,

These skills were assessed additionally by asking students what skills they would feel comfortable putting on their resume. Here, they reported that they felt confident in nearly all of the skills about which we questioned, with notable exceptions: extremely few students reported that they would be able to indicate on their resumes strengths in "using standard data analysis software" and "discussing percentages and tests of significance in a two variable table". A distant third in this list of skills in which they have less confidence was in creating a hypothesis with independent and dependent variables. The message here is clear, and expected: we do not, as a general matter, prepare our students well in the area of quantitative research methods. This is consistent with past self-studies and external reviews of our department.

In terms of conceptual understanding, student expressed strength in most of the areas included in the survey, and particularly so in viewing society from alternative or critical perspectives (PLO 1D); understanding important differences in the life experiences of people as they vary by race, class, gender, age, ability, and other ascribed statuses (PLO 1C); understanding current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion; and what is meant by a social institution and how to give examples of their impact on individuals (PLO 1A). These are consistent with our department's Program Learning Outcomes, and indicate success in those areas. They reported the least learning, again, in basic sociological theories and paradigms (PLO 2), such as consensus and conflict.

Finally, we asked students what services the Sociology Department has done well in providing, and what services we need to improve. Students were overwhelmingly very

satisfied with their interactions with other sociology majors, the quality of the teaching, the ease of seeing faculty outside of class, and the quality of undergraduate advising. Among the job skills our sample unanimously expressed confidence in having gained were: “Write a report from sociological information that can be understood by non-sociologists;” “Evaluate the strengths and weaknesses of different research methods for answering specific research questions;” and “Gather information to make an argument based on evidence”. This indicates that the department is doing excellent work at enabling students to “practice and produce... public sociologies,” one of stated aims in the 2018 Vision Statement created by our faculty.

On the other hand, students were much less satisfied in the quality of graduate school and career advising. This was important information for our department, as it clarifies that we need to provide much more support in the area of post-graduate advising, especially given the number of students who will be looking for a job very soon. It also shows that we are falling short of our 2018 Vision to “connect 100% of our graduates to innovative and transformative post-baccalaureate career and graduate opportunities”. It seems clear to the faculty that we should be working with the University’s Career Services Center and/or developing our own set of resources based on our students’ interests and goals to provide better support to students in basic career preparation such as preparing resumes, cover letters, and personal statements, particularly given how many of our students are first generation college goers. Up until a 2017 leadership change in Career Services, the department had a very strong collaborative relationship with this division of the University (e.g., their Director and interns helped develop and instruct our 2-unit SOC 393: Career Exploration and Planning seminar). This data suggests that we can do more to rebuild that partnership, should consider more regularly offering SOC 393, and can try to imagine and implement practices that will allow pre-registration advising to focus more on graduate school and career advising.

In a global assessment, students by and large expressed extreme satisfaction with their education and experience in the Sociology Department, which we were gratified to see in the data. The open-ended qualitative comments left by students (n = 10) were extremely positive and gratifying. They included such comments as “The Sociology professors at this school are some of the best teachers I’ve had”, “The Sociology Program is one of the best programs I have had the pleasure of being in... it is one of the only departments on campus I have heard consistently good things about and it makes me proud to be a part of such a great department,” and “I gained a lot of valuable knowledge that will apply in both a personal and professional setting moving forward.”

## VI. CLOSING THE LOOP<sup>12</sup>

Based on data indicating:	Sociology will consider the following course of action:
Seniors <i>highly disagree</i> that they can design and implement a research study in an area of choice and explain why various decisions were made (PLO 3B)	Department will focus on directly assessing PLO 3B in subsequent assessment. We will also look into course offerings that allow students to practice these skills before their senior year.
Seniors <i>disagree or highly disagree</i> that they are able to discuss, differentiate, and apply major sociological theories, frameworks and traditions (PLO 2)	Department will focus on directly assessing PLO 2 in subsequent assessment. Instructors will further commit to highlighting discussion of major sociological theoretical framework and traditions in the elective courses.

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<sup>1</sup> We also note the following, which are noteworthy but unrelated to our PLOs: Seniors are not sufficiently satisfied with the quality of graduate school and career advising in the major; Sociology most often yields students from entry-level courses (such as SOC 150); ~50% of respondents are working in Education and/or Education/Dual Degree/UTEC students; ~19% of respondents are Legal Studies/Criminal Justice minors.

<sup>2</sup> We were gratified to see students' strong responses in these areas and feel that no action is currently needed to close the loop: Seniors highly agree or agree that they are able to analyze critically social practices, structures, and inequalities (PLO 1); Seniors strongly feel that they can connect sociological analysis to practical social action (PLO 4); Seniors moderately agree that they can use computerized and online databases to find published sociological research (PLO 3A); Seniors moderately agree that they can compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods (PLO 3B).

## **APPENDICES**

**The following additional materials are included:**

**A. Curriculum Map**

**B. Survey**

**C. Survey Reports**

## A. Curriculum Map

**Key** I = Introduced with minimal coverage

M = Moderate Coverage


C = Comprehensive Coverage

Departmental Goals/Outcomes	Course Numbers							450
	1 5 0	3 0 2	3 0 4	3 0 6	3 0 8	3 9 5	4 1 0	
1. Sociology majors should be able to analyze critically social practices, structures, and inequalities, such that the student will be able to								
a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; social class; ethnic group; gender.	C	M	M	C			M	M
b. Identify both macrosociological and microsociological aspects of social life, and discuss examples of these from at least one substantive area of sociology.	I	M	M	C	M	M	M	M
c. Describe at least two “intersections” between structural inequalities of race, ethnicity, gender, sexuality, and/or class.	I	M	C	C				
2. Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions, such that the student will be able to:								
a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.	I			C				M
b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.	I			C			C	C
3. Sociology majors should be able to formulate, conduct, and communicate independent social research, such that the student will be able to:								
a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including	I				C		M	M

both quantitative and qualitative methods.								
b. Design a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.	I				M		C	C
c. Use computerized and on-line databases to find published sociological research.	I				M	M	C	C
d. Critically assess a published research report in an area of choice.	I	M	M		M	M	C	C
e. Clearly convey data findings in writing	I				M	C	C	C
4. Sociology majors should be able to connect sociological analysis to practical social action, such that the student will be able to:								
a. Explain the implications for practical action of sociological theory and research in an area of choice.	I						C	C
b. Develop a sociologically informed action plan in an area of choice.							C	C
c. Conduct at least twenty-five hours of service or activist work in an area of choice, and explain what they have experienced from a sociological framework						C		C

## B. Survey

### Survey of Graduating Sociology Majors

 ExpertReview score **Fair**

▼ Default Question Block

Q42



#### USF Survey of Seniors Majoring in Sociology\*

Q0

**Thank you very much for your participation! For each question, please check the box that best describes your experience and/or fill in the brief open-ended responses. There are no right or wrong answers. The survey should take about 10 minutes to complete.**

Q1



When did you or do you anticipate graduating? (Example: Spring 2022)

Q2

Which of the following best describes your major, joint major, or major/minor?

- Sociology alone
- Sociology major and Education/Dual Degree/UTEC
- Sociology major and Nursing major
- Sociology major and Business major
- Sociology major and Critical Diversity Studies major
- Sociology major and Anthropology minor
- Sociology major and Legal Studies/Criminal Justice minor
- Sociology major and other major(s) (please specify):
- Sociology major and other minor(s) or Certificate Program(s) (please specify):
- Other (please specify):



Q3



Why did you major in Sociology? Please indicate how important each of the following reasons was to you.

**Reasons for majoring in Sociology...**

	Very important	Somewhat important	Not at all important
I heard good things about the Sociology Department at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed the first course I had in Sociology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought it would prepare me for the career I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought it would prepare me for graduate or professional school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found that the concepts interested me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was looking for a more general major rather than one focused on a specific career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found that I had enough credit hours to become a Sociology major even though I did not plan to be one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought it would prepare me to help to change society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought it would help me understand the relation between social forces (such as globalization, religious and political movements, suburbanization) and individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought it would prepare me to do different kinds of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought it would help me to understand my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not get into the major that I wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6



Do you think that you gained proficiency in each of the following skills as part of your Sociology major?

**Please indicate the degree to which you have acquired each skill.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Formulate, conduct, and communicate independent social research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use online databases to find published sociological research and formulate a bibliography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify both macro-sociological and micro-sociological aspects of social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe and compare different methodological approaches for gathering data (ex: quantitative/qualitative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically assess research and convey data findings in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss, differentiate, and apply sociological theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyze social practices, structures, and inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe intersections between structural inequalities of race, ethnicity, gender, sexuality, class, and/or nation-state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect sociological analysis to practical social action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7



Did you gain the ability to describe and explain the following concepts as part of your sociology major?

**As part of my Sociology major, I learned...**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is meant by a social institution and how to give examples of institutional impacts on individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic theoretical perspectives or paradigms in sociology (e.g., conflict theory, structural functionalism, symbolic interactionism, feminist theory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic concepts in sociology (e.g., culture, socialization, institutions, and stratification)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Important differences in the life experiences of people as they vary by race, class, gender, age, disability, and other ascribed statuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To view society from an alternative or critical perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8



As part of your Sociology major, did you participate in the following activities? Please indicate whether you participated as part of your major or not.

**As part of my major, I participated in a/an...**

	Yes, as part of the major	Yes, but not as part of the major	Did not participate
Community, political, or other voluntary activity for which I did not earn Service Learning/Community-Engaged Learning credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring program, where a faculty member or student worked closely with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service Learning project, where I worked in an agency or in the community as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job fairs, on-campus interviews, career-related mentorship programs, or other networking opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF Career Services Center resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership development such as how to work in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alpha Kappa Delta or other Honors Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociology Club/STEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors program associated with your department (Honors Thesis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local, state, regional, or national sociology meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student government organization (ASUSF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living-Learning Community (e.g., EMDS, Erasmus, MBS, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors or scholarly program (e.g., BASE, Honors College, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization or club as a member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization or club as a leader/officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which skills would you feel confident listing on a resumé? Check all that apply.

- Create a hypothesis with independent and dependent variables
- Use computers to find information to develop a bibliography or a list of references
- Use standard data analysis software
- Evaluate the strengths and weaknesses of different research methods (e.g., surveys, in-depth interviews, participant observation) for answering specific research questions
- Gather information to make an argument based on evidence
- Discuss percentages and tests of significance in a two variable table
- Interpret the results of different types of data gathering such as surveys, experiments, case studies, or other qualitative studies
- Identify ethical issues in sociological research
- Write a report from sociological information that can be understood by non-sociologists, such as newspaper readers, government officials, or community group
- Create and deliver a public presentation on a sociological topic
- Create a paper or poster selected for presentation at an academic conference (e.g., Santa Clara University, CARD, etc.)

Q9



How satisfied are you with your experiences with the Sociology Department? Please select the answer that most closely matches your experience.

**In my department, I am satisfied with...**

	Extremely Satisfied	Satisfied	Dissatisfied	Extremely Dissatisfied	Unsure
The quality of undergraduate advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of graduate school advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of career advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease in getting the courses you needed to graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease in seeing faculty outside of class as often as you needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interaction with fellow sociology majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The access to necessary technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10

Overall, how satisfied are you with the Sociology program?

- Extremely satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Extremely dissatisfied

Q12



What is your year of birth?

Q13

What is your gender identity?

- Male/Man
- Female/Woman
- Transgender
- Non-binary/Non-conforming
- Other, please specify:

Q38

What is your sexual orientation/identity?

- Lesbian
- Gay
- Bisexual
- Queer
- Pansexual
- Sexually fluid
- Heterosexual/straight
- Asexual
- Other (please specify):

Q14

Which of the following categories best describes your race/ethnicity? Check as many as apply.

- Latinx/Latino or Hispanic
- Black or African American
- Asian/Asian American/Pacific Islander
- Indigenous/Native American/First Nations or Alaskan Native (U.S.)
- Indigenous (Non-U.S.)
- Middle Eastern
- Multi-racial
- White
- Other, please specify:

Q15

What is your current relationship status?

- Single, never married
- Married
- Partnered
- Divorced
- Other

Q40

What is your current living situation?

- I live alone
- I live with family member(s)
- I live with my partner/spouse
- I live with friend(s)/roommate(s)
- Other (please specify):

Q16

Are there children living with you (your own, your siblings, other family members, and/or a partner's) for whom you have childcare responsibilities at least some of the time?

- Yes
- No

Q17

Are you currently employed?

- Yes
- No

Q37



What is (are) your current job title(s)? Please list.

Q30

How would you describe your current employment sector?

- Educational
- Government
- Private, non-profit
- Private, for profit
- Undecided

Q18



How many hours per week, on average, do you work? Please enter a numeric response. (example: 15)

Q19

Is your job related to your studies in Sociology?

- Yes
- No



Q20

While making progress towards your degree, did you attend school mostly full-time, mostly part-time, or a combination?

- Part-time student
- Full-time student
- Combination (varied by semester)

Q21

Did you transfer to USF from another school?

- No, I started here as a first-year student
- Yes, I transferred from a community or other two-year college
- Yes, I transferred from another four-year college or university
- Yes, I transferred from both a two-year and a four-year school

Q22



What is (or was) your precise GPA in Sociology thus far? (This can be found in your Degree Evaluation under Student Records.)

**Please enter a three-digit numeric response (e.g., 3.45).**

Q24



What is (or was) your precise overall GPA thus far? (This can be found in your Degree Evaluation under Student Records.)

**Please enter a three-digit numeric response (e.g., 3.45).**

Q23

Which of the following best describes the highest level of education completed by your first parent/guardian?

- Not a high school graduate
- High school graduate (or GED)
- Vocational or technical school
- Some college (including associate degree)
- College graduate (4-year college or university)
- Some graduate or professional school
- Graduate/professional degree
- Don't know
- Not applicable

Q25

Which of the following best describes the highest level of education completed by your second parent/guardian?

- Not a high school graduate
- High school graduate (or GED)
- Vocational or technical school
- Some college (including associate degree)
- College graduate (4-year college or university)
- Some graduate or professional school
- Graduate/professional degree
- Don't know
- Not applicable

Q26

Do you plan to do any of the following in the next 12 months? **Please check as many as apply.**

- Go to graduate or professional school
- Obtain a new job
- Obtain an internship or fellowship
- Continue to work at your current job
- Marry
- Have a child
- Go into the military
- Travel extensively
- Take a break/gap year
- Develop other skills
- Other, please specify:

Q36

Do you plan to do any of the following in the next 2-3 years? **Please check as many as apply.**

- Go to graduate or professional school
- Obtain a new job
- Obtain an internship or fellowship
- Continue to work at your current job
- Marry
- Have a child
- Go into the military
- Travel extensively
- Take a break/gap year
- Develop other skills
- Other, please specify:

Q34



If you plan on attending graduate school...

Graduate or professional program field (e.g., Sociology, Psychology, Law):

Degree you plan on pursuing (e.g., MS, MA, PhD, EdD, JD, MD, etc.):

Not applicable (type N/A)

Q27



List the top three graduate or professional schools that you wish to attend.

First choice:

Second choice:

Third choice:

Not sure (type "not sure")

Not applicable (type "N/A")

Q29



Describe the type of job that you would prefer. (Use as many sentences as necessary.)

Q34



Finally, we'd like to contact you in order to learn how your plans turned out one year from now. Would you please share the following information with the USF Sociology Department? This information will NOT be made public.

Your first and last name:

Your current primary e-mail address:

Your current street address:

Your current city:

Your current state:

Your current ZIP code:

Your current telephone number:

Q35



Please provide the contact information for someone who would know how to reach you in a year.

Your contact's first and last name:

Your contact's primary e-mail address:

Your contact's current street address:

Your contact's current city:

Your contact's current state:

Your contact's current ZIP code:

Your contact's current telephone number:

Q37

Is it okay to contact you in the next 3-5 years for an update?

- Yes
- No

Q39



Is there anything you'd like to add about your experience with the USF Sociology Program?

Q41

\*This survey is a modified version of the *National Survey of Seniors Majoring in Sociology*, administered in 2005 by the American Sociological Association.



