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1. MISSION STATEMENT

The mission of Sociology at Northern Illinois University is to provide the sociological tools to analyze how the tensions between stability and change generate the key social issues of our time. This is done within the intellectual tradition of a liberal arts education, reflecting the mission of the university to meet “the needs of students for liberal, professional, technical, and lifelong education.” We further recognize that “a democratic society requires an articulate citizenry,” underscoring the important role of the discipline of sociology to articulate patterns of social development within a framework of social and political consciousness.

2. PROGRAM OBJECTIVES

The baccalaureate program in sociology is designed to acquaint students with the theories and methods of sociological inquiry necessary to analyze the complex diversity of social life. The program fosters students’ abilities to think critically and reason logically, to write and speak persuasively, and to apply hands-on empirical analysis to a range of intellectual and policy
questions. Moreover, course content is designed to enhance students’ appreciation for and understanding of global and multicultural diversity as well as the socio-historical bases of a range of social issues and social problems. Together these skills and knowledge provide the framework for successful careers in both the public and private sectors as well as the intellectual foundation for post-graduate work in sociology, criminology, health and aging, and related fields. Upon completion of the program, students will have acquired the intellectual tools essential to life-long learning and responsible citizenship from an educated, critical, and informed perspective.

3. GOALS AND STUDENT LEARNING OUTCOMES

The baccalaureate program in sociology is designed to prepare students to become responsible and informed citizens in a complex world that requires individuals to understand social processes through the critical evaluation and application of empirical evidence that has been acquired through reliable methods of scientific inquiry. Five learning outcomes represent the objectives of the major in sociology.

Outcome 1.
Graduates of the program will demonstrate the ability to design a research study to analyze the structures and processes underlying a sociological issue, situation, or problem; and be able to explain why choices were made. To this end, students will be able to develop conceptual models, construct and test hypotheses, understand statistical data analysis, conduct ethnographic investigations, and interpret findings.

Outcome 2.
Students will demonstrate the ability to identify the assumptions, strengths, and weaknesses of a variety of theoretical orientations; to apply appropriate theories to explain observed social phenomena; and place the development of each major social theory within its historical context. These theoretical orientations will include classical and contemporary social theories as well as the dominant conceptual frameworks within the student’s programmatic emphasis.

Outcome 3.
Students will be able to write a research paper, demonstrating the ability to think critically and reason logically. To this end, students will be trained to develop a research question, review and critique relevant scholarly literature, provide appropriate citations and biographic references, and present empirical findings and conclusions in clear and persuasive prose.

Outcome 4.
Students will demonstrate knowledge of the basic concepts in sociology, such that they can define and give examples of culture; social change; stratification and social inequality; social structure; social organization and institutions; and diverse social locations such as age, ethnicity, gender, race, and sexual orientation.
Outcome 5.
Students will develop the knowledge and skills necessary for graduate education, as well as successful careers in community agencies, government, not-for-profit research and social service organizations and private employment. Graduates will have a solid foundation in social theory and research methodology as well as in key current trends in content areas such as criminology, health and aging, social organization and institutions, and social psychology.

4. DESIGN OF THE PROGRAM TO ACHIEVE OUTCOMES

To ensure that majors achieve the learning outcomes of the program, students are required to take 37 credit hours in sociology. Students in both the B.A. and the B.S. programs must take an introductory course, a foundations course, a statistics course, two research methods courses, two courses in social theory, and six additional courses at least two of which must be at the 400-level. The department’s 400-level courses are restricted to students who have completed or are concurrently completing at least four of the six core courses (intro, foundations, research methods, and theory.) All 400-level courses are expected to include a culminating learning experience, integrating theory, methods, and scholarly writing. Thus, the 400-level courses are intended to function as a focused capstone experience in the undergraduate program. Courses are to be selected in consultation with a department advisor.

Students in the B.A. must also take the equivalent of two years of a foreign language at the college level. Students in the B.S. program are not required to take a foreign language but must complete one of two groups of courses outside the department, both of which require an upper-division statistics course. One group also requires Elementary Programming, Finite Mathematics, and Calculus for Business and Social Science; the other group requires Calculus I and II.

