

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

ACADEMIC YEAR 2022-2023

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. Kimberly 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 2020-2021 academic year? If there has been a change, please submit the new/revised Curricular Map document.**

There have been NO changes to Sociology's 2020-2021 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 2021? 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 2021? 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 the creation/ administration of an exit survey of Dec 2021 graduating seniors													
21-22	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													

	<p>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.</p>
<b>22-23</b>	<p>Our department again elected to do an alternative assessment focused on career planning and graduate school advising for our students, based on feedback from the prior year's assessment. This included a focus group, meetings with Career Services, and planned events such as a graduate school speaker panel.</p>

## IV ALTERNATIVE ASSESSMENT

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### Introduction and Rationale

In last year's assessment, our department elected to administer a modified version of the American Sociological Association's Survey of Seniors Majoring in Sociology. The most striking and significant take-away from the survey was that our students, while generally happy with their experience in the Sociology department, reported quite low satisfaction with the degree of career and graduate school advising they have received at USF in the Sociology department. The report read, in part,

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 seems clear to the faculty that we should be working with the University's Career Services Center 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. The data suggest that we can do more to engage with Career Service and 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.

Therefore, we decided to again opt to do an alternative assessment to close the loop on last year's assessment and do a more in depth assessment of our career and graduate school advising services, while also rolling out new initiatives to address this shortcoming.

We have pursued a three pronged approach to this assessment: 1) Consulting with the Career Services Office to understand our department's and our students' utilization of the services they offer while also looking for survey assessment tools that could be used with our students on this topic; 2) Holding a student focus group with current Juniors and Seniors to inquire in further depth about what types of advising and services would be most helpful to them in both career

planning and graduate school planning; and 3) beginning to address the critique by planning and executing a first-ever Sociology graduate school advice panel event and also engaging the Career Services Office to speak with our senior Sociology majors through our Senior Thesis and Capstone courses.

Career Services Center Engagement:

In addition to understanding the student perspective via our focus group, we also met with the director of the Career Services Center, Alex Hochman. In this meeting, Alex shared the center’s four-year career readiness curriculum as well as data collected by the center on Sociology students and faculty engagement with the center. Sociology students and faculty currently have a low engagement rate with Career Services Center. In 2021, there were **no** Career Services presentations in Sociology classes. Based on data provided by Career Services, in 2021 only 27 undergraduates from the major made a counseling appointment. See Table Below.

Class of 2021 - Undergraduate First Destination Survey (May & Aug Graduates)

	USF Class of 2021	Soc Class of 2021
Knowledge rate	67%	68%
Employed	72% Employed 7% continuing ed	58% Employed 0% continuing ed
Unemployed & Looking	21%	42%
Internships	81% avg of 2 internships	62% avg of 1.5 internships
Paid vs unpaid internships	49% paid 51% unpaid	50% paid 50% unpaid

Based upon the feedback from our Focus Group and the data from Career Services, during AY 22-23 we will invite Career Services to do presentations to our Capstone courses. In addition we plan to create a departmental survey to assess our students' career service needs and career readiness. We will create the survey during Fall 2022 and administer the survey in Spring 2023. We will administer surveys during our core classes as well as put a link to the survey in our newsletter and on our Instagram page. Based upon the survey results we will develop a 4 year

Soc. career curriculum during AY 2023-24 that explicitly draws upon and engaged with the Career Services Center career readiness curriculum.

### Student Focus Group

The student focus group was planned and carried out by the department chair (Kim Richman), the department Program Assistant Jamie Andan, and a student Sociology Ambassador, Sandy Rubuye. The guide and full list of prompts for the focus group are included in Appendix B. The focus group itself took place on October 11, 2022, from 2:30-4pm. It was facilitated by Jamie and Sandy; we chose not to have the department chair or any faculty member present so that the students would feel they could speak freely. Five students attended (in addition to Sandy), all of whom were junior and senior Sociology majors (two juniors, three seniors. Four of the students identified as female, and one identified as non-binary. Two students identified as Latinx, one as Filipina, one as Asian American, and two as white. All students were notified that their input would remain anonymous, but understood that the focus group was recorded using Zoom, for accuracy. The audio transcript provided by Zoom was then transcribed using Temi software.

The findings from the Student Focus Group generally coalesced around five main themes: 1) Lack of awareness or use of the Career Services office; 2) Challenges encountered in seeking guidance on careers and graduate school from both the Career Services office and the Sociology Department; 3) What has been helpful or would be more helpful from the Sociology department as far as advising and guidance on careers and graduate school; 4) General lack of knowledge about graduate school; and 5) Information on career paths in sociology.

