THESIS

LONG TERM LEARNING OUTCOME OF SOCIOLOGY CAPSTONE COURSES AT

COLORADO STATE UNIVERSITY

Submitted by

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In partial fulfillment of the requirements

For the Degree of Master of Arts

Colorado State University

Fort Collins, Colorado

Spring 2015

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ABSTRACT

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Institutions of higher education claim to be educating students to think critically, be

civically engaged, and prepared to solve global problems. How do we know sociology programs

are fullfilling this promise? This research aimed to validate previous claims about the long-term

impacts of sociology capstone courses by comparing three capstone courses at Colorado State

University (CSU): a Community Based Research (CBR) Capstone course, Traditional Capstone

Seminars, and Internship. By conducting a content analysis of existing student reflections, a

network analysis of current students, and a survey of all sociology alumni from the last ten years.

The results of our study at CSU provided strong evidence that not all capstone courses produced

the same long-term learning outcomes. Through peer-to-peer learning CBR taught students to

think critically, solve problems, be civically engaged, work as a member of a team, and value

scientific research.

ACKNOWLEDGEMENTS

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AUTOBIOGRAPHY

My interest in CBR began with my passion for service-learning. I advised an alternative spring break trip to the US-Mexico Border to offer humanitarian aid. The students were greatly impacted by the experience and we worked after the trip to make personal and academic connections to ease our emotions and further our knowledge. Later, I analyzed assessment tools for service-learning projects. During this project I noticed these tools only measured short-term impacts; while I was observing powerful long-term impacts in my students from the alternative break. Finally, I worked as a teaching assistant in Dr. Jeni Cross' Community Based Research course. I observed this course provide students with a connection between classroom concepts and real world experiences. We know from modern research of the short-term impacts of these types of experiences. The following research will begin a process to document long-term impacts.

CHAPTER 1: INTRODUCTION

Pressure has increased for college graduates to think critically, address global issues, engage civically, and be ready for their future careers. In a National Survey of Business and Nonprofit Leaders more than 75 percent of those surveyed said they wanted more emphasis on "critical thinking, complex problem solving, written and oral communication, and applied knowledge in real-world settings" (Employers More Interested in Critical Thinking and Problem Solving Than College Major 2013*:2).* However, a recent four-year study that followed college students through their college education found that this is not happening:

> *Large numbers* [of college students] *didn't learn the critical thinking, complex reasoning and written communication skills that are widely assumed to be at the core of a college education. Many of the students graduated without knowing how to sift fact from opinion, make a clear written argument or objectively review conflicting reports of a situation or event (Rimer 2011:1).*

While "faculty agree almost universally that the development of students' higher-order intellectual or cognitive abilities is the most important educational task of colleges and universities" (Paul 2004:2), critical thinking is not fostered in the typical college classroom. "Numerous studies of college classrooms reveal that, rather than actively involving our students in learning, we lecture, even though lectures are not nearly as effective as other means for developing cognitive skills" (Paul 2004:2). Then, to assess knowledge students are given tests, which "tend to emphasize recall of memorized factual information rather than intellectual challenge" (Paul 2004:2).

Increasing criticism has been placed on institutions of higher education for being disconnected from their communities and not properly preparing students to be actively engaged citizens (Keeling 2004). To answer these societal needs, institutions of higher education have created capstone courses. Capstones in sociology and other majors mark the pinnacle of a

student's major by requiring the integration of knowledge and skills that have been acquired throughout their undergraduate curriculum. However, how do sociology departments know the mission capstone courses are being fulfilled, and do all capstone courses produce the same desired learning outcomes? Goals and assessments are needed to demonstrate the long-term impact of these courses.

The American Sociological Association (ASA) has recommended capstone courses since 1990; however, it took two decades for them to be widely adopted. In 1995, Nilsson conducted a content analysis of college catalogs and found little evidence of capstone courses being used. Kain analyzed course catalogs from the academic year 2000-2001 and found 63% of programs offered capstone courses (2007). In 2012, Hauhart and Grahe surveyed a random sample of sociology and psychology programs across nine regions of the country. They found that 100% of public institutions and 84% of private institutions offered capstones. The ASA later updated the report of the original task force, and re-emphasized the value of capstones as a culminating capstone experience is important for students learning (McKinney et al. 2004).

Despite information available about the prevalence of capstone courses, we know little about their impact or effectiveness in teaching students to critically analyze the world around them. Hauhart and Grahe (2012) wrote, "it behooves us to examine as thoroughly as possible the structure, content, and purpose of the capstone experience across the discipline to align them with the best educational practices we may design" (239). Robust assessment standards are needed in order to demonstrate that capstone courses are indeed resulting in more critical, civic-minded, and prepared students. Even less is known about what students learn in capstone courses.

Within sociology, the ASA recommends final grades as an assessment for sociology programs. In 2005, an ASA taskforce defined capstone courses as a method of assessing student knowledge and skills, saying:

> *Capstone courses in sociology require students to integrate knowledge and skills that have been acquired throughout their undergraduate curriculum. This method of assessment differs from others because the course itself may be the mechanism to assess the extent to which students are able to meet a designated learning objective* (12)*.*

However, final grades in capstone courses are not effective in demonstrating what students learned, or in demonstrating long-term learning. Little research has been done to link final grades to the ability of alumni to apply sociological information and skills after graduation.

STUDY PURPOSE AND SIGNIFICANCE

The mission of CSU is,

> *Inspired by its land-grant heritage, CSU is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States and the world* (Board of Governors 2010:1).

Capstone courses help fulfill this mission by expanding student knowledge and preparing them to enter the workforce. They also help academic departments fulfill their goals of preparing future graduates for success. According to the CSU Sociology website in the section, "Why Study Sociology,"

> *We are the academic discipline of social organization and social problem solving. We study all levels of society and all societies critically–from the dynamics and common characteristics of small groups to complex private and public bureaucracies. We study the political and social bases and characteristics of public policies and their different impacts on individuals, groups and societies. The emphasis is on critical analysis* (1).

However, how do we know we are fulfilling our commitment to Colorado, the United States and the world? Hauhart and Grahe (2010) wrote that

while it seems well established that most American universities with sociology or psychology departments require capstone completion for the undergraduate degree, issues surrounding the quality of the pedagogy within those courses arguably remain insufficiently investigated across the disciplines (235).

They explain a need for assessment and "further comparative research regarding the content, organization, delivery, and learning outcomes" (235).

To produce the next generation of critical thinkers who are prepared to solve domestic and global problems it is important that we are properly preparing sociology graduates. To do this we need assessment that focuses on long-term learning impacts. Grades at the end of the course will not provide adequate assessment of solving future problems. We must develop assessment tools to show we are preparing students for their careers and that we are fulfilling our promise to society of producing the next generation of critical thinkers. By knowing the impact of different capstone courses we can determine the best way to educate students so the university can fulfill their land grant mission and prepare students for their futures. This is only possibly through careful assessment of capstone courses and their long-term learning outcomes. This research will address the gaps in assessment in order to close the gap between claims made about teaching sociology and deep learning that students may or may not experience.

RESEARCH QUESTIONS

Current research exploring the benefits of capstone courses only reports benefits that occur immediately after the conclusion the course. This study is the first to analyze the long-term benefits of community-based research (CBR) using empirical data.

Colorado State University's Sociology department offers students the option of participating in three different capstone courses: a Traditional Capstone Seminar where students complete a an individual research project, a CBR course where students conducted research with a community partner and an Internship where students worked 150 hours with a community

agency. These three different capstone courses, in the same department, at the same university offer us the prime opportunity to do what Hauhart and Grahe (2012) recommend, comparative research "regarding the content, organization, delivery, and learning outcomes" of capstone courses (235). We can study all four of those things at the same institution, at the same department, looking only at the difference in capstone courses.

This thesis compared the learning outcomes of the three Sociology Department capstone courses at CSU to answer: How did the content, organization, and delivery impact student learning outcomes? More specifically:

1. How did the type of instruction influence the network relationships between students, and students and community agencies (where relevant)?

2. How do the three different formats for capstone courses impact the goals of the capstone and the adoption of knowledge?

    a) Did participation in capstone courses provide transferable professional skills?

    b) How did participation in capstone courses change or influence an alumni's knowledge adoption into their personal life or as part of their community?

3. How did student perceptions of their capstone experience (Internship, Traditional Capstone Seminar, CBR Capstone course) change over time?

Chapter 2 will provide a literature review of the history of capstone courses, the benefits of CBR, and how CBR is defined. It also discusses knowledge networks and their role in learning. Chapter 3 begins with a description of the four courses that were studied in this research project. Next, it provides a methodological overview of the mixed-methods research used to answer the research questions followed by an in-depth description of the research methods. Chapter 4 presents the results of the knowledge network analysis and Chapter 5 will

present the results of the alumni survey. Finally, Chapter 6 will provide a discussion of the long-term benefits of CBR courses.

CHAPTER 2: LITERATURE REVIEW

Institutions of higher education are committed to producing students who can think critically, be civically engaged, and socially responsible adults. However, how do sociology departments know they are fulfilling this commitment to society? Capstone courses, a prominent feature in sociology departments, claim to fulfill this promise, but remain largely unstudied within the discipline. Outside of sociology, engineering, student affairs, and other departments have researched how to create model citizens, and what makes great learning experiences. For example, in student affairs they are interested in learning practices that are curricular and extra-curricular. In engineering they conduct assessment about what their students learn and receive accreditation based on the results. They study this through engaging specific High Impact Practices (HIPs). The following chapter will focus on the following HIP learning practices: service-learning, CBR, and capstone courses. Service-learning which crosses across department bridges the community and university. CBR has its own rich literature which focuses on reaching conducted with the community. Finally capstone courses are used by department to assess cumulated knowledge.

Capstone courses, service-learning, and CBR are considered a High Impact Practices (HIPs) because of their ability to facilitate learning, increase retention, and graduation rates, but do all high impact activities have the same long-term learning outcomes? Kuh (2008) identified 10 HIPs which include capstone courses, CBR, internships along with common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/ global learning, service and community-based learning, internships, and capstone courses. In his research Kuh (2008) described how six campuses began assessing conditions to enhance student's success. All six of these institutions

have had higher graduation rates, retention rates and ultimately higher scores on the National Survey of Student Engagement or NSSE. Kuh (2008) wrote that to enhance student engagement and increase student success, "make it possible for every student to participate in at least two high impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field" (21). The three sociology capstone courses at CSU are considered HIPs based on Kuh's assessment of learning, but do they have a long-term impact? Brownell and Swaner (2009) wrote that, "Not enough studies move beyond grades and persistence [retention] to look at student learning" (30). Student retention and GPA do not provide evidence of long-term learning outcomes.

The goal of HIP should be deep learning. The ability to retain and apply course information has been linked to deep learning experiences. Deep learning requires students to synthesize and apply knowledge, and it often required an out of classroom experience (Keeling 2004). Brownell and Swaner (2009) differentiated between 'deep learning' experiences and other experiences. In deep approaches, students were able to integrate and transform knowledge.

> *Specifically, first year students and seniors who participated in learning communities, service-learning, study abroad, student faculty research, and senior culminating experiences reported greater gains in learning and personal development. These gains included 'deep approaches' to learning, which encompass integrating ideas and diverse perspectives, discussing ideas with faculty and peers outside of class, analyzing and synthesizing ideas, applying theories judging the value of information as well as one's own views, and trying to understand others' perspectives* (26).

CSU and the Sociology Department emphasize deep learning, but assessing the depth and transferability of learning after graduation has been difficult to truly assess. How do we know if students are having a deep learning experience in their capstone courses?

The introduction discussed why it is important to assess sociology capstone courses. The following literature review will discuss what we know about the following types of pedagogy:

service learning, CBR, and capstone courses; and the following learning practices: knowledge networks, and peer-to-peer learning.

SERVICE LEARNING

CBR is commonly under the umbrella definition of 'service-learning.' The Council for the Advancement of Standards in Higher Education (CAS Standards) defined Service-learning as, "to engage students in experiences that address human and community needs together with structured opportunities for reflection intentionally designed to promote student learning and development" (Council for the Advancement of Standards in Higher Education 2012:3). They further categorized service-learning into four areas: one-time or short-term experiences, where students visit a site for only one day; discipline-based service-learning courses, where students volunteer in their field of study; intensive service-learning experiences, where students are immersed in their field of study or a volunteer experience; and finally, it includes CBR which they define as, "working with faculty and community partners to design, conduct, analyze, and report research results to serve community purposes" development" (Council for the Advancement of Standards in Higher Education 2012:3). CBR may occur as part of a course, or as an independent study, but it always draws on classroom research skills to help students create a bridge from theory to impact in order enhance critical thinking and influence today's social problems.

The various forms of service-learning, including CBR, are linked because of their emphasis on reflection. According to the Council for the Advancement of Standards in Higher Education (2012) critical reflection is intentional and designed to promote learning including: deepening their understanding of themselves, their community, and social issues. It is a fundamental concept based on the "pedagogical principle that learning and development do not

necessarily occur as a result of experience itself. Rather, they occur as a result of reflection intentionally designed to foster learning and development" (Council for the Advancement of Standards in Higher Education 2012:3). It is reported that in service-learning and CBR most of the learning takes place during the reflection process (also known as the critical reflection process), when students are able to connect classroom sociological theories to their research (Strand et al. 2003).

The origins of applied or experiential learning and service to the community have origins as far back as the Morrill Act in 1864 which established land grant institutions (History of Service Learning 2014). Land grand institutions were established, "to support a more hands-on curriculum, useful training that would help the new nation develop a more sophisticated industrial base and a scientific approach to agriculture" (Brown 2012:1). Later, the University of Cincinnati created the Cooperative Education Movement where students were able to combine service, learning and their future careers. Then, John Dewey and William James more formally combined experiential learning and service to the community into the educational system to create the current pedagogy of service-learning (History of Service Learning 2014).

Short-term Outcomes

The possible short-term benefits for students who engage in service-learning ranged from being more civically engaged citizens to having a deeper understanding for social justice. It is reported that "Students who engage in service-learning show higher levels of cultural understanding, less racism, a heightened commitment to service, more confidence to engage in civic activities, and increased concern for the common good" (Strand et al. 2003:122). It has also presented opportunities for students from privileged backgrounds to experience different ways of life and understanding.

The Council for the Advancement of Standards in Higher Education (2012) cited short-

term benefits for student participants which included

> *developing the habit of critical reflection; deepening comprehension of course content; integrating theory with practice; increasing understanding of the issues underlying social problems; strengthening sense of social responsibility; enhancing cognitive, personal, and spiritual development; heightening understanding of human difference and commonality; and sharpening abilities to solve problems creatively and to work collaboratively (3).*

A complete list of benefits listed in the CAS Standards can be found in Appendix A. The

following table presents a summarized version.

Table 1: Short Term Benefits of Service-Learning

Short-Term Benefits	
Reported Benefit*	**Demonstration of Reported Benefit****
Knowledge acquisition, integration, construction, and application	Understanding knowledge from a range of disciplines; being able to connect knowledge to other knowledge, ideas, and experiences; relating knowledge to everyday life; and constructing knowledge
Cognitive complexity	Critical thinking, reflective thinking, effective reasoning, and creativity
Intrapersonal development	Realistic self-appraisal, self-understanding, self-respect, identity development, commitment to ethics and integrity, and spiritual awareness
Interpersonal competence	Meaningful relationship, interdependence, collaboration, and effective leadership
Humanitarianism and civic engagement	Understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility
Practical competence	Pursuing goals, communicating effectively, technical competence, managing career development, managing personal affairs, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life
	* Benefits are based on: Council for the Advancement of Standards in Higher Education. (2012). *CAS professional standards for higher education* (8th ed.). Washington, DC.

Finally, Brownell and Swaner (2009) reported additional similar short-term benefits from service-learning participants. In their research participants "demonstrate gains in moral reasoning, in their sense of social and civic responsibility, in the development of a social justice orientation, and in the increased commitment to pursing service-oriented careers. Students are able to apply classroom learning to real-world situations" (27). While short-term benefits are well studied, service-learning research is just beginning to study long-term benefits and learning outcomes.

Long-term Outcomes

In the literature, most 'long-term' studies occur over the course of a student's college education. However, in a few instances there is research about the long-term benefits of alumni. First, in a study by Astin, Sax, and Avolos (1999) they collected volunteer data at three time points starting when undergraduates entered college, four years later, and nine years after they entered college. Students who participated in service during their undergraduate degree felt more prepared for their career, a propensity to attend graduate school, and more likely to donate money. Next, a study of alumni from the University of Georgia who volunteered with K-5 children, reported the following long-term benefits.

> *Continue with civic and community engagement activities, after graduation (e.g., volunteering, serving in community, leadership roles, and working on community projects.), attend alumni events, use the alumni association for professional and social, support, recruit others to attend UGA, donate money to an educational organization* (Wilder 2012:2)

Finally, Misa, Anderson, and Yamamura, (2005) wrote that volunteering was a strong predictor of civic and political engagement including voting after graduation.

CBR COURSES

CBR is defined by the combination of research and community involvement, "the systematic creation of knowledge that is done with and for the community for the purpose of addressing a community-identified need" (Strand et al. 2003:8). It is theorized that CBR combines the learning outcomes of service-learning, capstone courses, and fulfills the land grant mission as part of an academic classroom**,**

> *Although learning outcomes of service-learning and CBR are similar, CBR may have greater strengths in terms of academic engagement and deepening one's understanding of one's major, because identifying research questions and collecting data related to them develops and reinforces disciplinary knowledge in ways that service-learning may not* **(**Lichtenstein, Tombari, Thorme, Cutforth 2011:8).

Often described as a unique form of service-learning, community-based research (CBR) shares critical characteristics of service-learning including reflection as fundamental pedagogical principle, but also has special features that may influence student outcomes differently (Strand et al, 2003).

One of the most important methodological elements of CBR is that research is conducted **with** the community, not **on** the community. This is in-line with the central goal of CBR and land grant institutions by creating knowledge that benefits the community (Strand et al, 2003). Further, Brownell and Swaner (2009) that the greatest impacts in learning occurred when faculty spent time and energy to tailor a project to a universities culture and goals "Designing these activities with an eye to each campus's own culture and goals will increase the likelihood of strong educational outcomes for all students" (Brownell and Swaner 2009:26). Together, the community partner and the institution of higher education collaboratively engage in research with the intent of solving community problems and creating social change (Strand, et al. 2003).

Short term Outcomes

Unlike service-learning, learning outcomes for CBR courses have not been codified despite strong antidotal evidence (Lichtenstein, Tombari, Thorme, Cutforth, 2011:7). Lichtenstein et al. (2011) conducted qualitative interviews with students to develop a nation-wide survey to determine five short-term learning outcomes from CBR: "development of academic skills, enhanced educational experience, increased civic engagement, development of professional skills, and personal growth" (12). Their results have not yet been published. Further, no survey instrument or efforts have been made to determine long-term student impacts.

Long-term Outcomes

Strand et al. (2003) wrote that truly successful CBR occurred when students were able to utilize their knowledge, skills, and commitments in other classes as part of their professional careers. However, there is no research about how knowledge is used in professional careers or other areas of an alumni's life. Future research should ask about the long-term impacts of CBR.

CAPSTONE COURSES

Capstone courses are a HIPs that represents a culmination of knowledge, learning, and fulfill the land grant mission. However, little is known about what sociology courses taught in their capstone course or their outcomes. As mentioned previously, the ASA has recommended that the capstone itself, measured by GPA is the assessment of previous knowledge for students. This provides little evidence as to what students learned. Current research is focused around what may be taught and how many institutions offer capstone courses. None of the research assessed student learning outcomes.

Wallace and McKinney have described what should be taught in a capstone course. Wallace (1988) wrote that if a student is not continuing on to graduate work then a capstone

experience should, 'provide a bridge to a career" (35). Wagenaar (1993) wrote that the goal of a

capstone course "is to emphasize sharing of ideas, synthesis, and critical informed reflection as a

precursor to action. Therefore, the course need not be formal, but it must be some type of

'experience' that carries credit, involves discussion with other students, and helps to attain

overall liberal education goals" (209). He further recommended capstone experiences provide a

holistic experience for students.

> *The capstone course revisits these basics [knowledge from introductory courses]; it asks*
> *students to interconnect them, to assess which aspects really are the most basic, to*
> *compare the basic questions in sociology with the basic questions in other disciplines, to*
> *determine how their exposure to sociology contributed to their liberal education and to*
> *their critical thinking capacities, to state how their exposure to sociology has affected*
> *their values and their views of life, to explicitly link knowledge gained from one sociology*
> *course with that gained in another, and to participate competently in a discussion on the*
> *basic arguments in the field* (211).

Others have emphasized that learning outside of the classroom. McKinney, Saxe, and Cobb

(1998) wrote how out-of-class learning provides necessarily socialization, and is an essential

experience.

Hauhart and Grahe (2010) in a quantitative study of university capstone courses reported

that the three most common goals are, "to review and integrate learned material, "to "[help]

students extend and apply learned material, " and to be a "bridge to graduate study" (9). These

results were reported by the chair of the department and do not represent student learning. In a

follow-up study (2012) they conducted a quantitative study of departments who offered capstone

courses. In their discussion they recommended that further research be conducted about the

content, organization, and structure of these courses (2012).

Short-term Outcomes

Few studies have examined student outcomes and learning in sociology capstone courses.

What research are available only studies benefits immediately after the course, not long-term

impacts. Wagenaar (2002) described how, in sociology, the assessment of capstone courses has centered around, "advice, strategies, practicalities, and political ramifications" (406). Finally McKinney and Busher (2011) wrote that "published empirical studies using direct measures of the quality of student work or student learning in sociology senior capstones are rare, much of the research relies on "instructor reflections or informal student feedback" (McKinney and Busher 2011:291). Similarly, the ASA suggests student grades as an assessment tool (McKinney et al. 2004).

Much of the current research asks institutions about their capstone courses such as a study by Hauhart and Grahe (2010) surveyed 375 institutions about undergraduate capstone courses. Ninety percent of institutions reported that the capstone courses demonstrated some value or were highly valuable. The study also reported that the greatest weakness of the project was that they did not survey students. Studies that do look at student learning mostly focus on "student performance over a very short span of time (typically from the first to the second semester, or from the first year of college to the sophomore year). One longitudinal study was conducted by McKinney and Naseri (2011) on learning outcomes of sociology students. However, their study took place during the four years of a student's undergraduate experience, not after students transitioned to careers. They also reported a lack of data regarding students learning over time.

Long-term Outcomes

While few sociology programs have been assessing the long-term outcomes of capstone courses, other fields have developed robust assessments for capstone experiences. For example, engineering departments have a long history of implementing and assessing HIPs. These learning outcomes are measured by the Accreditation Board for Engineering and Technology

(ABET) and institutions received accreditation based on the results. ABET has developed

learning outcomes for institutions which require them to demonstrate that graduates have

developed 11 competencies which include common engineering tasks such as the ability to

design systems, but also professional skills which include the ability to work as a

multidisciplinary team and to communicate effectively (Terenzini, Cabrera, Colbeck, Parente,

and Bjorklund 2001). This is similar to learning outcomes of service-learning and capstone

courses. At CSU, engineering students take a 6-credit hour senior project in which they conduct

applicable real-world research. Students graduate and enter the field knowing the real world

implications of their projects and how it is applicable in their professions

LEARNING PRACTICES

Learning as described by the Merriam Webster Dictionary (2015) is: "the activity or

process of gaining knowledge or skill by studying, practicing, being taught, or experiencing

something: the activity of someone who learns." In addition to these processes, researchers in

many fields including, education, management, organizational psychology, and sociology have

argued that learning also occurs through processes of social interaction with other learners. "A

fast growing body of research shows that characteristics of social relationships and the networks

they constitute influence the efficacy and efficiency by which individuals and collectives create

knowledge by affecting their ability to access, transfer, absorb, and apply knowledge…

Collectively we refer to such studies as 'knowledge networks' research" (Phelps, Heidl &

Wadhwa 2012: 3).