Addressing Outcome 1.
Training in the methods of sociological inquiry begins in the lower-division courses and is reinforced throughout the curriculum, both in substantive courses and especially in the required research methods sequence. As part of course requirements in Introduction to Sociology and Foundations of Sociology, students are asked to design simple research studies to explore their social worlds. These skills are reinforced as students move into upper-division courses, where they are expected to apply some aspect of course content to develop an empirical project (e.g., survey construction, secondary data analysis, interviews). Sociology majors must also take three classes that specifically develop research skills. These include a statistics course offered by the Department of Statistics, a course in qualitative research methods (SOCI 377A), and a course in quantitative research methods (SOCI 377B).

Addressing Outcome 2.
Sociology students are also introduced early to the basic principles of sociological thinking. Lower-division courses introduce broad concepts reflected in the major theoretical orientations of the discipline: conflict, order, interaction. Throughout the upper-division substantive courses, students are further exposed to the major modes of thought in the sub-areas of the discipline. Again, paralleling sociological inquiry, sociological theory is the second important component of
the required core. In SOCI 280 Foundations of Sociology, students learn the basic principles and ideas of sociological theory. At the upper level, students are required to take a course in classical sociological theory (SOCI 301), followed by a course in contemporary social theory (SOCI 302).

**Addressing Outcome 3.**
The department sets high standards for student performance by requiring writing assignments in all sociology courses. Most courses include some form of essay exam as part of student evaluation. Lower-division courses mix short-essay questions with objective exams; many upper-division courses employ only essay examinations, which are designed to test students’ ability to do active critical thinking about course content. All course research projects include some writing component, at a minimum, a written report of empirical findings. Majors are required to take at least 6 credit hours of 400-level courses, which include “a culminating experience, integrating theory, methods, and scholarly writing.” Independent studies and honors capstone theses give students a further opportunity to engage in an intense writing project that requires a more sophisticated application of the sociological tools of inquiry. Across the curriculum, the emphasis on writing is intended to prepare sociology majors to think critically and present their ideas in persuasive language that follows guidelines for professional writing within the field.

**Addressing Outcome 4.**
By the completion of the sophomore year, or in the case of transfer students, upon the first semester of enrollment at NIU majors meet with either the Undergraduate Advisor or the Director of Undergraduate Studies to plan their program of courses. In addition to fundamental concepts within the discipline, such as social organization and institutions, the forces of diverse forms of social inequality and social science research skills, students can choose courses from the major specializations within the field of sociology, such as crime, law and deviance, social inequality, gender, health and aging, race and ethnicity, urban sociology, social psychology and so forth.

**Addressing Outcome 5.**
Preparation for employment in sociologically related careers is centered in our core courses and augmented by the internship program. Our core courses are designed to provide students with research skills, critical thinking and reasoning skills, and the ability to clearly express themselves in written and oral communication. These information collection, assembly, analysis, and communication skills are sought by employers in sociologically related career sectors. In addition, approximately 40-50 students per year include an internship in their undergraduate coursework. The internship offers the advantage of providing early information to the student about a particular type of work and can provide some related work experience for the field of employment that the student chooses to pursue. The internship itself requires a commitment of 120 of work with an agency or organization, grounded in a plan that is approved by the supervising agency, the Sociology Department Internship Coordinator, and the Cooperative Extension Coordinator. Students enroll in SOCI 390, which certifies them for internship credit and frames the internship experience in an academic context.
5. ASSESSMENT INDICATORS: SOURCES OF EVIDENCE OF STUDENT LEARNING

The department plans to employ several distinct sources of evidence of student learning in its assessment activities. Following best assessment practice, the triangulation of assessment activities should yield a more complete and authentic assessment of the student learning that results from the undergraduate program. We have classified our assessment indicators according to whether they yield direct or indirect evidence of student learning:

Direct Evidence of Student Learning (indicators 1-4):

Indicator 1. Capstone courses
The Assessment Committee, along with the Department Chair, will collect information on 400-level courses in the department to determine how these courses are operating as culminating learning experiences. Analysis of course syllabi and course projects will be used to determine the extent to which students are expected to integrate knowledge and skills from the undergraduate curriculum (American Sociological Association, 2005).