Students reported that they had not become aware of the existence of the Career Services office until recently, and had rarely if ever used their services. There was a general sense that many of the events planned and advice given by Career Services, such as job fairs, were not useful to Sociology students, as they felt the office was geared more toward jobs in business and technology. One student commented that if efforts are being made to provide services geared toward social science students, they were not effectively marketed to the students. Instead, students agreed that what information they had received on internships and jobs had been from faculty and especially the Program Assistant in the Sociology department. When it came to



information and guidance regarding graduate schools, the students felt this was nearly non-existent at USF. A few have sought advice from their faculty advisors or the Program Assistant, but most reported a great deal of confusion regarding whether they should go, when they should go, how to pay for graduate school, and other relevant information. However, they felt hesitant in many cases to approach faculty for help in this area or with careers.

When it came to assistance from the Sociology department, a major obstacle reported was the level of comfort students have approaching their faculty advisors for career or graduate school help. One problem that was identified by some was the high advisor turnover rate, due to sabbaticals, leaves, and departures, which left some students with a new advisor every year and no opportunity to grow a relationship with them. Others felt there was too little time with their advisors, or they were too intimidated to approach faculty for this kind of help. Many, however, commented on the superior level of connection and assistance they felt with our PA, Jamie Andan. They wished they had a similar relationship with their faculty advisor.

Several promising strategies emerged from the focus group and students' suggestions. Some, such as holding a panel discussion with former sociology majors in different professions, are in fact already part of the department's practices, but were on hold during Covid. We plan to re-implement this panel, and possibly hold it twice a year rather than once, if funding allows. Students also indicated an interest in having more routinized connection with their advisors where they could discuss careers and graduate school, rather than just registering for classes. They mentioned that getting to know faculty in a less formal setting would help them feel more comfortable in approaching them. They expressed the desire for their advisors to be mentors in a more general sense. They would like more information about specific career pathways from Sociology. One thing that would be useful in this regard, they reported, would be for Career Services to develop specialized newsletters for the discipline, so that they could read more information directly relevant to them. They were particularly interested in internships in areas of interest such as immigration, youth services, international law, human rights, health, environmental justice, law and policy. They also indicated an interest in department-organized workshops where students and faculty could get together to discuss pathways to graduate school and careers. In this sense, we are fortunate to have anticipated this need in planning for a panel of speakers regarding graduate school, discussed in greater detail below. The students

did, however, indicate that they would like this to be supplemented with less formal and more intimate settings for receiving advice on graduate school, such as a meet and greet or a “sociology speed-dating” session.

### Graduate School Panel

In order to respond to student concerns about being better prepared to consider and attend graduate school, the department will be sponsoring annual panels on how to prepare for, and what to expect in, graduate school. This year’s panel will take place on November 10 (please see event details in the Appendix). The panelists will include a recent USF sociology alumna who is starting a PhD program in sociology, a School of Education faculty member, and a sociology faculty member. The panel will be chaired by professor of Sociology Sadia Saeed, who has also been serving on the admissions committee in the Masters in International Studies program (MAIS) at USF. Panelists will address a host of issues including the decision to go to graduate school, how to narrow down graduate programs to apply to, the advantages of taking gap years and/or gaining work experience before going to graduate school, and the difference between pursuing a Masters versus Doctoral program, among others. The panel will be interactive and will also allow students to ask questions from panelists. We plan to livestream and record the panel discussion so as to make it available to students who are unable to attend in person or during the session. Following the panel, students will fill out an anonymous survey in which they will respond to questions about whether they found the panel discussion helpful, their main takeaways from the panel discussion., and suggestions about future panels. The Survey is included in the Appendix.

## APPENDICES

### A. Focus Group Plan and Interview Guide

#### Sociology Student Focus Group on Career and Graduate School Advising

##### Focus Group Details:

- Date/Time/Location: Monday, October 10th, 2:30pm-4pm in KA 265
- Estimated Focus Group Size: 8-12 students
- Facilitators: Sandy Rubuye (Student Soc Ambassador) & Jamie Andan (Soc PA)
- Length: 1 hour, with possibility of extending by 30 minutes if needed
- Goal: Assess the degree of student satisfaction with Career and Graduate School Advising in the department, their needs in these areas, and how to improve these services and student satisfaction with them.