 [Import from library](#)

[Add new question](#)

[Add Block](#)

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

## C. Survey Reports

### Q1 - When did you or do you anticipate graduating? (Example: Spring 2022)

When did you or do you anticipate graduating? (Example: Spring 2022)

---

Spring 2022

Spring 2022

Spring 2022

Spring 2022

Spring 2022

spring 2022

spring 2022

Spring 2022

Spring 2022

Spring 2022

Fall 2021

Spring 2022

Fall 2021

Fall 2021

December 2021

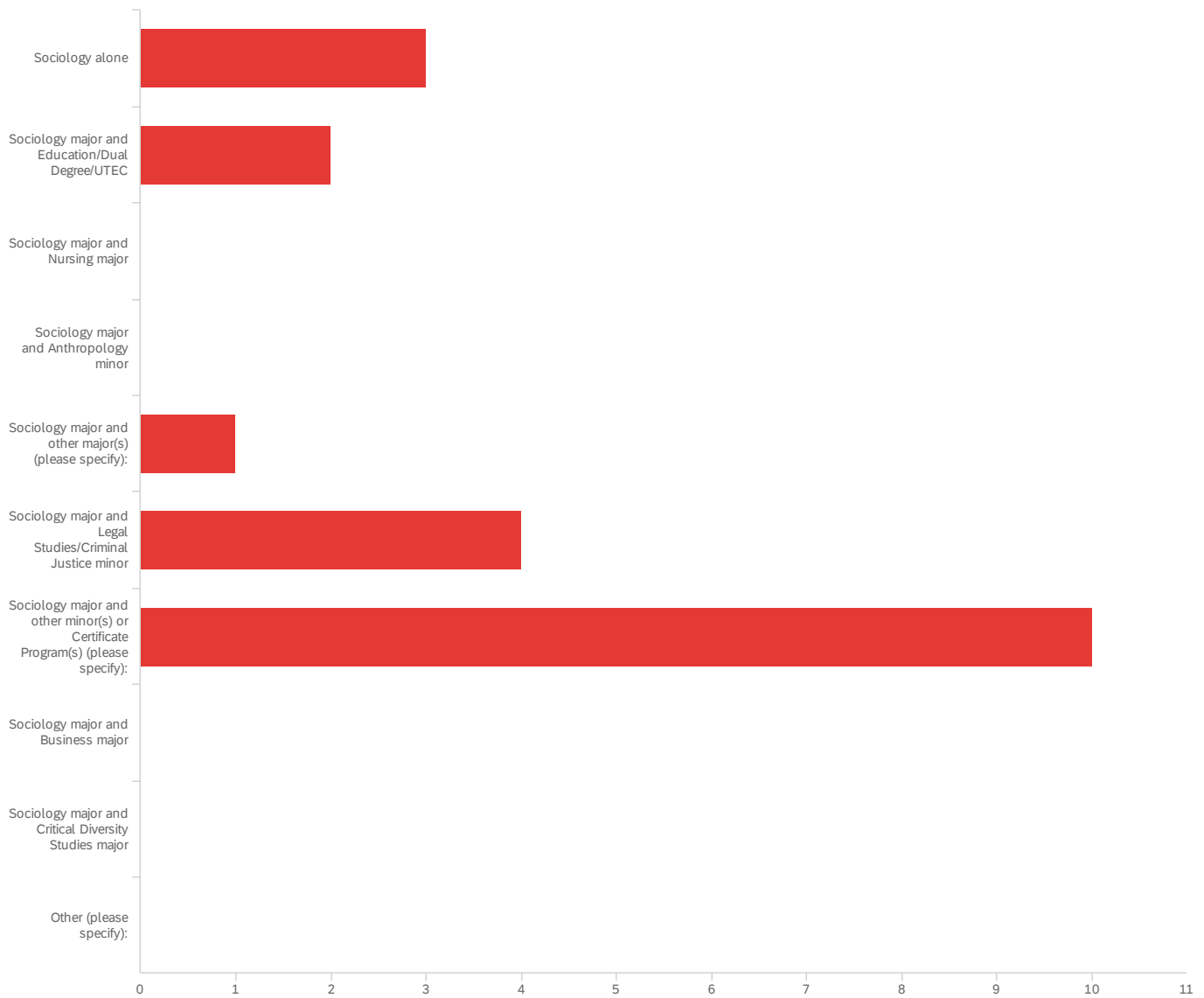
Fall 2021

Fall 2021

Fall 2021

Fall 2021

## Q2 - Which of the following best describes your major, joint major, or major/minor?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes your major, joint major, or major/minor? - Selected Choice	1.00	8.00	6.05	2.75	7.55	20

#	Field	Choice Count
1	Sociology alone	15.00% 3
2	Sociology major and Education/Dual Degree/UTEC	10.00% 2
4	Sociology major and Nursing major	0.00% 0



#	Field	Choice Count
5	Sociology major and Anthropology minor	0.00% 0
6	Sociology major and other major(s) (please specify):	5.00% 1
7	Sociology major and Legal Studies/Criminal Justice minor	20.00% 4
8	Sociology major and other minor(s) or Certificate Program(s) (please specify):	50.00% 10
9	Sociology major and Business major	0.00% 0
10	Sociology major and Critical Diversity Studies major	0.00% 0
12	Other (please specify):	0.00% 0

20

Showing rows 1 - 11 of 11

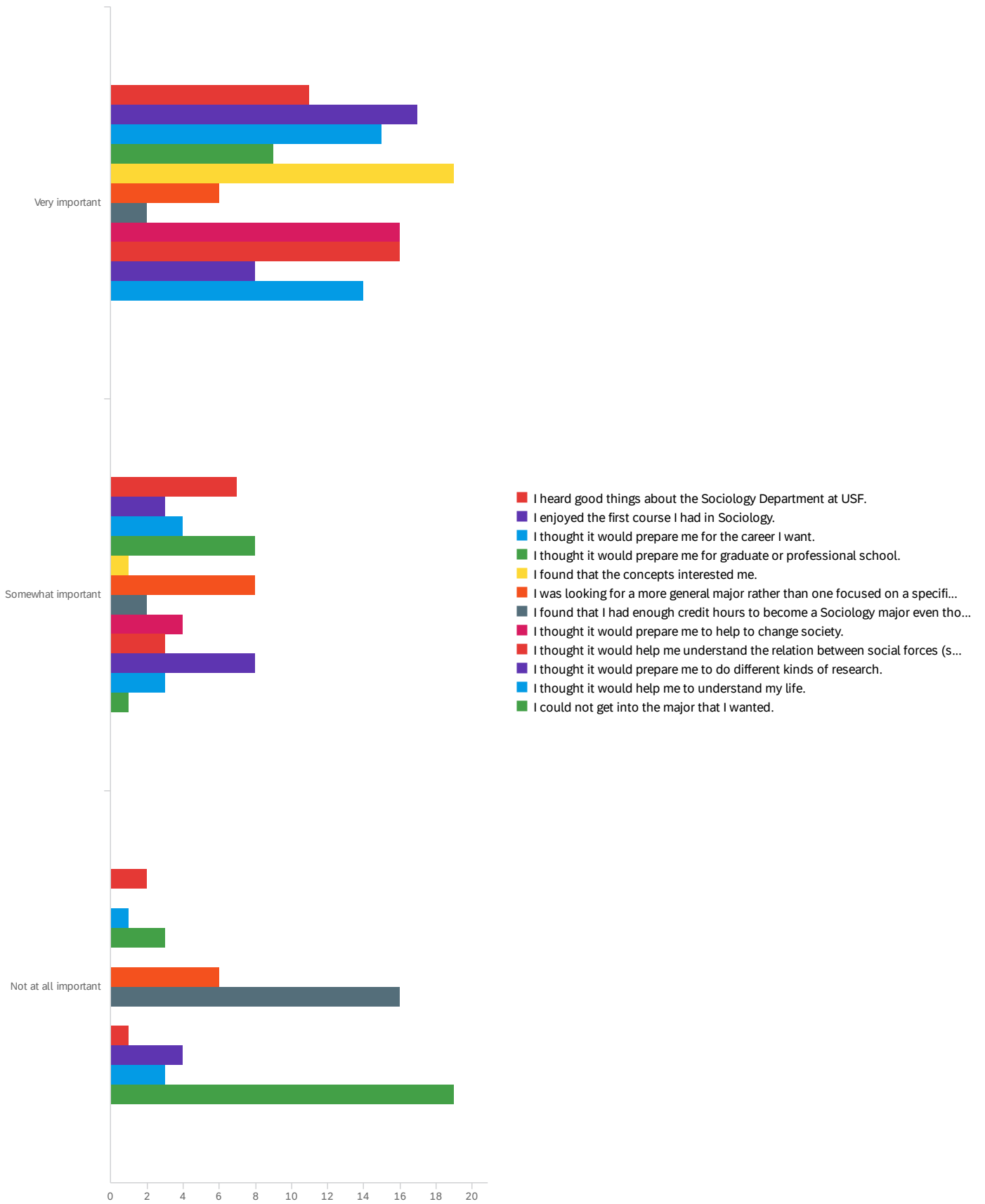
Q2\_6\_TEXT - Other, please specify:

Sociology major and other major(s) (please specify):

---

Public Service and Community Engagement AND Legal Studies

Q3 - Why did you major in Sociology? Please indicate how important each of the following reasons was to you. Reasons for majoring in Sociology...



# Field Minimum Maximum Mean Std Deviation Variance Count

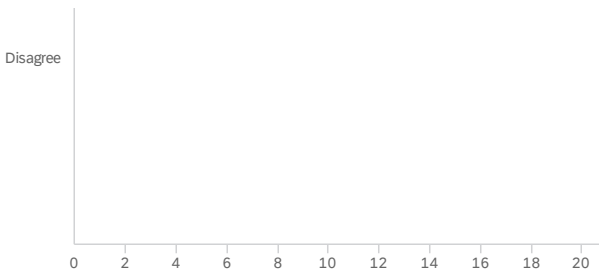
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I heard good things about the Sociology Department at USF.	1.00	3.00	1.55	0.67	0.45	20
2	I enjoyed the first course I had in Sociology.	1.00	2.00	1.15	0.36	0.13	20
3	I thought it would prepare me for the career I want.	1.00	3.00	1.30	0.56	0.31	20
4	I thought it would prepare me for graduate or professional school.	1.00	3.00	1.70	0.71	0.51	20
5	I found that the concepts interested me.	1.00	2.00	1.05	0.22	0.05	20
6	I was looking for a more general major rather than one focused on a specific career path.	1.00	3.00	2.00	0.77	0.60	20
7	I found that I had enough credit hours to become a Sociology major even though I did not plan to be one.	1.00	3.00	2.70	0.64	0.41	20
8	I thought it would prepare me to help to change society.	1.00	2.00	1.20	0.40	0.16	20
9	I thought it would help me understand the relation between social forces (such as globalization, religious and political movements, suburbanization) and individuals.	1.00	3.00	1.25	0.54	0.29	20
10	I thought it would prepare me to do different kinds of research.	1.00	3.00	1.80	0.75	0.56	20
11	I thought it would help me to understand my life.	1.00	3.00	1.45	0.74	0.55	20
12	I could not get into the major that I wanted.	2.00	3.00	2.95	0.22	0.05	20

#	Field	Very important	Somewhat important	Not at all important	Total
1	I heard good things about the Sociology Department at USF.	55.00% 11	35.00% 7	10.00% 2	20
2	I enjoyed the first course I had in Sociology.	85.00% 17	15.00% 3	0.00% 0	20
3	I thought it would prepare me for the career I want.	75.00% 15	20.00% 4	5.00% 1	20
4	I thought it would prepare me for graduate or professional school.	45.00% 9	40.00% 8	15.00% 3	20
5	I found that the concepts interested me.	95.00% 19	5.00% 1	0.00% 0	20
6	I was looking for a more general major rather than one focused on a specific career path.	30.00% 6	40.00% 8	30.00% 6	20
7	I found that I had enough credit hours to become a Sociology major even though I did not plan to be one.	10.00% 2	10.00% 2	80.00% 16	20
8	I thought it would prepare me to help to change society.	80.00% 16	20.00% 4	0.00% 0	20

#	Field	Very important	Somewhat important	Not at all important	Total
9	I thought it would help me understand the relation between social forces (such as globalization, religious and political movements, suburbanization) and individuals.	80.00% 16	15.00% 3	5.00% 1	20
10	I thought it would prepare me to do different kinds of research.	40.00% 8	40.00% 8	20.00% 4	20
11	I thought it would help me to understand my life.	70.00% 14	15.00% 3	15.00% 3	20
12	I could not get into the major that I wanted.	0.00% 0	5.00% 1	95.00% 19	20

Showing rows 1 - 12 of 12





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Formulate, conduct, and communicate independent social research	1.00	2.00	1.45	0.50	0.25	20
2	Use online databases to find published sociological research and formulate a bibliography	1.00	2.00	1.40	0.49	0.24	20
3	Identify both macro-sociological and micro-sociological aspects of social life	1.00	2.00	1.15	0.36	0.13	20
4	Describe and compare different methodological approaches for gathering data (ex: quantitative/qualitative)	1.00	2.00	1.35	0.48	0.23	20
5	Critically assess research and convey data findings in writing	1.00	2.00	1.25	0.43	0.19	20
6	Discuss, differentiate, and apply sociological theories	1.00	4.00	1.65	0.91	0.83	20
7	Critically analyze social practices, structures, and inequalities	1.00	2.00	1.05	0.22	0.05	20
8	Describe intersections between structural inequalities of race, ethnicity, gender, sexuality, class, and/or nation-state	1.00	2.00	1.05	0.22	0.05	20
9	Connect sociological analysis to practical social action	1.00	2.00	1.25	0.43	0.19	20

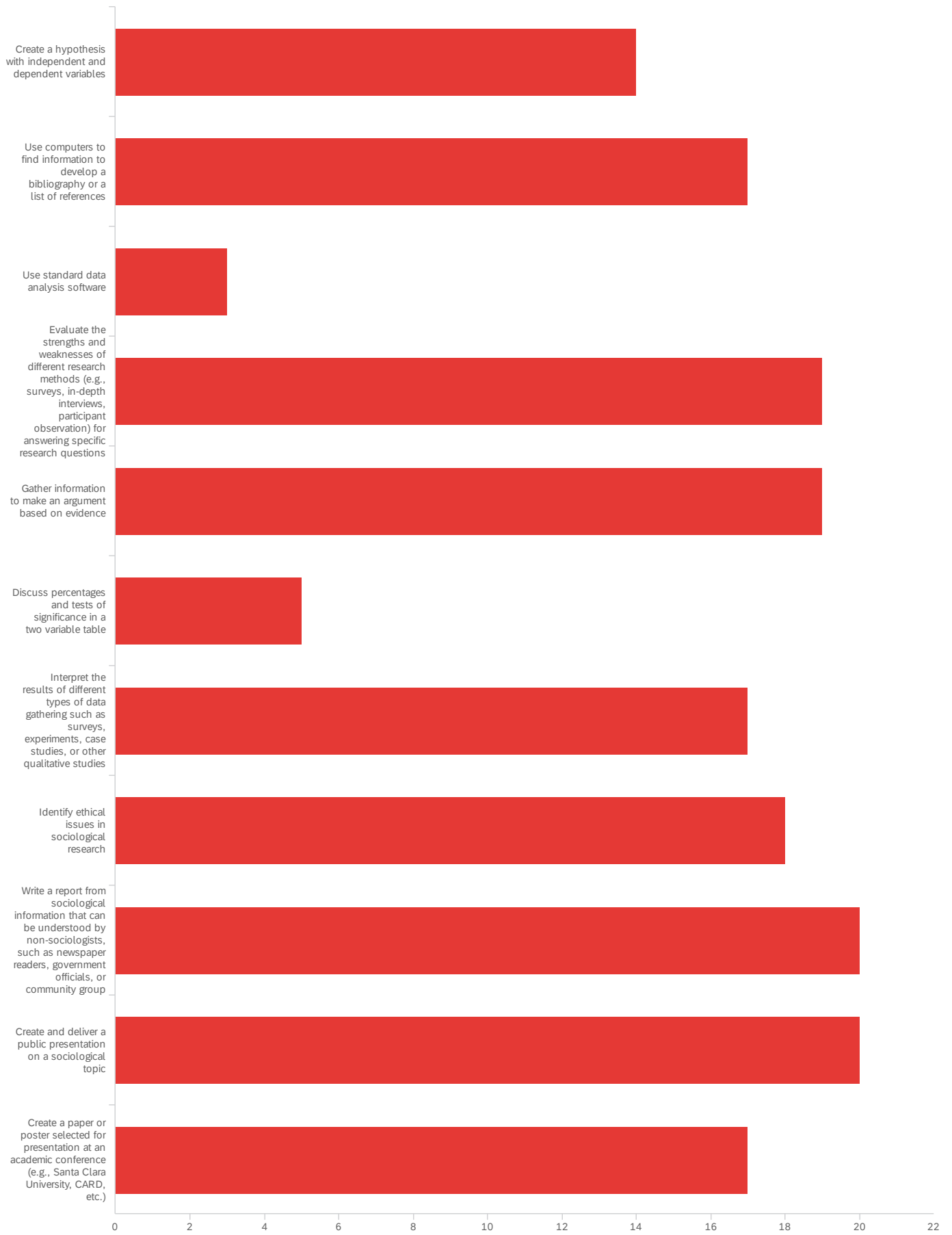
#	Field	Strongly Agree	Agree	Strongly Disagree	Unsure	Disagree	Total
1	Formulate, conduct, and communicate independent social research	55.00% 11	45.00% 9	0.00% 0	0.00% 0	0.00% 0	20
2	Use online databases to find published sociological research and formulate a bibliography	60.00% 12	40.00% 8	0.00% 0	0.00% 0	0.00% 0	20
3	Identify both macro-sociological and micro-sociological aspects of social life	85.00% 17	15.00% 3	0.00% 0	0.00% 0	0.00% 0	20
4	Describe and compare different methodological approaches for gathering data (ex: quantitative/qualitative)	65.00% 13	35.00% 7	0.00% 0	0.00% 0	0.00% 0	20
5	Critically assess research and convey data findings in writing	75.00% 15	25.00% 5	0.00% 0	0.00% 0	0.00% 0	20

#	Field	Strongly Agree	Agree	Strongly Disagree	Unsure	Disagree	Total
6	Discuss, differentiate, and apply sociological theories	55.00% 11	35.00% 7	0.00% 0	10.00% 2	0.00% 0	20
7	Critically analyze social practices, structures, and inequalities	95.00% 19	5.00% 1	0.00% 0	0.00% 0	0.00% 0	20
8	Describe intersections between structural inequalities of race, ethnicity, gender, sexuality, class, and/or nation-state	95.00% 19	5.00% 1	0.00% 0	0.00% 0	0.00% 0	20
9	Connect sociological analysis to practical social action	75.00% 15	25.00% 5	0.00% 0	0.00% 0	0.00% 0	20