Indicator 2. Juried review of comprehensive senior projects
The Assessment Committee, along with the Department Chair, will evaluate, using an appropriate assessment-oriented rubric, final projects from 400-level courses. Final projects from such courses require students to demonstrate their mastery of course material, including a familiarity with relevant sociological theories and concepts, analysis of relevant literature and data, and an ability to effectively communicate this material verbally and/or in writing. Within the context of our undergraduate curriculum, these projects serve as capstones or comprehensive senior projects. The department has established a benchmark that 75 percent of students should score a minimum of 50 percent of the maximum rubric points.

We have attached the rubric used to assess student learning in the context of a comprehensive senior project. The Assessment Committee, with the assistance of the Department Chair and in consultation with faculty, will monitor the performance of the rubric in order to propose improvements, as needed, and to ensure congruence between program objectives, student learning outcomes, and the assessment indicators contained in the rubric.

Indicator 3. Undergraduate annual paper competition
The annual paper competition is organized by the Student Selection and Awards Committee and is open to all sociology students. Awards are given to students who have written papers that best exemplify the learning objectives of the undergraduate program, including research, critical and analytical thinking, sociological imagination, and quality of writing (organization, style, grammar, etc.) The Awards Committee employs a rubric to systematically assess evidence of these attributes in the paper contest entries. The paper competition measures the upper-tier of quality achieved by students in the sociology undergraduate program. The department has established a standard that paper entries must attain scores of 75 percent or higher in order to receive a paper award. The paper competition is a form of external review of student exhibitions. The Assessment Committee and Awards Committee will share information about
the development and implementation of rubrics to guide their respective assessment responsibilities.

**Indicator 4. Evaluation of performance during internship**
The Assessment Committee, along with the Department Chair, assesses the quality of the students’ work and the relationship of training and performance to program goals, drawing on a summary of evaluation forms developed by the Assessment Committee and surveys of supervising employers in the internship program, distributed each semester to employers of interns by the Office of Cooperative Education.

**Indirect Evidence of Student Learning (indicators 5-6):**

**Indicator 5. NIU surveys of baccalaureate degree recipients**
The survey assesses the usefulness of the sociology major to alumni’s current employment, evaluating various aspects of the degree program and offering suggestions for improvement to the sociology program.

**Indicator 6. Supplementary questionnaire for sociology-major alumni**
This questionnaire is sent to the university Assessment Coordinator by the department chair to be included with the NIU Survey of Baccalaureate Degree Recipients. The questionnaire contains questions assessing students’ perceptions of outcomes 1-5.

**6. ASSESSMENT INDICATORS: APPLICATION**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Responsibility</th>
<th>Schedule</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capstone course</td>
<td>Assess. Comm. &amp; Chair</td>
<td>Annually</td>
<td>1-4</td>
</tr>
<tr>
<td>2. Senior Project</td>
<td>Assess. Comm. &amp; Chair</td>
<td>Annually</td>
<td>1-4</td>
</tr>
<tr>
<td>3. Paper Competition</td>
<td>Awards Comm. &amp; Chair</td>
<td>Annually</td>
<td>1-4</td>
</tr>
<tr>
<td>4. Evaluation of Internships</td>
<td>Assess. Comm. &amp; Chair</td>
<td>Every other year</td>
<td>5</td>
</tr>
<tr>
<td>5. Alumni Survey</td>
<td>NIU Assessment Office</td>
<td>Annually, or as available</td>
<td>5</td>
</tr>
<tr>
<td>6. Supplement to Alumni Survey</td>
<td>Assess. Comm. &amp; Chair</td>
<td>Annually, or as available</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**7. PROCEDURES AND USE OF RESULTS**