Knowledge Networks

Outside the field of education and learning, researchers are studying how teams share knowledge and learn as a group. These studies are known in the literature as knowledge networks.

Researchers are doing three different things with knowledge in knowledge networks: knowledge creation, knowledge transfer, and knowledge adoption. Knowledge creation is the "generation of new knowledge, typically in the form of ideas, practices, research papers, technical inventions, or products" (Phelps, Heidl & Wadhwa, 2012:5). Knowledge transfer is the effort of a source to share knowledge with the receiver. Finally, knowledge adoption is the "decision and ability to use or implement a discrete element of knowledge, often in the form of a product, practice, or paper" (5). However, knowledge does not end with knowledge creation. "Once knowledge is created, cognitive and other resources are needed to transform and translate it to facilitate its transfer, which is often necessary for discrete, embodied knowledge to be adopted and used in subsequent efforts (Phelps, Heidl & Wadhwa 2012:6).

In a college classroom different structures create different opportunities for learning. "Characteristics of social relationships and the networks they constitute influence the efficacy and efficiency by which individuals and collectives create knowledge by affecting their ability to access, transfer, absorb, and apply knowledge" (Phelps, Heidl, Wadhwa 2012:3). These findings are mirrored in the literature on CBR where students report that their social relationships influenced their learning and their sense of obligation to be learning. Strand et al (2003) reported that students who engaged in CBR felt motivated by the project and an obligation to the community, and to each other. Students realized they were accountable for more than a grade at the end of the semester, but for a community partner, their classmates, and the university (Strand

et al 2003). This commitment to something greater created a different knowledge network.

Peer-to-Peer Learning

In the field of education, researchers are also interested in how people work together in groups, and how networks influences learning. They refer to this type of research and learning as peer-to-peer learning or collaborative learning. Collaborative learning is defined as "an instruction method in which students at various performance levels work together in small groups toward a common goal" (Gokhale 1995:1). Currently peer-to-peer learning has not been studied using the analytic tools of networks; however, both fields are interested in similar questions, such as reciprocal relationships in knowledge networks. Boud, Cohen, and Sampson (214) wrote that peer leaning should be a "two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas, and experience between the participants," and that much of it occurs informally amongst students (3). This is similar to how network researchers study reciprocal ties by looking at how knowledge is shared such as knowledge transfer, knowledge adoption, and knowledge creation.

Collaborative learning or peer-to-peer learning requires different forms of instruction than lecture-style teaching. Students are placed in groups and learning occurs through group-work.

> *Collaborative learning fosters the development of critical thinking through discussion,*
> *clarification of ideas, and evaluation of others' ideas. However, both methods of*
> *instruction were found to be equally effective in gaining factual knowledge. Therefore, if*
> *the purpose of instruction is to enhance critical- thinking and problem- solving skills,*
> *then collaborative learning is more beneficial* (Gokhale 1995:8).

This is similar to learning communities, which are well documented in the education literature (Brower, Inkelas 2010; and Howard 2010). It is reported that learning communities (also a HIP activity) "help students build their identities as learners and give them a sense of belonging on

campus" (Brownell and Swaner 2009:27). Similarly, learning communities, like CBR classes, create knowledge networks based around learning outcomes when students work in teams to complete a research project.

Currently, knowledge network researchers are not studying knowledge networks in education, education researchers are not using the analytic tools of social network analysis to understand collaborative and peer-to-peer leaning. Researchers are studying knowledge networks in new urban design, team science, and other placers, but not college classrooms (Neal 2012; Zukin 2008; Sampson 2005; Stokol, Hall, Taylor, and Moser 2008). This research suggests peer-to-peer leaning might be an excellent forum for creating knowledge networks. Further, peer-to-peer research suggests that the strategy of CBR and what we know about networks might be the best tool for creating knowledge networks in classrooms. Thinking about the combined literature on CBR, peer-to-peer, and knowledge networks do CBR classes create different knowledge network structures than other courses? Do courses where student engage in peer-to-peer learning, such as CBR courses, produce better learning outcomes for students? This paper will follow the sociology tradition of researching "the influence of social network structure on the diffusion of information and the adoption of innovations" in college classrooms (Phelps, Heidl & Wadhwa, 2012:5)

CONCLUSION

Despite the continual pressure for institutions to graduate students who can think critically, address global issues, engage civically, and be ready for their future careers sociology departments are not assessing learning outcomes of service-learning, CBR, and capstone courses to know if they are successful (Rimer 2011). We are using HIPs such as capstone courses, service-learning, and CBR, without knowing the long-term impacts or what students are really

learning. Without assessment how do we know we are generating the most fruitful opportunities for learning? Such as creating classroom networks that encourage peer to peer learning practices. Only outside the discipline of sociology in engineering were departments found to practice and assess HIPs. The occasional assessment of learning outcomes occurs immediately after the course is complete and does not study long term impacts. In order to fulfill our promise to create students who can think critically we need

The literature review has focused on the structure and delivery of content and how it impacts student learning. This research suggests that the content of the service-learning, CBR, and capstone course does not matter in student learning outcomes. The service-learning and CBR courses had different topics each semester and every time they engage in service with a new community partner. The delivery method, learning in networks and peer-to-peer leaning changes the learning outcomes. Outside of education researchers are looking at how social networks influence teams and communities. In the field of education peer-to-peer learning as a delivery method is a proven effective educational tool. Research suggests that the content of the course is not as important as the delivery methods to influence long-term learning.

Brownell and Swaner (2009) reported that six research initiatives would increase our understanding of learning outcomes. These are,

> *(1) the use of more longitudinal approaches and comparison groups; (2) studies moving beyond student persistence* [retention] *to student learning; (3) a mixture of both qualitative and quantitative research methods; (4) clearer descriptions about program components; (5) more attention to outcomes for underserved student populations; and (6) more multi-institution studies, which could be attained through institutional collaboration and consortia* (30).

This study of CSU capstone courses will respond to the first four approaches. It surveyed 10-years of sociology alumni; it used mixed methods including qualitative coding of student reflections, survey, and network analysis; it defined learning outcomes based on CBR and

service learning literature; and finally, it clearly differentiated program components. This

research begins to help sociologists understand how critical thinking knowledge is transferred

and adopted into everyday lives of sociology alumni through teaching as well as the long term

impact of capstone courses.

CHAPTER 3: METHODOLOGY

This mixed-methods study analyzed the long-term benefits of community-based research. It compared the CBR Capstone courses, a Traditional Capstone Seminar, and an Internship at Colorado State University (CSU). A mixed-methods approach was used to assess the long-term learning outcomes for students who engaged in the CSU capstone courses. I coded student reflections and conducted interviews with students to investigate what students said were there important learning outcomes in order to develop a social survey. The data collection for this project includes: the social network survey and the self-administered survey to alumni. Mixed-methods were suggested by Brownell and Swaner (2009) as being the best approach to capture the full extent of student learning outcomes. This research also methodologically responded the suggestion of Brownell and Swaner (2009) that more longitudinal approaches are needed.

Different methods were used to answer each of the four research questions: A social network survey was created and administered in four different courses to answer research question one:

1. How did the type of instruction influence the network relationships between students, and students and community agencies (where relevant)?

2. How do the three different formats for capstone courses impact the goals of the capstone and the adoption of knowledge?

   a. How did participation in capstone courses change or influence an alumni's knowledge adoption into their personal life or as part of their community?

   b. Did participation in capstone courses provide transferable professional skills?

3. How did student perceptions of their capstone experience (Internship, Traditional Capstone Seminar, CBR Capstone course) change over time?

DESCRIPTION OF THE CSU CAPSTONE COURSES

Capstone courses are a combination of everything a student has learned including research methods, theory, and provide applicable application. Colorado State University sociology students are required to complete a capstone by completing one of the three following options: Internship, Traditional Capstone Seminar, CBR Capstone course.

Community Based Research Capstone (CBR Capstone)

The CBR Capstone courses at Colorado State University (CSU) are advanced classes for students who have completed prerequisites courses in research methods, theory, and are in their junior or senior year of college. Students often meet with the instructor before the first day of class so they fully understand the level of work, responsibility, and the powerful outcomes that have been anecdotally reported by students. These classes have developed a positive reputation and many non-profit and community organizations are waiting for their opportunity to work with the student research teams.

For this research there were two CBR Capstone courses taught at CSU. Each course had a different focus and different objectives. The CBR Capstone taught by Dr. Jeni Cross focused on community sociology; while the CBR Capstone taught by Dr. Tara Shelley focused on criminology. The following table lists the projects, years, and instructors.

Table: 2 CBR Projects

Course Title	Project Title
Community Development and Dynamics	Neighbor to Neighbor [Spring 2004]
	Fort Collins Social Norms Project [Fall 2004]
	CSU Drug and Alcohol Education Office [Spring 2005]
	Larimer County Parks Volunteers [Fall 2005]
	The Center for Community Justice Partnerships [Fall 2007]
	Larimer County Health Department: Special Populations Communication Plan [Spring 2010]
	Sexual Assault Victim Advocate (SAVA) [Spring 2011]
	City of Fort Collins, Social Sustainability Department [Spring 2013]
CBR Capstone Seminar	Colorado State Patrol Public Opinion Study (2009)
	Ticketing Aggressive Cars and Trucks (TACT), CSP (Spring 2010)
	Ticketing Aggressive Cars and Trucks (TACT), CSP (Fall 2010)
	City of Fort Lupton's Public Opinion Study on Crime and Restorative Justice

Classes are similar in two ways. First, the courses engaged students in critical reflection. Reflections is one of fundamental characteristics of service-learning. Reflection is a fundamental concept based on the "pedagogical principle that learning and development do not necessarily occur as a result of experience itself. Rather, they occur as a result of reflection intentionally designed to foster learning and development" (Council for the Advancement of Standards in Higher Education 2012:3). Reflection helps explain how very different service-learning and CBR opportunities produce similar learning outcomes.

Second, the courses conduct research *with* them not *on* the community partner. Before the semester began, the professor and teaching assistants met with the community partner to

assess their different research needs. This followed the standard approach of community-based research where the community partner is engaged in the process and research. From the list of needs, research questions were developed.

The role of the community partner was minimal. The community partners were invited to class to share about their organization, their role in the community, and what they planned to do with the research. The community partner returned to campus periodically work with the students, discusses data analysis, and answer questions. Finally, the students created final presentations to share the research with the community partner

Internship

The sociology Internship served to expose students to real world experiences that allowed them to apply what they have learned in the classroom. Students could select a local agency to arrange their own Internship or they could contact previous Internship cites. The Internships provided an out-of-the-classroom experience that was designed to give students an edge during their job search after graduation. Students were required to participate in a 11credit hour seminar course and complete an Internship that consisted of 150 hours. During the seminar course which met every other week, students reflected on what they experienced in their Internship as well as explored other sociological topics.

Traditional Capstone Seminar

Finally, students may have selected to participate in a senior project that was not an Internship or a CBR course. Structurally the course is set-up like a traditional seminar where students come to class, engage in weekly readings, have class discussions, and the class culminates in the semester-long research project. However, the final semester-long research project in the Traditional Capstone Seminar was highly variable depending on the faculty

member. They may have conducted a small group research project or an individual research project of their choice. In some courses students presented the research to the class, to a community group, or no one. On occasion they produced full research project with results.

RESEARCH QUESTIONS

Research question 1: How did the type of instruction influence the network relationships between students, and students and community agencies (where relevant)?

Hypothesis 1: I hypothesized CBR projects would create denser social networks between students, and that students would become more connected to their communities.

Research Question 2: How do the three different formats for capstone courses impact the goals of the capstone and the adoption of knowledge?

Hypothesis 2: I hypothesized CBR had additional benefits (than traditional capstone courses) because the students conducted 'real-life' research with a community partner, and that these benefits were not recognized until later.

Research Questions 2.a: a) did participation in capstone courses provide transferable professional skills?

Hypothesis 2.a: I hypothesized that there would be evidence of transferable professional skills in all courses, but greater effects would be observed in the internship.

Research Questions 2.b: a) how did participation in capstone courses change or influence an alumni's knowledge adoption into their personal life or as part of their community?

Hypothesis 2.b: I hypothesized that alumni engagement would increase and alumni would feel a stronger commitment to their community as a result of the capstone courses

Research Questions 3: How did student perceptions of their capstone experience (Internship, Traditional Capstone Seminar, CBR Capstone course) change over time?

Hypothesis 3: I hypothesized that student's perceptions would change overtime. Alumni would feel more appreciation for their knowledge and experience as alumni than as students.

METHODOLOGICAL OVERVIEW

The following section will provide a brief overview of the sources of data and their development. A brief overview is provided because true to mixed methods design, the methods in this study did not stand alone, but informed the next. This section will explain this process.

The study began with the coding of student reflections from the CBR capstone courses to assess the type of learning outcomes that were apparent from student's course reflections. The results were inconsistent with the existing literature on student outcomes in CBR, service-learning, and capstone courses. Since there is currently no assessment tool for service-learning, CBR, and capstone courses, and not enough literature to build a tool, I conducted a handful of interviews with students to try and understand student perceptions of their learning outcomes. After conducting interviews it was apparent that I needed to create a social network survey. The information from the student reflections and interviews was used to inform survey questions and the network analysis. All research was approved by the Colorado State University Institutional Review Board (IRB).

Content Analysis of Student Reflections

Reflections of past students (from courses in Table 2) were coded using NVivo (QSR International's NVivo 10 software) to assess and compare reported short-term benefits with the CAS Standards (Table 1 page 17). The chart in Appendix A has been created from a document written by the Council for the Advancement of Standards in Higher Education. In their official publication they provided an umbrella definition of service-learning that included CBR. This

chart was created from their document, and is an exhaustive list of benefits students may garner from participating in service-learning/ CBR. Data was coded based on these categories.

Student reflections revealed greater complexity in student outcomes in thought and knowledge than were in the CAS standards. Student reflections also revealed the importance of learning form their peers and developing social networks. Students were learning from their peers and developing social networks that influenced their learning. These results were not represented in the service-learning literature. Coding reflections raised more questions than it answered. This led to the next step which was interviewing students.

Interviews

The themes from coding student reflections did not match the service-learning literature because students demonstrated greater complexity in learning. Based on the unanswered questions from coding the reflections, I decided interviews were needed. I conducted four interviews based on convenience sampling from recent CBR Community Development course where I was the Graduate Teaching Assistant. I wanted to dig a little deeper into what students genuinely learned in the course to construct a survey. The interviews informed survey questions about working as a group and community. Most importantly, the comments about peer-to-peer learning led to the creation of the social network survey to learn how people were connected during the course.

Networks Analysis

The qualitative codes from the reflections and interviews revealed that peer-to-peer leaning or knowledge networks were an important part of the CBR experience. The best way to measure the importance of these interactions is with a social network survey. Therefore, a social network survey was developed (Appendix C) to answer: how does a student's knowledge

network change as a result of participating in a CBR project? It was administered in four

courses: CBR social change, Internship, and two 'traditional' college courses: Research Methods,

and Contemporary Sociological Thought. The social network survey was distributed once at the

beginning of the semester and once at the end of the semester. Data was analyzed using social

network analysis software UCInet (Borgatti, Everett, and L.C. Freeman 1999). With IRB

permission, students wrote their names on the social network survey in order to properly map the

social network. After information was entered names were kept confidential.

Survey

Based on the information from coding and the capstone literature a self-administer survey

was designed to answer the following research questions:

2. How do the three different formats for capstone courses impact the goals of the capstone and

the adoption of knowledge?

2a. Did participation in capstone courses provide transferable professional skills?

2b. How did participation in capstone courses change or influence an alumni's

knowledge adoption into their personal life or as part of their community?

3. How did student perceptions of their capstone experience (Internship, Traditional Capstone

Seminar, CBR Capstone course) change over time?

These research questions were exploratory because there are not published studies of the long-

term learning outcomes of CBR or sociology capstone courses.

CONTENT ANALYSIS OF STUDENT REFLECTIONS

Qualitative coding of student reflections informed the survey since this was the first study

to look at long-term learning outcomes. In addition, coding student reflections ensured the CBR

class was generalizable to other service-learning projects and provided insight to skills students

may have acquired that could be measureable up to 10 years after graduation. Reflections were coded from a total of six CBR courses. In the CBR Capstone course a total of 54 reflections were coded. Reflections were written in 2009 and 2013. In the Community Development and Dynamics Course 160 Reflections were coded. In 2004 there were 62 reflections, 55 in 2005, 22 in 2011, and 21 in 2012. These years were selected based on availability.

The following table outlines the coding scheme and examples (also in Appendix A). Knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal development, humanitarian and civic engagement, and practical competence are the primary codes. The "Demonstration of Reported Benefits" column are descriptors, or key words that align it with each reported benefit (Campbell et al. 2013). This list was selected because it represents all recorded benefits of service-learning based on the CAS Standards, which includes CBR. Students were not asked to write about all these benefits in their topics. In each class, they were similarly asked to focus on four topics: experience, knowledge, application, and recommendation (would they recommend changes to the course). Reflection questions can be found in Appendix B.

Table 3: Short-Term Benefits based on CAS Standards

Short Term Benefits		
Reported Benefit*	**Demonstration of Reported Benefit***	**Example**
Knowledge acquisition, integration, construction, and application	Understanding knowledge from a range of disciplines; being able to connect knowledge to other knowledge, ideas, and experiences; relating knowledge to everyday life; and constructing knowledge	*At the beginning of the semester I had an idea of what a community was; a place where I lived in childhood. After taking the course I came to realize that community is must more than that. It is not only people in geographic spaces, but it is groups of people who share the same values, experiences, and traits.*

Cognitive Complexity	Critical thinking, reflective thinking, effective reasoning, and creativity	*I think the biggest thing I'll take away from doing the project in this class is how vast the community is and what organizations actually exist inside the community. Just think, if there are this many organizations that exist specific to our group project, there has to be that many more for other reasons to help people.*
Intrapersonal development	Realistic self-appraisal, self-understanding, self-respect, identity development, commitment to ethics and integrity, and spiritual awareness	*By analyzing these individuals and asking these types of questions, I was able to analyze myself. I, like others, am a very social person. Only, I found that I depend on this type of interaction with other individuals, a lot more than most. My third place(s) provides me with a great sense of belonging and I am able to socialize with those who share many of the same interests as myself. After pondering on this issue for quite some time, I came to the conclusion that I would be absolutely lost without the interactions and socializations of their place(s).*
Interpersonal competence	Meaningful relationship, interdependence, collaboration, and effective leadership	*Learning from other members of the class about their lives and experiences, listening to their attitudes and caddy comments taught volumes. I know that there are lots of different people in the world but sometimes it seems like there are really only 10 or 12 kinds of people. The introvert, the extrovert, the one that points out all the problems, but has no solutions the optimist, the 'I care too much,' and the 'I don't care at all' and so on. Community does not have to happen at a grand size level, rather the different types of people can come together to form amazing communities based on one or two commonalities. This is a great concept to learn. The group project taught me a lot aobut dynamics as well.*

Humanitarianism and civic engagement	Understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility	*Throughout the semester, creating the survey was more enjoyable than expected. I felt so important by being a part of such a unique project. I felt honored to be assisting Fort Lupton and their approach to juvenile criminal justice. This class has been important to me because I'm not only attending class to get a good grade, but also to assist something much bigger than me.*
Practical competence	Pursuing goals, communicating effectively, technical competence, managing career development, managing personal affairs, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life	*Administering the survey was a great learning experience, primarily in working with people. You have to be polite and patient with people, which can be very difficult if you're having a bad day, or the respondent is confused or being rude. Also it was my first time actually performing research in my field, which was very valuable. I have a better understanding of the importance of good question writing and how important it is for the interviewer to be neutral while administering the survey. I will definitely talk about this experience in the future, especially in something like a job interview because it shows strong communication and people skills. Also I will take a survey next time someone calls me, because I know how hard it is to be on the other side of the phone.* [Student writing about their CBR experience]
		* Benefits are based on: Council for the Advancement of Standards in Higher Education. (2012). *CAS professional standards for higher education* (8th ed.). Washington, DC.

Knowledge Network Codes

Knowledge takes many different forms, and knowledge codes from the CAS Standards did not capture everything students reported experiencing in the course. Learning was a more intricate experience where students reported learning from their peers and from the community partner. Therefore, three new codes were developed based on social network research and how

networks influence knowledge: knowledge transfer, knowledge adoption, and knowledge

creation.

Table 4 Knowledge Network Benefits

Knowledge Network Benefits		
Reported Benefit*	**Demonstration of Reported Benefit***	**Example**
Knowledge transfer	Knowledge transfer refers to the efforts of a source to share information and knowledge with a receiver and the receiver's efforts to acquire and absorb (i.e., learn) it	*After talking about this concept extensively in class I found myself looking at different cities as I drove through them and pointing out all the design flaws associated with that area. I also would notice things that were done well but for the most part most of the cities and towns were designed poorly.*
Knowledge Adoption	Knowledge adoption refers to the decision and ability to use or implement a discrete element of knowledge, often in the form of a product, practice, or paper…[studies of knowledge adoption] are useful to understanding knowledge networks because this research explains artifact adoption by identifying how and why networks influence to whom information about such artifacts flows	*Overall, I noticed that this research related directly with my previous coursework in my Methods, Statistics, and Computer Methods class. It also helped that I had taken Law Enforcement and Society and Intro to Criminal Justice, which gave me background knowledge on law enforcement.*
Knowledge Creation	Research suggests new knowledge is created from the novel combination of existing knowledge	*Conducting the CSP survey has been an experience incorporating many of the subjects and topics covered in my classes all throughout my college career. It has allowed me to practically apply the things I have learned in classes to an actual research project and experience what it is actually like. It has furthered my understanding of classes such as Research Methods in Sociology, and permitted me to ask my own questions and look for my own*

		answers as if conducting my own experiment. It has been a lot more exciting to be part of a research project that I am interested in rather than simply reading about research in a book. The experience has allowed me to gain more insight into survey research and research in general than I would have gained from any class alone.
		*(Phelps, Heidl, and Wadhwa 2011, 3-5).

These additional codes changed how knowledge was coded. For example, the following text was coded as an example of cognitive complexity:

> *I think the biggest thing I'll take away from doing the project in this class is how vast the community is and what organizations actually exist inside the community. Just think, if there are this many organizations that exist specific to our group project, there has to be that many more for other reasons to help people.*

This student demonstrated cognitive complexity by reflective thinking, effective reasoning, and creativity. With the addition of three new knowledge codes it was re-coded as both cognitive complexity and knowledge adoption, ability to apply knowledge, because the student also demonstrated implementation as a result of the changed social network. Another example, the following was coded for knowledge creation:

> *Conducting the CSP survey has been an experience incorporating many of the subjects and topics covered in my classes all throughout my college career. It has allowed me to practically apply the things I have learned in classes to an actual research project and experience what it is actually like. It has furthered my understanding of classes such as Research Methods in Sociology, and permitted me to ask my own questions and look for my own answers as if conducting my own experiment. It has been a lot more exciting to be part of a research project that I am interested in rather than simply reading about research in a book. The experience has allowed me to gain more insight into survey research and research in general than I would have gained from any class alone.*

In this quote the student demonstrated how knowledge was created, which is more than simply understanding knowledge for the knowledge acquisition or cognitive complexity codes. The student created new knowledge to support the community partner. The creation of knowledge

was possible because of the interactions with the community. The student reflections and their codes informed the survey by fully explaining what students learned and how. The codes further demonstrated the need to conduct a network analysis of the classrooms. If students were gaining different types of knowledge then what types of networks developed in the classrooms.

INTERVIEWS

Themes from coding student reflections did not match the service-learning literature and so during the survey development phase I conducted interviews with four students to genuinely discuss what they had learned during their CBR experience. Four students based on convenience sampling from the CBR Community Development class for 20-40 minutes interviews based on convenience sampling in order to explore knowledge and long-term benefits more in-depth to create a better survey.