Showing rows 1 - 9 of 9

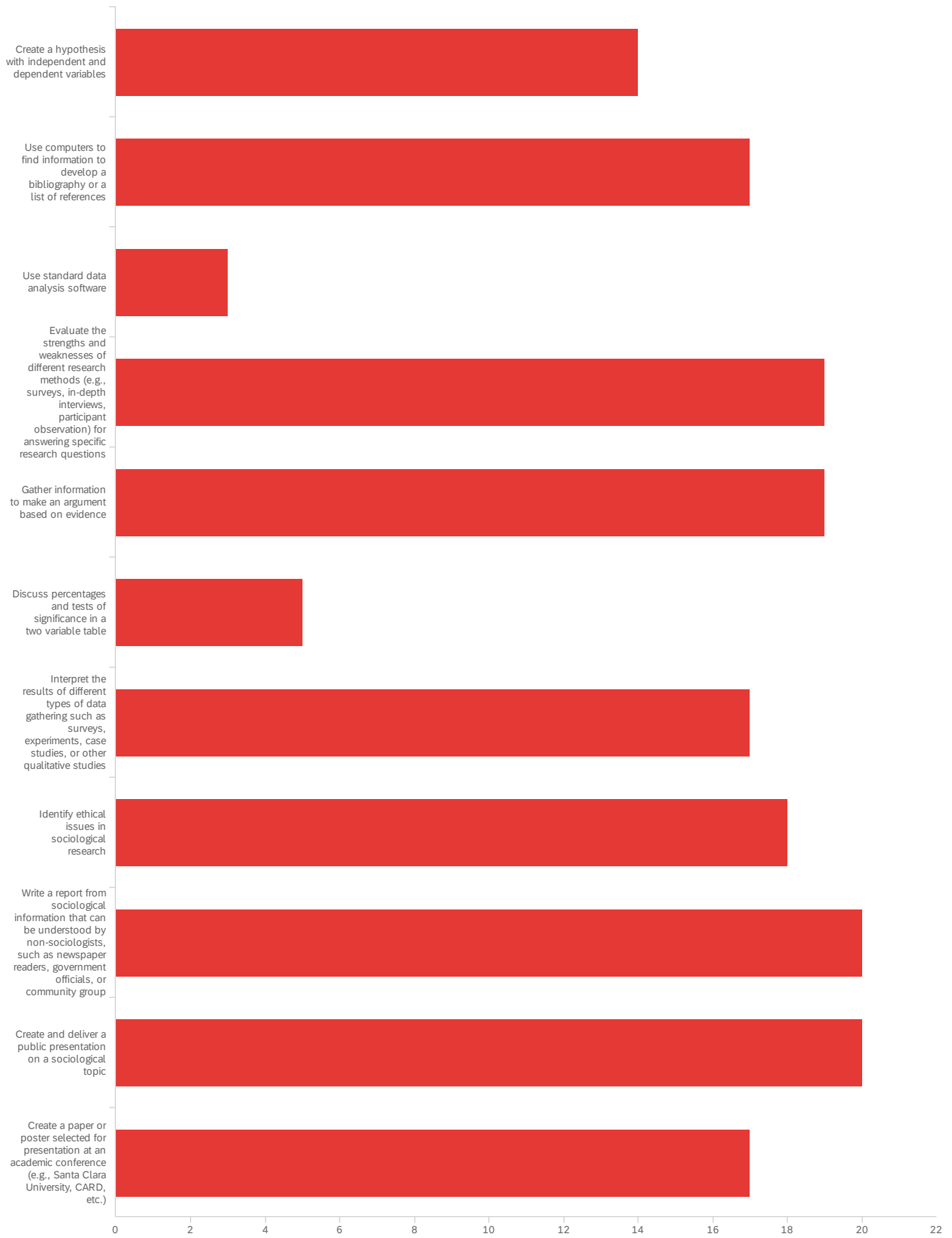


QID5 - Which skills would you feel confident listing on a resumé? Check all that apply.

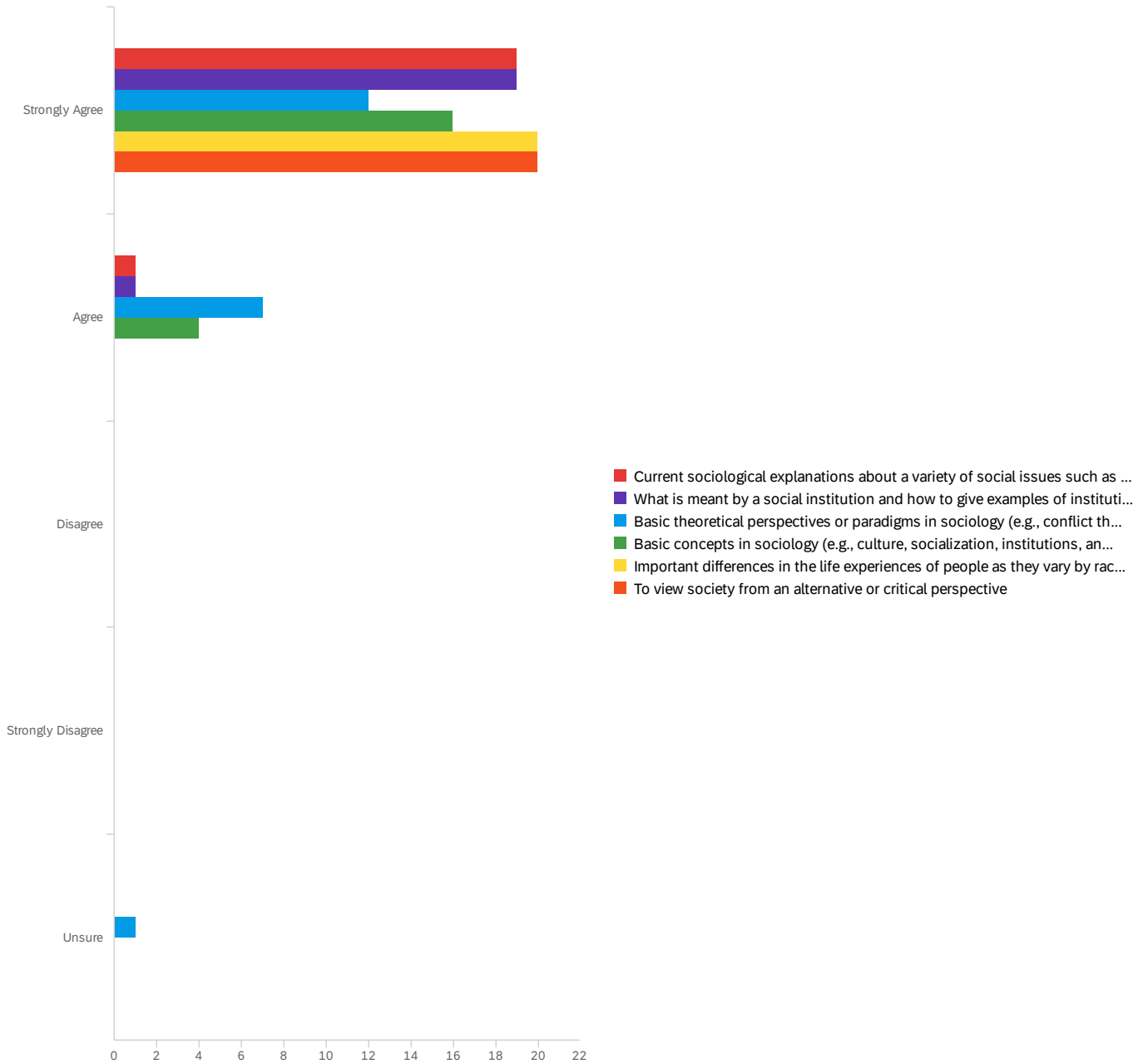


#	Field	Choice Count
1	Create a hypothesis with independent and dependent variables	8.28% 14
2	Use computers to find information to develop a bibliography or a list of references	10.06% 17
3	Use standard data analysis software	1.78% 3
4	Evaluate the strengths and weaknesses of different research methods (e.g., surveys, in-depth interviews, participant observation) for answering specific research questions	11.24% 19
5	Gather information to make an argument based on evidence	11.24% 19
6	Discuss percentages and tests of significance in a two variable table	2.96% 5
7	Interpret the results of different types of data gathering such as surveys, experiments, case studies, or other qualitative studies	10.06% 17
8	Identify ethical issues in sociological research	10.65% 18
9	Write a report from sociological information that can be understood by non-sociologists, such as newspaper readers, government officials, or community group	11.83% 20
10	Create and deliver a public presentation on a sociological topic	11.83% 20
11	Create a paper or poster selected for presentation at an academic conference (e.g., Santa Clara University, CARD, etc.)	10.06% 17
		169

Showing rows 1 - 12 of 12



Q7 - Did you gain the ability to describe and explain the following concepts as part of your sociology major? As part of my Sociology major, I learned...

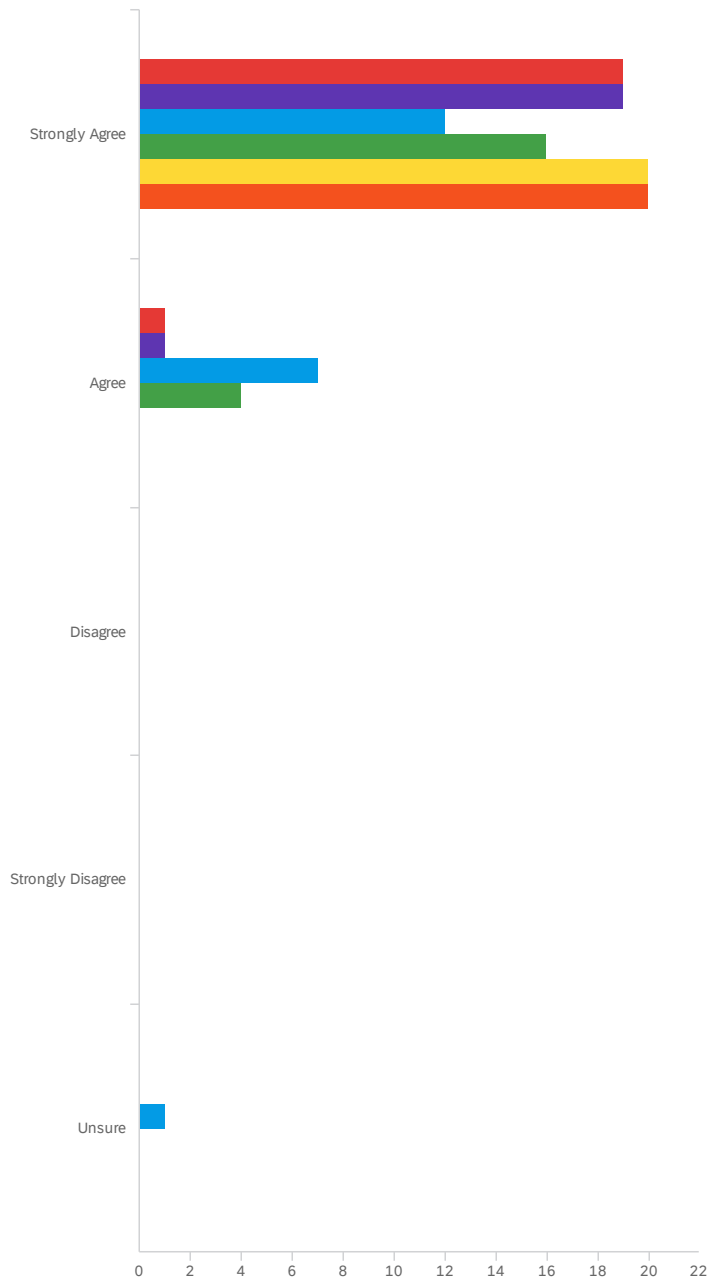


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion	1.00	2.00	1.05	0.22	0.05	20
2	What is meant by a social institution and how to give examples of institutional impacts on individuals	1.00	2.00	1.05	0.22	0.05	20

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Basic theoretical perspectives or paradigms in sociology (e.g., conflict theory, structural functionalism, symbolic interactionism, feminist theory)	1.00	5.00	1.55	0.92	0.85	20
4	Basic concepts in sociology (e.g., culture, socialization, institutions, and stratification)	1.00	2.00	1.20	0.40	0.16	20
5	Important differences in the life experiences of people as they vary by race, class, gender, age, disability, and other ascribed statuses	1.00	1.00	1.00	0.00	0.00	20
6	To view society from an alternative or critical perspective	1.00	1.00	1.00	0.00	0.00	20

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	Total
1	Current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion	95.00% 19	5.00% 1	0.00% 0	0.00% 0	0.00% 0	20
2	What is meant by a social institution and how to give examples of institutional impacts on individuals	95.00% 19	5.00% 1	0.00% 0	0.00% 0	0.00% 0	20
3	Basic theoretical perspectives or paradigms in sociology (e.g., conflict theory, structural functionalism, symbolic interactionism, feminist theory)	60.00% 12	35.00% 7	0.00% 0	0.00% 0	5.00% 1	20
4	Basic concepts in sociology (e.g., culture, socialization, institutions, and stratification)	80.00% 16	20.00% 4	0.00% 0	0.00% 0	0.00% 0	20
5	Important differences in the life experiences of people as they vary by race, class, gender, age, disability, and other ascribed statuses	100.00% 20	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20
6	To view society from an alternative or critical perspective	100.00% 20	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20

Showing rows 1 - 6 of 6

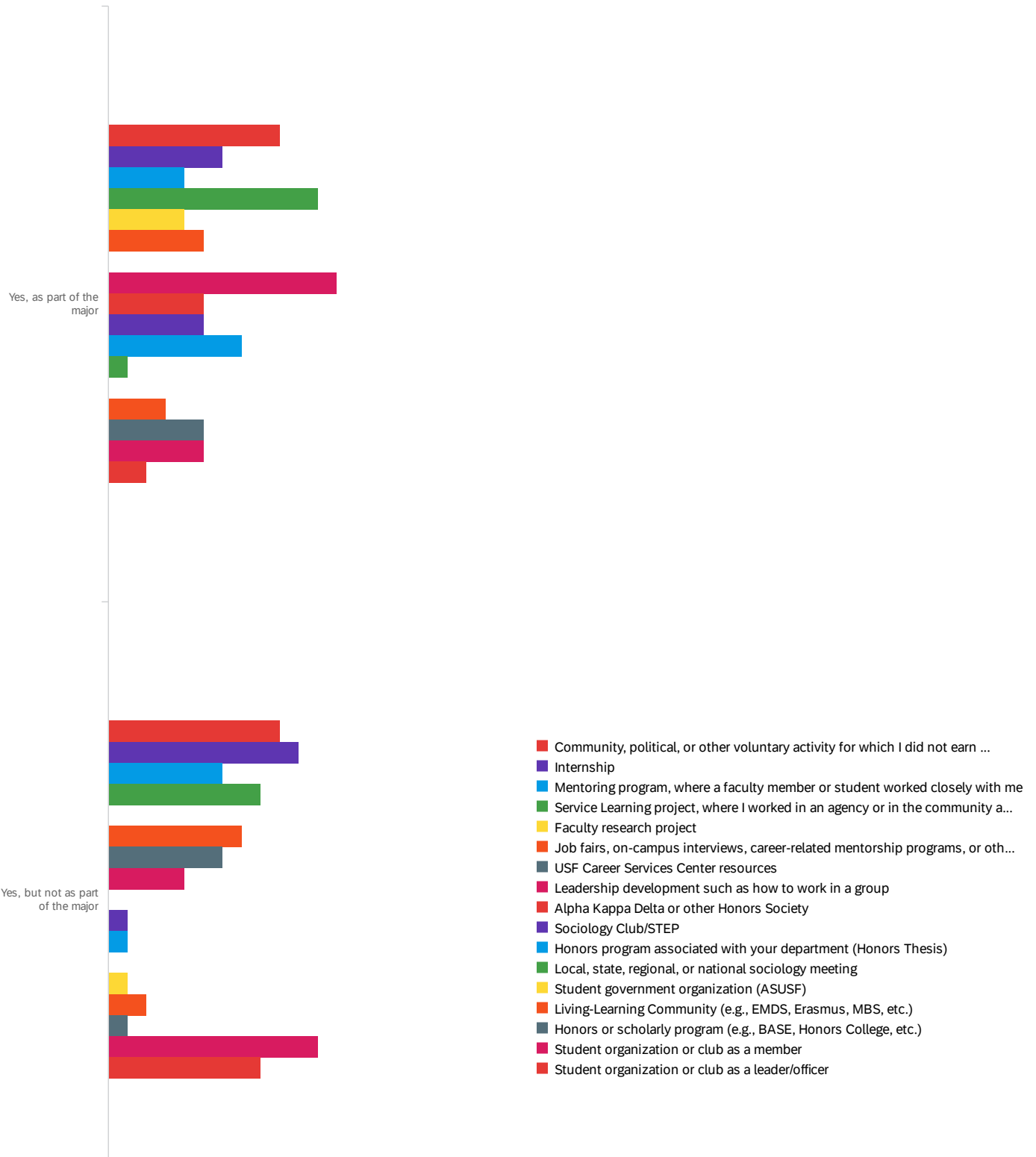


- Current sociological explanations about a variety of social issues such as ...
- What is meant by a social institution and how to give examples of instituti...
- Basic theoretical perspectives or paradigms in sociology (e.g., conflict th...
- Basic concepts in sociology (e.g., culture, socialization, institutions, an...
- Important differences in the life experiences of people as they vary by rac...
- To view society from an alternative or critical perspective

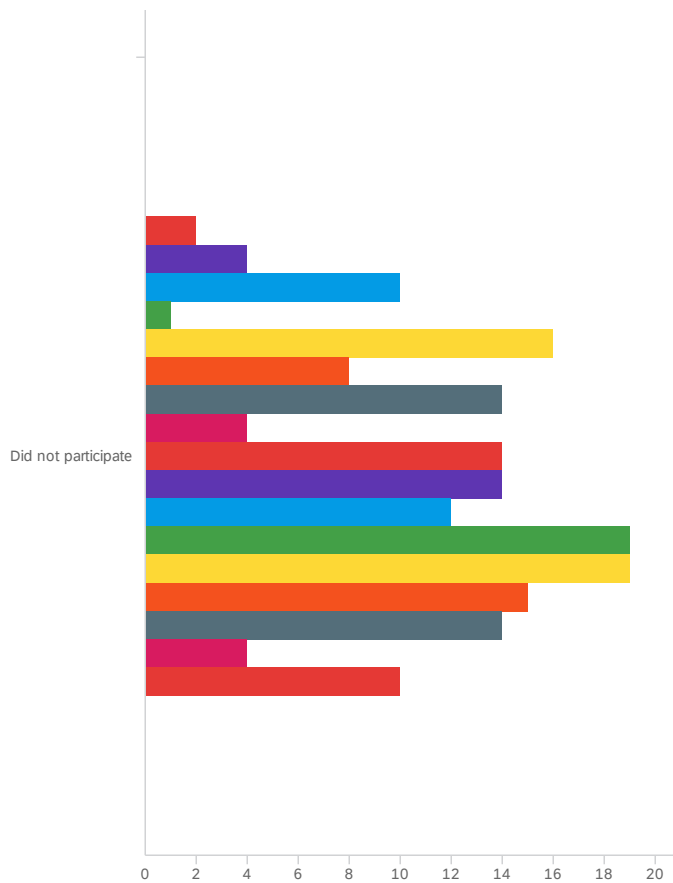
## Q8 - As part of your Sociology major, did you participate in the following activities?