#### Facilitator Page (For Sandy & Jamie)

##### Facilitation Tips:

- Make space for everyone to speak; Make sure one person does not dominate the discussion
- Know when to intervene and ask a relevant question if the discussion is getting off topic
- Do not lead participants into answering questions a certain way; Allow participants to answer freely

**Note to Participants about Recording/Anonymity:** *"Everything you say during this focus group discussion will be anonymous. We are choosing to record the discussion only for the sake of differentiating participants' opinions/questions. When reviewing the discussion recording, we will not make note of participants' identities. Participants will be labeled as "Person 1," "Person 2," etc. Does everyone consent to being recorded during today's discussion? If not, please let us know."*

**Note:** After recording begins, ask participants to confirm their consent to being recorded again: *"We have started recording. Does everyone consent to being recorded during today's discussion?"*

Goal of Discussion: Hear feedback from Junior & Senior Soc majors and identify ways in which the Sociology Department can support students when it comes to offering career guidance and graduate school advice.

## QUESTIONS

##### Career:

- (JAMIE) What kind of advice or services have you had access to related to career planning?
  - From whom and what did it consist of?

- (SANDY) Have you ever visited or met with the Career Services office?
  - What type of advice did you receive from them?
- (JAMIE) How are you feeling about applying to jobs as you prepare to graduate from USF?
  - Have you already started looking into jobs or careers?
  - What jobs are you interested in?
  - Do you feel prepared for the job hunt?
  - What would make you feel more prepared?
- (SANDY) What type(s) of preparation or guidance would be most helpful to you in preparing for a career or job application process?

### **Grad School:**

- (SANDY) What kind of advice or services have you had access to related to graduate school planning/applications?
  - From whom and what did it consist of?
- (JAMIE) Have you ever spoken to faculty members about graduate school? What was the conversation like if so?
- (SANDY) What types of guidance would you like to receive in terms of graduate school?
- (JAMIE) What type(s) of preparation or guidance would be most helpful to you in 1) considering whether to go to grad school, 2) what types of graduate degrees would be best for you, and 3) how to prepare and apply.

## B. Graduate School Workshop Announcement & Survey

### ANNOUNCEMENT (TEXT OF PUBLICITY POSTER)

*Are you considering graduate school? Are you curious about the application process or what to expect in graduate school?*

*Join us on Thursday, November 10th for a panel discussion with current and former graduate students! Topics covered will include the decision to attend graduate school, how to narrow down graduate programs to apply to, the advantages of taking gap years and/or gaining work experience before going to graduate school, and the difference between pursuing a Masters vs. a Doctoral degree, among others.*

*Thursday, November 10th*

*11:45am-12:45pm*

*Kalmanovitz Hall 163*

#### *Panelists:*

*Kirsten Castle*

*First-Year Doctoral Student at UC Santa Cruz*

*Dr. Rosa Jiménez*

*Associate Professor in the International & Multicultural Education Department at USF*

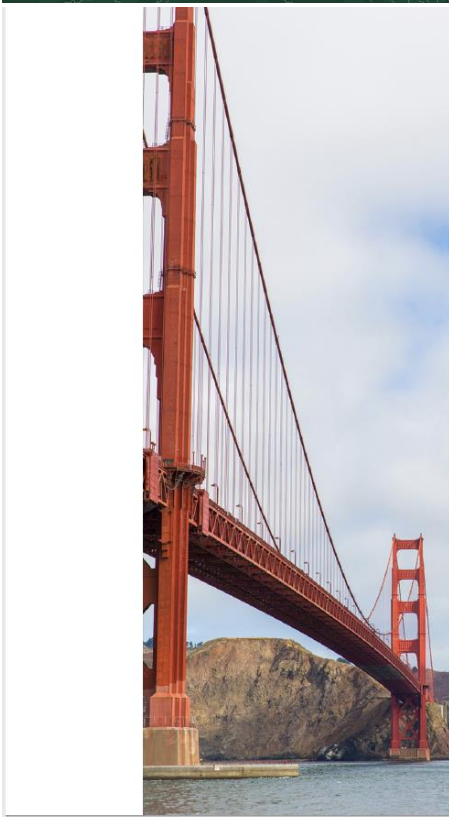
*Dr. Beth Packer*

*Adjunct Professor of Sociology at USF*

## POST-GRADUATE SCHOOL PANEL SURVEY

1. Please indicate your major.
2. Are you pursuing any minors? Please indicate which ones.
3. What year are you in (freshman, sophomore, etc.)?
4. What was your primary purpose for attending this panel?
5. Was the panel helpful in informing you about graduate school admissions process?
6. Was the panel helpful in informing you about what to expect in graduate school?
7. Was the panel helpful in informing you about career options after a graduate degree?
8. What additional topics would you like to see discussed at future panels?
9. Please share any additional comments, thoughts, or suggestions.