In my interviews, students reported updates on their group members. They knew where they were, what they were doing and the last time they had talked to them. The interviews informed survey questions about working as a group and community. Including the following scaling questions: as a result of this class, I know more about what it means to be a member of a community; I have a deeper commitment to participate in my community as a result of having taken this class; I am more involved in activities to help other people in the community as a result of taking this class; this course enhanced my ability to work as a member of a team; and this experience gave me the opportunity to develop meaningful relationships with my classmates.

Students also reported being genuinely upset that the project ended and they lost contact with the community partner after the course ended. Two students were almost mad that they lost contact with the community partner and did not know what happened after they presented their research. They also wanted opportunities to volunteer or work for the community partner after

the research was complete. This informed the open ended question: what did you learn from your community partner that you wouldn't have learned from just being in a classroom?

Finally, the comments about peer-to-peer learning led to the creation of the social network survey to learn how people were connected during the course. Years after students had completed their course they were still closely connected to their research group. We decided to research this further with a social network survey.

ALUMNI SURVEY

The survey was written to understand the long-term learning outcomes of sociology capstone students. Since no previous survey tools existed we created a survey based on existing capstone literature, student interviews, and student reflections from capstone courses.

Measures

The survey instrument was created using the coded data from student reflections and literature on capstone courses. A total of 18 Likert scaling questions (strongly agree to strongly disagree) were created based on responses to the coded reflections (Table 5). Scaling questions were designed based on the coded benefits described previously related to knowledge adoption: practical competence, interpersonal competence, knowledge acquisition, cognitive complex, intrapersonal development, humanitarian and civic engagement, knowledge transfer and knowledge adoption.

Table 5: Scaling Questions

Scaling Questions
Ability to Adopt Knowledge of Discipline
Based on your experience in...
After this course I had more respect for research-based knowledge
I often find myself reflecting on the lessons I learned in this course.
I value participating in research (i.e. responding to a survey) as a result of conducting research in this class
Ability to Adopt Knowledge Learned from Other courses to Current Course
My experience gave me the opportunity to…
This course helped me understand the relevance of concepts from academic classes to real world issues.
This course helped me to learn how to use the tools I was taught in research methods.
Ability to Adopt Knowledge to Professional Life
Based on your experience in ...
I developed professional skills
I learned how to communicate effectively with professional audiences
It enhanced my ability to work as a member of a team.
I often find myself using skills or insights from this class in my professional life.
Ability to Adopt Knowledge to Personal Life and Community
Based on your experience in...
I know more about what it means to be a member of a community
I have a deeper commitment to participate in my community
I am more involved in activities to help other people in the community
This course helped me to connect sociology theory to the real world
Student Perceptions
My experience gave me the opportunity to accomplish a challenging task
My experience gave me the opportunity to have more clarity about my professional and career interests or goals.
Regarding the group research project, I was pleasantly surprised at what we were able to accomplish.

First, to understand how alumni adopted the knowledge of the discipline we asked if they had more respect for research based knowledge, if they find themselves reflecting on the knowledge they learn, and if they value participating in research (Table 5). These were based off coded reflections where students had more empathy for people calling on the phone to collect

survey data or simply asking people to complete a survey. This is also in-line with the land grand mission of outreach and extension.

Next, we asked alumni about their ability to adopt knowledge from other courses into their current course. This question was based off the capstone literature and ASA recommendation that a capstone course should be the culmination of knowledge. These questions were: my experience gave me the opportunity to understand the relevance of concepts from academic classes to real world issues and this course helped me learn how to use the tools I was taught in research methods (Table 5).

To gauge alumni's adoption of knowledge into their professional life, we asked if alumni developed professional skills, learned how to communicate effectively with a professional audience, enhanced their ability to work as a member of a team, and if they use skills or insights from class in their professional life (Table 5). These questions were based off of capstone literature that recommended capstone courses prepare students for professional careers.

To understand if alumni adopted knowledge into their personal life and community we asked if based on your experience: I know more about what it means to be a member of a community, I have a deeper commitment to participate in my community, I am more involved in activities to help other people in the community, and this course helped me to connect sociology theory to the real world (Table 5). This was based on the student reflection from CBR courses where students wrote about sharing what they learned in class with family and friends. It was also based on the land grant mission of education, outreach and extension. If students are applying what they learned in college to their personal life and their community then they have adopted the values of a land grant institution.

Finally to gauge how their perceptions have changed overtime. We asked alumni to rank on a scale of 1-9 how meaningful the class was then, and if it is meaningful now. To gauge student changes in student perceptions within the course we asked if their experience gave them an opportunity to complete a challenging task, if they had more clarity about their career goals, and if they were surprised at what they were able to accomplish (Table 5). These questions were based off the literature that a capstone should result in a culminating research project; and also that letters CBR Capstone instructors get years after the end of the course apologizing for writing a bad course evaluation, and explaining how they use the course in their daily life.

Open ended-questions

Open-ended questions were created which asked about knowledge adoption. To answer the research question, how do the three different formats for capstone courses impact the goals of the capstone and the adoption of knowledge? We asked alumni to: give one example of something you learned in this class that you use in your daily life, and what did you learn about research methods in the [CBR] course?

Next, to answer: did participation in capstone courses provide transferable professional and life skills for alumni. We asked: How have the knowledge/ skills you gained from [CBR] benefited you professionally? Finally, to learn how participation in capstone courses changed or influenced an alumni's community engagement and participation in larger social issues? We asked: What did you learn from your community partner that you wouldn't have learned from just being in a classroom, and how do you think your involvement in a [CBR] made a difference in the community?

Finally, two questions were written to test perceptions over time, and answer: how did student perceptions of their capstone experience (Internship, Traditional Capstone Seminar, CBR

Capstone course) change over time? First, how has your assessment of what you learned

changed over time? In other words, do you think differently about the class now than you did at

the end of the semester? Second, would you recommend the course to current students?

Administration

The survey was conducted on-line using a software program called Qualtrics (Qualtrics,

Provo, UT), and the sample was drawn from the list of sociology graduates from the College of

Liberal Arts Office of Development. Survey results were anonymous. The entire population of

sociology graduates, since 2004, was sent an email request to participate in the survey. A week

later a follow-up reminder was sent. In total, there were 552 email addresses and 101 completed

surveys. The response rate was 18%. The median graduation year was 2009.8, the average age

was 28.8, and the median age was 28. There were 76 females, 46 males, one pangender, and one

transgender. A total of 39 alumni reported participating in the CBR Capstone course (13 from

the CBR Capstone course and 26 from the Community Development and Dynamics), from a

total of 11 courses. There were 43 participants in the Internship from 11 courses, and 34

participants in the Traditional Capstone Seminar with 85% of students completing a unique

individual project. Twenty-one students reported participating in 2 capstone research projects

and one student participated in three.

Analysis

To analyze the survey data all of the open ended responses were divided into the four

courses (Internship, Traditional Capstone Seminar, CBR Community Development and

Dynamics, and CBR Capstone seminar.). Using NVivo (QSR International's NVivo 10

software), I coded the data into student's perceptions over time and knowledge adoption:

knowledge within the course, adopting knowledge of the discipline, professional skills, and

adoption of knowledge into personal life and community.

To analyze the closed-ended questions I created charts based on student's perceptions over time and knowledge adoption: knowledge within the course, adopting knowledge of the discipline, professional skills, and adoption of knowledge into personal life and community. Data for the CBR courses was combined into the heading CBR Capstone courses because of similarities in the data.

NETWORKS

Students reported in their coded reflections different types of knowledge they gained from CBR courses (knowledge transfer, knowledge adoption, and knowledge creation). A social network survey (Appendix D) was created to determine how the knowledge networks changed from the beginning of the semester to the end of the semester when students engaged in a CBR project. The social network survey was administered in four sociology classes in spring 2014: two traditional courses (Research Methods, and Sociological Thought), the Internship course, and CBR course called Social Change (this course will be referred to as CBR Social Change course).

The Internship and CBR social change project were the same courses that were used in the alumni survey. The research methods, and sociological thought were selected as controls because they are basic sociology courses required for all sociology students. They have a similar seminar-type format with lectures, discussions and weekly readings. They are also perquisites for a capstone seminar. Students and instructors also completed the social network survey. A total of 90 students completed the network survey, 29 in research methods, 26 in sociological thought, 21 in the Internship course, and 14 in the CBR social change course.

In the social network survey, students were asked about their communication network

with other students in the course. Questions included: do you recognize this person outside of the course, are you connected via social media, do you socialize outside of the course, and did you learn from this person. Strength of tie was determined based on the number of connections students identified. For example if a student recognized this person outside of class, and they were connected via social media then they received a tie strength of two. If they also hangout together on weekends then they received a tie-strength of three. There were 7 questions and therefore there was a max tie strength of seven Data was collected during the first two weeks of the semester and during the last two weeks of the semester. Nodes are students, professors/ instructors, and teaching assistants. Following IRB protocol participation was voluntary, and students were asked to write their names on the social network survey in order to properly use the UCInet software program (Borgatti, Everett, and L.C. Freeman 1999).

Descriptive Statistics of Network Structure

To analyze the data multiple statistical analyses were conducted. First, centrality was measured using: betweenness. Betweenness is a measure of how nodes are connected to other nodes by a centralization index score. Looking at betweenness helped discover structural holes as well as how the student's connections changed overtime (Guiffre 2013). Betweenness answered the question: how many people depended on this person to make connections. Therefore, the more people who depended on a certain node, the more power that node possessed (Hanneman *&* Riddle 2005).

Next, the density of the network was evaluated. Density is a measure of the possible number of ties in a network divided by the number of possible ties (Guiffre 2013). Density explains the overall structure in the network, "This comparison allows us to build or to test hypotheses about the correlation between network density and social action" (73). The networks

for all four classes were compared from the pre to post-test as well as the strength of tie assessment questions in order to determine how the class changed overtime.

Next, a modularity algorithm developed by Newman and Girvan was used to detect natural divisions of nodes in a network by looking at strength of connection by way of the betweenness (Newman and Girvan 2003). The final statistic used to measure subgroup cohesion was a clustering coefficient. This determined the degree to which the nodes in a particular network were integrated with the other nodes in the network (Cross, Dickmann, Newman-Gonchar, and Fagan 2009). Subgroups or modules were determined and analyzed using UCInet and NetDraw and results are represented in Table 6 (Borgatti, Everett, and L.C. Freeman 1999). A modularity algorithm developed by Newman and Girvan detects natural divisions of nodes in a network by looking at strength of connection by way of the betweenness (Newman and Girvan 2003). This was done by adding or removing edges in a network. For example, they attempted to find the least similar connected pairs in a network. By highlighting these pairs subgroups began to appear. Statistical modality is measured by the variable Q (Cross, Dickmann, Newman-Gonchar, and Fagan 2009). When Q=1 then each node belong to its own community. When Q=0 then each node belongs to the same community.

CHAPTER 4: KNOWLEDGE NETWORK RESULTS

Students reported in their final CBR reflections learning in ways not captured by the service-learning codes. Students reported knowledge transfer, knowledge adoption, and knowledge creation as well as peer-peer leaning in the reflections they wrote after completing their CBR course. To better understand how students were learning and answer the research question: How did the type of instruction influence the network relationships between students, and students and community agencies (where relevant), I conducted a network analysis of four courses to study the different network patterns. I hypothesized that CBR students would get closer to their community. Students would develop a connection to the community through their research with the community partner.

CLASSROOM DESCRIPTIONS

Each of the four classes where networks were tested had unique rules of interaction. The rules of interaction established in a classroom were instrumental in network formation and students learning. A total of 90 students completed the network surveyed, 29 in research methods, 26 in sociological thought, 21 in the Internship course, and 14 in the CBR social change course.

In CBR Social Change, students are divided into groups. Each group shared their names and phone numbers and selected a group leader, to be the primary contact. This contact list was shared with the group and professor. The classroom was set up like a traditional lecture-style classroom, but it was common for desks to be moved into groups for paired or shared group work. In addition, this was a four-credit hour class where students met for a lab to help them complete their group research projects. (Not all CBR courses have been 4-credit hour courses)

In Research Methods, the instructor built a network by asking people to 'get up' and introduce himself or herself to someone new. Therefore students were able to recognize each other outside of the classroom. In addition, the teaching style was interactive with space for comments, questions and concerns. Again, the classroom setup was a traditional lecture-style set up where everyone faced the front of the room.

Sociological Thought was a 'straight' sociology class where connections would not be required. Theoretically, a student could pass the class without ever knowing their neighbor. However, the instructor changed the rules of engagement. Students were required to reach out and get the names and phone numbers of two other students so a student missed class they needed to check with these two other students.

The Internship Course met every other week to discuss their internship experiences. The classroom setup was a traditional lecture-style, where students faced the front of the room. The students wrote on the social network surveys that while there is interaction, they do not meet often and they are always looking at the back of everyone's head. Some students even made notes on the social network survey about the lack of interaction (despite not asking any open-ended questions)

KNOWLEDGE NETWORK DESCRIPTION

Centrality demonstrates who was important in helping others make connections in a network. Baran (1964) distinguished three different types of centrality in Figure 1.
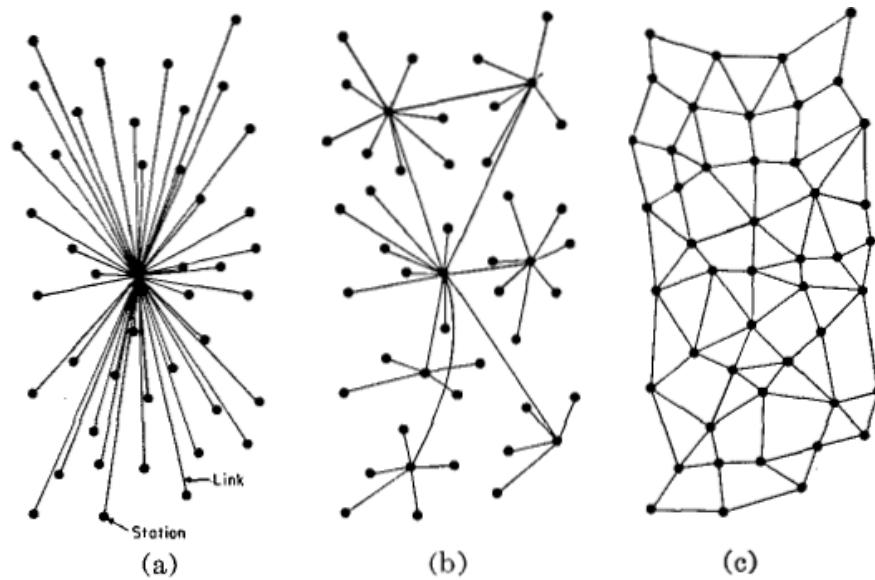
Fig. 1—(a) Centralized. (b) Decentralized. (c) Distributed networks.
Baran (1964)

First, a centralized network occurs when all the nodes were centered around one or maybe two

nodes. A decentralized network occurs when multiple nodes served as key actors in the network.

Finally, a distributed network is considered a less vulnerable network because a node can easily

be removed and shape of the network does not change. A distributed networks is a stark contrast

compared with a centralized network. The removal of one node on the peripheral might not be

noticeable, or the removal of a central node could disconnect the whole network.

In a classroom network, usually the instructor is the most central. The instructor

facilitates the classroom activities and the potential connections among nodes in the network. In

the pre-test networks most students knew the instructor. Figure 2 illustrates the structure of the

four courses. Therefore, the pre-test networks for the Internship and Sociological Thought

courses have a star-like pattern representing a centralized network with an instructor in the

center. The pre-test network for Research Methods and CBR Social Change still have star-like

patterns, but they also have a few grid-like characteristics of a decentralized network. This

means that many of the students knew a few other students in the course during the first week of

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class. Regardless, in the pre-test of all four networks most of the nodes were connected to the

instructor and teaching assistants. If the instructor was removed from the classroom, the network

would have increased vulnerability.
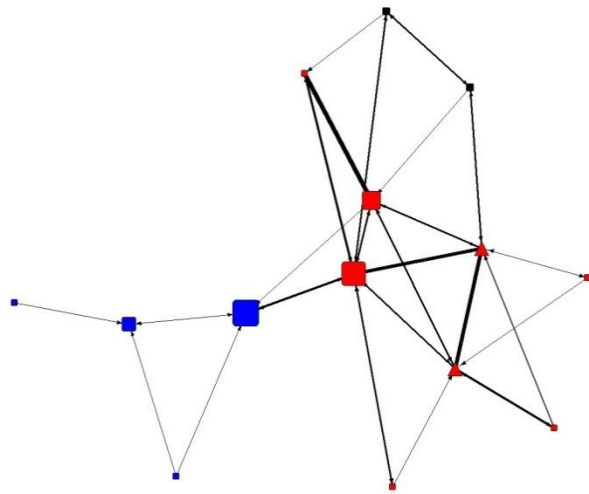
CBR Social Change
(capstone course)
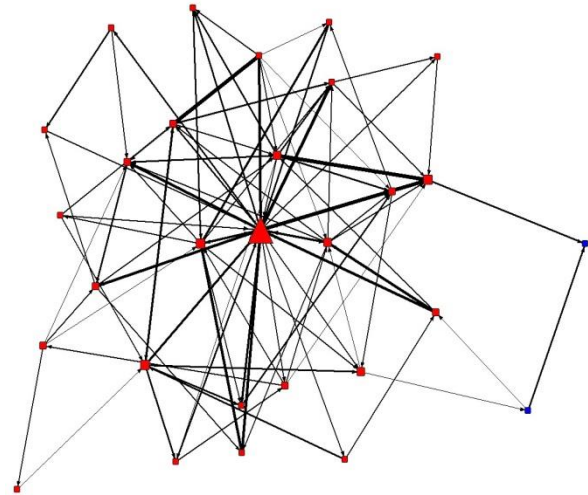
Traditional Sociology Course:
Research Methods
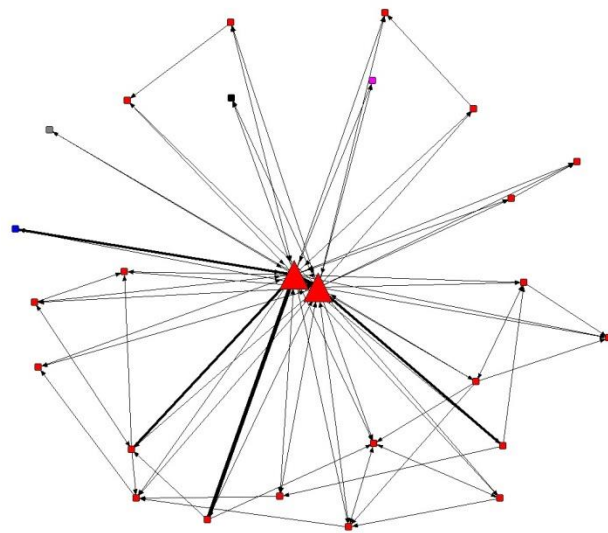
Traditional Sociology Course:
Sociological Thought
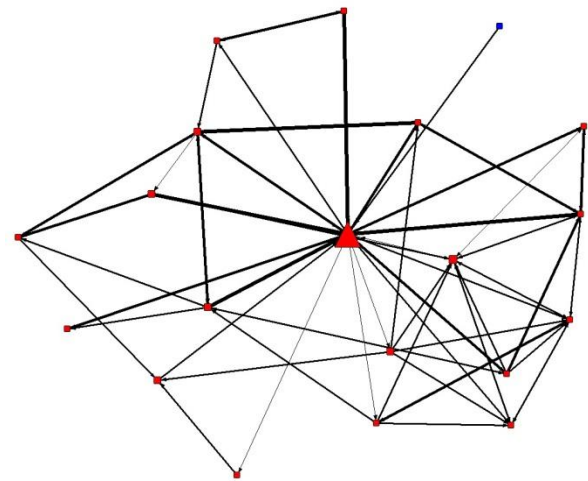
Internship

Figure 2: Pre- Test Networks for CBR Social Change, Research Methods, Sociological Thought, Internship. Squares depict students and Triangles depict instructors/ TA's (teaching assistant). The size of the node illustrates betweenness. Tie strength on a scale of 1-7 was designated by the thickness of the line. Finally, colors demonstrate different Girvan-Newman clusters.

Figure 3 illustrates the post-test networks. In the post-test structures one would expect many of the students to get to know each other over the course of the semester. The networks increased in density and centrality changed; however, as I hypothesized, not all of the networks changed in the same way. The CBR Social Change course became a distributed network. All of the nodes in the network were connected to all of the other nodes. While the number of connections increased, Research Methods still maintained its decentralized form and the Internship and Sociological Thought course maintained their centralized star-like structures.

Density was the second measure to describe the whole network. Density described how many people were connected within a network. Density was measured by taking the possible number of ties in a network divided by the number of ties that were possible. It is on a scale of zero to one. (Guiffre 2013). All four networks became more connected from the pre to the post-test. Students met each other, likely studied together, possibly worked in groups, and engaged in other classroom activities where they developed new and stronger connections. All of these interactions increased the network density.

Subgroups or modules were determined by a Newman and Girvan statistical test which detects natural divisions of nodes in a network by looking at strength of connection by way of the betweenness (Newman and Girvan 2003). When Q=1 each node belonged to its own community. When Q=0 then each node belonged to the same community. Only one class demonstrated groups identified by Girvan-Newman. This was represented by the red and blue nodes in the network diagram. In the pre-test of the CBR Social Change course two groups were identified. None of the other courses, at any time, demonstrated group or cluster formations. This demonstrated that the students in these classes already had connections, from previous classes, outside activities, high school etc.

In Figure 2 and 3, the colors represented the different communities identified by Newman-Girvan (Newman & Girvan 2004). The nodes are sized based on betweenness. Tie strength was demonstrated by the size of the link, ranked 1-7 based on the 7 measured asked in the pre-and post-test. Students are represented with circles and instructors are represented with triangles.

CBR Social Change
(capstone course
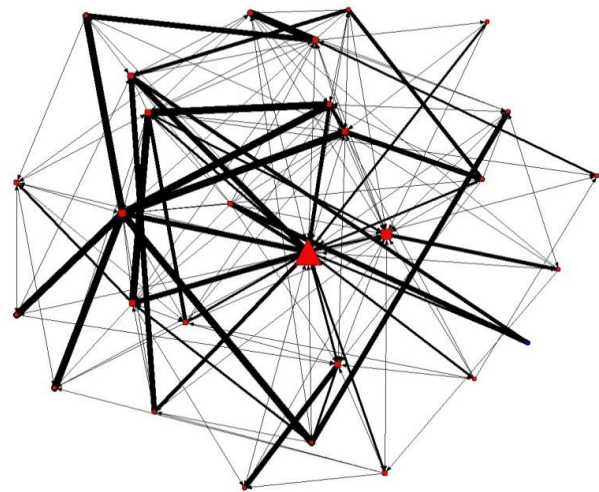
Traditional Sociology Course:
Research Methods

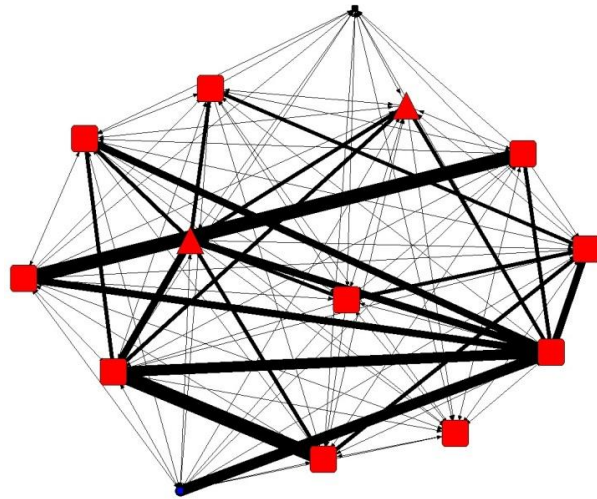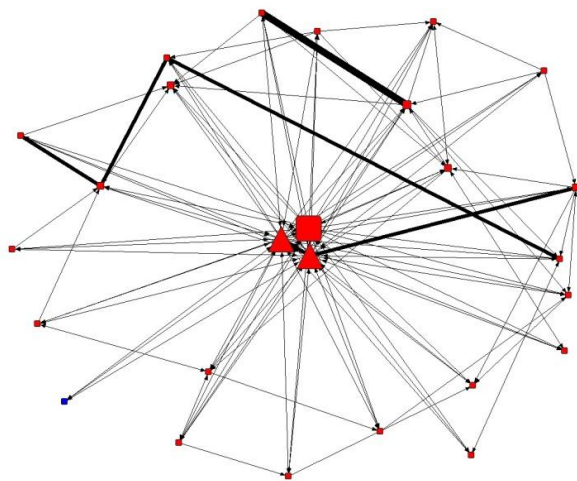Traditional Sociology Course:
Sociological Thought
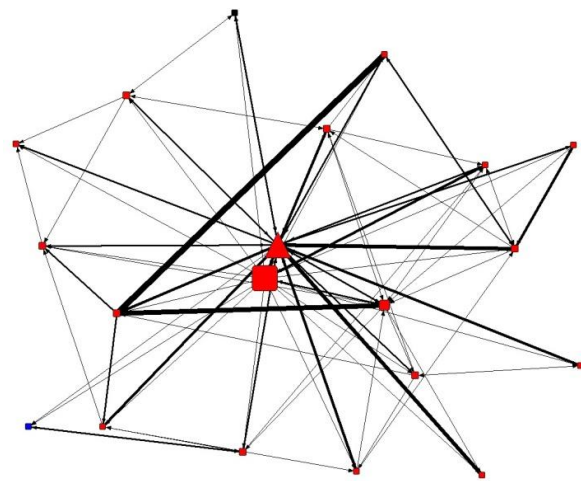
Internship

Figure 3: Post-Test Networks for CBR Social Change, Research Methods, Sociological Thought, Internship. Squares depict students and Triangles depict instructors/ TA's (teaching assistant). The size of the node illustrates betweenness. Tie strength on a scale of 1-7 was designated by the thickness of the line. Finally, colors demonstrate different Girvan-Newman clusters.