Please indicate whether you participated as part of your major or not. As part of my major,

I participated in a/an...







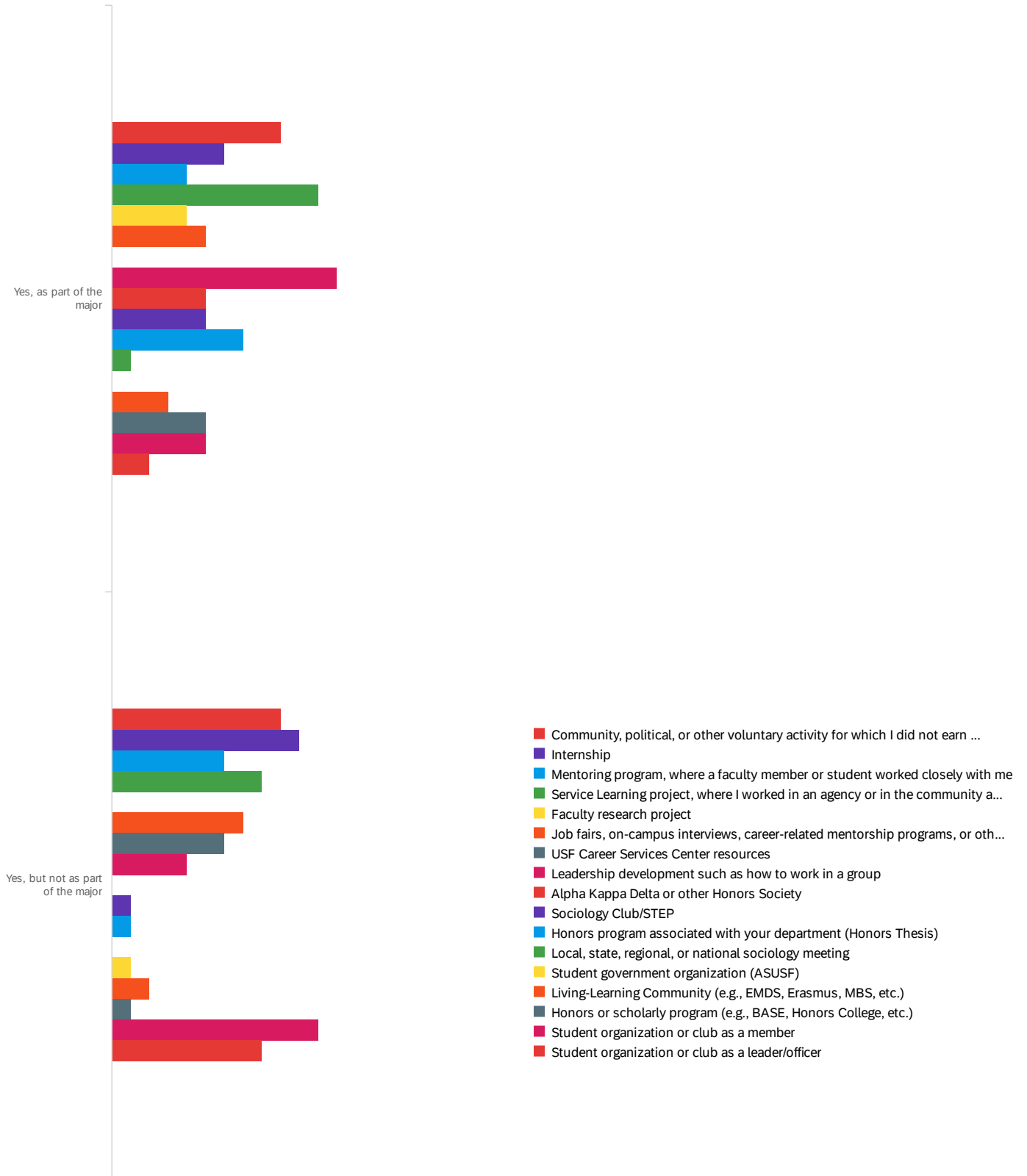
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Community, political, or other voluntary activity for which I did not earn Service Learning/Community-Engaged Learning credit	1.00	3.00	1.65	0.65	0.43	20
2	Internship	1.00	3.00	1.90	0.70	0.49	20
3	Mentoring program, where a faculty member or student worked closely with me	1.00	3.00	2.30	0.78	0.61	20
4	Service Learning project, where I worked in an agency or in the community as part of a class	1.00	3.00	1.50	0.59	0.35	20
5	Faculty research project	1.00	3.00	2.60	0.80	0.64	20
6	Job fairs, on-campus interviews, career-related mentorship programs, or other networking opportunities	1.00	3.00	2.15	0.79	0.63	20
7	USF Career Services Center resources	2.00	3.00	2.70	0.46	0.21	20
8	Leadership development such as how to work in a group	1.00	3.00	1.60	0.80	0.64	20
9	Alpha Kappa Delta or other Honors Society	1.00	3.00	2.47	0.88	0.78	19
10	Sociology Club/STEP	1.00	3.00	2.45	0.86	0.75	20

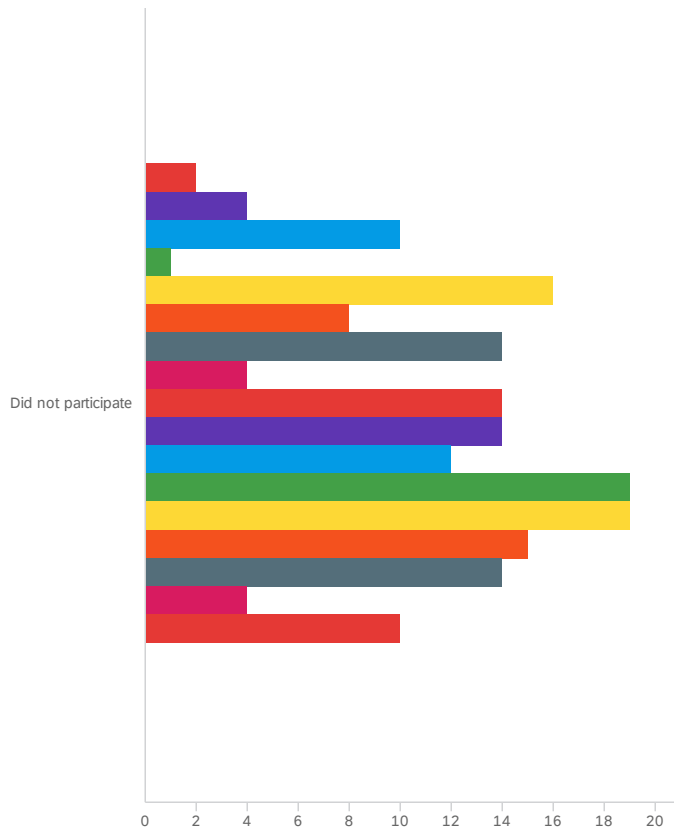
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Honors program associated with your department (Honors Thesis)	1.00	3.00	2.25	0.94	0.89	20
12	Local, state, regional, or national sociology meeting	1.00	3.00	2.90	0.44	0.19	20
13	Student government organization (ASUSF)	2.00	3.00	2.95	0.22	0.05	20
14	Living-Learning Community (e.g., EMDS, Erasmus, MBS, etc.)	1.00	3.00	2.60	0.73	0.54	20
15	Honors or scholarly program (e.g., BASE, Honors College, etc.)	1.00	3.00	2.45	0.86	0.75	20
16	Student organization or club as a member	1.00	3.00	1.95	0.67	0.45	20
17	Student organization or club as a leader/officer	1.00	3.00	2.40	0.66	0.44	20

#	Field	Yes, as part of the major	Yes, but not as part of the major	Did not participate	Total
1	Community, political, or other voluntary activity for which I did not earn Service Learning/Community-Engaged Learning credit	45.00% 9	45.00% 9	10.00% 2	20
2	Internship	30.00% 6	50.00% 10	20.00% 4	20
3	Mentoring program, where a faculty member or student worked closely with me	20.00% 4	30.00% 6	50.00% 10	20
4	Service Learning project, where I worked in an agency or in the community as part of a class	55.00% 11	40.00% 8	5.00% 1	20
5	Faculty research project	20.00% 4	0.00% 0	80.00% 16	20
6	Job fairs, on-campus interviews, career-related mentorship programs, or other networking opportunities	25.00% 5	35.00% 7	40.00% 8	20
7	USF Career Services Center resources	0.00% 0	30.00% 6	70.00% 14	20
8	Leadership development such as how to work in a group	60.00% 12	20.00% 4	20.00% 4	20
9	Alpha Kappa Delta or other Honors Society	26.32% 5	0.00% 0	73.68% 14	19
10	Sociology Club/STEP	25.00% 5	5.00% 1	70.00% 14	20
11	Honors program associated with your department (Honors Thesis)	35.00% 7	5.00% 1	60.00% 12	20
12	Local, state, regional, or national sociology meeting	5.00% 1	0.00% 0	95.00% 19	20
13	Student government organization (ASUSF)	0.00% 0	5.00% 1	95.00% 19	20
14	Living-Learning Community (e.g., EMDS, Erasmus, MBS, etc.)	15.00% 3	10.00% 2	75.00% 15	20
15	Honors or scholarly program (e.g., BASE, Honors College, etc.)	25.00% 5	5.00% 1	70.00% 14	20

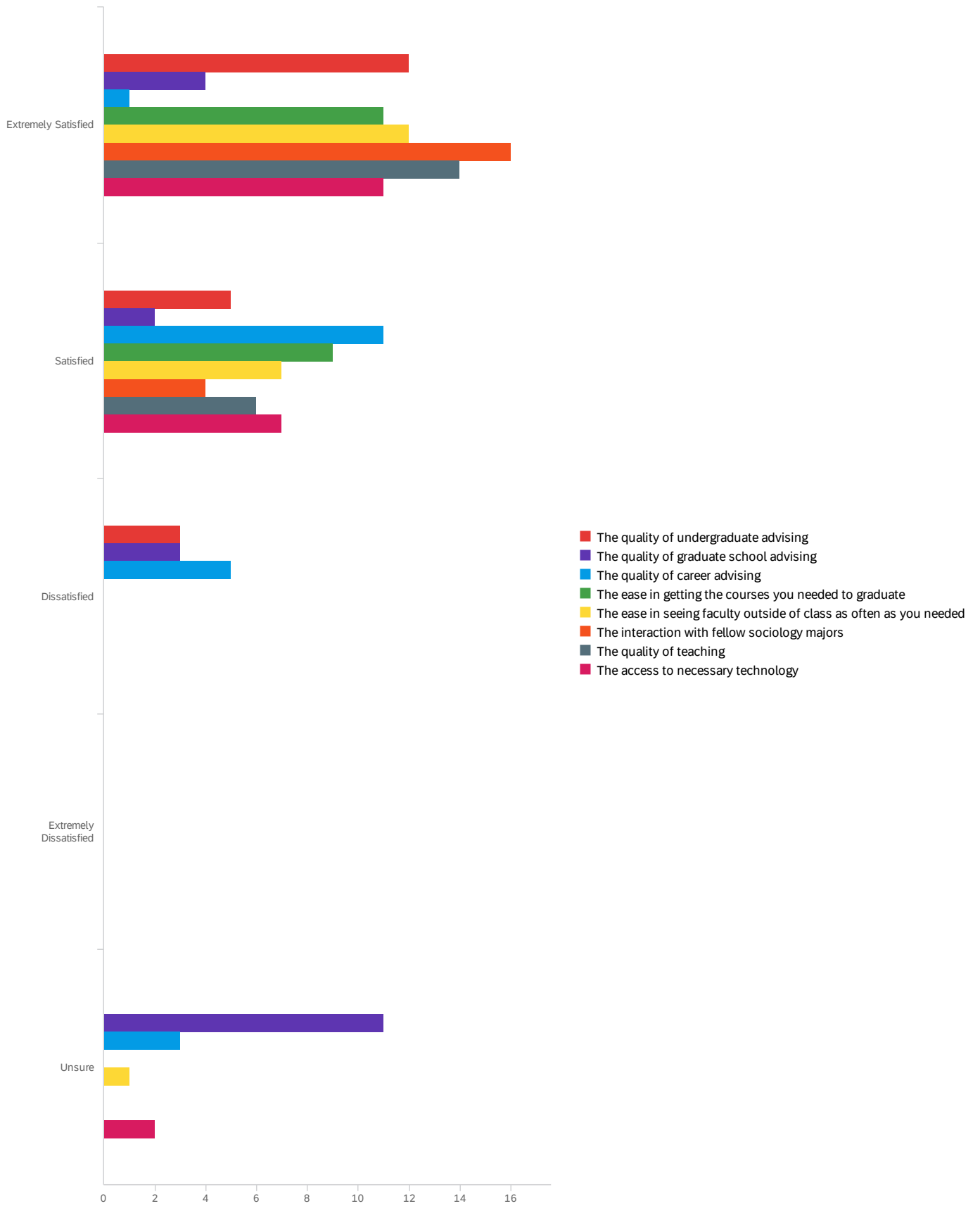
#	Field	Yes, as part of the major	Yes, but not as part of the major	Did not participate	Total
16	Student organization or club as a member	25.00% 5	55.00% 11	20.00% 4	20
17	Student organization or club as a leader/officer	10.00% 2	40.00% 8	50.00% 10	20

Showing rows 1 - 17 of 17





Q9 - How satisfied are you with your experiences with the Sociology Department? Please select the answer that most closely matches your experience. In my department, I am satisfied with...