Assessment of the baccalaureate major program is the responsibility of the department’s Assessment Committee and the Chair. The Assessment Committee is generally comprised of a chair and two members, elected annually; and is responsible specifically for analyzing, summarizing, and reporting results of the assessment indicators. The Chair is responsible for coordinating the remaining annual assessment procedures, ensuring their timely completion by the responsible parties, and preparing the annual report to the University Assessment Committee.
Results of the department’s assessment activities will inform the department’s efforts to improve teaching and learning processes in the undergraduate program. At the course level, dissemination of assessment results provides faculty with feedback on their teaching successes and areas where further refinement may be needed in facilitating student learning. The construction and implementation of assessment rubrics described in this plan provides faculty, instructors and students with a mechanism to communicate larger program goals in a clearer and easier to understand manner. This also facilitates the integration of these goals within the context of individual courses and assignments across the entire program.

At the department level, assessment will provide evidence to inform curricular changes designed to improve student learning. Results of all program assessments are reported to the faculty body at a regular faculty meeting. Suggestions for curricular revisions may originate with individual faculty, the Assessment Committee, the Curriculum Committee, or the department Council. All suggestions are referred to the Curriculum Committee before they are presented to the faculty body for discussion and approval.

References
Appendix A. Assessment Rubric for 400-level Course Comprehensive Senior Projects

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Weight (multiplier)</th>
<th>Score* (see below)</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Sociological Theory and Concepts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Analysis/Evaluation</td>
<td>Critical and Analytical Thinking</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research and Use of Relevant Evidence</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Writing Quality</td>
<td>Organizational Structure, Composition, Clarity, and Purpose</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar, Punctuation, and Mechanics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Citation, Sources, Referencing, and Scholarly</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Assessment values are as follows
0 = does not meet the established criterion (below average)
1 = partially meets the established criterion (average)
2 = meets the established criterion (above average)

OPERATIONAL DEFINITIONS

UNDERSTANDING
Sociological Theory and Concepts: The paper uses social theory or major sociological concepts with relative sophistication and/or demonstrates a clear connection between socio-cultural and historical contexts and the subject of investigation. The paper engages with theory, major sociological concepts, or context in a sustained and insightful way. The paper is not characterized by term-dropping but rather, concepts are meaningfully employed; in other words, theory or concepts are thoughtfully applied it to an analysis of the problem, question, or theme. Moreover, the paper is also devoid of egocentric and ethnocentric argumentation.

ANALYSIS/EVALUATION
Critical and Analytical Thinking: The paper does not simply summarize existing argumentation but grapples with a topic in an imaginative way. The paper is characterized by relevance and demonstrates an ability to compare and contrast, critique, or exemplify (using a specific example to illustrate a concept). Inferences, interpretations, and conclusions are drawn in order to give meaning to evidence. The paper also demonstrates both insight and intellectual humility (not critiquing established scholars), and it is devoid of opinion and the use of experiential knowledge.

Research and Use of Relevant Evidence: The paper uses data, information, and/or evidence appropriately and effectively, providing sufficient support and explanation to convince. The paper demonstrates an ability to discern between types of evidence and to abstract general
themes from the literature in an effort to buttress a position or make a claim. Quoted or paraphrased material supports statements made in an effective and reasoned way such that they are a logical extension of argumentation. Moreover, when original data is collected, the paper’s research design, sampling, mode of analysis, and/or operationalization are well-defined and well-suited to the research question. The findings are presented clearly and thoroughly, with a full discussion of their implications. In all cases, the literature review is thorough and literature selected is directly relevant to the paper’s theme, question, or idea. The literature review does not read like an annotated bibliography but rather, the literature is woven together and organized thematically.