The networks from the pre to the post test took on different patterns, structures, and densities. In all instances, the networks become denser, where more nodes were connected. In addition, students developed more connections and initial groups dissolved. In order to explore these differences further, the following descriptive statistics were run on the data.

Network Structure

The following table provides descriptive statistics for the network diagrams. These statistics provided quantitative data to describe how the rules of interaction in the classroom produced different network structures and ultimately different knowledge. There are two ways to measure density. First, density can be measured based on a binary tie between nodes. This means that all possible connections between nodes not considering tie strength. The binary density simply demonstrates that there is a connection. The following Table (Table 6) demonstrates binary density.

Table 6: Descriptive Statistics

Descriptive Statistics					
		Binary Density		**Bewteeness**	
Course		%	Change in Density Pre-Post (%)	Betweeness	Change in Betweeness Pre-post (%)
CBR Social Change					
	Pretest	23%	283%	38.10%	
	Postest	88%		0.79%	-98%
Research Methods					
	Pretest	13%	92%	52.90%	
	Postest	25%		50.10%	-4%
Sociological Thought					
	Pretest	16%		51.80%	
	Postest	26%	63%	39.10%	-25%
Internship					
	Pretest	17%	35%	59.50%	-13%
	Postest	23%		51.80%	

The second way density can be measured is valued density. Valued density considers the tie strength. Therefore if two nodes are connected because they are Facebook or social media

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friends, through phone numbers, emails, and they hand out regularly then their density will be higher than two nodes who are only connected via email. The valued density demonstrates the strength of the connection. The following table demonstrates valued density.

Table 7: Valued Density

Descriptive Statistics					
		Valued Density		Bewteeness	
Course			Change in Density Pre-Post (%)	Betweeness	Change in Betweeness Pre-post (%)
		%			
CBR Social Change					
	Pretest	6%	433%	38.10%	
	Postest	32%		0.79%	-98%
Research Methods					
	Pretest	5%	100%	52.90%	
	Postest	10%		50.10%	-4%
Sociological Thought					
	Pretest	5%		51.80%	
	Postest	8%	60%	39.10%	-25%
Internship					
	Pretest	5%	40%	59.50%	-13%
	Postest	7%		51.80%	

Based on the rules of interaction in all four classrooms, the networks become denser from the pre to the post-test meaning that students and instructors made more connections with each other throughout the course of the semester. The Internship course that met every other week increased its binary density by 35%, and its valued density by 40%. Sociological Thought with a very centralized (star-like) network increased its binary density by 63% and valued density by 60%. The largest gains were in research methods and the CBR Social Change. Research Methods had an increase in binary density of 92% and valued density at 100%. The largest gain in density was 282% (binary) and 433% (valued) in the CBR Social Change course.

Centrality, measured with betweenness, provided insights about how the network was connected. Betweenness is a measure of centrality which showed how nodes are connected.

Betweenness demonstrated how people relied on others for connections (Guiffre 2013).

Therefore, the more people who depended on a specific node, the more power the node

possessed (Hanneman & Riddle 2005). The network centralization index in Table 6

demonstrated the pre-and post-test results for the networks. The networks in Research Methods,

Sociological Thought, and Internship had small changes in their betweenness ranging from -4%

to -25%. This meant the network structures had minimal changes from the beginning of the

course to the end of the course. Based on the structure of the course the instructor remained

central in the network. The CBR Social Change had a 98% drop in betweenness. This meant

that the people who were central in the network became less central as other nodes developed an

increasing number of connections.

Centrality further explained how power was distributed in the network. Lower

betweenness scores demonstrated less inequality in power compared to higher scores which

demonstrated more inequality in power (Hanneman & Riddle 2005). The CBR course concluded

with a .79% betweenness score, which is a change of -97.93%. This decrease in betweenness

meant power become more equally distributed as dependence on others for connections

decreased. This can be observed in the final CBR Social Change network which is a distributed

network (Figure 2). Every node is connected to several other nodes. In the Internship, Research

Methods, and Sociological Thought the instructor was the central feature in the network. In

these networks, this can be observed in the centralized and de-centralized network where certain

nodes are highly connected in the network structure.

Research Methods had a large increase in density (100% valued), but still maintained a

decentralized network (Table 7). This is because of the small increase in the betweenness score.

The betwenness score only changed by -5% meaning that the network retained its centralized

structure. A list of matched pairs in STATA was created (StataCorp 2013). STATA results demonstrated that students who entered the course without connections left the course without connections to the network. Students who entered the network with connections left with stronger connections. Based on the course structure, students did not have to interact or rely on others in the class in order to gain knowledge or succeed in the course. This resulted in a centralized network, 50.1% which is very similar to the Internship and Sociological Thought courses. Therefore, the Research Methods course is still an individual experience, not a whole network experience with a strong emphasis on the teacher to transfer knowledge.

To look at more closely at how Research Methods had a large increase in density, but maintained a decentralized network, Figure 4 demonstrates the reciprocal ties in the networks. Pink lines represented reciprocal ties and blue lines represented one-way relationships. In research methods pre-test there were a total of 104 ties meaning students already knew each other or had made connections. In the post-test there were 206 ties, an increase of 102 ties over the course of the semester between 30 students. While many of the strong relationships are reciprocal, not all are, and in the background there are many blue lines representing non-reciprocal relationships. Not all students were making connections in this network, and peer-to-peer connections were not necessary for success in this classroom.

Pre-Test	Post-Test

Research Methods
Pre-test

Research Methods
Post-test
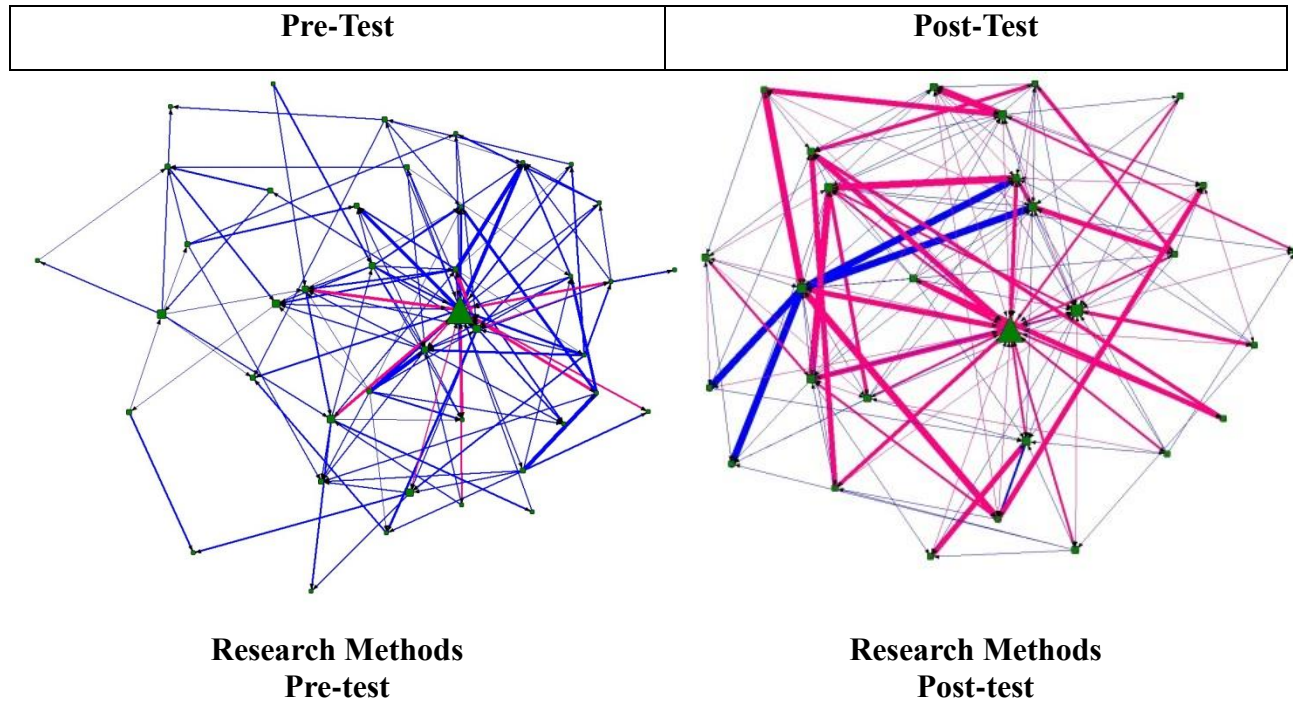
Figure 4: Research Methods Reciprocal Ties
(Blue lines designate a relationship; Red lines designate a reciprocal relationship)

The uniqueness of the CBR Social Change course is illustrated in Figure 5 which

demonstrates reciprocal ties. The network created by the CBR Social Change not only had

noticeably stronger ties, but the ties were reciprocal. Meaning interactions were mutual, not one-

sided. All lines between all nodes are pink meaning every node in the network was connected to

every other node and the connection is reciprocated. In the pre-test there were 41 ties and in the

post test there were 161 ties. Over the course of the semester 120 new ties were established in

the class of 15 students.

| **Pre-Test** | **Post-Test** |

CBR Social Change Pre-test   CBR Social Change Post-test
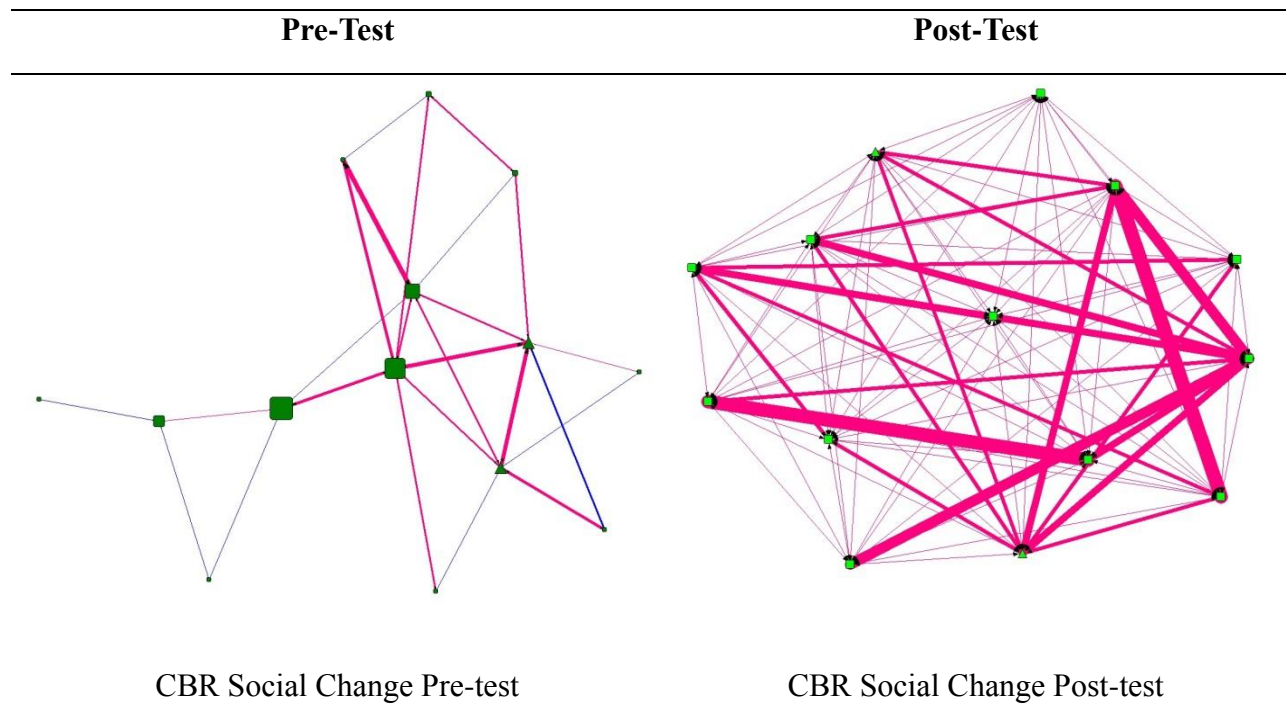
Figure 5: CBR Reciprocal Ties (Blue lines designate a relationship; Red lines designate a reciprocal relationship)

Students in this class relied on each other for leaning and for knowledge. They divided into groups the first week of classes and needed to work together in order to succeed. A student wrote in their reflections upon completion of the course, "I really grew to love the group project because of the social interactions I engaged in with the members of my group." Another students wrote, "I really enjoyed the learning that took place with my group. Group six was very diverse because of the different majors and beliefs of each member; I felt this led to much more learning than if a project had been designed to be done solo." The peer-to-peer learning which will be described further in Chapter 5 helped generate the different types of knowledge networks.

Initially we hypothesized that the community partner influenced student learning. Students wrote extensively in the coded reflections about how the community partner influenced their learning.

The removal of individual nodes in a network has an impact on the structure of the network. For example, if you remove a peripheral node it has little impact on a centralized or de-centralized network. However, if you remove a central node then it can disconnect the whole network. In a distributed network, the removal of a node does not change the overall connectively of the network. I decided to test this by removing the instructor. In addition, I had previously hypothesized that the community partners made the peer to peer learning possible. So, I added the community partner to see how that added to or changed the structure of the network.

In the Internship and CBR Social Change course, we were surprised that adding the community partner to the network did not change the structure of the network. Students reported in the reflections that working for a larger issue/ community partner provided pressure for students to complete the project, but this was not the source of learning and knowledge. Students reported they were learning from their peers, and it was peer-to-peer influenced that changed the network, and influenced student learning.

Centrality provided insights about learning. In Research Methods, Sociological Thought, and the Internship course learning was focused around the instructor. The students relied on the instructor to transfer knowledge and guide them through the course. If the instructor was removed from the network the learning would likely cease because of the hole in the network. In the CBR Social Change course students were all connected. Power was equally distributed

among the instructor and the students. Students were learning from their peers in addition to the instructor. Removing the instructor created almost no change in the network.

Impact of Community Partner

Figure 6, shows the community partner in the CBR Social Change, and the community partners in the Internship course. In the CBR Social Change network, the community partner(s) did not work with or engage with every student in the network. Further, students did not necessarily interact a great deal with the community partner. In fact, the community partner's time commitment was low, approximately 20 hours for the entire semester. In the Internship course, there was more interaction with community partners, but each student experienced the interaction individually. This can be observed in the star like structure that developed when the community partners were added to the network.

| CBR Social Change Course | Internship Course |
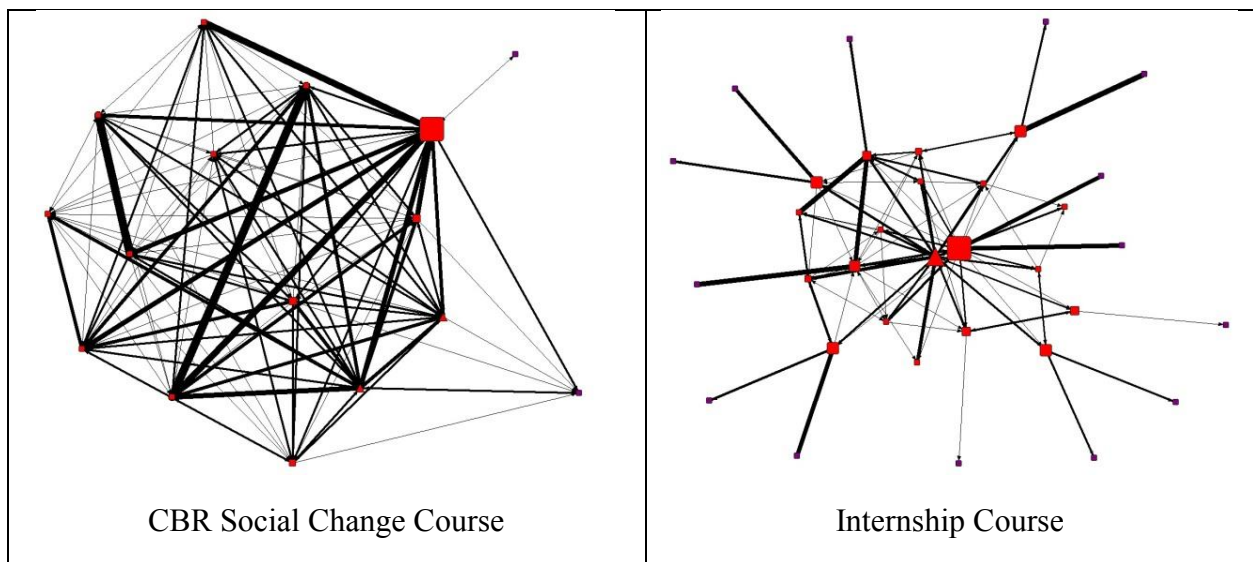
Figure 6: Networks with Community Partners

Classroom nodes (teachers and students) are red, and community partners are purple

The addition of the community partner did not change the overall structure of the network. In terms of centrality, the CBR Social Change course still had a distributed network and the Internship maintained the star-like pattern of a centralized network.

In the Internship course, every student interned with a separate agency for 150 hours during the semester. The students engaged in applied work, but unlike the CBR course they were not engaged in a collaborative team project. The community partner had a very different effect on students in the Internship course compared to the CBR Social Change. Students in the Internship experienced the community partner individually. Further, students did have the extensive opportunity to share in the experiences, reflect on the meaning of their interactions, but not to work collaboratively to solve a problem. The network remained a core-periphery structure with the instructor as the most central node. Therefore the network created by the Internship Course is more reflective a traditional college course than a CBR Social Change.

Impact of Instructor

To further investigate peer-to-peer learning, the instructor was removed from each of the final networks. The inclusion or exclusion of the professor and teaching assistant produced dramatic network changes in the centralized networks of the Sociological Thought, Research Methods, and the Internship, but not in the CBR course. This is demonstrated in Figure 7 and 8 where the instructor was removed from the post-test network. These networks could not function properly without the instructor. Furthermore, learning was not a whole network experience it was based on interactions between the instructor and the students. In the CBR Social Change course, the network was distributed therefore the removal of the community partner caused almost no vulnerability to the network. This represented what students wrote in their reflections. Students were not just engaging in knowledge transfer from the instructor and teaching assistant, but much of their learning was peer-to-peer. In fact, according to the network diagram, the roles of the community partner, instructor and teaching assistant were minimal because the transfer of

knowledge occurred through weak ties and peer-to-peer interactions. Table 8 provides

descriptive statistics for the networks without instructors.

| **CBR Social Change course**
Professor and TA | **CBR Social Change course**
Without Professor and TA |
| **Sociological Thought Post Test**
Professior and TA | **Sociological Thought Post Test**
Without Professor or TA |
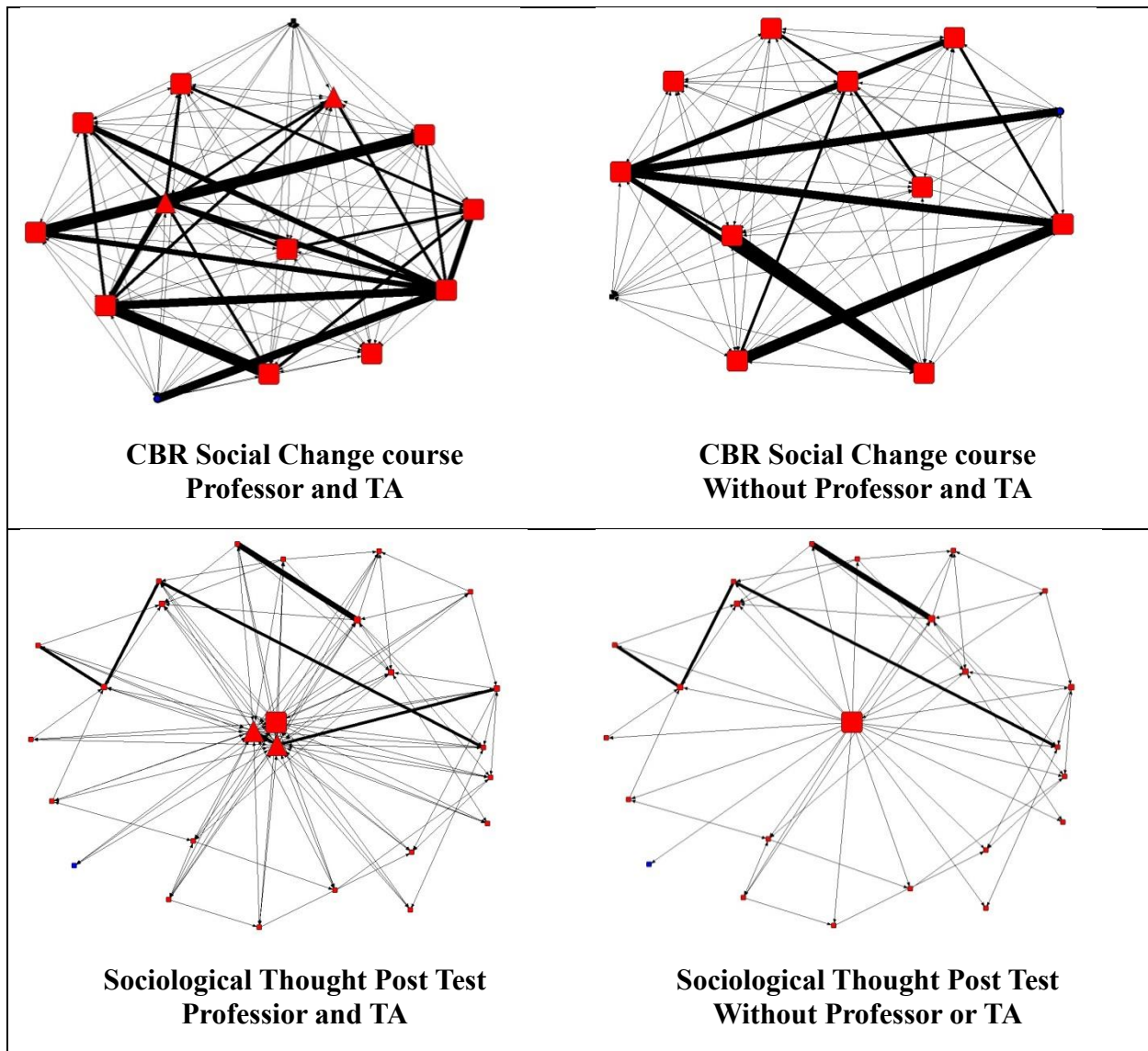
Figure 7: The influence of the instructor