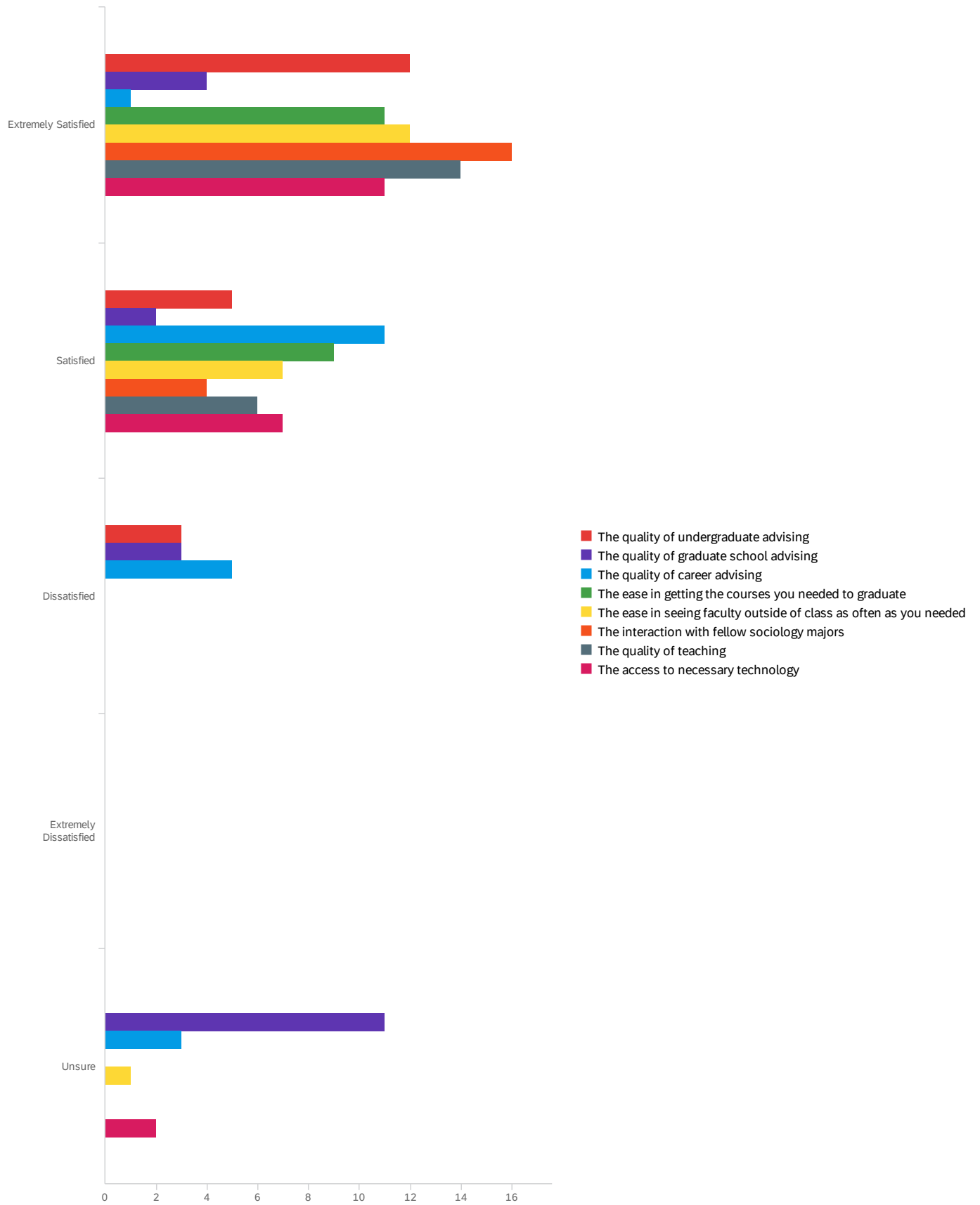


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The quality of undergraduate advising	1.00	3.00	1.55	0.74	0.55	20
2	The quality of graduate school advising	1.00	5.00	3.60	1.66	2.74	20
3	The quality of career advising	1.00	5.00	2.65	1.11	1.23	20
4	The ease in getting the courses you needed to graduate	1.00	2.00	1.45	0.50	0.25	20
5	The ease in seeing faculty outside of class as often as you needed	1.00	5.00	1.55	0.92	0.85	20
6	The interaction with fellow sociology majors	1.00	2.00	1.20	0.40	0.16	20
7	The quality of teaching	1.00	2.00	1.30	0.46	0.21	20
8	The access to necessary technology	1.00	5.00	1.75	1.18	1.39	20

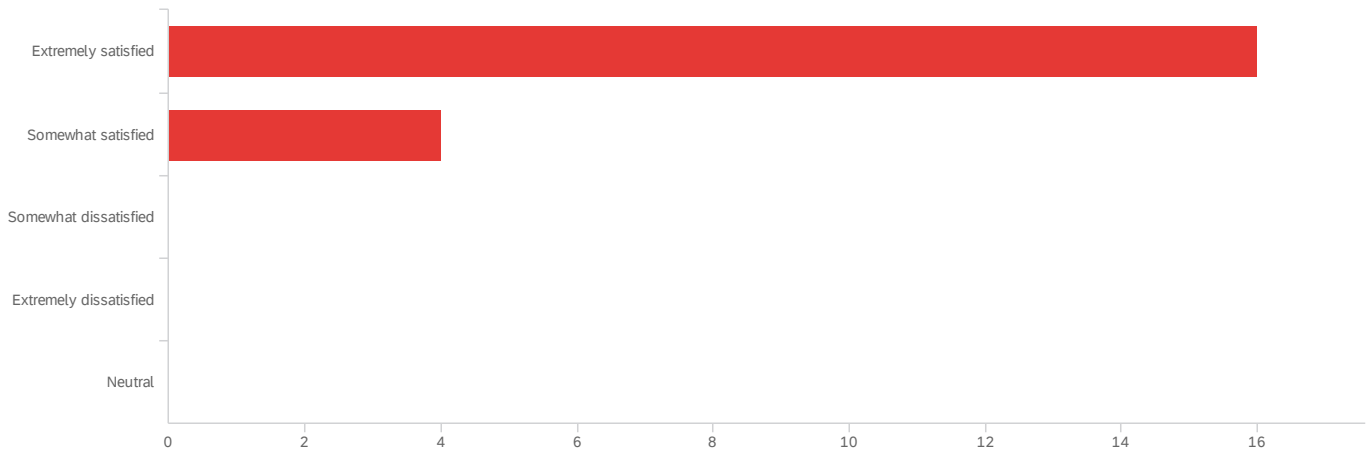
#	Field	Extremely Satisfied	Satisfied	Dissatisfied	Extremely Dissatisfied	Unsure	Total
1	The quality of undergraduate advising	60.00% 12	25.00% 5	15.00% 3	0.00% 0	0.00% 0	20
2	The quality of graduate school advising	20.00% 4	10.00% 2	15.00% 3	0.00% 0	55.00% 11	20
3	The quality of career advising	5.00% 1	55.00% 11	25.00% 5	0.00% 0	15.00% 3	20
4	The ease in getting the courses you needed to graduate	55.00% 11	45.00% 9	0.00% 0	0.00% 0	0.00% 0	20
5	The ease in seeing faculty outside of class as often as you needed	60.00% 12	35.00% 7	0.00% 0	0.00% 0	5.00% 1	20
6	The interaction with fellow sociology majors	80.00% 16	20.00% 4	0.00% 0	0.00% 0	0.00% 0	20
7	The quality of teaching	70.00% 14	30.00% 6	0.00% 0	0.00% 0	0.00% 0	20
8	The access to necessary technology	55.00% 11	35.00% 7	0.00% 0	0.00% 0	10.00% 2	20

Showing rows 1 - 8 of 8





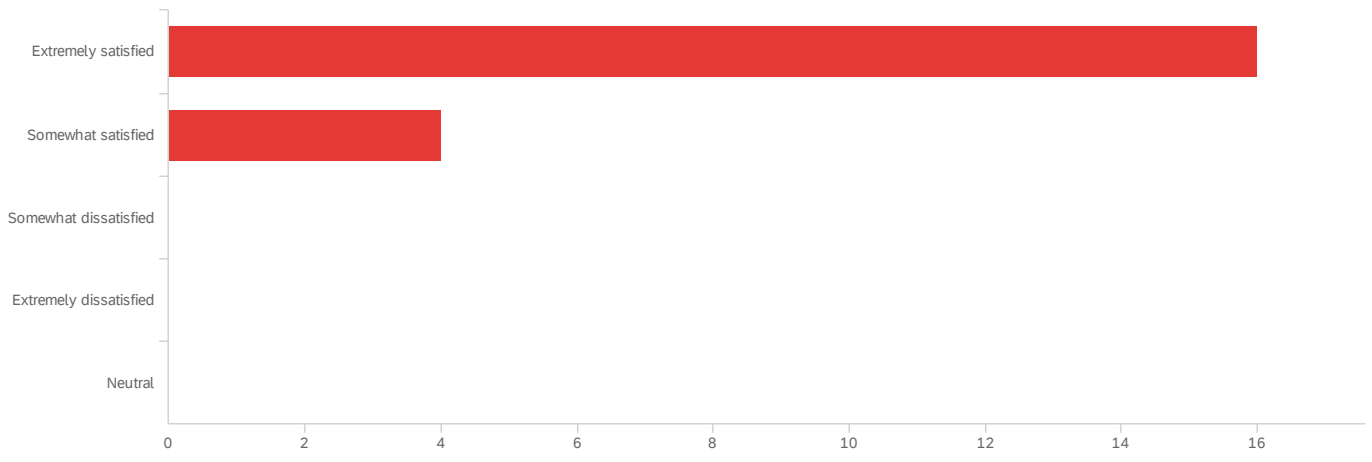
## Q10 - Overall, how satisfied are you with the Sociology program?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how satisfied are you with the Sociology program?	1.00	2.00	1.20	0.40	0.16	20

#	Field	Choice Count
1	Extremely satisfied	80.00% 16
2	Somewhat satisfied	20.00% 4
4	Somewhat dissatisfied	0.00% 0
5	Extremely dissatisfied	0.00% 0
6	Neutral	0.00% 0
		20

Showing rows 1 - 6 of 6



## Q12 - What is your year of birth?

What is your year of birth?

---

2000

2000

2000

2000

2000

1999

1999

2000

2000

2000

1998

2000

1999

2000

1998

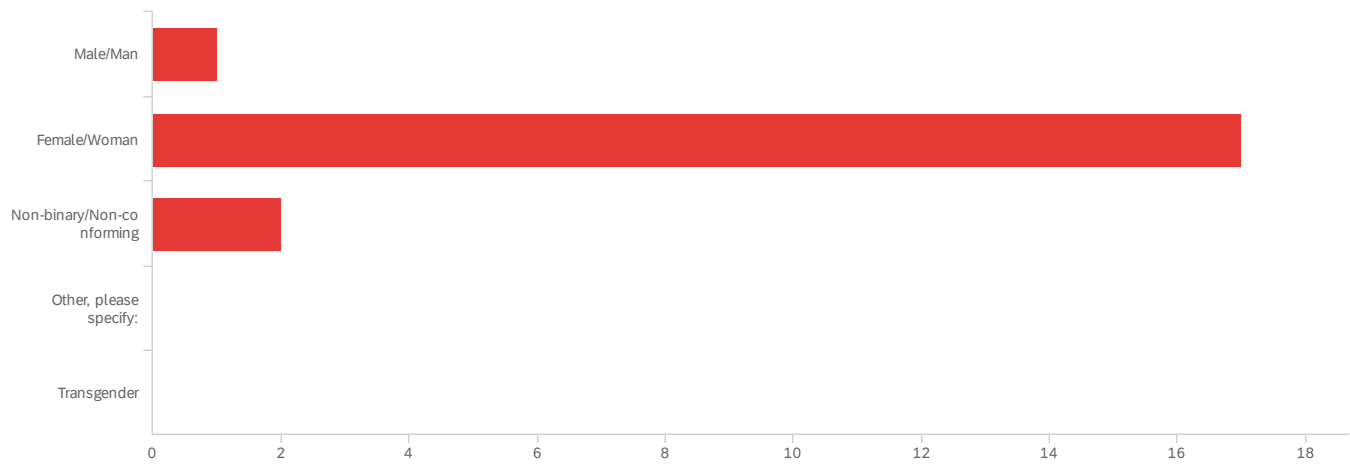
1999

1999

2000

1999

## Q13 - What is your gender identity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender identity? - Selected Choice	1.00	3.00	2.05	0.38	0.15	20

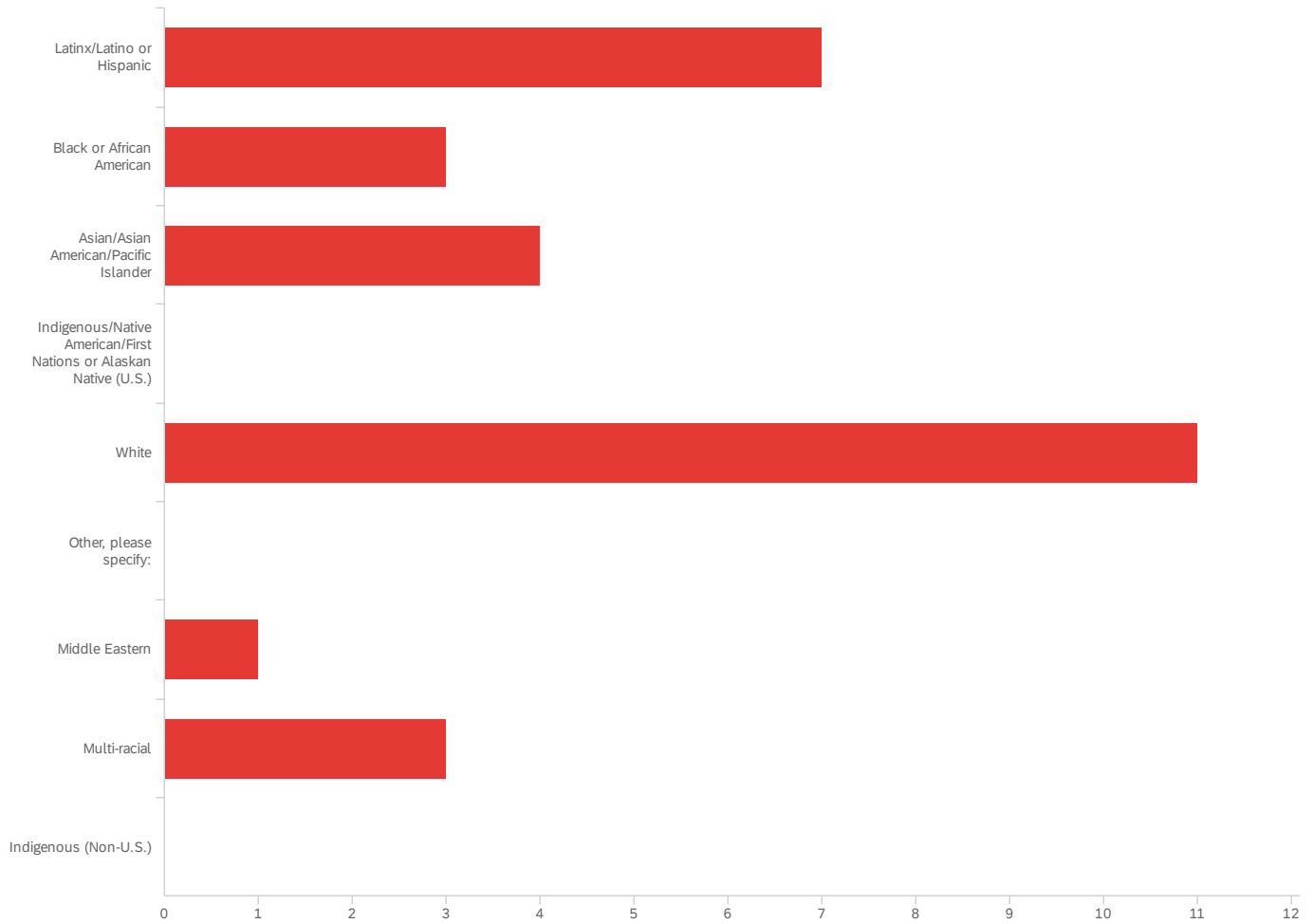
#	Field	Choice	Count
1	Male/Man	5.00%	1
2	Female/Woman	85.00%	17
3	Non-binary/Non-conforming	10.00%	2
4	Other, please specify:	0.00%	0
5	Transgender	0.00%	0
			20

Showing rows 1 - 6 of 6

Q13\_4\_TEXT - Other, please specify:

Other, please specify:

Q14 - Which of the following categories best describes your race/ethnicity? Check as many as apply.