C. Career Services Appendices



## 2021-2022 Counseling

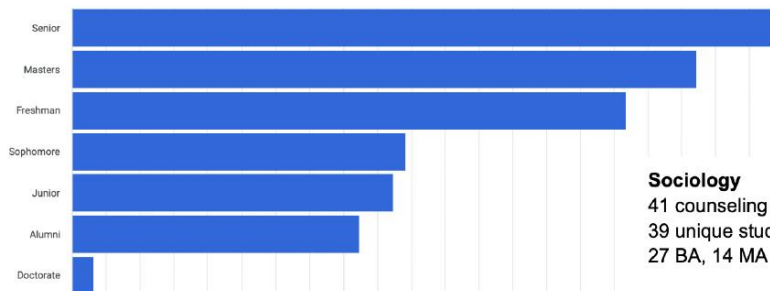
2,022

Total Count of Completed Appointments

48%

Web Logins

Appointment Types Name	Appointments Count
1 Resume Review- CSC Undergraduate	676
2 Resume Review-CSC Graduate Students	235
3 Business 100	124
4 Internship Search-CSC Undergraduate	116
5 Job Search-CSC Undergraduate	111
6 Cover Letter - CSC Undergraduate	110
7 Career and Major Exploration-CSC Undergraduate	85
8 Mock Interview-CSC Undergraduate	84
9 Drop In Appointments-CSC Undergraduate/Graduate	81
10 Cover Letter Review CSC Graduate Students	77



**Sociology**  
 41 counseling appointments  
 39 unique students  
 27 BA, 14 MA

## **Class of 2021 Undergraduate First Destination Survey May, August Graduates**

- **67% knowledge rate (822 alumni) via survey and “LinkedIn scrape”**
- **72% employed, 7% continuing education**
- **78% of students looking for a job are employed**
- **21% still looking for a job (88% of “still looking” replies were collected on or before July 2, 2021)**
- **81% of students participated in an average of 2 internships**
- **51% of internships were unpaid, 49% were paid**

## **Class of 2021, Sociology Undergraduate First Destination Survey May, August Graduates**

- **68% knowledge rate (26 alumni)**
- **58% employed, 0% continuing education**
- **42% still looking for a job**
- **62% of students participated in an average of 1.56 internships**
- **50% of internships were unpaid, 50% were paid**



# Salary Data and Notable Employers

The average full-time salary was **\$69,289** with the top five paying majors (minimum of three salaries reported) being:

Computer Science: \$112,150

Nursing: \$107,437

Management: \$82,250

Finance: \$70,615

Business Administration: \$67,040

Adobe  
African American Shakespeare Company  
Apple  
BioMarin Pharmaceutical  
Charles Schwab  
Chronicle Books  
County of San Mateo  
Creative Artists Agency  
Deloitte  
DocuSign  
Draft Kings  
Electronic Arts  
Etsy

Ernst & Young  
FDIC  
First Republic  
Franklin Templeton  
Gap, Inc.  
GE Healthcare  
Genentech  
Google  
Johns Hopkins Hospital  
John Muir Medical  
Kaiser Permanente  
KPMG  
Los Angeles Clippers

Mission Neighborhood Center  
NBA  
NBC Universal  
Oglivy  
PriceWaterhouseCoopers  
San Francisco 49ers  
San Francisco Board of Supervisors  
Silicon Valley Bank  
Stanford Children's Health  
Teach for America  
Tesla  
UCSF Medical Center  
Walt Disney Company  
Waymo  
Yahoo

## Sociology Employers Class of 2021

### Post Graduate Employment

Alliance Truck and Tank  
California State Assembly  
City and County of San Francisco  
City Youth Now  
College Living Experience  
Guidepoint  
Housing Rights Committee Of San Francisco  
Language in Action  
Mālama Honua Public Charter School  
Mission Neighborhood Centers, Inc.  
San Francisco Unified School District  
Spencer Stuart  
Surefox North America  
United States Army  
University of San Francisco

### Internships While In School

AmeriCorps  
Axmen  
Causa Justa  
District 6 City Supervisor Fellow at City  
and County of San Francisco  
Galileo Learning  
GEO Reentry Services  
Giarratano Baseball Camps;  
Goodwill Industries International  
Healthy Choices  
Matt Haney for Assembly 2022  
The Honest Company  
McCarthy Center  
PODER

Room to Read  
ROTC  
Roxanna Child Care Center  
SF Youth Commission  
Solari Clinic  
Sustainable Land and Water Resources  
Tenants Together  
United States Courts  
University of Minnesota- Manoomin (Wild  
Rice) Project  
USF Mens Basketball  
USF Sociology Department