Research Methods Post Test Instructor

Research Methods Post Test Without Instructor

Internship Instructor and TA

Internship Without Instructor and TA
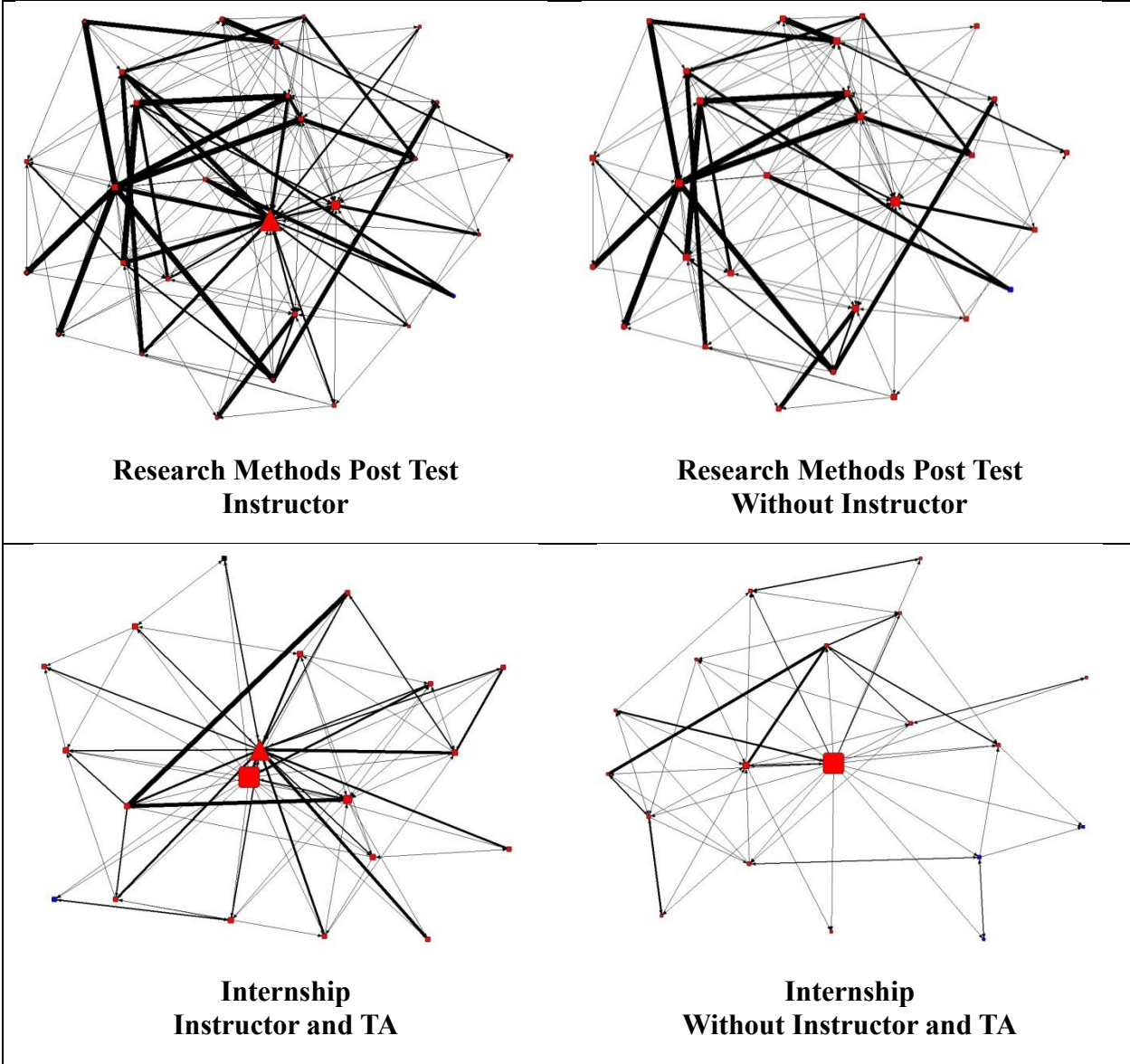
Figure 8: The influence of the instructor

Table 8: Role of the Instructor Statistics

Descriptive Statistics				
Course	**Instructor yes/no**	**Density**		**Betweeness**
		%	Change in Density (%)	
CBR Capstone Course Social Change	Yes	88%	10%	0.79%
	No	97%		1.80%
Research Methods				
	Yes	25%	-20%	50%
	No	20%		17%
Sociological Thought				
	Yes	26%		39%
	No	13%	-50%	29%
Internship				
	Yes	23%	-26%	52%
	No	17%		22%

The removal of the instructor produced dramatically different network structures in the Internship course, Research Methods, and Sociological Thought. In Sociological Thought, the density decreased by 50% and the betweenness score dropped from 39% to 29% meaning that the network became less connected and more vulnerable. In the network diagram there was a noticeable decrease in the number of ties. A similar result occurred in the Internship where density changed by -36% and betweenness decreased from 52% to 22%. Research methods had the drop in density of 20% and betweenness 50% to 17%. These courses represent centralized networks where the removal of a node dramatically changes the overall network structure.

The CBR course was a distributed network, and the removal of the Instructor and TA nodes increased the overall density of the network. In terms of centrality, removing the instructor and TA made the overall network more distributed and less vulnerable. In the CBR course the density increased by 10% by removing the instructor and TA (teaching assistant) node. By the end of the semester the students were divided into groups and learning on their own. The instructor and TA played a minimal role in the network. The change in betweness was only .79% to 1.8%. Removing the instructor and TA increased the betweeeness between nodes. The role of

the instructor had become so minimal that removing her actually made the network more stable. This was because the in the CBR Social Change course students were divided into teams and were engaged in peer-to-peer learning.

When students worked in research teams where they were required to share knowledge; they developed strong group connections. "Research suggests organizations can develop a collaborative capability based on their accumulated collaborative experience, which can increase the knowledge-related benefits they derive from their partnerships" (Phelps, Heidl, Wadhwa 2011). The collaborative experience in the CBR Social Change course created a unique class network. The betweenness score changed by 98% indicating a very distributed network, and also a network that is a more equal. The final betweenness value of 0.79% (less than 1%) demonstrated less inequality in the network where everyone has access to other members of the course.

CONCLUSION

In conclusion, the rules of interaction in a classroom resulted in different network structures ranging from centralized to distributed. We found that students in the CBR social change course who worked in teams with their peers to answer research questions created a whole network experience rather than an individual experience. In this network, learning took the form of peer-to-peer learning. Students learned by transferring knowledge amongst each other. When students were learning primarily from their peers the roles of the instructor diminished, power became distributed, and learning occurred from everyone participating in the network. However, the networks demonstrated that students became closer to their peers.

We hypothesized that learning would be influenced by the addition of the community partner. While the community partner provided pressure to 'get things done,' and a real-world

experience; the determining factor in learning was whether there was peer-to-peer instruction. The addition of the community partner did not dramatically alter the CBR Social Change network, and it created a core-periphery network in the Internship. By removing the instructor form the network we found that the CBR Social Change course demonstrated a whole network experience because of the peer-to-peer learning. When there was peer-to-peer instruction, the network became more stable when the instructor was removed because of the strong ties between students.

The next chapter of this thesis will focus on two CBR Capstone courses Community Development and Dynamics and a CBR Capstone course. Only the CBR Social Change course was tested in the network analysis since these courses were taken in the past, and neither of the capstone CBR courses were being taught the semester of data collection we substituted a CBR course that was being taught. While this course is not the same course described in the alumni survey, it is taught by the same instructor, and has all of the same structural components of the capstone CBR course. We theorized that the structural components of CBR courses, peer-to-peer learning, reflection would be similar. The following chart highlights structural components of all the courses that will be discussed.

Table 9: Course Comparison

Course	Reflection	Peer-to-peer learning	Instructor based lecture	Semester long applied research project	Individual research projects	Worked with a Community Partner
CBR Social Change	■	■	■	■		■
CBR Community Dynamics and Development	■	■	■	■		■
CBR Capstone Seminar	■	■	■	■		■
Internship	■		■	■	■	■
Traditional Capstone Seminar			■	■	■	

The fundamental similarity between the Internship and Traditional Capstone Seminar course was the focus on individual learning. The Internship has a similar focus to the CBR courses in terms of reflection and working with a community partner. The Traditional Capstone Seminar was similar to the CBR courses in terms of including instructor based lectures and semester long research projects. The primary difference from the network diagrams was peer-to-peer learning. This was an important aspect of the CBR courses and what differentiated it from other the Traditional Capstone Seminar and the Internship.

Students wrote extensively in the CBR capstone reflections about learning from their peers. In the CBR Capstone course a student wrote, "It seems to be a rhythm not only in the way that I see my performance, but everyone within the call center. It has become a small community encouraging others and even staying to help others with call sheets so we can all leave early." Another student wrote in their reflection from the CBR Capstone Course, "I must say I learned a

lot from this class, maybe not from the books or the papers but rather from thfe people in it." In the CBR Community Development and Dynamics Course a student wrote, "I have fully enjoyed this class and it was worthwhile to participate in because it was a different learning experience learning from my fellow peer (the most), the instructors, and the contents of this class." The common thread between the CBR courses was the emphasis on peer-to-peer learning. The following chapter will explain how this influenced long-term learning outcomes.

CHAPTER 5: ALUMNI SURVEY RESULTS

The mission of institutions of higher education is for students to take the knowledge they learn and adopt it into their personal and professional lives after graduation. In Chapter 4 we learned that the social network created in CBR was different than traditional courses. Since each course had a different format and a different network how does this influence the long-term learning outcomes of capstone alumni? This chapter will report the results from the alumni survey data to answer four research questions.

Each section of this chapter will respond to one of the following four research questions and its hypothesis. First, **how did the type of instruction influence the network relationships between students, and students and community agencies (where relevant)?** We hypothesized CBR had additional benefits (than traditional capstone courses) because the students conducted 'real-life' research with a community partner, and that these benefits were not recognized until later. Our alumni survey results will report how each of the course formats met the goals of capstone courses. Second, **a)   Did participation in capstone courses provide transferable professional skills?** We hypothesized that there would be evidence of transferable professional skills in all courses, but greater effects would be observed in the Internship. Our alumni survey results will report how each of the capstone courses (Internship, Traditional Capstone Seminar, and CBR Capstone) produced different professional skills. Third, **how did participation in capstone courses change or influence an alumni's knowledge adoption into their personal life or as part of their community?** We hypothesized that alumni engagement would increase and alumni would feel a stronger commitment to their community as a result of the capstone courses. The alumni survey results will report how alumni adopted knowledge into their personal life and as part of a community differently based on their capstone experience.

Finally, **how did student perceptions of their capstone experience (Internship, Traditional Capstone Seminar, CBR Capstone course) change over time?** We hypothesized that student's perceptions would change overtime. Students would feel more appreciation for their knowledge and experience as alumni than as students.

ACCOMPLISHING THE GOALS OF THE CAPSTONE COURSE:

KNOWLEDGE ADOPTION

The goal of the capstone course is to integrate knowledge from previous experiences to a culminating experience or project. The following section will explore how alumni adopted knowledge form other courses into their capstone experience and how alumni adopted the knowledge of the discipline. Knowledge adoption is the "decision and ability to use or implement a discrete element of knowledge, often in the form of a product, practice, or paper" (Phelps, Heidl & Wadhwa, 2012:5). Capstone courses are designed as the place for adoption of knowledge from previous courses, and all capstones required some form of research project or internship. The intention of all capstone experiences is for students to apply what they have learned in other courses in order to succeed in their research project or internship.

Knowledge Adoption: Within the Course

Within the capstone courses students must bring together knowledge from previous courses. Results show that all capstone courses helped students understand the relevance of academic concepts to real world issues 95% in the CBR capstone, 70% in the Internship, and 79% in the Traditional Capstone (Table 10). However, alumni from each type of capstone course reported a different culmination of knowledge in regards to research methods. In the alumni survey results, 95% of CBR Capstone respondents reported that the course helped them use the tools they were taught in research methods, whereas 33% of Internship alumni, and 59% of

Traditional Capstone alumni reported using tools from research methods (Table 10).

Table 10: Adopting Knowledge to Course

Ability to Adopt Knowledge Learned from Other courses to Current Course												
	Community Based Research Capstone N=39				Internship N=43				Traditional Capstone Seminar N=34			
My experience gave me the opportunity to…	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
This course helped me understand the relevance of concepts from academic classes to real world issues.	95%	37	0%	0	70%	30	14%	6	79%	27	12%	4
This course helped me to learn how to use the tools I was taught in research methods.	95%	37	0%	0	33%	14	33%	14	59%	20	24%	8

The qualitative comments mirrored the results from Table 10. In the CBR Capstone Alumna wrote about how they used everything they learned in other sociology courses in order to succeed in the capstone course. "This is a hard and challenging class that allows you to use all of the things you have learned in your previous sociology courses." Another alumnus wrote, "I learned how to bring most of what I learned in the sociology program together and produce a quality academic research paper as it related to our project." In contrast, students in the Traditional Capstone Seminar, adopted knowledge from other classes including research methods in order to write their individual research projects. There were two types of alumni. Alumni who now use research in their professional careers found the research helpful. However, more than a third of students in their qualitative responses reported they never used research methods in their Traditional Capstone Seminar. In the Traditional Capstone Seminar very few students talked about the capstone as being an opportunity to adopt knowledge from previous courses – specifically research methods. One alumna reported, "All the foundational work for the Capstone was done in the CBR class project, so this was more continuation of that work rather than learning about research methods." Finally, very few students in the Internship course

reported learning about research methods, but this is expected considering the professional

nature of the internship experience.

Knowledge Adoption: Adopting Knowledge of the Discipline

We hypothesized that CBR courses would have more long-term benefits for alumni.

While there is some evidence of a long-lasting effect occurring with the internship and the

Traditional Capstone projects, learning occurred with basic professional skills, research skills,

and did not engage students in the depth of knowledge or the knowledge network of the CBR

Capstone courses. All alumni graduating from the sociology department should value research

and understand the value of research-based knowledge. However, this is not the case.

Table 11: Knowledge Adoption: Knowledge of the Discipline

Ability to Adopt Knowledge of Discipline											
Based on your experience in...	**Community Based Research Capstone N=39**				**Internship N= 43**				**Traditional Capstone Seminar N= 34**			
	Agree		**Disagree**		**Agree**		**Disagree**		**Agree**		**Disagree**	
	%	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**
After this course I had more respect for research-based knowledge	95%	37	0%	0	44%	19	26%	11	62%	21	21%	7
I often find myself reflecting on the lessons I learned in this course.	85%	33	0%	0	40%	17	23%	10	35%	12	47%	16
I value participating in research (i.e. responding to a survey) as a result of conducting research in this class	90%	35	0%	0	49%	21	12%	5	59%	20	15%	5

In the CBR Capstone courses 95% of alumni reported having respect for knowledge-

based research while only 44% from the Internships and 62% from the Traditional Capstone have

respect for knowledge-based research (Table 11). In addition, we hypothesized that all alumni

would graduate with the same value of participating in research (i.e. responding to a survey), 90% of CBR alumni, 49% of Internships and 59% of Traditional Capstone alumni reported that they value participating in research (Table 11). Only one alumna from the Traditional Capstone class wrote, "to use your sociological imagination and apply it to your everyday life. Everything can be analyzed and should be" demonstrating that she learned to apply the knowledge of the discipline. Whereas multiple students from the CBR Capstone courses wrote about reflecting on knowledge learned.

> *I find myself constantly examining spaces (offices, neighborhoods, communities) that are either conducive to social interaction and community building and those that actually hinder this type of connection. Especially as a healthcare provider and especially with patients who are depressed, I often find myself asking about their ties to the community and way for them to get involved. This is not something I was taught in PA school, this has just stuck with me from my classes with Dr. Cross.*

Finally 85% CBR Capstone fine themselves reflecting on the lessons they learned in their capstone, compared with 40% in the Internship and 35% in the Traditional Capstone (Table 11).

The literature review discussed different engineering capstone courses. In engineering they practice real-world application of knowledge and departments are assessed on the programs ability to meet standards of application. Alumni completing CBR courses graduate prepared to adopt knowledge professionally, personally, and the knowledge of the discipline, "I learned how to network professionally and academically as well as how to apply/ transform knowledge and skills related to sociology/ criminology into actionable behavior." These alumni had different long-term results "…because you not only learn about useful skills, but because you get to participate in making a difference and get experience DOING instead of just thinking about sociology." These students have adopted the knowledge of the discipline. By teaching students how to integrate sociology into their everyday lives we are not only preparing them for their future, but creating a society built on research and science.

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The literature on capstone course, service-learning, and CBR all report the importance of teaching students professional skills. We hypothesized that there would be evidence of transferable professional skills in all courses, but greater effects would be observed in the Internship. However, we were wrong in our hypothesis. The CBR Capstone course provided more transferable professional skills (Table 11).

Table 12: Professional Skills

Ability to Adopt Knowledge to Professional Life											
	Community Based Research Capstone N=39				Internship N=43				Traditional Capstone Seminar N=34			
Based on your experience in ...	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
I developed professional skills	100%	39	0%	0	91%	39	2%	1	62%	21	15%	5
I learned how to communicate effectively with professional audiences	92%	36	0%	0	74%	32	12%	5	59%	20	18%	6
It enhanced my ability to work as a member of a team.	97%	38	0%	0	67%	29	9%	4	38%	13	18%	6
I often find myself using skills or insights from this class in my professional life.	85%	33	3%	1	51%	22	19%	8	38%	13	3%	11

Traditional Capstone

In the Traditional Capstone Seminar, alumni reported gaining skills related to research which included research techniques, interviewing, and public speaking. Depending on an alumni's career, they may or may not have found the skills to be transferable. In the alumni survey, only 62% of alumni reported that they developed professional skills, 38% reported using skills or insights from the class in their professional life, and 38% thought the experience enhanced their ability to work as a member of a team.

Many students reported in the qualitative alumni survey results that they improved their communication skills from being able to present their research. One alumnus wrote, "Definitely helped with one on one meetings, interviews, and serious conversations. Also helped me with being able to articulate myself while discussing important matters." This reflected the 59% of students who responded that they learned to communicate with a professional audience.

This class also had a positive impact on knowledge adoption for alumni who continued onto graduate school or alumni who conduct research for their careers. For this small group of five alumni who continued to graduate school, they reported benefiting greatly from the research projects. They reported using the research projects to write their statement of purpose, and for some this was a foundation for their future research. One alumnus who does research for their career wrote, "The most important thing for me was learning how to do research. Research is a large part of my job and knowing how to utilize my resources is very valuable." However, if an alumni's job is not directly related to research then they reported not developing transferrable professional skills. This class was helpful for a select audience, but not all students and alumni.

Students who do not conduct research in their careers did not report gaining transferable professional skills. Twelve of the 34 respondents reported that they did not report gaining any professional skills. One alumna wrote, "I believe (if my memory serves me) that I took a sociology of deviance class with M[r]s. Cross. Personally, that class had a much bigger impact on how I view social problems and human behavior than my capstone project did." If students did not engage in research professionally they did not report gaining transferable professional skills

Internship

Since every alumni worked with a different community partner, each alumni had a different level of knowledge adoption. Experiences ranged from, gaining counseling skills, conducting research, to learning how an office operated on a daily basis. The internship, as observed in the social network diagrams is an individual experience for students. However, since alumni are working in a professional setting during their internship they are gaining valuable professional skills that transfer to their careers after graduation. From the alumni survey 91% of alumni reported that they developed professional skills, but only 51% found themselves using those skills in their professional life (Table 12).

The internship experience resulted in jobs for two alumni after they completed their degrees. Two alumni reported being hired by their internship after graduation and five were able to find jobs through the network they developed as a result of the internship. This demonstrated that the alumni were creating valuable networks that impacted their professional lives. However, nine alumni reported in the alumni survey that did not gain any professional skills (Table 12).

In terms of professional experiences, most alumni reported gaining a diverse array of professional experiences ranging from public speaking, the importance of being on-time, and general office skills. "The office work experience handling confidential document and gaining general office skills were a huge help. Most employers expect you to already have those day to day activities mastered, and without this, I would not have." Statistically, 74% of alumni reported learning to communicate with a professional audience, 67% enhanced their ability to work as a member of a team (Table 12).

In general, alumni appreciated the real-world hands on experience that the internship provided and they recommended this experience to other alumni because of it stimulation of the

'real world.' This experience allowed alumnus the opportunity to 'try out' the 'real world,' and from there decide what they want to pursue post-graduation. The internship also helped alumni eliminate a potential career path through their internship. For example, "I was able to 'try out' working in crisis and decided that I wanted to continue working directly with people." Alumni describe how through their experience they realize they were in the wrong field/ area and were thankful for the opportunity to figure this out. In the alumni survey, 70% of respondents had more clarity about their professional goals (Table 12). Alumni valued this learning experience, they appreciated the skills they have learned, and recommend it to current students.

Community-Based Research Capstone

The addition of a community partner made the knowledge relevant in the CBR Capstone course and students came together to form different classroom networks, or as alumni described in their responses, to become a team in order to solve real world problems. Almost all alumni survey participants remembered the experience and were able to write about it in detail, which is different from the Internship course and Traditional Capstone experiences where only 14 out of 34 students reported that they remember their project in the qualitative alumni survey results.

While professional skills were not a focus of the course, 100% students reported developing professional skills and 85% reported that they use the skills they learned in their everyday lives (Table 12). We hypothesized that the Internship Course would report the highest professional skills not the CBR Capstone course. However, 100% of student reported gaining professional skills across 12 different CBR projects with two different instructors over 10-years. An Alumna reported,

> *The knowledge/skills I learned are applied almost every day. I have started to get a better understanding of my customers and I have created relationships that allows me to be successful! Everyone has certain characteristics and behaviors depending on the environment and my skills allow me to be versatile.*

This demonstrated that the content of the course does not matter as much as the format of the course. The structure of the course where students engage in peer-to-peer learning produced long-term leaning outcomes.

One of key skills learned from alumni survey participants was communication, 92% of alumni reported learning to communicate with a professional audience (Table 12). The adoption of communication took place in different forms ranging from communicating with the research team, social networks, strangers, and conducting interviews. One alumna wrote, "The time spent in the call center helped me to build confidence and to gain experience in handling difficult people. I am grateful for the time spent listening to people that were both happy and unhappy with their local police and building the tools to handle all calls professionally and ethically." Another alumna wrote how, "It helped me develop communication skills which I use with parents and students." Alumni who conducted phone surveys reported specifically learning how to be polite over the phone and communicate effectively with strangers. "Professionalism and kindness over the phone and with members of my community." Alumni learned in their research to communicate with a wide range of community members as well as team members.

Ninety-seven percent of alumni who took the CBR course reported that the experience enhanced their ability to work as a member of a team. One alumna who worked in the phone bank wrote, "It helped me develop the research skills that I need when I decide to pursue my graduate education. I also think it helped me get into Teach for America . It also helped me appreciate how to work on a large team." Teamwork was especially important because research groups were required to share knowledge. Students conducting other types of research such as phone interviews also shared tips and experiences. "One thing that I learned was that teamwork is very important and in order to have good teamwork, you must have a team that gets along and

connects well…" Another alumna wrote"…the community partner project really gives a sense of community and involvement and helps create and tune professional skills." This level of adoption occurred because of the peer-to-peer leaning where students shared knowledge and worked together in order to succeed in the class.