#	Field	Choice Count
1	Latinx/Latino or Hispanic	24.14% 7
2	Black or African American	10.34% 3
3	Asian/Asian American/Pacific Islander	13.79% 4
4	Indigenous/Native American/First Nations or Alaskan Native (U.S.)	0.00% 0
5	White	37.93% 11
6	Other, please specify:	0.00% 0
7	Middle Eastern	3.45% 1
8	Multi-racial	10.34% 3

#	Field	Choice Count
9	Indigenous (Non-U.S.)	0.00% 0

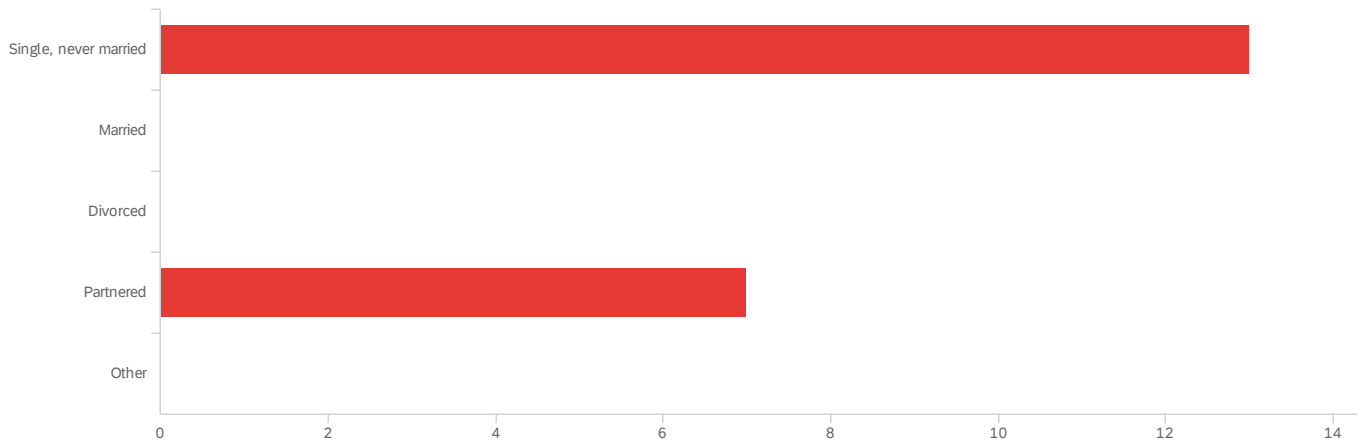
29

Showing rows 1 - 10 of 10

Q14\_6\_TEXT - Other, please specify:

Other, please specify:

## Q15 - What is your current relationship status?

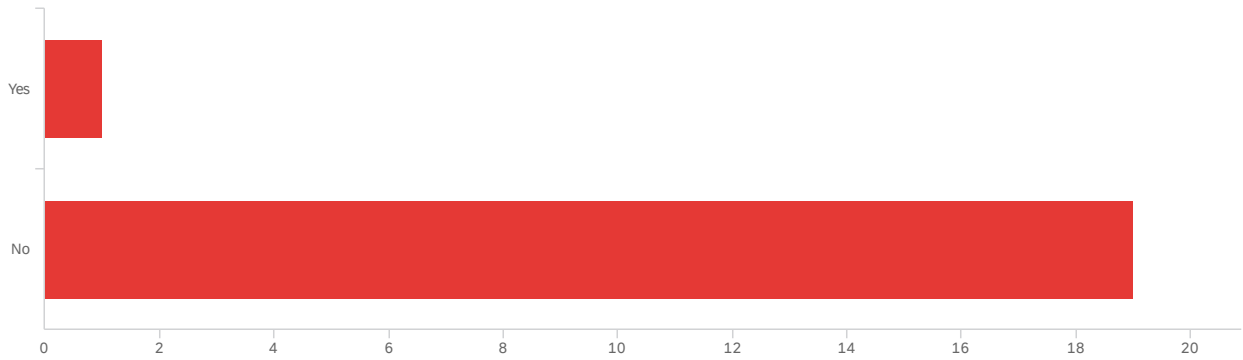


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current relationship status?	1.00	4.00	2.05	1.43	2.05	20

#	Field	Choice Count
1	Single, never married	65.00% 13
2	Married	0.00% 0
3	Divorced	0.00% 0
4	Partnered	35.00% 7
5	Other	0.00% 0
		20

Showing rows 1 - 6 of 6

Q16 - Are there children living with you (your own, your siblings, other family members, and/or a partner's) for whom you have childcare responsibilities at least some of the time?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are there children living with you (your own, your siblings, other family members, and/or a partner's) for whom you have childcare responsibilities at least some of the time?	1.00	2.00	1.95	0.22	0.05	20

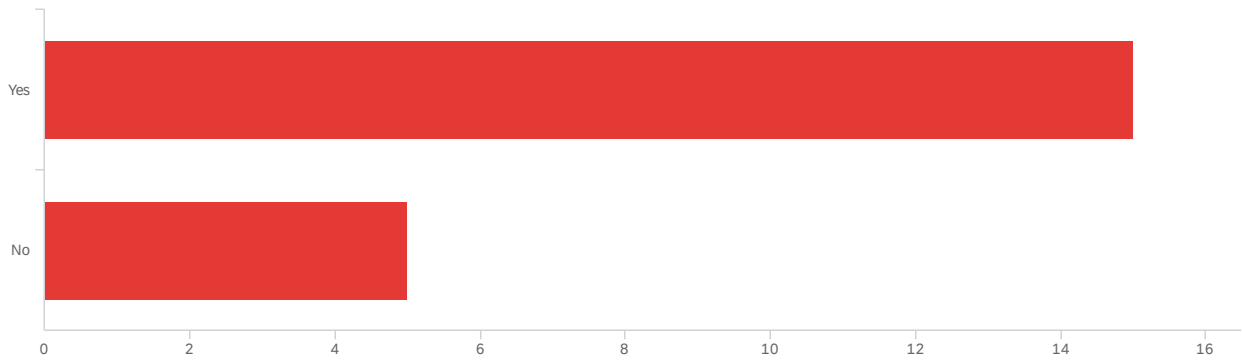
#	Field	Choice Count
1	Yes	5.00% 1
2	No	95.00% 19

20

Showing rows 1 - 3 of 3



## Q17 - Are you currently employed?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed?	1.00	2.00	1.25	0.43	0.19	20

#	Field	Choice Count
1	Yes	75.00% 15
2	No	25.00% 5

20

Showing rows 1 - 3 of 3

Q18 - How many hours per week, on average, do you work? Please enter a numeric response. (example: 15)

How many hours per week, on average, do you work? Please enter a numeric re...

10

20

30

25

10

25

20

24

35

15

NA

15

15

NA

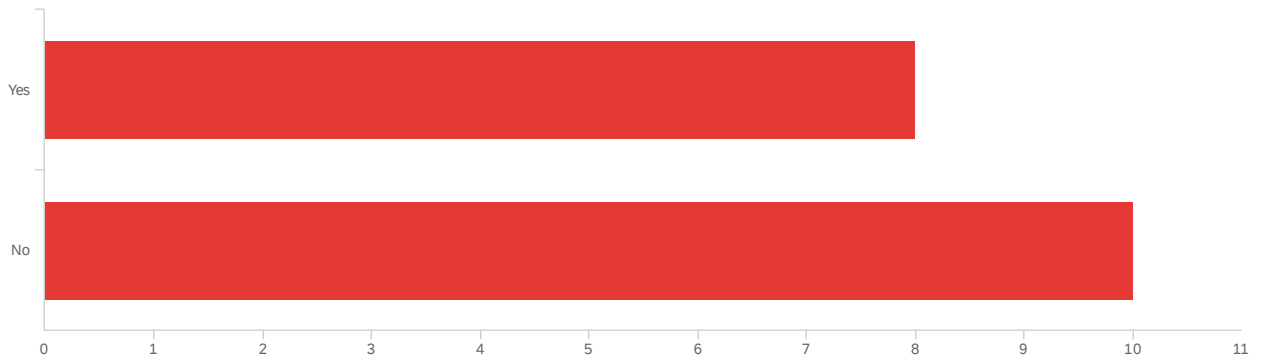
5

20

3

15

## Q19 - Is your job related to your studies in Sociology?



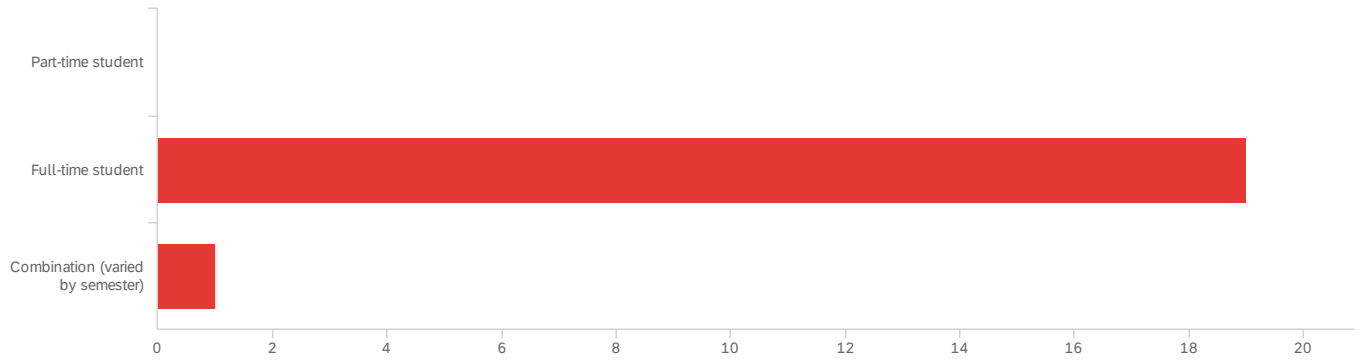
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your job related to your studies in Sociology?	3.00	5.00	4.11	0.99	0.99	18

#	Field	Choice Count
3	Yes	44.44% 8
5	No	55.56% 10

18

Showing rows 1 - 3 of 3

Q20 - While making progress towards your degree, did you attend school mostly full-time, mostly part-time, or a combination?

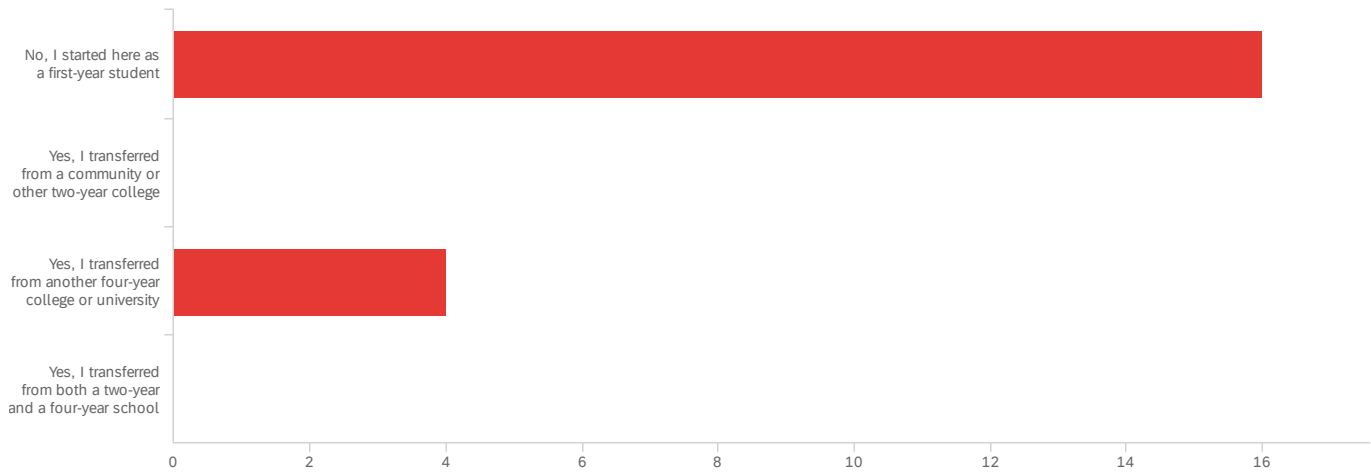


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While making progress towards your degree, did you attend school mostly full-time, mostly part-time, or a combination?	2.00	3.00	2.05	0.22	0.05	20

#	Field	Choice Count
1	Part-time student	0.00% 0
2	Full-time student	95.00% 19
3	Combination (varied by semester)	5.00% 1
		20

Showing rows 1 - 4 of 4

## Q21 - Did you transfer to USF from another school?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you transfer to USF from another school?	1.00	3.00	1.40	0.80	0.64	20

#	Field	Choice Count
1	No, I started here as a first-year student	80.00% 16
2	Yes, I transferred from a community or other two-year college	0.00% 0
3	Yes, I transferred from another four-year college or university	20.00% 4
4	Yes, I transferred from both a two-year and a four-year school	0.00% 0

20

Showing rows 1 - 5 of 5

What is (or was) your precise GPA in Sociology thus far? (This can be found...


3.12

2.16

3.71

3.21

Q24 - What is (or was) your precise overall GPA thus far? (This can be found in your Degree Evaluation under Student Records.) Please enter a three-digit numeric response (e.g., 3.45).

  
Data source misconfigured for this visualization.

What is (or was) your precise overall GPA thus far? (This can be found in y...

3.07

3.74

3.77

4.00

3.81

3.70

3.85

3.76

3.78

3.97

3.95

3.65

3.82

3.83

3.31

What is (or was) your precise overall GPA thus far? (This can be found in y...

---

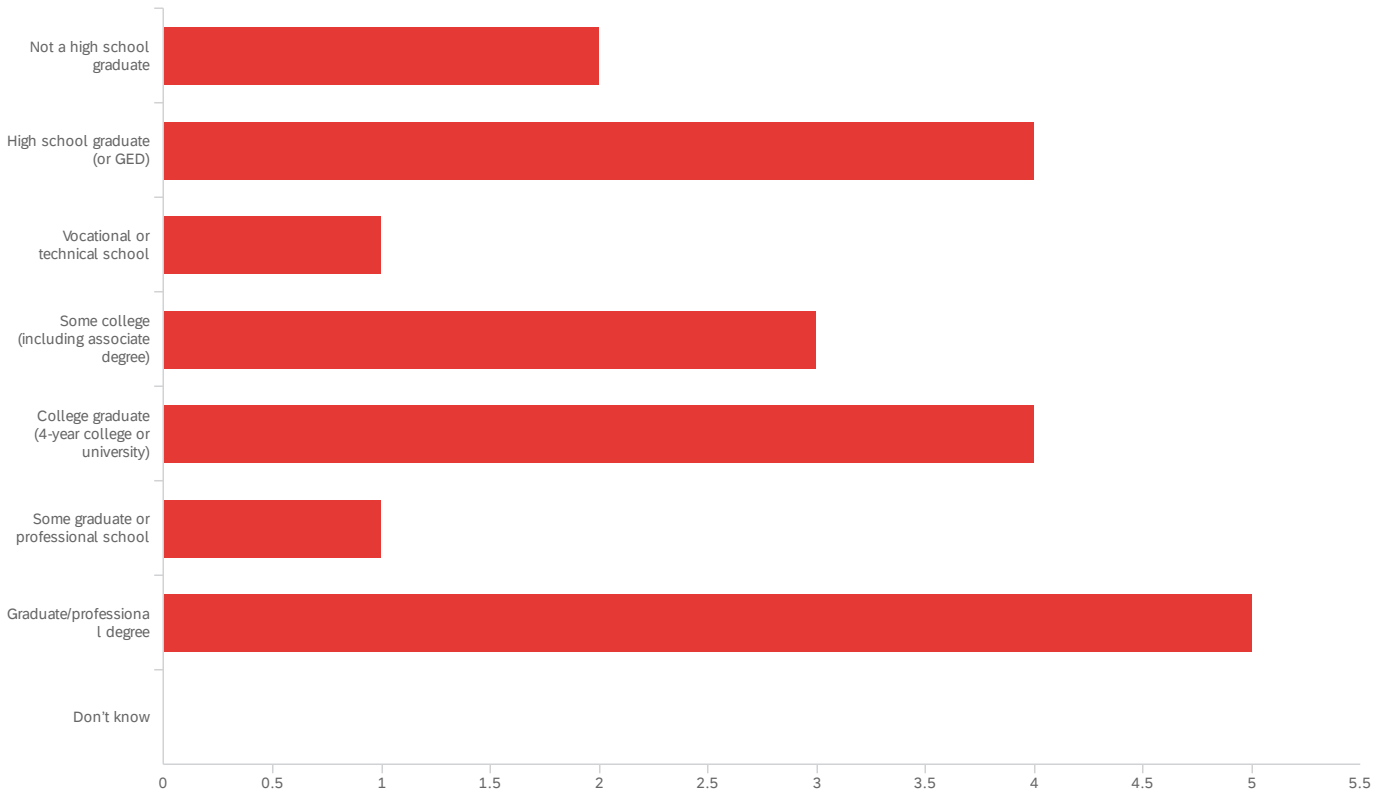
2.29

3.55

2.31



Q23 - Which of the following best describes the highest level of education completed by your first parent/guardian?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the highest level of education completed by your first parent/guardian?	1.00	7.00	4.30	2.08	4.31	20

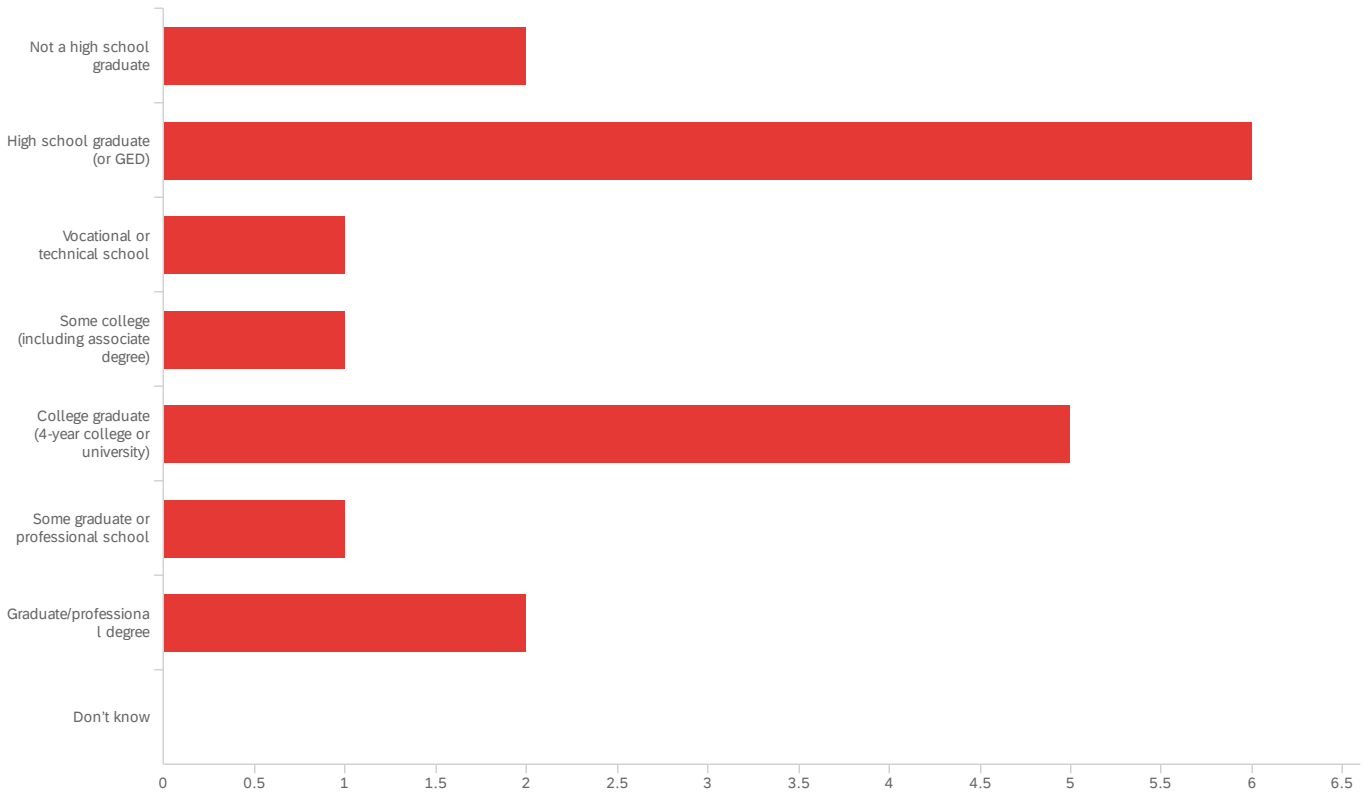
#	Field	Choice Count
1	Not a high school graduate	10.00% 2
2	High school graduate (or GED)	20.00% 4
3	Vocational or technical school	5.00% 1
4	Some college (including associate degree)	15.00% 3
5	College graduate (4-year college or university)	20.00% 4
6	Some graduate or professional school	5.00% 1