WRITING QUALITY
Organizational Structure, Composition, Clarity, and Purpose: The introduction clearly and concisely states the paper’s purpose in an engaging way that is appropriate to the topic. The paper’s animating theme, question, or idea is compelling, important, or novel. Further, the theme, question, or idea remains present throughout, and the paper concludes with some type of relevant resolution to the problem, summation of ideas, suggestion for further work, or insightful interpretation or application of a concept or theory. Moreover, the paper uses a logical structure appropriate to paper's subject, purpose, audience, and thesis. There is a logical order to the ideas presented and the movement from one idea to the next is fluid. The paper uses organizational conventions such as headings, topic and transition sentences, and the paper is self-contained and cohesive.

Grammar, Punctuation, and Mechanics: The paper is devoid of poor sentence structure and errors in punctuation, capitalization, paragraphing, and spelling. The paper is also clear in expression, avoids improper or awkward word choices, and is characterized by sentence variety.

Scholarly Style, Citation, Sources, and Referencing: First, the writing is oriented toward concepts, theory, empirical findings, and the like. The writing goes beyond a commonsensical treatment of the issue or research question, embodying scholarly concerns. Thus, the language is more formal than colloquial. Moreover, the vocabulary and expression is indicative of junior/senior level work. Second, the author’s “voice” remains consistent throughout the paper (not changing to echo the various sources). Third, all cited works are done in the correct format with no errors, they appear when recognition should be given (neither too late, nor too early), and they include the article or text’s title only when appropriate. The paper is also devoid of piggybacking (borrowing a string of citations), excessive quoting, and poor paraphrasing. Forth, the reference page is correctly formatted with no errors, and it is characterized by consistency. The references are listed in alphabetical order, and they do not contain unnecessary information (such as ISBN numbers). The references in the bibliography appear in the text, and the number of references is appropriate to the page length (typically one reference per type-written page). The bibliography is devoid of inappropriate references such as outdated material, non-peer reviewed material, or websites like Wikipedia. Moreover, it reflects an informed search strategy.
**Appendix B. Working Draft of Assessment Rubric for Undergraduate Paper Competition**

**OUTSTANDING PAPER AWARD RUBRIC: FIRST LEVEL COMPONENTS**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Student has done a great deal of research using many different sources that cover all relevant issues on the topic</td>
<td>Student has done good research but there are some areas where more research should have been done</td>
<td>Some important issues or works on the topic were not addressed in the student’s research</td>
</tr>
<tr>
<td><strong>Critical and Analytical Thinking</strong></td>
<td>An innovative and original thesis is clearly stated and logically sustained throughout the paper at a very high level</td>
<td>Paper has a defensible thesis and the analysis and logic used to defend it are coherent but not outstanding</td>
<td>Paper has a defensible thesis but the arguments put forward to sustain it are somewhat inadequate in coherence and scope</td>
</tr>
<tr>
<td><strong>Sociological Imagination</strong></td>
<td>Paper uses social theory or major sociological concepts with relative sophistication or demonstrates a clear connection between sociocultural and historical contexts and the subject of investigation</td>
<td>Paper engages with social theory or concepts adequately but could elaborate and the connection with larger trends or patterns is limited</td>
<td>Paper engages with social theory or concepts but with limited efficacy and the connection with context is tangential</td>
</tr>
</tbody>
</table>

**OUTSTANDING PAPER AWARD RUBRIC: SECOND LEVEL COMPONENTS**

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Paper is well-organized and paragraphs follow each other in an orderly progression</td>
<td>Paper is fairly well-organized but there are some places where the organization could be improved</td>
<td>Paper is not well organized but the lack of organization does not detract too much from the content of the paper</td>
</tr>
<tr>
<td><strong>Writing Quality</strong></td>
<td>Excellent and clear academic prose and excellent grasp of the rules of sentence structure, grammar and punctuation</td>
<td>Some errors in sentence structure, grammar and punctuation but prose is relatively clear, idiomatically sound and reflects academic tone</td>
<td>Awkward prose, noticeable mistakes in sentence structure, grammar and punctuation but paper still get its point across</td>
</tr>
</tbody>
</table>
Operational Definitions
The following are operational definitions for the major elements of each of the core dimensions provided by the rubric.