The skills gained in the CBR class manifested themselves in the professional lives of alumni very differently than the Internship and Traditional Capstone Seminar. Two alumni wrote how they were able to nearly re-create the CBR projects in their workplace. First, "I took my knowledge of restorative justice and implemented different techniques within my office now that are helping students at the university." And the second alumna used her knowledge to create buy-in and develop a better working community

> *Yes, I think a lot differently about the class now than I did at the end of the semester. At the end of the semester, I was just glad to be done (no offense Dr. Cross), but now I can see the benefits of the class. It has helped me in my job more than anything, especially when we changed our business process. I knew that I had to establish buy-in with my coworkers and show then that this was a great idea instead of something that management just came up with to appease the state. Without the class I don't think I could have been as successful in this opportunity that my supervisor gave me (she didn't know that I took this class or what it involved until after she picked me and I told her). I realized the importance of what agencies do within a community especially in the field that I work in. We work closely with the community because we are there to serve those who cannot help themselves and are trying to survive. The biggest goal of the new process in my department was to better serve the community and that is what drove the change: impact on the community*

There was strong evidence of professional skills extending beyond the classroom and influencing an alumni's career, professional experiences, and network. In addition, they have also integrated professional skills related the research methods, and large social issues demonstrating further how a change in the network can influence the outcome.

> *I have definitely come to appreciate the kinds of skills and life lessons that I learned from Dr. Cross' class. At first I thought that I would have a hard time applying the ideals and methods to topics outside of our specific course, but over the last year I have learned to generalize the ideals and better utilize our methodology to apply to many situations and types of organizations. I really think that this kind of active group research should have a*

bigger place in undergraduate program as it has serious and measurable real world application for those who are willing to put forth the effort

In conclusion, alumni found this experience to be key in tying together everything they have learned in their sociology careers. "This was the best and most effective way to end my sociology degree. It pulled everything I had learned into one final project. I learned more in that semester than I had originally expected to." Another alumnus from the CBR Capstone course wrote "I feel like many of the things I learned in this class have enhanced my life and professional career beyond what I could ever have expected." Alumni wrote about this experience as being a link between their college degree, bringing everything together; and their careers. This link was present regardless of the CBR course or the content of the CBR course.

KNOWLEDGE ADOPTION: COMMUNITY AND PERSONAL LIFE

To test knowledge adoption into the personal lives of alumni we asked about community engagement and connecting the course to their community. It was hypothesized that all alumni would have increased community engagement which included: civic engagement, diversity, privilege, problem solving and reflection? However, students engaged in CBR were more likely to be engaged in in their community than students in the Internship or Traditional Capstone. Furthermore, the connections that alumni in the Traditional Capstone Seminar and Internship took on more distant forms than CBR students who felt empowered and ready to be viable members of their community. Notice, the benefits that are reported in the alumni survey about knowledge adoption into personal life could not be assessed at the time of the course or as part of a course evaluation.

Table 13: Personal Life

Ability to Adopt Knowledge to Personal Life and Community											
Based on your experience in...	Community Based Research Capstone N=39				Internship N= 43				Traditional Capstone Seminar N= 34			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
I know more about what it means to be a member of a community	100%	39	0%	0	65%	28	14%	6	32%	11	32%	11
I have a deeper commitment to participate in my community	92%	36	0%	0	56%	24	19%	8	35%	12	38%	13
I am more involved in activities to help other people in the community	82%	32	3%	1	56%	24	14%	6	41%	14	41%	13
This course helped me to connect sociology theory to the real world	97%	38	0%	0	56%	24	14%	6	71%	24	21%	7

Traditional Capstone

Students in the Traditional Capstone Seminar demonstrated knowledge adoption from literature to the student. "The capstone course was valuable in that it forced students to validate their claims and beliefs with outside data and literature review." Another alumnus wrote, "…I was able to assert my ideas and opinions intellectually with my peers." Knowledge adoption occurred in order to complete the final research project, but adoption outside of the course and after the course was limited. Fourteen alumni wrote they did not remember their capstone projects enough to answer the qualitative survey questions. Twenty-four of the 34 respondents reported that they did not think their research project made a difference in their community or N/A. In the alumni survey, 32% reported that they knew more about what it meant to be a member of a community, 35% have a deeper commitment to participate in their community, and only 41% are more involved in community activities (Table 13). The exception to this was

alumni who went to graduate school. These five alumni reported many benefits from the projects, and would recommend them to others. In addition, 71% of students were able to make connections from theory to the real world (Table 13).

Internship

Internship alumni consistently reported engaging with knowledge adoption from the community to learn different knowledge skills. Seventy percent of Alumni reported that they were able to understand the relevance of academic concepts to real world issues and 56% reported being able to connect theory to the real world (Table 13). However, the adoption of knowledge often stopped there. A few alumni were able to apply their knowledge back to the community, for example, "I was able to apply my understanding of community systems to 'real world' settings and was able to help people in crisis. It put me on the career path that I am now." However, most alumni did not feel this reciprocal relationship.

In terms of community engagement 65% of alumni reported knowing more about what it meant to be a member of a community, 56% have a deeper commitment to participate in their community, and finally 56% were more involved in their community (Table 13). Alumni either engaged directly with the community members where they supported and helped others, or they felt that they learned a lot and provided little in return. Alumni wrote about this experience saying, "The community did not get any real positive effect from me doing my internship, but I learned a lot about how police work really is and not just theory in books." This is often the conundrum in service work, and in service-learning. Does one take without giving? Is there reciprocity in the service (Donahue, Bowyer, and Rosenberg 2003)? On the other hand alumni were able to work directly with people and help those in need. One alumna wrote about his/ her experience, "I was able to apply my understanding of community systems to 'real word' settings

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and was able to help people in crisis. It put me on the career path that I am now." In conclusion, there is evidence of some long-term knowledge adoption especially between the community and the student.

Finally, only one alumna wrote about making theoretical connections, "Sociology theories apply to my work every day. Although I may not uses the exact theoretical terms to describe them, I use and apply them all the time." This sole alumna made the deeper theoretical connection that 97% of CBR Capstone students reported making (Table 13).

Community Based Research

Regardless of the topic or the course or the location of the project, alumni developed a deeper awareness of community engagement. One CBR class focused on criminology and conducted state-wide research and research on communities located hours from the university. The other course had a focus on the local community. Regardless of the project, all CBR alumni felt a strong attachment to community, their peers, and recognized its importance of community engagement. We collected data from 11 CBR projects with two instructors over 10-years, and 100% of alumni reported knowing more about what it meant to be a member of a community, 92% have a deeper commitment to patriciate in their community, and 82% are more involved to help other in their community (Table 13).

Finally, "Connecting the class setting with the community is crucial. It helped me as a student realize that I was much closer to the community outside of CSU than I thought. It also helped me see my role in the community on a smaller level, that even that small level is part of something." There was a full cycle where Alumni learned from the community, but also gave back, now and in the future. This greatly influenced how alumni interacted with their communities and understood larger social issues. Alumni in the CBR Capstone courses felt like

they made a difference in their communities. "I made a difference by contributing to the development of knowledge regarding community-police relations." During the course they increased awareness, communicated important information, and helped solve community problems.

An alumna reported learning, "how to transform statistics into actionable behavior." Therefore, many of the benefits to the community continue after the course has ended. One alumna wrote, "It's so applicable to so many parts of your life post-graduation. Understanding how communities become what they are and how to change them in a meaningful way to make connections with other people serves you so well throughout your life." These courses opened student's eyes to the community around them and because of their research they felt a long-term investment. One alumnus wrote, "Community dynamics and development does an excellent job at showing how EVERYTHING plays off each other. The things that I put out into my community have a direct effect on others and eventually a ripple throughout a larger area…" The impact of the research lingered long after graduation.

In fact, these alumni felt so invested in their communities and their research projects that many were disappointed when the course ended. They felt disappointed that there was not more follow-up from the community partner, other alumni in the class, and the instructor. Alumni reported that they would have liked to have stayed involved, and they would have liked follow up information about their projects and how they made a difference in the community. They wanted to know what happened with their research. One alumnus wrote, "It would have been nice to know any developments that had been made with the social sustainability department and to know if our work was being put to use at all." Others reported wanting to know if they helped the community and a desire to stay connected after the projects were completed.

I hypothesized that student's perception of the course would change overtime. Students write years after taking the CBR course apologizing for the poor course evaluation they wrote at the end of the semester. As alumni, they are able to apply the knowledge and find value in the course. This led us to ask a survey questions about how their perceptions change overtime. We wanted to test and see if this pattern was consistent overtime. We also asked scaling questions to see how their perceptions changed during the course.

In the Internship course and CBR Capstone, students reported slightly higher rates of finding the course more meaningful now than they had previously. The Traditional Capstone was generally less meaningful overall and overtime it became even less meaningful (Table 14).

Table 14: Alumni Perception

Course	Meaningful Then	Meaningful Now
CBR Capstone	86%	92%
Internship	78%	81%
Traditional Capstone	55%	42%

In the qualitative data, alumni from the CBR Capstone and Internship wrote that they valued the experience then, and they value it now. Alumni who did experience a change in the value of course wrote about how the course fits into their daily lives including their careers. One CBR alumna write, "The more time that passes I can have a better understanding of the course objectives since I can see the overall picture better with the more I interact with the community rather than just communicating with fellow students." This also mirrored qualitative results that all CBR capstone and Internship students recommended their capstone experience to other students and generally students in the Traditional Capstone Seminar did not recommend the capstone experience to other students.

During the course, students perceived their leaning differently in each of the courses. Alumni further reported being surprised at what they were able to accomplish, 100% of CBR Capstone alumni felt like they were able to accomplish a challenging task, 77% of Internship alumni, and 62% of Traditional Capstone alumni (Table 15). At the end of the semester, all students had completed a major task such as a 150 hour internship, research proposal or the group CBR project.

Table 15: Student Perceptions

	Student Perceptions											
	Community Based Research Capstone N=39				Internship N=43				Traditional Capstone Seminar N=34			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
My experience gave me the opportunity to accomplish a challenging task	100%	39	0%	0	77%	33	7%	3	62%	21	12%	4
My experience gave me the opportunity to have more clarity about my professional and career interests or goals.	59%	23	5%	2	70%	30	9%	4	44%	15	35%	12
Regarding the group research project, I was pleasantly surprised at what we were able to accomplish.	87%	34	3%	1	14%	6	9%	4	26%	9	3%	1

Seventy percent of Internship students found clarity in their professional goals and 59% of CBR Capstone, and 44% for Traditional Capstone (Table 15). This mirrored the qualitative data for Internship alumni. They saw their internship providing clarity about professional aspirations. One alumna wrote, "I see my Internship as being an important stepping stone in the transition from academics to an employed individual." Further, many alumni had more clarity about their professional goals. Alumni reported that they were able to eliminate a career path because of their internship. Two alumni survey respondents were hired by their internship employer.

Finally, the group project was still a powerful experience for CBR alumni, 87% were pleasantly surprised at what they were able to accomplish (Table 15). Since most internship and Traditional Capstone Seminar students did not participate in a group project this number is expected to be low.

Conclusion

CBR Capstone courses created a different type of classroom network as discussed in Chapter 4. The structure was fundamentally different where the network was fully distributed and there was a higher density demonstrating students were connected to other students in addition to the instructor. The results of the alumni survey mirror the network data, 82% of alumni in the CBR Capstone, 21% in Internship and 35% in Traditional Capstone reported that their experience gave them the opportunity to develop meaningful relationships with classmates. Strand et al. (2003) wrote that truly successful CBR occurred when students were able to utilize their knowledge, skills, and commitments in other classes as part of their professional careers. By learning from peer-to-peer interactions CBR Capstone alumni reported in the alumni survey how knowledge influenced their life professionally, personally, and allowed them to adopted the values of the discipline. Regardless of the CBR project, and the location, alumni and students developed long-term learning outcomes. While we hypothesized all courses would have long-term impacts this was not the case.

CHAPTER 6: DISCUSSION AND CONCLUSION

The capstone courses at CSU were the ideal experiment. They allowed me to assess three diverse HIP teaching formats: Traditional Capstone Seminar, CBR Capstone, and Internship course. Not only were there three different teaching formats, but there was diversity within the courses. In the CBR capstone course there were 12 different CBR projects with two different instructors over 10-years.

The Internship course was a relatively stable course in terms of content and instructors. The 150-hour internships and Internship produced different results based on the quality of a student's internship experience. Whether an internship focused on office work, or was hands-on service-oriented work produced different learning outcomes. Finally, the Traditional Capstone Seminar had a great amount of diversity in formats. Different instructors have student's research different projects every year. Further, some instructors require complete research projects with presentations and some students only write research proposals. The Traditional Capstone Seminar only produced positive results for students who go on to do research in their professional careers. In our alumni survey, only five alumni consistently reported benefited from the Traditional Capstone Seminar.

The CBR Capstone was the most diverse class in terms of teaching, instruction, and content; yet it produced the most consistent results because the emphasis on peer-to-peer learning was consistent. The CBR capstone experience was also more impactful because they were actually 'doing sociology.' Conducting a research project in isolation does not produce the long-term learning outcomes our students need in society. Sociology needs to be done with people, and the CBR Capstone course fulfills this requirement by engaging students in doing sociology with the community and with their peers.

THE ASA AND ASSESSMENT

The ASA (2005) wrote that capstone courses represent the pinnacle of a sociology degree because they require students to integrate previously learned knowledge. However, no one has assessed what students actually learn in capstone courses. Current research has focused on the faculty and course catalog content. If our long-term goal is to educate students who can think critically, be civically engaged and contribute to society; then sociology departments need to be assessing what students learn, and more importantly how to teach course that produce long term impacts.

The capstone, the culmination of a student's knowledge, determines the value of the entire sociology program. Meaning, a good capstone produces long-term learning outcomes for alumni of increasing value. A poor capstone does not produce long-term learning and fails to provide meaning for the student experience. When departments fail to fully integrate their curriculum into a capstone course they get failing results. For example, in the Traditional Capstone Seminar only 38% of alumni find themselves using skills or insights from the class in their professional life, only 32% know what it means to be a member of a community, and just 35% have a deeper commitment to participate in their community (Tables 11 and 12).

The ASA wrote that students GPA should serve as assessment for the capstone course. However, the ASA has the assessment of student learning outcomes conceptually backwards because different HIPs produce different learning outcomes.

> *Capstone courses in sociology require students to integrate knowledge and skills that have been acquired throughout their undergraduate curriculum. This method of assessment differs from others because the course itself may be the mechanism to assess the extent to which students are able to meet a designated learning objective (2005:12).*

This research demonstrated that the long-term impact of the sociology program is determined by the value, content, and format of the capstone course. If the capstone course does not meet

certain standards, then students will not have a culminating learning experience, and therefore their sociology major will not have a long-term impact.

FORMAT AND CONTENT OF CBR COURSES

Prior research has suggested that the content of the course is not as important as the delivery methods to influence long-term learning. Outside of education researchers are looking at how social networks influence teams and communities. In the field of education, peer-to-peer learning as a delivery method is a proven effective educational tool. All of the capstone courses in this research were considered HIPs; however, not all HIPs produced the same long-term learning outcomes.

Learning in networks or peer-to-peer leaning created different social networks. The CBR courses had different topics each semester and every semester the course engaged with a new community partner. The format and organization of the course remained the same. The primary difference between the capstone courses was the emphasis on peer-to-peer learning. Our research built on both education and social network research to demonstrate that when peer-to-peer learning occurred, decentralized networks developed. Knowledge was no longer dependent upon an instructor or the community partner; students exchanged knowledge amongst themselves. This was demonstrated in the social network research in Chapter 4. When the instructor and TA were removed from the CBR network, the network became stronger and more resilient.

How we teach capstone courses matters! From this research we know how to 'hit a home-run.' We know how to develop courses where 100% of students gain professional skills and feel a commitment to their community. Why would we settle for anything less? A HIP does

not necessarily mean there will be high impact results. We need HIPs that use peer-to-peer learning.

CBR CAPSTONE COURSE PRODUCED LONG-TERM LEARNING OUTCOMES

We were surprised that CBR had a greater influence on adopting both the values of the discipline and professional skills. When we began this research we were just trying to document what the long-term outcomes were, we did not theorize that CBR was producing better long-term learning outcomes.

The knowledge from the CBR Capstone courses influenced alumni long after graduation. Alumni remembered the course, the knowledge, the professional skills, and the life lessons. Regardless of the topic and the location alumni were able to make the important connections to their professional life, personal life, and community.

Values of the Discipline

CBR Capstone students were able to adopt the values of the discipline. There was little evidence of this occurring with the Internship and the Traditional Capstone Seminars. In the CBR Capstone courses 95% of alumni reported having respect for knowledge-based research while only 44% from the Internships and 62% from the Traditional Capstone had the same level of respect. In addition, all graduates should value participating in research (i.e. responding to a survey). In this research, 90% of CBR alumni, 49% of s and 59% of Traditional Capstone alumni reported value in participating in research. These alumni adopted the value of the discipline where they understood what it meant to be a sociology major and how their knowledge fit into society.

Personal and Community

Alumni adopted different personal knowledge based on their capstone experience and

measured by their engagement with the community. CBR students knew what it meant to be a member of a community and were dedicated to participate in their community. The felt connected to the community obligated to be a part of it. Their knowledge became part of their personal life.

Professional Skills

Professional skills were not the focus of the CBR Capstone course. However, 100% of alumni reported developing professional skills and 85% reported that they use the skills they learned in their everyday lives (Table 12). We hypothesized that the Internship Course would report the highest professional skills because of the hands-on experience. However, many alumni reported that they were merely office assistants. 100% of alumni, across 12 different CBR projects with two different instructors over 10-years, reported gaining professional skills despite the fact that this was not the focus of the course.

MEETING THE LAND GRANT MISSION

The land grant mission of teaching, outreach and extension means that students should graduate with the values of their discipline. To accomplish this, alumni should be provided with the tools to adopt the values of the discipline. Table 11: Knowledge Adoption: Knowledge of the Discipline shows that 95% CBR students have more respect for research based knowledge, 85% find themselves reflecting on lessons learned in the course, and 90% value participating in research. These are remarkably similar to the land grant mission and should be valued by all students. However, in the internship only 44% students have more respect for research based knowledge, 40% they find themselves reflecting on lessons learned in the course, and 49% value participating in research. In the Traditional Capstone Seminar 62% of students have more respect for research based knowledge, 35% they find themselves reflecting on lessons learned in

the course, and 59% value participating in research Those are the values we want students to come out of a land grant institution with and they aren't getting them form the traditional capstone seminar. In order to meet the land grant mission we need to commit to HIP with proven results that are assessed to determine long-term learning outcomes.

LONG-TERM ASSESSMENT

These results could not have been discovered in a course evaluation or a post-course assessment. We need post-graduation assessment in order to capture how knowledge is adopted in to the personal and professional lives of alumni. Previously an alumnus wrote how they did not see the benefit of the course at the end of the class.

> *The more time that passes I can have a better understanding of the course objectives since I can see the overall picture better with the more I interact with the community rather than just communicating with fellow students.*

This is a common sentiment. Many students write apology letters long after the completion of the CBR course apologizing for writing bad course evaluations. The value of CBR cannot be assessed at the time of the course. In order to capture the value of learning we need to create long-term assessment to capture how knowledge from capstone courses is adopted into the personal, professional and daily life of alumni.

STUDENT PERCEPTIONS

All of the alumni who participated in the CBR Capstone and Internship course recommended the course to future students. Only 17 of 34 Traditional Capstone alumni recommended the course, 10 did not recommend it, and seven were not sure. Many alumni in recommended taking another capstone course. One alumna wrote about their Traditional Capstone Seminar experience,

I really enjoyed the capstone seminar, and I have no idea what the alternative Internship would have been like. If the Internship offered any kind of community engagement opportunities which this research project seems to center on, I would prefer it over the capstone seminar. If the Internship offered marketable, hard skills, I would resoundingly prefer it. I would recommend the capstone seminar to anyone who enjoys theoretical sociology and doesn't have an affinity for methods.

Alumni realized that their Traditional Capstone Seminar did not have long-term learning outcomes of other capstone courses.

RECOMMENDATION FOR DEPARTMENTS

While there is strong evidence regarding the benefits of CBR there are also obstacles because of the time, energy, and costs restraints of CBR projects. In addition, even though CBR courses require extra time and energy, faculty are not awarded extra benefits such as points toward tenure or a decreased teaching load.

Departments need to adopt HIP capstones that use peer-to-peer leaning. Our research determined that not all HIP capstones produce the same long-term leaning outcomes. Traditional Capstone formats that require research separate from peers and the community should be discontinued because these types of capstone course do not produce the results expected from institutions of higher education, land grant institutions, or sociology departments.

Departments also need to assess HIP capstones. There should be different evaluation of HIP courses. Course evaluations do not capture the learning of the course and in-fact maybe misleading. To properly assess learning outcomes in HIPs different post-course evaluation are needed as well as long-term course evaluations.

RECOMMENDATION FOR INSTITUTIONS

There are also obstacles with the community partner and the university to implementing CBR Capstone courses. CBR requires time to make connections and build trust with community partners. This is in addition to the resources, time, energy, and sometimes funding needed to

complete these real world projects. Teaching a traditional course takes fewer resources, less time, and energy than engaging with the community, and guiding students through a real world project. Faculty are not awarded extra benefits such as points toward tenure or a decreased teaching load for teaching a CBR course. However, teaching a traditional course also produces results that do not meet the expectations of society.

In order for institutions to fulfill their promise to society of educating students to be critical thinkers institutional changes are needed. First, the most challenging part of this research was gaining access to the sociology alumni email list. In order to complete further research the institution needs to allow access of information for assessments of learning. If we are true to our mission and our goals as an institution then there need to be means of assessing alumni. Second, institutions should promote HIPs with proven results. To do this, more time, energy, and resources will be required to fulfill our promises to society. The institution will need to consider how to accommodate the increased workload in order to fulfill their promises to society.

RECOMMENDATIONS FOR FURTHER RESEARCH

More long term assessment is needed to measure long term-assessments. However, the pressure for assessment should not fall on just capstone courses. All courses need to be assessed for long term learning outcomes. Further, more robust assessment tools need to be developed to track long-term learning outcomes of sociology. Finally, further research should be done with more network analysis in more classes to gather more information about how these networks are created and why types of networks are most conducive to learning, especially in terms of knowledge adoption and creation.

LIMITATIONS

As with any research project there are limitations. First, there may have also been selection bias when students enrolled in the capstone courses. Students who cared more about the community self-selected a CBR course and students who were passionate about criminology selected the criminology CBR course. Therefore students were invested in the topic and willing to engage at a higher level. Ultimately, we do not know why students took different courses and if their self-selection influenced results? We also did not track students all the way through their sociology degree to know how other courses influenced their selection of capstone courses. However, in the alumni survey, twenty-one students reported participating in two capstone research projects and one student participated in three. So, there was overlap in the sample and students who were reporting on both experiences.

Next, we do not if the results were because of the peer-to-peer learning in CBR classes or if peer-to-peer learning in any class could potentially produce similar results. Could other course formats produce the same results? It wasn't necessarily the CBR experience that produced the different networks, but the peer-to-peer learning. If other course had similar peer-to-peer learning structures would there be similar long-term learning outcomes?

The alumni survey had some level of uncertainty. The alumni survey was based on the perception of alumni. Alumni are accounting for their own memories, and their own antidotal beliefs about how their CBR project influenced them long-term. They may not have realized there was a connection, or they may believe there was a connection when there was not. However, there is still value if alumni perceived they learned a specific skill from the course, or if they perceive the course had a long-term benefit.

The alumni survey tool had four key limitations. First, it was sent from Dr. Cross' email address as per IRB requirements. Responses may have been different if other professors or if the department had sent out the email containing the alumni survey link. Second, the group of students whose reflections were analyzed was not the same group of alumni that completed the survey. This is not be a major limitation because the class is taught in the same format every year, and in order for the results to be generalizable, research should be able to replicate the same results year after year. In addition, the networks were of current courses, not the courses surveyed or coded. Next, 18% was a low response rate. Fourth, since no other survey tools have been published to measure the long-term learning outcomes of capstone courses we developed our own alumni survey tool. The alumni survey tool could be improved to look at key outcomes that were found in our research.