#	Field	Choice Count
7	Graduate/professional degree	25.00% 5
8	Don't know	0.00% 0

20

Showing rows 1 - 9 of 9

Q25 - Which of the following best describes the highest level of education completed by your second parent/guardian?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the highest level of education completed by your second parent/guardian?	1.00	7.00	3.67	1.94	3.78	18

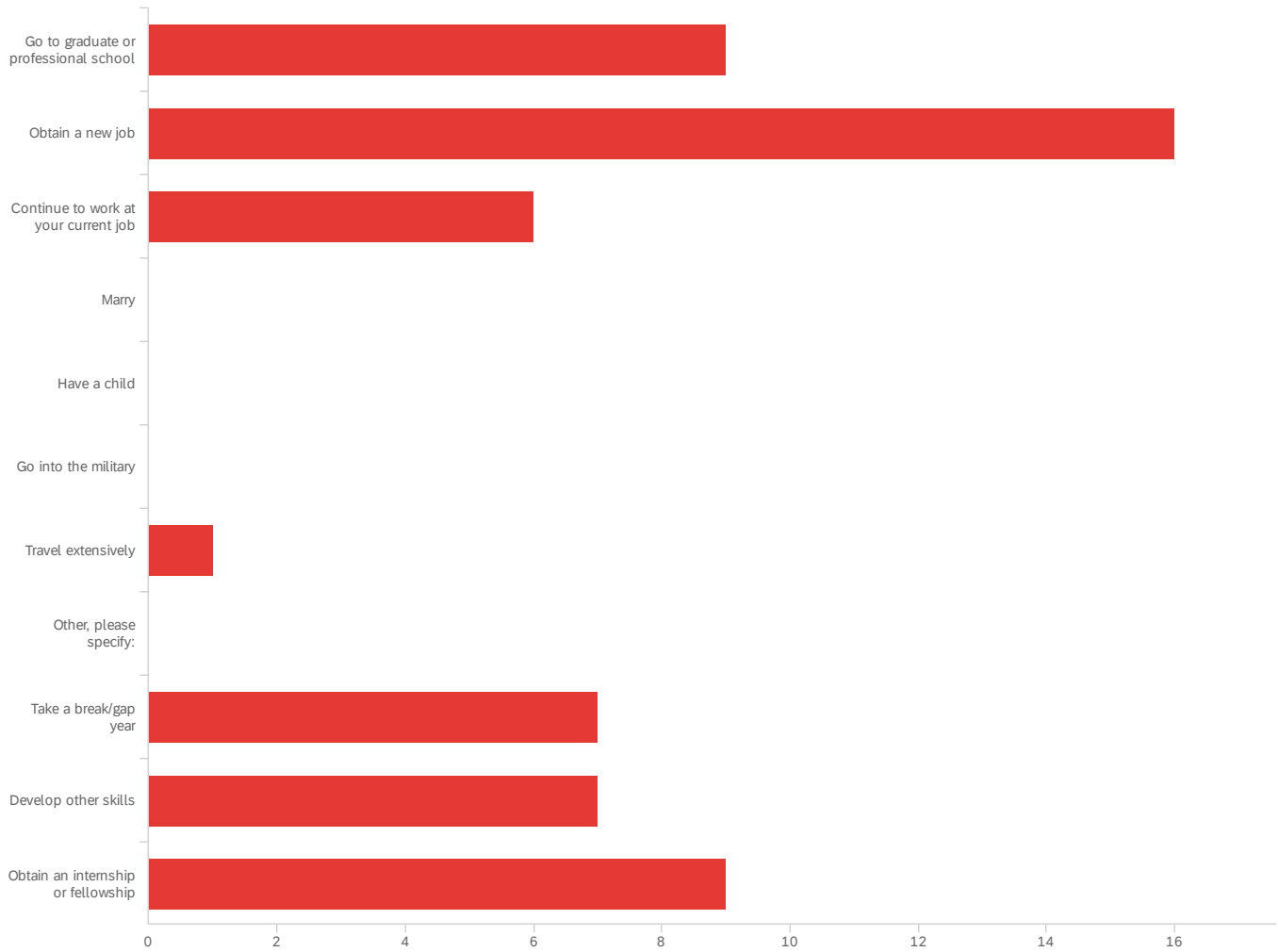
#	Field	Choice Count
1	Not a high school graduate	11.11% 2
2	High school graduate (or GED)	33.33% 6
3	Vocational or technical school	5.56% 1
4	Some college (including associate degree)	5.56% 1
5	College graduate (4-year college or university)	27.78% 5
6	Some graduate or professional school	5.56% 1

#	Field	Choice Count
7	Graduate/professional degree	11.11% 2
8	Don't know	0.00% 0

18

Showing rows 1 - 9 of 9

Q26 - Do you plan to do any of the following in the next 12 months? Please check as many as apply.



#	Field	Choice Count
1	Go to graduate or professional school	16.36% 9
2	Obtain a new job	29.09% 16
3	Continue to work at your current job	10.91% 6
4	Marry	0.00% 0
5	Have a child	0.00% 0
6	Go into the military	0.00% 0
7	Travel extensively	1.82% 1
8	Other, please specify:	0.00% 0

#	Field	Choice Count
9	Take a break/gap year	12.73% 7
10	Develop other skills	12.73% 7
11	Obtain an internship or fellowship	16.36% 9
		55

Showing rows 1 - 12 of 12

Q26\_8\_TEXT - Other, please specify:

Other, please specify:

---

Q27 - List the top three graduate or professional schools that you wish to attend.

First choice:	Second choice:	Third choice:
USFCA	N/A	N/A
San Francisco State University	University of San Francisco	N/A
Berkeley	Columbia	University of Chicago
Stanford	UC Berkeley	Columbia/NYU
usf	N/A	N/A
San Francisco State University	N/A	N/A
University of San Francisco	NA	NA
UC Berkeley	Lewis and Clark	N/A
Berkeley Law	UCLA Law	LMU Law
USF	-	-
USF	Stanford	UC Berkley
University of Essex	University of Oxford	University of York
University of Hawaii	N/A	N/A

Q29 - Describe the type of job that you would prefer. (Use as many sentences as necessary.)

Describe the type of job that you would prefer. (Use as many sentences as n...

Working in education as an academic counselor but also, program development in higher ed.

I would like to work in with non profits and charities and work with their fundraising using the skills i developed through my marketing classes and business minor overall.

Research/ audience response analyst for a major children's media company that helps to advocate for more representative content; research analyst/ consumer response for a major fashion label that tracks adoption of trends among different social groups as well as engaging with sustainable production practices.

I honestly don't know as I'm struggling with the fact that all jobs are apart of the capitalist structure of our society. Something working with kids or in nature, something hands on.

Social work

I would prefer a job at a non-profit, a local government agency, or a community engagement job at a for-profit company.

A job in either an elementary school or middle school, particularly focusing on science and social justice.

Attorney

Immigration Attorney

Teacher or Anthropologist/Sociologist.

Child advocate and lead teacher in a hospital

Unsure

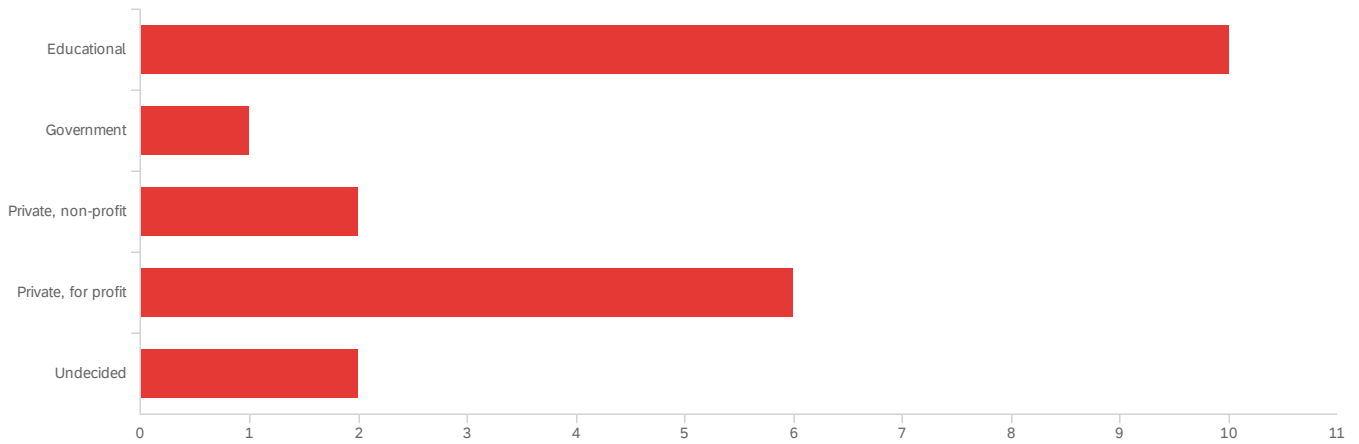
A job where I can help to provide community spaces and resources to BIPOC individuals


I would like to work in a job that I would be able to use my sociology degree in creating change for those incarcerated specifically in the United States. I have not decided 100% yet if I will go to Law School so something along those lines.

Ideally, I'd love to work as a pediatric psychologist however, that takes a long journey to get to. I'm also interested in community planning and military family services.



## Q30 - How would you describe your current employment sector?



  
Data source misconfigured for this visualization.

#	Field	Choice Count
1	Educational	47.62% 10
2	Government	4.76% 1
3	Private, non-profit	9.52% 2
4	Private, for profit	28.57% 6
5	Undecided	9.52% 2
		21

Showing rows 1 - 6 of 6

Q34 - Finally, we'd like to contact you in order to learn how your plans turned out one year from now. Would you please share the following information with the USF Sociology Department? This information will NOT be made public.

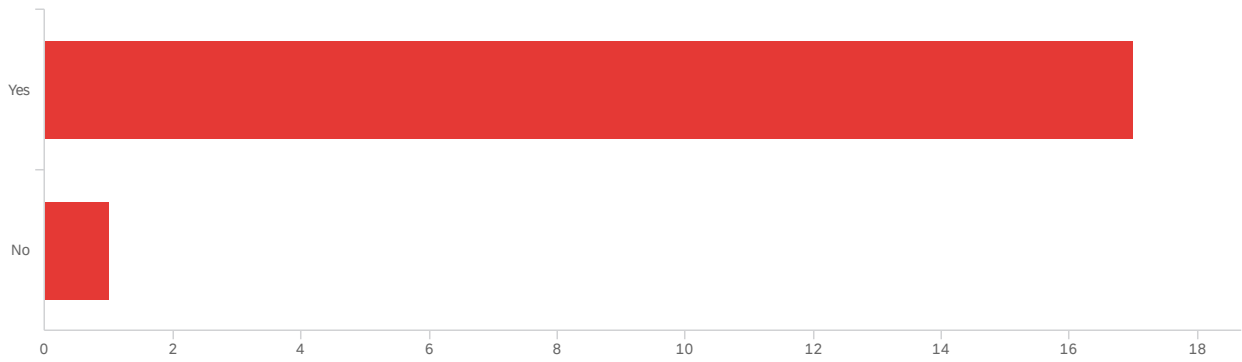
Your current primary e-mail address:	Your current street address:	Your current city:	Your current state:	Your current ZIP code:	Your current telephone number:	
<a href="mailto:molinajuliana2020@gmail.com">molinajuliana2020@gmail.com</a>	36 Loyola Terrace	San Francisco	CA	94117	8183717849	N/A
<a href="mailto:aniah1901@gmail.com">aniah1901@gmail.com</a>	36 loyola terrace	San Francisco	California	94117	937-963-7512	N/A
<a href="mailto:jadvera1@gmail.com">jadvera1@gmail.com</a>	1454 Woodcrest St	Chula Vista	CA	91910	6197798872	N/A
<a href="mailto:hkalter3@gmail.com">hkalter3@gmail.com</a>	N/A	N/A	CA	N/A	3108799677	N/A
<a href="mailto:lilyperkinss@gmail.com">lilyperkinss@gmail.com</a>	242 21st ave	san francisco	ca	94121	5039569424	N/A
<a href="mailto:camitrajano@gmail.com">camitrajano@gmail.com</a>	595 Mississippi St APT B	SF	CA	94107	4159718059	N/A
<a href="mailto:hannahwashburn09@gmail.com">hannahwashburn09@gmail.com</a>	1868 Page St. Apt 3	San Francisco	California	94117	7076665391	N/A
<a href="mailto:acbleimann@dons.usfca.edu">acbleimann@dons.usfca.edu</a>	234 Euclid Ave	San Francisco	CA	94118	9192107970	N/A
<a href="mailto:bethanyroos@gmail.com">bethanyroos@gmail.com</a>	40 Loyola Terrace	San Francisco	California	94117	603-702-5027	N/A
<a href="mailto:kyleegwillam@gmail.com">kyleegwillam@gmail.com</a>	20965 Baker Creek Rd.	Mcminnville	Oregon	97128	971-237-5165	N/A
<a href="mailto:kitzel99.kl@gmail.com">kitzel99.kl@gmail.com</a>	8427 Nestle Ave.	Northridge	CA	91325	8189162105	N/A
<a href="mailto:stormwold@gmail.com">stormwold@gmail.com</a>	1260 Wildwing Lane	Vallejo	CA	94591	7148098716	N/A
<a href="mailto:katherinebadham123@gmail.com">katherinebadham123@gmail.com</a>	644 Cole St, unit 3	San Francscio	CA	94117	662-312-1245	N/A
<a href="mailto:yasminaabdellatif17@gmail.com">yasminaabdellatif17@gmail.com</a>	2001 McAllister St., Apt 221	San Francisco	CA	94118	9495296363	N/A
<a href="mailto:adharris3@dons.usfca.edu">adharris3@dons.usfca.edu</a>	878 Desert Isle Drive	San Jose	CA	95117	4086088206	N/A

Your current primary e-mail address:	Your current street address:	Your current city:	Your current state:	Your current ZIP code:	Your current telephone number:	
<a href="mailto:eviteri29@gmail.com">eviteri29@gmail.com</a>	8671 Millpond PL	Riverside	CA	92508	9519650099	N/A
<a href="mailto:niazm11@yahoo.com">niazm11@yahoo.com</a>	94-1026 Maiau St	Waipahu	Hawaii	96797	8085616112	N/A

Q35 - Please provide the contact information for someone who would know how to reach you in a year.