- Great deal of research: A great deal of research entails a significant examination of the relevant literatures - suggesting a minimum of one source per written page – and/or analysis of a significant amount of data.
- Original thesis is sustained: The paper includes an animating theme, question or idea that is interesting, compelling and important. The paper does not simply summarize existing argumentation but grapples with an interest in a novel way. Further, the theme, question or idea remains present throughout and the paper includes some type of resolution in the conclusion.
- Engages sociological concepts or theory: The paper engages with theory and/or major sociological concepts in a sustained and innovative way. The paper does not simply term drop, but rather meaningfully employs concepts; in other words, the student is able to think through the theory or concept and apply it to the analysis of the “problem.”
- Well organized: There is a logical order to the ideas presented and the movement from one idea to the next is fluid. The paper uses organizational conventions such as the inclusion of a thesis statement and a conclusion. The paper is also self-contained and cohesive.
- Quality writing: Quality writing is that which follows the conventions of punctuation, spelling and grammar. But, it is also that which contains lovely prose. Long, flowing, meaningful sentences with character and color interspersed with concise, crisp sentences that punctuate is quality writing.
Appendix C. Supplement to Alumni Survey

A Survey for Sociology Majors

Please take a few minutes to complete this survey. Your doing so will help us in two ways. First, it will provide some data useful for the periodic program reviews which we undertake. Second, it will help us assess strengths and weaknesses of our program, so we can maintain the best features of the sociology major and strengthen selected areas which may need improvement. You may respond anonymously if you wish.

I. A Little Information about You.

Name (optional): ____________________________________  Age:_____  Sex:_____

Email (optional): ____________________________________  Race: ______________

Year Graduated: _________  Degree (Circle):   BA  BS  MA

Current Occupation/Title: _________________________  Employer: ____________________

II. Career Skills and Life Skills

Did your majoring in sociology at NIU help in each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Not helpful</th>
<th>Somewhat Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating orally</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Communicating in writing</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Working with others</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Thinking critically</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Understanding ethical behavior</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Enhancing personal growth</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Using technology to access information</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Using software programs</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Challenging “common wisdom”</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Sharpening research skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Understanding different cultures</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Being successful in your job (if applicable)</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Being successful in graduate school (if applicable)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
III. The Sociology Major at NIU.
Thinking of what you learned as a sociology major at NIU, give an example of something that has been useful to you in performing your job (or going to graduate school – if applicable)?

From your experiences after graduation, are there any suggestions you would recommend to NIU’s Department of Sociology?

IV. The Faculty.
Are there any sociology faculty members who stand out in your memory from your time at NIU? If so, who? Why? [Current and recent faculty include Abu Bah, Kristie Bongiovanni, Keri Burchfield, Charles Cappell, Cassandra Crawford, Kevin Ervin, Mike Ezell, Kerry Ferris, Christine Janis, Bonnie Jensen, Jeff Kidder, Jack King, Mary Landeros, Fred Markowitz, Kirk Miller, Robin Moremen, Kristen Myers, Janet Reynolds, Kris Robison, Diane Rodgers, Shane Sharp, Carol Walther, Simon Weffer.]

Each year the Department is allowed to nominate one faculty member for an Excellence in Undergraduate Teaching Award. Letters from alumni are especially helpful in selecting the Department's nominee and supporting his/her nomination. If you would be willing to write a letter in support of a particular nominee, please indicate below. (Be sure to include your name on the survey, so we can contact you if needed.)

( ) YES, I am willing to write a letter in support of ________________ for an Excellence in Undergraduate Teaching Award.

If you would be willing to come back to campus to talk to our current students about career or other post-graduation issues, please be sure we have your name and email address on the front side of this sheet, and check here: ( ) Yes

Thank you for completing this survey. Please return it with the main survey in the envelope provided, or send it directly to me in the Department of Sociology. If you have any questions or comments, please feel free to contact me directly.

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Department of Sociology  
Northern Illinois University
kmiller7@niu.edu  
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FAX: (815) 753-0251