Finally, this research only involved a single institution. Brownell and Swaner (2009) reported that each intuition has a variety of practices for HIP activities such as service-learning and capstone, and long-term learning outcomes should be researched at other institutions.

CONCLUSION

Based on our research all three Capstone courses qualify as HIPs. However, not all of the capstones provided deep learning experiences. By engaging in peer-to-peer learning or, as described in Chapter 4, changing the social network through the rules of interaction in a class room, deep learning occurred in the CBR capstone course. To develop the next generation of critical thinkers to solve our global issues we need to properly prepare students by engaging them in deep learning, not just a HIP. CBR projects prepared students to engage sociologically with their communities.

Strand et al. (2003) wrote that truly successful CBR occurs when students are able to utilize their

knowledge, skills, and commitments in other classes, during Internships, and as part of their

professional careers. This is occurring in CBR classes.

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APPENDIX A: SHORT TERM BENEFITS

Short-Term Benefits	
Reported Benefit*	**Demonstration of Reported Benefit***
Knowledge acquisition, integration, construction, and application	Understanding knowledge from a range of disciplines
	Being able to connect knowledge to other knowledge, ideas, and experiences
	Relating knowledge to everyday life
	Constructing knowledge
Cognitive Complexity	Critical thinking
	Reflective thinking
	Effective reasoning
	Creativity
Intrapersonal development	Realistic self-appraisal
	Self-understanding
	Self-respect
	Identity development
	Commitment to ethics and integrity
	Spiritual awareness
Interpersonal competence	Meaningful relationship
	Interdependence
	Collaboration
	Effective leadership
Humanitarianism and civic engagement	Understanding and appreciation of cultural and human differences
	Social responsibility
	Global perspective
	Sense of civic responsibility
Practical competence	Pursuing goals
	Communicating effectively
	Technical competence
	Managing career development
	Managing personal affairs
	Demonstrating professionalism
	Maintaining health and wellness
	Living a purposeful and satisfying life
	* Benefits are based on: Council for the Advancement of Standards in Higher Education. (2012). *CAS professional standards for higher education* (8th ed.). Washington, DC.

APPENDIX B: STUDENT REFLECTION PROMPTS

Capstone Course
Reflection

Reflection is a valuable endeavor that will help you relate academic concepts to the experiential and service learning components of this capstone course. Thus, you are responsible for writing a short reflection paper regarding your experiences detailing what you have learned by participating in this research project. You do not need to address every question that is listed below and you should feel free to discuss topics not listed.

- **Experience**
    - What were your impressions of participating in the survey research project?
    - How did it make you feel?
    - How did your experiences change over the duration of the semester?
    - What were your impressions of your own performance administering the survey?
    - Did you have a particularly memorable respondent?
- **Knowledge**
    - What have you learned from this experience? How did your thinking change through the course of the project?
    - Did this experience relate to your course work at CSU?
    - What did you learn that you did not already know?
    - What is the relationship between ideas/theories/concepts in the class and your own experience?
    - Have you observed any trends from administering the survey (specific answers to a question, specific problem questions, trends in who is taking or refusing the survey)?
- **Application**
    - What will you take from this experience into the future?
    - How will you use this experience to help you in the future? (e.g., job, activism, citizen participation, view of the police, view of society, will you treat people differently?)
- **Constructive Recommendations**
    - What would you recommend that I do differently if I teach this course again to further enhance student experiences?

Students must turn in their typed reflection papers on *April 20.* **I** will not accept reflections that are emailed or submitted via RamCt. The assignment is worth 20 points of your final grade.

FORMAT: 2 full pages, 12 point font, Times New Roman, 1 inch margins. Your reflection paper can be more than 2 pages, but anything less will receive a lower grade.

APPENDIX C: ALUMNI SURVEY (E-MAIL, INTRODUCTION, AND SURVEY)

[email – formatted for linkedin, facebook, or email]

Hello [insert name]

We are conducting a survey to learn more about your experiences as a sociology student at Colorado State University. This study is part of my master's thesis, and conducting this research will help the department analyze their learning objectives and provide concrete evidence of the knowledge and skills students are obtaining. The on-line survey should take approximately 15-20 minutes.

Finally, if you are still in contact with anyone from a sociology course at Colorado State University please forward this onto them. We would like to reach as many students as possible.

[insert link]

Thank you,
Hannah Love & Dr. Jeni Cross

[intro to survey – has IRB information]

We are conducting a survey to learn more about your experiences as a sociology student at Colorado State University. This study is part of my master's thesis, and conducting this research will help the department analyze their learning objectives and provide concrete evidence of the knowledge and skills students are obtaining.

Your participation in this research is voluntary. Participation will take approximately 15-20 minutes. If you decide to participate in the study, you may stop taking the survey at any time.

The survey is anonymous; we will not collect your name or personal identifiers. When we report and share the data to others, we will combine the data from all participants. While there are no direct benefits to you, we hope to gain more knowledge about long-term benefits you have gained from being a sociology student at CSU.

To indicate your consent to participate in this research and to continue on to the survey, please check the agree box below.

If you have any questions about the research, please contact Hannah Love (co-principle investigator) at hannahbethlove@gmail.com or Dr. Jeni Cross (principle investigator) at Jeni.cross@colostate.edu. If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator, at 970-491-1655.

In addition, if you are still in contact with anyone from a sociology course (anyone you took a sociology course with, even if they were not a sociology major) at Colorado State University please feel free to forward this onto them.

Jeni Cross   Hannah Love
Associate Professor   Sociology Graduate Student

____ agree [proceed]
____do not wish to participate [end]

CAPSTONE AND INTERNSHIP FORMER STUDENT SURVEY

1. Graduation Year or estimated graduation for bachelor's degree (if not applicable, last year at CSU) [drop down box with semesters (spring, summer, and fall)] [drop down box with years 2004-2018]

2. Preferred Gender [Leave blank for them to type in]

3. Age [Leave blank for them to type in] _____ years

4. Average GPA [scale 2.0-2.24, 2.25-2.49, 2.50-2.74, 2.75-2.99, 3.0-3.25 etc.]

5. In which of the following did you participate [need to be able to sort data based on these categories]. **If you participated in more than one of the following capstone projects please check both**. [this will need special coding in the system]

    a. Community Based Research Project in the Community Development Course with Jeni Cross

        i. Drop down box with a list of projects

            1. Neighbor to Neighbor (Spring 2004)

            2. Fort Collins Social Norms Project (Fall 2004)

            3. CSU drug and alcohol education office (Spring 2005)

            4. Larimer County Parks Volunteers (Fall 2005)

            5. The Center for Community Justice Partnerships (Fall 2007)

            6. Larimer County Health Department: Special Populations Communication Plan (Spring 2010)

            7. Sexual Assault Victim Advocate (SAVA) (Spring 2011)

            8. City of Fort Collins Social Sustainability Department (Spring 2013)

b. Tara Shelly's Capstone Seminar

     i. Colorado State Patrol Public Opinion Study (Spring 2009)

     ii. Ticketing Aggressive Cars and Trucks (TACT), CSP (Spring 2010)

     iii. Ticketing Aggressive Cars and Trucks (TACT), CSP (Fall 2010)

     iv. City of Fort Lupton's Public Opinion Study on Crime and Restorative Justice (Fall 2013)

c. Internship

     i. What semester did you participate in an Internship [wrote in year]

d. Sociology 403 Capstone Course (only check this box if you majored in sociology and participated in a capstone project that wasn't an Internship or a community based research course with Dr. Tara Shelley or Dr. Jeni Cross)

     i. Individual research project

     ii. Small group research project (2-5 students)

     iii. Large group research project (more than 5 students)

e. None of the above

     i. If "e"—end survey

     ii. If a-d, then question 6

INSTRUCTIONS

[Initiate skip pattern] –

Please answer the following questions based on your experience in [insert answer to #5].

    Options are:

- Community Development Course (insert name of project selected above) [with Dr. Jeni Cross – keep separate for coding/ analysis]

- Capstone course (insert name of project selected above) [with Dr. Tara Shelley- keep separate for coding/ analysis]

- The Sociology Internship

- The Capstone Course

From this point on if they checked CBR, Internship or other Capstone experience the words:

- the Community Development Course with Jeni Cross

- the Community course with Tara Shelley

- Your sociology Internship

- Your capstone course

should be filled in the blanks. For the purpose of this draft I have written [CBR]

[need a refresher question or a question something to get them warmed up]

6. Please use the following scale to represent your level of agreement with the following statements.

   SA=Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree

   Please use the following scale to indicate the extent to which you felt participation increased your understanding of the following topics? [Note: these were selected because of their implications towards social change]

Benefits	SA	A	N	D	SD	N/A
This course enhanced my ability to work as a member of a team.						
develop meaningful relationships with my classmates						
This course helped me to develop my professional skills.						
This course taught me how to communicate effectively with professional audiences.						
The structure of the course helped me to accomplish a challenging task.						
After taking this course I had more clarity about my professional and career interests or goals.						
This course helped me to learn how to use the tools I was taught in **research methods.**						
This course helped me to connect sociology **theory** to the 'real world'.						
This course helped me understand the relevance of concepts from academic classes to real world issues.						
I learned from the classes community partner (i.e., someone from the community)?						
After this course I had more respect for research-based knowledge						
I value participating in research (i.e. responding to a survey) as a result of conducting research in this class						
Regarding the group research project, I was pleasantly surprised at what we were able to accomplish.						
I often find myself using skills or insights from this class in my professional life.						

I often find myself reflecting on the lessons I learned in this course.						
As a result of this class, I know more about what it means to be a member of a community.						
I have a deeper commitment to participate in my community as a result of having taken this class.						
I am more involved in activities to help other people in the community as a result of taking this class						

7. Are you still in contact with former classmates from your [CBR] course?

    i. No

    ii. Yes

        1. Please list their names:

        2. In what ways are you still in contact with former classmates? (Have names from above load below. Also provide blanks for then to manually type in more names as they think of them. (Check all that apply)

        3.

Name	Do you connect with this classmate via social media ie Facebook, twitter, LinkedIn etc.	Do you email this classmate?	Do you text/ call this classmate?	Do you hang out with this classmate outside of class *infrequently* (less than once per month)?	Do you hang out with this classmate outside of class *regularly* (once per month or more)?
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
	Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No

Open ended questions [every question needs a textbook]:

8. Did you work with the community partner, Internship experience, or capstone research project after the semester ended? Yes No

   a. If yes, please explain what you what you did

   b. If no, please explain what kind of follow up/ communication you would have liked to have had from the community partner

9. How do you think your involvement in a [CBR] made a difference in the community?

10. How have the knowledge/ skills you gained from [CBR] benefited you professionally?

11. How has your assessment of the course and what you learned has changed over time. In other words, do you find benefits you didn't expect?

12. What did you learn in the [CBR course] compared to other courses? (please consider research methods, theory, and other academic courses)

13. Did you learn things in your research methods course that you didn't fully understand until taking the CBR course? Please explain

14. [For Tara Shelley's and Jeni's class only] At the end of the [CBR] were you asked to complete a course evaluation and wrote critical reflections? If you were to re-wrote your critical reflection, would you wrote anything different?

15. Would you recommend the [CBR] to other students?

16. What would you like to tell other students about the [CBR] before they took the course?

17. How meaningful was the course (10 being extremely meaningful and 1 being not meaningful) when you **FIRST** completed the course.

1	2	3	4	5	6	7	8	9	10

How meaningful is the course (10 being extremely meaningful and 1 being not meaningful) **NOW**.

1	2	3	4	5	6	7	8	9	10

18. Could we contact you for an interview? If so please provide your contact information in an email link on the next page. This information will be kept separately from your survey and will not be associated with you in any way. [Ensure information is kept separate]

19. Additional comments?

20. Finally, if you are still in contact with anyone from a sociology course at Colorado State University please forward this onto them (insert survey link). [Can this automatically generate an email?]

APPENDIX D: KNOWLEDGE NETWORK SURVEY

Additional Survey Instrument to test for Knowledge Networks

The following survey instrument is a measure of the network students form in in their classes. It will be used in four classes, by permission of the instructor in order to determine the network structure. This instrument will be giving in January and again in May as a test, re-test fashion. Students will have to identify each other by name in order to properly complete the instrument. However, after entering the information into the network analysis software all names will be removed and all information will be anonymous from that point forward.

Consent will be verbal consent and the following will be read:

Hello, my name is Hannah Love, and I am a researcher from Colorado State University in the sociology department. We are conducting a research study on Learning Outcomes in Sociology Courses. The Principal Investigator is Dr. Jeni Cross, and I am the Co-Principal Investigator.

The purpose of this research is to better understand how the knowledge networks created in sociology courses affect learning. We will ask you to complete this survey in January and again in May (pre-test/ post-test). Participation will take approximately 5-10 minutes. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty. Participation in this survey will not affect your course grade in any way.

We will be collecting your name, and your classmate's names to properly utilize the network analysis software. However, once the information is entered into the software program, names and all identifying information will be removed. Forms will be kept in a locked office. There are no known risks or direct benefits to you, but we hope to gain more knowledge about classroom networks.

Would you like to participate?

If yes: Proceed.

If no: Thank you for your time.

Please let us know if you have any questions. If you have any additional questions feel free to contact Hannah Love hannahbethlove@gmail.com or Dr. Jeni Cross jeni.cross@colostate.edu. If you have questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator, 970-491-1655.

Thank you,

Hannah Love   Dr. Jeni Cross
Graduate Student   Associate Professor
Sociology   Sociology

Name: _____ Date: _____

Class Roster	Do you recognize this student outside of class	Have you had a class before with this student?	Do you connect with this student via social media	Do you email this student?	Do you have their phone number to text/ call ?	Do you socialize out with this student outside of class *infrequently* (less than once per month)?	Do you socialize with this student outside of class *regularly* (once per month or more)?
Professor	**No** Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
Teaching Assistant	**No** Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
Student #1	**No** Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
Student #2	**No** Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
Student #3	**No** Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
	No Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
	No Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
	No Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes
	No Yes	**No** Yes	No Yes	No Yes	No Yes	No Yes	No Yes

APPENDIX E: IRB APPROVAL DOCUMENTS

Colorado State University
Knowledge to Go Places

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE:	January 01, 2014
TO:	Cross, Jeni, 1784 Sociology
	Love, Hannah, 1784 Sociology, Carolan, Michael, 1784 Sociology
FROM:	Barker, Janell, Coordinator, CSU IRB 2
PROTOCOL TITLE:	Long-Term Benefits of Community Based Research (CBR)
FUNDING SOURCE:	NONE
PROTOCOL NUMBER:	13-4274H
APPROVAL PERIOD:	Approval Date: December 31, 2013 Expiration Date: July 31, 2014

The CSU Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled: Long-Term Benefits of Community Based Research (CBR). The project has been approved for the procedures and subjects described in the protocol. This protocol must be reviewed for renewal on a yearly basis for as long as the research remains active. Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice.

This approval is issued under Colorado State University's Federal Wide Assurance 00000647 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under CSU's Assurance, please do not hesitate to contact us.

Please direct any questions about the IRB's actions on this project to:

Janell Barker, Senior IRB Coordinator - (970) 491-1655 Janell.Barker@Colostate.edu
Evelyn Swiss, IRB Coordinator - (970) 491-1381 Evelyn.Swiss@Colostate.edu

Barker, Janell

Barker, Janell

Approval is to survey 567 alumni, and 100 current students with the approved recruitment and consent material. Because of the nature of this research, it will not be necessary to obtain a signed consent form. However, all subjects must receive a copy of the approved cover letter. The requirement of documentation of a consent form is waived under § _ _.117(c)(2). NOTE: Approval is only for the survey phase of the study. Please submit an amendment if you will conduct the interview phase of this research.

Approval Period:	December 31, 2013 through July 31, 2014
Review Type:	EXPEDITED
IRB Number:	00000202

Colorado State University

Knowledge to Go Places

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE:	July 17, 2014
TO:	Cross, Jeni, 1784 Sociology
	Love, Hannah, 1784 Sociology, Carolan, Michael, 1784 Sociology
FROM:	Swiss, Evelyn, Coordinator, CSU IRB 2
PROTOCOL TITLE:	Long-Term Benefits of Community Based Research (CBR)
FUNDING SOURCE:	NONE
PROTOCOL NUMBER:	13-4274H
APPROVAL PERIOD:	Approval Date: July 31, 2014 Expiration Date: July 30, 2015

The CSU Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled: Long-Term Benefits of Community Based Research (CBR). The project has been approved for the procedures and subjects described in the protocol. This protocol must be reviewed for renewal on a yearly basis for as long as the research remains active. Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice.

This approval is issued under Colorado State University's Federal Wide Assurance 00000647 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under CSU's Assurance, please do not hesitate to contact us.

Please direct any questions about the IRB's actions on this project to:

IRB Office - (970) 491-1553; RICRO_IRB@mail.Colostate.edu
Evelyn Swiss, IRB Coordinator - (970) 491-1381; Evelyn.Swiss@Colostate.edu

Swiss, Evelyn

Evelyn Swiss

Swiss, Evelyn

Approval is to continue to analyze data collected per approved protocol.

Approval Period:	July 31, 2014 through July 30, 2015
Review Type:	EXPEDITED
IRB Number:	00000202

Page: 1

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APPENDIX F: OPEN ENDED SURVEY RESPONSES TRADITIONAL CAPSTONE SEMINAR

32. How do you think your involvement in the Sociology Capstone Seminar made a difference in the community? Text Response

I don't feel that it had any impact on the community.

N/A.

We were never in the community, so I don't think it made a difference in the community.

Didn't.

None

This was a joke of a class. An easy 'A'. I gained nothing from it. I hardly even remember what we did besides work in a community garden.

My research project was not action based. I did not research a community based program or philosophy.

I don't think it made the biggest difference because I was just interviewing a community away from fart Collins.

I do not recall this class well enough to reflect on it

I don't think that this particular class did this for me.

Since graduating, I have been elected to a Board position as New Professional Representative for the Colorado chapter of the Amercian Society of Clinical Laboratory Science. By being a part of the Capstone class I was able to utilize and strengthen my skills to become more active and involved in the medical laboratory science field and connect with individuals throughout the state of Colorado in order to make decisions that benefit the overall future of the profession. I have also been able to use the knowledge gained from the class to have a better insight into the functions of society, which I have used on a national level when I lobby to representatives from the House and the Senate. By being able to rationalize and express to these individuals how important my career is and the benefits of my career, I can relate to them and give them a clearer understanding as to what the Medical Laboratory Science community is asking for and why.

Not at all. Our projects were individual and did not require community involvement.

It absolutely did not. Because the sociology program, SOC403 included,caters to a few different categories (general sociology, criminology, environmental sociology), the themes were generalized, and the only real communication between the collective capstone class and any community were community members volunteering for participation in surveys created by capstone students. In a way, we took without giving. Arguably, two of the students in my capstone seminar made a difference with the disabled community on CSU's campus, but they were the only example. If there were some sort of capstone seminar that was oriented toward community engagement specifically, there is much more of a chance that the class could benefit the Fort Collins community in some meaningful way.

I shared my research paper with my community organization. They found it useful.

Got to work with offenders and help them through their process

NA

I don't think it made a difference

I am not sure. It made more more comfident that I can do research, but not really as a part of the course. I conducted my research somewhat independently from the class. I went into much more depth about research methods on my own.

I did an individual research project, so it only helped me gain knowledge on both the issue and sociological concepts.

I am not sure that it did - we read a book and talked in class, we did connect up theory to real world applications. At the time I was actually working as a paid intern for the college of engineering doing reasearch but was not told I could use it as an Internship for my capstone requirement and I think that would have been much more useful for me.

In the long run it probably didn't.

I do not think my involvement in the Sociology Capstone Seminar class made any difference in my community.

Yes. I believe I made a difference for LEVI and for victims of domestic violence.

I don't think it had much of an affect on the community.

I am not sure that it did.

I do not believe that it did.

It helped me understand gender roles better.

My version of the class didn't entail working directly with the community that I remember. The class helped me understand my role as a researcher to identify and study social problems which benefited the communities I have done or will do research in since then.

I became more aware of societal constraints and hopefully that changed me, and therefore my role, in the community.

I do not feel that I made a big difference in the community

None really

I learned more about city government.

I contributed my knowledge, time and skills to a wonderful organization that continues to help our community through it's program(s). In return, I also learned the importance of my relationships and community involvement. We both benefited from working together and

continue to positively impact our respective communities.

36. How have the knowledge, skills, or experience you gained from Sociology Capstone Seminar benefited you professionally? Text Response

Not sure.

Unfortunately, my job doesn't relate to my degree.

They have not directly benefited my professional career.

Haven't

None

None.

I believe (if my memory serves me) that I took a sociology of deviance class with Ms. Cross. Personally, that class had a much bigger impact on how I view social problems and human behavior than my capstone project did.

It has benefited me professionally because I have been able to use those research skills in my career. It also allowed me to work on my communication skills. I have become more comfortable speaking in small groups professionally, and to use clear examples and research in my discussions.

I would imagine they have but can not recall enough to provide specifics

This particular class did not teach me any professional skills at all.

To expand on the previous question, by being elected to the ASCLS-CO Board I have been entitled to travel the country, network with individuals from around the world, and represent not only my institution, but my state on a national and international level. I also get to go around the state and lecture to students of all ages to give them an insight into my career and hopefully open their eyes to an opportunity they had not known about.

Not necessarily.

The capstone class was valuable in that it forced the students to validate their claims and beliefs with outside data and literature review. That type of critical thinking is applicable everywhere. In the professional world, open and clear communication is always a valuable tool, and liberal arts like sociology facilitate just that kind of communication. In those two ways, the sociology capstone seminar has benefited me professionally.

Conducting research for a community organization allowed for direct application of qualitative methods.

Definitely helped with one on one meetings, interviews, and serious conversations. Also helped me with being able to articulate myself while discussing important matters

I pay more attention to the little details about someone or something and try to figure out why

something was done.

I can't think of a skill learned or still used today from this course

The class exposed me to research. I had the oppertunity to gain a graduate level mentality. This means that I was able to assert my ideas and opinions intellectually with my peers. This has helped in a graduate course. The capstone also helped me to ground my ideas in a social context. This is helpful because when I am teaching my students about bussiness communications I can explain why it matters from a many angled social context.   (your system does not have a spellchecker. As a person who has a learning disability, I am finding this to be somewhat annoying.)

I did a paper and presentation, so that helped me improve my skills for both. Dr. Pete Taylor also told me something I will always remember: He said never to apologize to the audience when presenting and to instead be confident of my work.

I do think Pat Mahoney is a briliant sociologist and appreciated his perspectives on things - It also allowed me to connect with him better as I became a grad student. He has always been very supportive to me!

Professionally they haven't. I drive a truck all day.

I learned the rigor and intensity it takes to complete a research project.

Yes. I worked as a case manager and as a Probation Officer for about five years. I believe knowledge of domestic violence is helpful when dealing with offenders.

The most important thing for me was learning how to do research. Research is a large part of my job and knowing how to utilize my resources is very valuable.

N/A

My field is unrelated to anything I learned in the seminar.

Yes. I was able to use the professor as a professional reference. I also presented my results to a 100 level sociology class and a women's and gender studies course, which helped me with professional speaking.

I'm working on my PhD so I think it helped pretty well. It helped me in my development as a sociologist to be able to find, compare, contrast, and synthesize information from scholarly sources.

The research techniques I used have translated to professional job skills.

I would say no. I have changed my career path from social science to wildlife biology/ecology

I hate to say it, but honestly the seminar did nothing at all for my professional career.

I don't judge the people I work with because I understand that people come from different

backgrounds and have different experiences.

As I mentioned earlier, I work at the heart of an extended company base that often doesn't see it's part of a corporate community - one team. I'm able to help foster relationships between venues and management teams (roughly 100 international) so that they may work with each other instead of competing with one another.