Your contact's primary e-mail address:	Your contact's current street address:	Your contact's current city:	Your contact's current state:	Your contact's current ZIP code:	Your contact's current telephone number:
<a href="mailto:gigimolina77@hotmail.com">gigimolina77@hotmail.com</a>	8558 Nestle Avenue	Northridge	CA	91325	8186671175
<a href="mailto:kerwinthorne@hotmail.com">kerwinthorne@hotmail.com</a>	4274 Pimlico Pl	Dayton	OH	45424	929-233-4127
<a href="mailto:jenndgalido@gmail.com">jenndgalido@gmail.com</a>	1454 Woodcrest St	Chula Vista	CA	91910	6193227553
<a href="mailto:rick@kaltco.com">rick@kaltco.com</a>	N/A	N/A	CA	N/A	N/A
<a href="mailto:krisperk@comcast.net">krisperk@comcast.net</a>	6007 SE 14th ave	portland	or	97202	5039569424
<a href="mailto:kat_trajano@yahoo.com">kat_trajano@yahoo.com</a>	595 Mississippi St APT B	SF	CA	94107	4159224007
<a href="mailto:liliwashburn@gmail.com">liliwashburn@gmail.com</a>	7134 SW 184th Place	Beaverton	OR	97007	7076665538
<a href="mailto:maradi@nc.rr.com">maradi@nc.rr.com</a>	9413 Harvest Acres Ct.	Raleigh	NC	27617	2012208206
<a href="mailto:juliebroos@gmail.com">juliebroos@gmail.com</a>	161 Mountain Road	Nottingham	NH	03290	603-670-8218
<a href="mailto:Ato1280@gmail.com">Ato1280@gmail.com</a>	8427 Nestle Ave.	Northridge	CA	91325	8184815986
<a href="mailto:stormwold@gmail.com">stormwold@gmail.com</a>	1260 Wildwing Lane	Vallejo	CA	94591	7148098716
<a href="mailto:skinner.nicholas2016@gmail.com">skinner.nicholas2016@gmail.com</a>	644 Cole St, Unit 3	San Francisco	CA	94117	4695259492
<a href="mailto:hazem@abdellatifenterprises.com">hazem@abdellatifenterprises.com</a>	6 Jencourt	Laguna Niguel	CA	92677	9494632450
<a href="mailto:angeloharris58@gmail.com">angeloharris58@gmail.com</a>	878 Desert Isle Drive	San Jose	CA	95117	4084208591
<a href="mailto:rav.viteri@gmail.com">rav.viteri@gmail.com</a>	8671 Millpond PL	Riverside	CA	92508	9519650099
<a href="mailto:krista.mangiliman@navy.mil">krista.mangiliman@navy.mil</a>	94-1026 Maiau St	Waipahu	Hawaii	96797	8085614881

## Q37 - Is it okay to contact you in the next 3-5 years for an update?



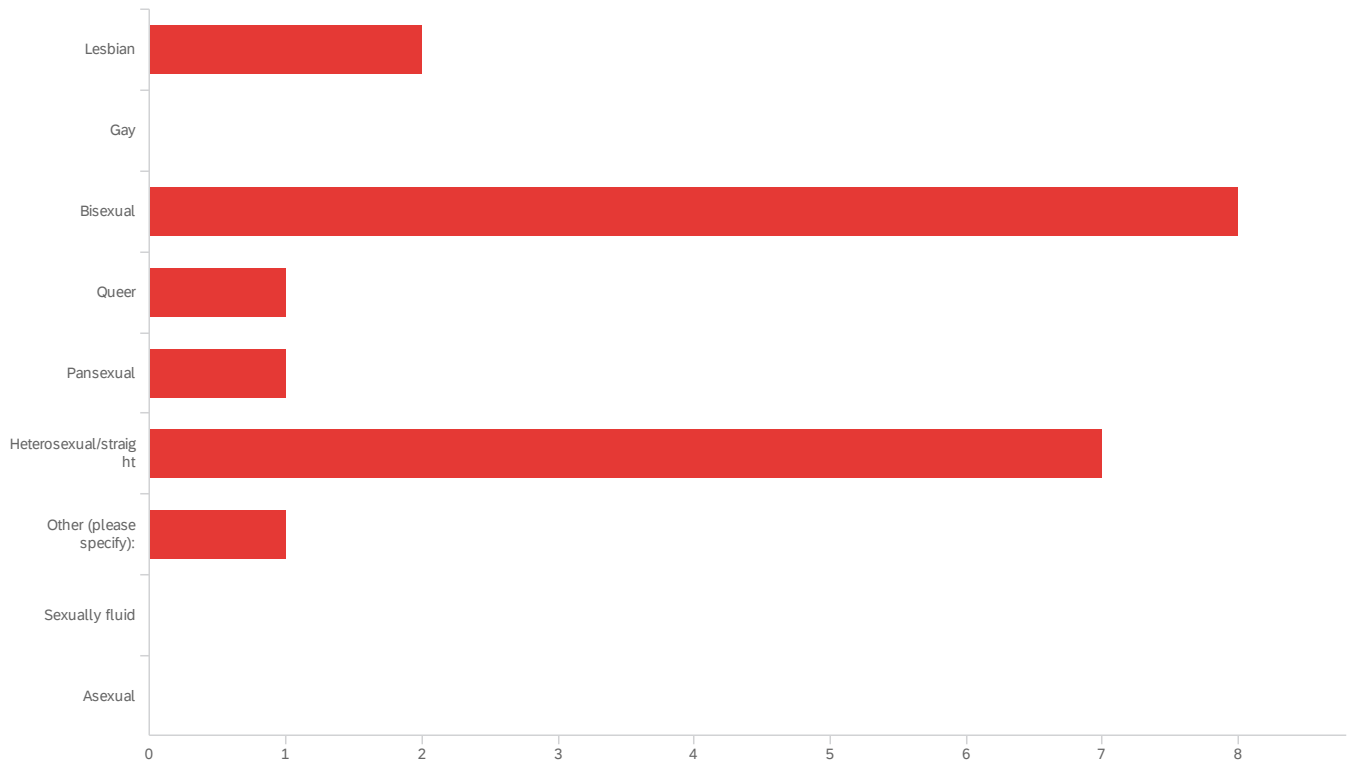
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is it okay to contact you in the next 3-5 years for an update?	1.00	2.00	1.06	0.23	0.05	18

#	Field	Choice Count
1	Yes	94.44% 17
2	No	5.56% 1

18

Showing rows 1 - 3 of 3

## Q38 - What is your sexual orientation/identity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your sexual orientation/identity? - Selected Choice	1.00	7.00	4.20	1.78	3.16	20

#	Field	Choice Count
1	Lesbian	10.00% 2
2	Gay	0.00% 0
3	Bisexual	40.00% 8
4	Queer	5.00% 1
5	Pansexual	5.00% 1
6	Heterosexual/straight	35.00% 7
7	Other (please specify):	5.00% 1
8	Sexually fluid	0.00% 0

#	Field	Choice Count
9	Asexual	0.00% 0

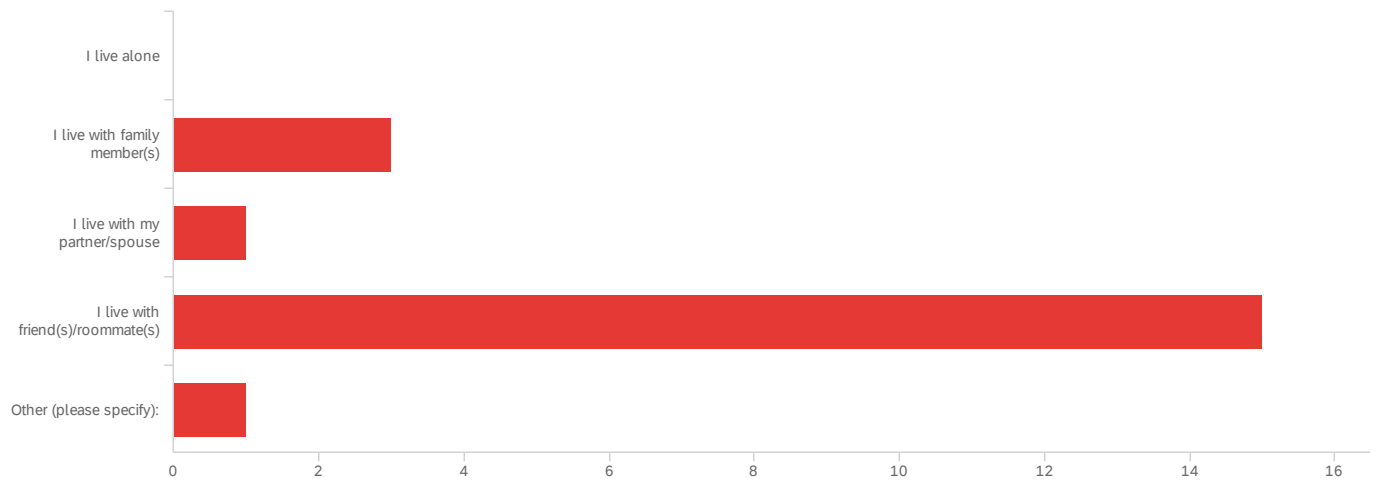
Showing rows 1 - 10 of 10

Q38\_7\_TEXT - Other (please specify):

Other (please specify):

Unsure

## Q40 - What is your current living situation?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current living situation? - Selected Choice	2.00	6.00	3.75	0.89	0.79	20

#	Field	Choice Count
1	I live alone	0.00% 0
2	I live with family member(s)	15.00% 3
3	I live with my partner/spouse	5.00% 1
4	I live with friend(s)/roommate(s)	75.00% 15
6	Other (please specify):	5.00% 1
		20

Showing rows 1 - 6 of 6

### Q40\_6\_TEXT - Other (please specify):

Other (please specify):

Dorm



## Q37 - What is (are) your current job title(s)? Please list.

What is (are) your current job title(s)? Please list.

---

Student Teaching Assistant Nanny

First Graduate: High School Intern Advisor USF: Gleeson Library Reference Assistant

Research Assistant, Peer Educator for Off-Campus Living, TA for CEA

Student Assistant in Department of Economics, TA for Department of Language Studies, TA at Congregation Emanu-EL,

Babysitter Tutor

CASA Student Assistant

AmeriCorps Member

I work at a grocery store

Shift Lead/Barista

San Francisco Reporter with the Davis Vanguard

Special Events director, teaching assistant.

Retail

Still a student.

Fitness Instructor

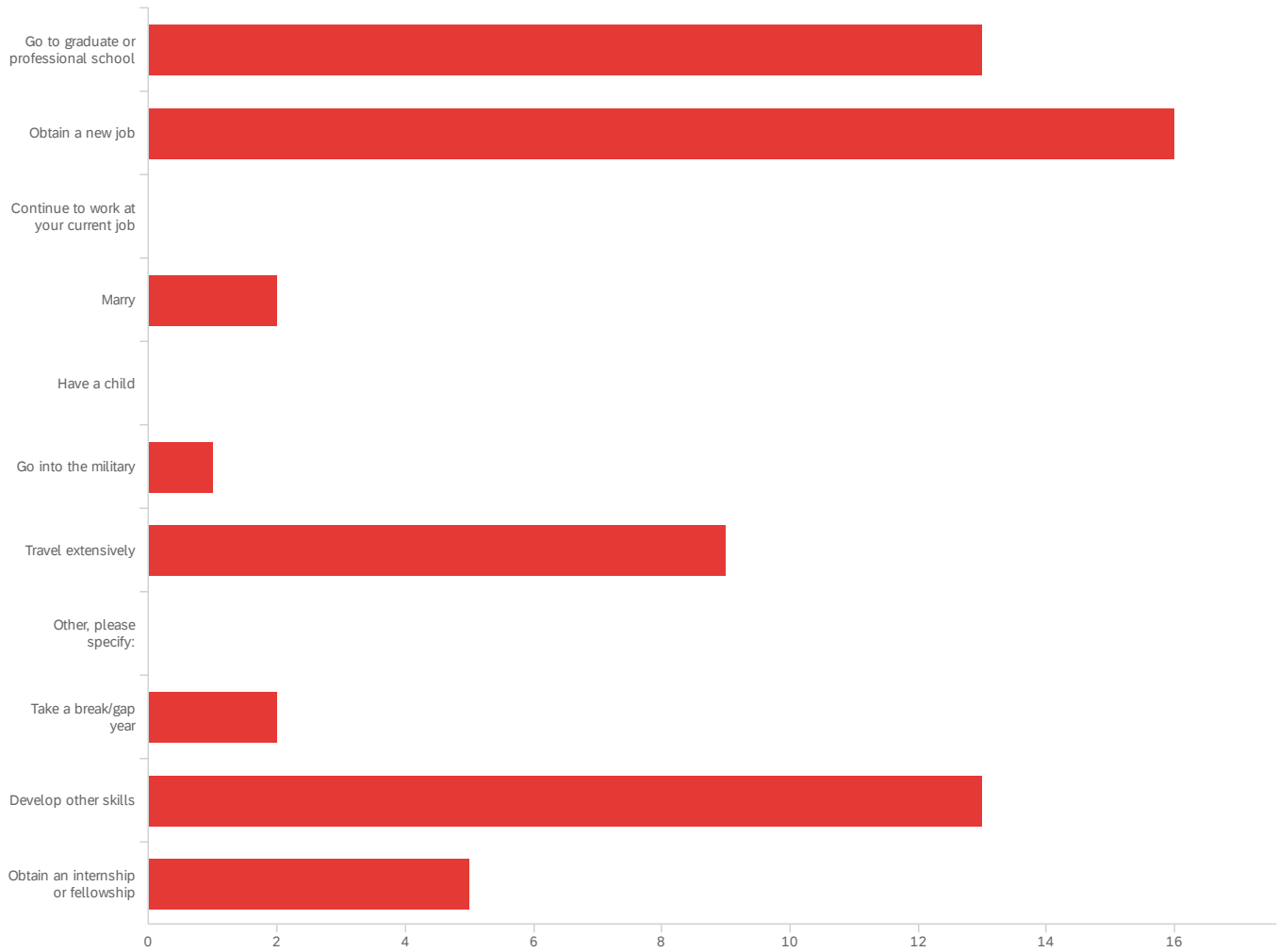
Residence Hall Community Assistant

I am going to continue to be an intern with No More Tears Social Media Committee

Pet's Hotel Associate- PETS MART

Q36 - Do you plan to do any of the following in the next 2-3 years? Please check as

many as apply.



#	Field	Choice Count
1	Go to graduate or professional school	21.31% 13
2	Obtain a new job	26.23% 16
3	Continue to work at your current job	0.00% 0
4	Marry	3.28% 2
5	Have a child	0.00% 0
6	Go into the military	1.64% 1
7	Travel extensively	14.75% 9
8	Other, please specify:	0.00% 0

#	Field	Choice Count
9	Take a break/gap year	3.28% 2
10	Develop other skills	21.31% 13
11	Obtain an internship or fellowship	8.20% 5
		61

Showing rows 1 - 12 of 12

Q36\_8\_TEXT - Other, please specify:

Other, please specify:

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## Q34 - If you plan on attending graduate school...

Graduate or professional program field (e.g., Sociology, Psychology, Law):	Degree you plan on pursuing (e.g., MS, MA, PhD, EdD, JD, MD, etc.):	Not applicable (type N/A)
Law	JD	N/A
Counseling	MS	N/A
Sociology	PhD	N/A
Sociology of fashion, Sociology of media/ children's media	PhD	N/A
Education	MA	N/A
N/A	N/A	N/A
Social Work	Masters in Social Work	N/A
Ethnic Studies	MA	N/A
N/A	N/A	N/A
N/A	N/A	n/a
USF School of Education	Masters in Teaching	N/A
Law	JD	N/A
Law	JD	N/A
Education	MA, EhD	N/A
Education	MA	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Sociology, Criminology	MA	N/A
Psychology	MS	N/A
Graduate or professional program field (e.g., Sociology, Psychology, Law):	Degree you plan on pursuing (e.g., MS, MA, PhD, EdD, JD, MD, etc.):	Not applicable (type N/A)

Graduate or professional program field (e.g., Sociology, Psychology, Law):	Degree you plan on pursuing (e.g., MS, MA, PhD, EdD, JD, MD, etc.):	Not applicable (type N/A)
Law	JD	N/A
Counseling	MS	N/A
Sociology	PhD	N/A
Sociology of fashion, Sociology of media/ children's media	PhD	N/A
Education	MA	N/A
N/A	N/A	N/A
Social Work	Masters in Social Work	N/A
Ethnic Studies	MA	N/A
N/A	N/A	N/A
N/A	N/A	n/a
USF School of Education	Masters in Teaching	N/A
Law	JD	N/A
Law	JD	N/A
Education	MA, EhD	N/A
Education	MA	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Sociology, Criminology	MA	N/A
Psychology	MS	N/A

## Q39 - Is there anything you'd like to add about your experience with the USF Sociology Program?

Is there anything you'd like to add about your experience with the USF Soci...

I wish I came into USF as a sociology major. The faculty in this major are so kind, intelligent, and great professors. My main issue is that sometimes when big changes happen, not all students are informed.

I am forever grateful for the wonderful faculty I have met during my time as a student of the Department of Sociology at USFCA. They helped me find my passion for research and pursue my goal of becoming a sociologist.

The Sociology professors at this school are some of the best teachers I've had (especially prof Shin and Milman). I will value the lessons they taught me forever, they treated us with kindness and grace and compassion. Shared their humor and insight with us and were overall the best teachers someone could ask for.

I have appreciated the support and community I have been able to have access to through the USF sociology department. I have made valuable connections and had valuable experiences while receiving my education here!

It was wonderful!

The professors truly care about their students. Professor Noriko Milman truly inspired me when I had her for Intro.

Overall, I gained a lot of valuable knowledge that will apply in both a personal and professional setting moving forward. I very much appreciate the professors hired in this program. There were times that I felt as though I was lacking guidance in terms of counseling, and had to structure my own graduation plan. I've enjoyed my time in this program and am satisfied with my choice of major.

I truly feel that this was the best major for me and I am very grateful for the amazing staff and students I was able to meet. The Esther Madriz Diversity Scholars living learning community (Cohort 13) also had a tremendous impact on my life and helped me to grow in so many wonderful ways. Thank you, sincerely.

The USF Sociology Program is one of the best programs I have had the pleasure of being in. All of the professors understand what it is like to be in this new phase of life and truly care about their students and their achievements. It is one of the only departments on campus that I have heard consistently good things about and it makes me proud to be a part of such a great department. We, students, truly appreciate all that you have done for us because this department is one of the main reasons we have all stayed here. Thank you for everything you have taught me and I hope our paths cross sometime in the future!

I am so happy I switched my major to Sociology. I know all USF departments are amazing but I was a Kinesiology major previously and struggled mentally and emotionally which effected me academic performance in that major. I was in desperate need of help and I often asked for it but never got a response or felt accepted or supported. Once I transferred into sociology, I felt how welcomed I was and finally found the support and acceptance I had been looking for. I've felt cared for by, if not all, most, of my professors and wish I could relive the courses again. What's crazy is that during my first and second year, I absolutely hated USF but after I switched my major, I found myself wishing for more time at USF. I'm truly thankful and will always cherish the memories and knowledge I gained in the USF Sociology Department. THANK YOU!!

**End of Report**