44. What did you learn from your community partner (i.e. someone from the community) that you wouldn't have learned from just being in a classroom? (Sociology Capstone Seminar ...)

Text Response

How to conduct in-depth, structured interviews with vulnerable populations.

Real world situations and how to apply theories learned

I observed a court case where a victim of domestic violence brought stocking charges against her ex-boyfriend. I learned about the courts from Robin Erickson who attended court with me and also about the devastation stocking can bring to a victim's life from the victim in the case.

I don't really remember the community partner, if there was one.

I learned about the parts of city government and how they work with each other.

The importance of helping others in your community and what a positive influence that can be (and the trickle affect of such interactions).

52. Please briefly explain how you stayed connected with the community partner after the semester ended. (Sociology Capstone Seminar ...)

Text Response

After the semester ended I went to work as an intern in the department under her

I stayed in touch with Robin Erickson for several years until she took a different job. I also applied for a position with LEVI but was not hired.

Statistic	Value
Total Responses	2

56. Please explain what kind of follow up/communication you would have liked to have had from the community partner (Sociology Capstone Seminar ...)

Text Response

None.

A job.

I think we left off in a good position - our team contributed to their goals and provided them with the assistance they needed, therefore I don't think any furter communication would have

been necessary unless it was to update us on their success. ;)

N/A

N/A

Nothing

I remember we briefly covered how to do surveys.

Nothing that I can remember.

None.

I don't think my capstone helped with this, but I believe I learned more about how to complete surveys, the different types of research and other various tools and resources prior to entering the capstone.

That I needed to use sources from multiple disciplines. This gives my arguments more validity.

I believe I learned about surveys and creating them to provide more accurate responding (excluding complex questions, etc)

I think that I learned more about research methods in the other courses, not this one.

How to properly conduct a thorough study through a research collaboration. We read through the book "Mobile Lives" which allowed us to experience how in tuned and reliable society has become through mobility of different levels without even realizing it.

I don't remember...

The class was honestly geared more toward theoretical frameworks than to specific research methods. There was a paper we read that discussed C. Wright Mills' Sociological Imagination and his criticisms of specific extremes in sociology. On the one hand was abstracted empiricism and on the other was grand theory. The paper we read wasn't an excerpt from the Mills book directly, but a return to it from a modern perspective. Although it technically pointed to a fetishism of methods over theory for one of the extremes, the actual methodology was sort of glossed over. It was pretty armchair kind of class.

The importance of high-quality self-presentation.

They are very helpful guidelines to follow while conducting the actual research

I can mold my research technique based on my audience.

That I find research boring and often times impersonal

Nothing much. I learned a lot on my own. The class was set up in a way that forced us to look

outside of the class for information about how to do our research projects.

I learned how to gather data and interpret it through a sociological lens.

I can't even remember if we did talk about methods at all. It was a long time ago!

You need a defined goal.

I learned about research methods in my SOC 311 course and chose to conduct a content analysis based on that class. For SOC 403 I did not learn any new research methods.

No.

I learned that I have more success using academic journals and case studies.

A lot actually. Information gained during this capstone has helped immensely during my second MA in Public Administration.

How to compile, manipulate and display data in a meaningful way

I learned how to construct a survey and interpret results.

I learned the need to incorporate the historical context of whatever is being studied.

Though challenging at times, research is the best way to examine whether a program is as useful as it can be.

I learned the value of research and how it can be used to tell a story and put a "metric" on a social value. Through research I learned how to obtain qualitative data and interpret that data into more quantitative understandings

nothing that has stayed with me

It was the first time I was able to completely apply research methods to real world problems. I also was able to create a time line for research.

All the foundational work for the Capstone was done in the CBR class project, so this was more continuation of that work rather than learning about research methods.

64. Give   one example of something you learned in ${lm://Field/2} that you use in your daily   life: (Sociology Capstone Seminar ...)

Text Response

N/A

N/A

I cannot provide one

N/A

I don't have one. It's a class I remember very little from.

None.

I don't use any of the knowledge currently. After researching about different methods of teaching boys and girls, I found that I don't really agree with this approach.

I learnt how to question my own research and other people's findings. It has helped me become a better debater, and have more in depth conversations.

No idea

NA

On a daily basis I have learned how to assess situations in a positive manner in order to reach a resolution. In health care this is critical, because decisions have to be made in seconds and I believe that this Capstone trained me to be level headed, explore all variables, and come to a conclusion.

I am unable to think of anything specific.

One of our readings for the class was The McDonaldization of Society by George Ritzer. The four main aspects of McDonaldization (the predominance of fast-food-like qualities popularized by, but not exclusive to, McDonald's) are efficiency, calculability, predictability, and control. Everywhere I look, I can see these ideas dominating aspects of my daily life. For CSU itself, Tony Frank plans to pander to an increased number of out-of-state students in the coming years because they pay more in tuition and will be see as an increase in efficiency for the school. In terms of my professional life, the processes and documentation I take part in are constantly falling further into the traps of McDonaldization and increased bureaucracy, so that the calculability and predictability of employee decisions increases.

How to balance many high-priority assignments and work-related responsibilities.

Interpersonal relations and applying them to a greater cause. Also learning to network in order to move forward

NA

None

Mcdonaldization is not just a business model; it is a way of life. We should remember this when we are at home.

I learned that while doing sociological work can be depressing at times, the focus on meaningful issues is worth the time and effort.

I think we talked about sociology as a profession...

Ask direct questions.

I do not have an example.

I am more aware on a daily basis of the effects domestic violence can have on a victim and the

family.

Being a Police Officer, I have to apply knowledge from case studies, court rulings, the constitution, Colorado Revised Statutes, municipal ordinances, etc. into court worthy reports.

Right now, SPSS.

None

I am more aware of gender roles and try not to perpetuate gender stereotypes.

I learned to apply theory to my everyday lifeworld. Which was interesting when I was briefly a grocery clerk and analyzing how Marxist and Weberian theory would explain how the company worked.

Challenge what we see and by doing this using the appropriate research method, results are quite often surprising and can be a catalyst for change.

Research methods- I have since moved on to grad school and have learned and applied research techniques but research methods in Sociology and in the Capstone was my initial large research project

None

I learned how to interview people and gained more experience in public speaking.

I was able to expand my understanding of community dynamics, realizing that I was just as much an integral part in helping, changing and making a difference in my community. Even through one "small" project, I was contributing to my community on a much larger scale.

68. How has your assessment of ${lm://Field/2} and what you learned changed over time? In other words, do you think differently about the class now than you did at the end of the semester? (Sociology Capstone Seminar ...)

Text Response

N/A

Yes. Back then I had belief in community and government to fix problems. Since then I've have learn the how as President Reagan said 'Government is not the solution to our problems Government is the problem.'   I would not major in Sociology if I had to do it again. While I am still very much on the low end of the income spectrum, I now believe in limited Government & Self-reliance & I am very against shared-sacrifice.

No

I really thought the capstone could have been much more rigorous. I had a Political Science capstone at the same time-- much more was demanded of me and the deliverables were better defined.

I viewed it then as I do now, needless. I didn't gain anything from it.

I knew it was an easy A going into it, and that's what it was at the end.

I do not think differently about the class.

At the time I thought it was one of the hardest classes that I had taken. I had a lot of research and writing to do. Now that I look back it was not that bad. The Capstone got me ready for the workload that I was going to get outside of school.

I can't say

My assessment of this course has not changed.

Reflecting back on it, I feel as if the class taught me more than I expected it to. I have become very observant, which has led me to be able to troubleshoot in my profession when things go awry. I credit this course for helping me to find that balance between observation and utilization of skills.

It has not changed.

The lessons from McDonaldization have stuck with me and maintained their relevance since I graduated. I think of the class in the same way I did during the class. I wish that the class required more rigor in our independent projects, but I don't think the sociology program/major in its current form attracts the quality of mind or work ethic that could keep up with the level of theoretical understanding and methodological know-how necessary to yield a good research project (myself included). This is less a criticism of the capstone seminar itself and more of the sociology students.

No change.

Thinking back it has helped me be more professional in my relations with my immediate community. A real world taste is the best thing after being in a classroom setting

I still think the same way. I look sociology for a reason and I still have a curious mind that always asks "WHY"?

Still find the course worthless for those working in teal world applications, although most likely helpful for those working in research or academics

Well, it is not as prominant in my mind as it was. Professor Cross's Symbolic Interactionism class was more powerful. I think about that class a lot more.

I felt it was helpful then, and I still feel it was helpful.

I wish I could remember more of the course but it was 5 years ago and a lot has happened since then.

Yes. The class was informative at the time but isn't very helpful currently.

Nothing has changed. I was disappointed with the class at the end of the semester and I am still disappointed with the class. I would also like to add I did not take the Capstone Seminar with Dr. Tara Shelley. I feel if I did take the course with her, my experience would have been

vastly different and worth my time and money. I probably would have worked with a community partner and the impact would have been far greater than it was.

When the course ended I felt that my time was not well used and I should have chosen a different Internship that would have advanced my career more. The way my career turned out, I would have been better off if I had volunteered with the probation office. However, I did do some victim work upon graduation so it was helpful for that.

In college I treated it as another class needed to graduate. I now understand that it is the culmination of the things I learned throughout my four years at CSU.

N/A

Na

After taking the sociology capstone, I was really excited and strongly desired to work in research. Now I'm not so sure if I want to do that or go into social work or psychology.

My capstone helped me learn to understand and apply theory which I will always appreciate. In my graduate studies, I've had quite a few more classes and research projects so I think of it more as a stepping stone to where I am now.

Reflecting on the capstone now, I see it as a beneficial way to bring all of the years of sociological studies into one course.

I do not have a change in thought. It was good to complete a large research project and learn how and why certain research methods are applied.

At the time I took the course, I was disappointed in it. It felt like a general waste of time. We had speakers, however very few if any were geared to my concentration. Most of the class was run like a show and tell or a group discussion that I took nothing lasting from. I double majored, and it was a vastly different experience from the capstone I took in the business school.   In that course we had to use all of the cumulative knowledge to basically conceive, plan, and fund a start-up. At the end of it I felt like I could have used that knowledge to start a business. At the end of the sociology capstone I felt like nothing at all had been accomplished. Its been several years, but I feel the same.

I'm frustrated that companies I apply to do not view any of my college experiences as actual experience.

My assessment is the same - it's still just as valuable now as it was then. I appreciated the opportunity to work with a community partner and put all the things I was learning about into action.

72. Would you recommend ${lm://Field/2} to other students? Please Explain (Sociology Capstone Seminar ...)Text Response

N/A

My capstone was just another class to me, w/ just normal assignments. So I just a class, I

would have recommended it.

Yes, if only because it was a great discussion class

Not the one I did, but it sounds from these questions like it's improved.

No. See above

Yes, only for the easy 'A', and not the content.

If the capstone project enables students to work as consultants for actual companies or community-based organizations, then I would say it would be helpful. My capstone was not like this.

I would as long as they got involved with a small part the community.

I would neither recommend or sway individuals from such a course. I do not recall enough to say and I strongly feel that classes and careers need to fit individuals so my recommendations would not only be specific to current class structure but also to individual interest/skills of the person requesting class recommendations.

No, I would recommend that they participate in an Internship instead or to do both. Perhaps my experience in the Capstone is different and maybe the course has improved since I took it.

Yes, the Capstone offers up a wide range of opportunities and allows all participants a means to use their skill sets and knowledge of what they have learned in their classes to experience Sociology on a grander scale.

No.

I really enjoyed the capstone seminar, and I have no idea what the alternative Internship would have been like. If the Internship offered any kind of community engagement opportunities, which this research project seems to center on, I would prefer it over the capstone seminar. If the Internship offered marketable, hard skills, I would resoundingly prefer it. I would recommend the capstone seminar to anyone who enjoys theoretical sociology and doesn't have an affinity for methods.

Unsure, different instructors teach this course now than when I took it.

Absolutely. It brings closure to the academic section and Segway into a real world situation thus making it easier to start a job

Yes. I was able to choose my own research topic and my skillset of that topic grew and I am able to use that knowledge in the real world.

No, I found it boring

Sure. It was a good place to float ideas, and it pushed us to be independent as researchers. More people in the class should have probably failed, however. Some of the final projects were really poorly done.

Yes, I would recommend it. The ability to apply all of the skills gained in other Sociology courses to real world issues is paramount.

I always recommend they do an Internship - I think the real world job experience is incredibly valuable - also just learning to be grown up and go out and find the Internship - the whole process really helps to develop students professional skills

Sure. The more exposure to different ideas and people a person can get the better.

No.   If I had a different professor (e.g. Dr. Tara Shelley), then yes.

Yes I would. Volunteering and interning are excellent ways to connect with people who can be helpful with obtaining a job.

I would recommend it.

Yes, it was a great stepping stone for those wanting to enter a field in Public Administration.

I think a Internship would be more beneficial and applicable for the post graduation environment.

Yes I would. It was a good class and the work was very rewarding.

It was a good chance to learn more about how sociology is applied.

I would recommend it as a way to summarize a degree's worth of knowledge.

Yes, If students plan to perfrom research or interperet research in their daily jobs it would be good for the students to have exposure to research methods
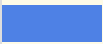
No, not as it was when I took it. Unfortunately I can't really remember who the professor was, which I think speaks volumes. As a professional, I felt let down by the course as there were things that should have been addressed in the capstone, or really more accurately, in a freshman seminar, that were never mentioned.

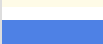Yes. I took both and they were both very positive learning experiences.
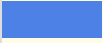
Absolutely! Not only did I learn logical and real world application to community connections, I was also able to grow personally in my understanding of and connection to community. Working with a community partner was a win-win for all parties involved.

76. How meaningful was the ${lm://Field/2} when you FIRST completed it? (Sociology Capstone Seminar ...)

#	Answer		Response	%
1	1 (not meaningful)		3	9%
2	2		2	6%
3	3		3	9%

#	Answer		Response	%
4	4 (neutral)		7	21%
5	5		5	15%
6	6		6	18%
7	7 (meaningful)		7	21%
	Total		33	100%

80. How meaningful is it NOW? (Sociology Capstone Seminar ...)

#	Answer		Response	%
1	1 (not meaningful)		7	21%
2	2		3	9%
3	3		2	6%
4	4 (neutral)		7	21%
5	5		5	15%
6	6		4	12%
7	7 (meaningful)		5	15%
	Total		33	100%

84. Please share any additional comments about Sociology Capstone Seminar

Text Response

N/A

Ditch capstone. Also, when I took it I'm pretty sure both capstone and Internship was only offered one semester a year. It didn't bite me, but I can see how it would screw a lot of people over. Offer both in the spring and fall.

Require an Internship, not a capstone. it was a joke of a class.

I liked the other sociology courses that weren't listed in this survey much better than the capstone.

NA

This was the first Capstone Pat Mahoney had taught at the time (if memory serves me right) and the way he allowed us to interpret the textbook and the avenues in which he enhanced those learnings, whether by videos, discussions, theoretical papers, was incredible. Something as simple as flying from Denver to Phoenix turned into a week long topic which spanned nearly all areas of sociological methodology and theory.

The class size was exceedingly large and we could barely fit all of the students into the small

Clark building classroom. It allowed the students who breezed their way through the rest of the program by supplementing their lack of reading the material with other students' comments to keep on keepin' on.

It's really a must if you are serious about working in any field

NA

Should focus more on how to use theory in research. Maybe go over the paradigms of research? Positivists, post-positivists, critical, constructivist, post-constructivist. This would help place their sociology knowledge into context.

Dr. Pete Taylor is awesome!!!

I had to think real hard to even remember the experience, that should speak volumes about it's effectiveness.

After graduation I struggled to get a job and was laid off a couple of times. It was tough time to be in the market due to the economic downturn and also due to my age.

I appreciated that we were able to choose an area that was meaningful to us to study and examine; for me that was women's studies.

APPENDIX G: OPEN ENDED RESPONSES SOCIOLOGY INTERNSHIP

31. How do you think your involvement in ${lm://Field/2} made a difference in the community? (Sociology Internship (Socio...)Text Response

It didn't and PS, my Internship year was 99 but the option wasn't given.

I made it easier for the man I shadowed to go on vacation and not come back to a bunch of work.

It would have made a difference, but due to shifting of management at the site, my project was scrapped just after I completed the preliminary survey materials.

I worked prior to returning to school, so although it helped me in my line of work now I did not learn everything just from my Internship.

I don't think that it did, I completed my Internship w/ an agency in Denver and the work that I did on a daily basis did not translate well to the academic or professional settings in my degree program.

It gave me the knowledge of probation's positive effects on the community.

LAM Ministries Sober Living Center in Greeley is a non-profit that focuses on getting former drug users back on their feet. It provides a safe, clean and sober environment for rehabilitation. The center does not have a lot of money and relies a lot on donations and volunteer work. With my 100% open availability I was able to help them fill security shifts at the front office that would have otherwise left the front doors unattended in a relatively unsafe area. I went beyond "security" and formed strong relationships with the clients, talkingm listening and guiding them during a difficult time in their lives.

As an individual I didn't really. It was a personal learning opportunity. I had the opportunity to witness a mother the day before her court hearing (to determine the final custody status of her children) smoke methamphetamine while myself and the child protective services person I was shadowing were in the residence. I have tremendous respect for men and women who can witness that kind of helpless self destruction day in and day out, but I realized it wasn't something I could do.

Working for an organization that gives back to nonprofits in northern Colorado.

I was involved with a department that directly impacted the community, and this department was in the middle of conducting a survey of the Larimer County Parks and Open Land's Services at my time of Internship. Unfortunately, the survey was designed poorly, and wasn't easy to administer to those it was designed to reach: patrons of the parks. However, it put me right in the mix of developing professional relationships with the public, and it gave me an opportunity to assist with daily operations within the park rangers that serviced the area I was assigned to.

Gave me an opportunity to work with a challenging population and assist them in making positive changes.

By educating students about risk factors and warning signs of suicide.

N/A

I participated in the Jax Emergency Management fair. We passed out emergency supplies to underprivileged citizens. For example, fire/smoke detectors, first aid kits etc. We also had a real emergency event which was the flooding of the Poudre River and I was able to witness the activation of the local Emergency Management system including the staging areas and the press briefings. I participated in photographing the event and using the lessons learned to share with the community to aid in future natural disaster recovery.

The community didn't get any real positive effect from me doing my intersnship, but I learned a lot about how police work really is and not just theory in books.

the community project i worked on was called safe neighbors in the city of loveland. Although the project was kinda a stalemate at the end of the semester i did teach me a lot about how the community worked and creating a program for disaster mitigation.

Helped support and encourage the organization.

Didn't really at all. I was doing research and documentation for my Internship then traveled for a week to a developing country to complete my Internship. I wasn't out and about in the community.

My support provided an additional helping hand in community health efforts. I was also able to help male some processes more efficient by looking at old processes and imporoving them.

I was able to help the local peace movement.

I conducted over 80 in-depth interviews (at food pantries, kitchens, and shelters) with homeless and low-income adults who experience food insecurity to assess if their needs were being met.

My Internship was at a law firm, not at the jail, or at a rehabilitation center. It had nothing to do with community work.

I was able to complete tasks needed in the jail setting without cost to the public and directly assisted incarcerated individuals cope with their mental health issues while in custody

I was able to step into the real world first and see how different agencies worked together, especially in regards to my final project to complete the course. Writing an SOP for how agencies working with DHS communicate with each other was one of the best learning experiences I will ever have.

Couldn't say. It was 8 years ago.

I was able to apply my understanding of community systems to "real world" settings and was able to help people in crisis. It put me on the career path that I am now.

it didnt

I don't feel like it made a difference in the community.

delivered needed resources and materials to disinfranchised members of the community

I was able to support public defenders who carried massive caseloads.

My involvement in the Internship program was the stepping stone to a larger project that involved designing and building a community oriented police station in the town of Milliken. I believe research has shown that there has been significant positive changes within the community of Milliken due to the construction of this building and all that it incorporates in terms of community involvement with the local police.

My Internship was more of an independent study for 1 or 2 credit hours and consisited mainly of shadowing. It did give me insight into community involvement and directly influenced my next employement.

During my time there we often conducted field interviews and investigations, which helped me personalize the people we were investigating and understand why they committed the crimes they had. As for the community as a whole, investigations I conducted or helped conduct led to multiple arrests and restitution.

I was able to work in the crime lab and be directly involved in solving crimes. It gave me a new perspective on my soon to be career choice. I was able it go into the community and help those who had become victims.

It did not

Was able to learn about restorative justice and build rapport with individuals on probation

35. How have the knowledge, skills, or experience you gained from ${lm://Field/2} benefited you professionally? (Sociology Internship (Socio...)Text Response

They haven't. I was an unpaid note-taker and docket delivery girl. Today I fly airplanes and work in skin care.

Not even a little. I can't even find a job doing what I interned and later volunteered doing. I mean, I guess it helped me figure out what I wanted to do, but 5 years later I still haven't found a job doing it.

My diverse background made me an ideal candidate for admission to pharmacy school and I find that my experience with CSU allows me to think about our patients as a whole, rather than from a purely scientific standpoint. Many of my classmates struggle to see the whole picture because they are so used to science and nothing else.

In my line of work I still have contact both professionally and personally with the people I did my Internship with.

I got a good letter of recommendation from the head of the agency that I did my Internship with but I did not really learn skills or gain relevant experience from that work.

After completing my Internship I was hired on at probation because I had the knowledge from my Internship

I learned a lot that will help me both with EMS and in the criminal justice system. This includes learning how to talk with and support recently released felons, promoting a sober life and helping to find job opportunities. Also, learning how to identify and deal with physical dangers posed from individuals.

The experiences I had during my Internship led me to firmly believe that social work wasn't where I wanted my professional life to go. Regarding my professional life prior to going back to school, I can't say that it had much of an impact.

Sociology theories apply to my work every day. Although I may not uses the exact theoretical terms to describe them, I use and apply them all the time.

It gave me experience within law enforcement, which allowed me to apply specifically for the position I initially gained with the state.

Opportunity to gain experience in the field

I gained experience public speaking which has helped me in a number of ways. I also gained a valuable reference.

N/A

I obtained a job as a government executive immediately following graduation from CSU in December of 2011. I currently work as the Safety and Health Administrator and as the Emergency Management Assistant for the building. The sociology Internship directly correlates with my current duties. Thank you!

I was able to see what real police life was like and not just what you see on cops and movies. Some stuff is crazy and ugly, but most of the time it's quite mundane.

they really have not as of yet.

Greater desire and compassion for the teens in my community.

Not really at all. It was more of an overview class to see what other people did for their Internships and learn more about career opportunities. I already had a job during college that I continued with afterwards, so I didn't need to use the resources to find a career.

The office work experience handling confidential documents and gaining general office skills were a huge help. Most employers expect you to already have those day to day activities mastered, and without this, I would have not. I was also able to make some great connections with others in my field.

Help me in understanding social movements which is part of my current focus of study.

I learned how to conduct in-depth interviews with vulnerable populations.

It allowed me to get real world experience and decide what it is that I wanted to do for work after college.

My enjoyment found during my Internship lead me to a more focused study within criminal

justice and criminology.

Working in the real world for a government agency was beneficial for me because it allowed me to experience the "real world" before becoming a full fledged professional. Working as an intern and being allowed to experiment and continue learning while working as an adult was a wonderful introduction to the next steps in life.

They currenty don't. However, I was previously a law enforcement officer and used my understanding of socio-economical d=ssues and cultural differences to communicate effectively with different groups.

I was able to "try out" working in crisis and decided that I wanted to continue working directly with people. Leading me to working toward becoming a licenced psychotherapist

it hasnt. i never got a job after college in the field that i wanted to go into

I have a better understanding of what goes on behind the scenes at a Police Department. It helped me realize that a police officer job is not a good fit for me.

Yes, the counseling skills I learned during my HIV/HEP C testing helped me deal with lots of people in short periods of time, I learned how to use inclusive language and create a safe environment for clients; both skills I still use as a hair stylist.

Introduction to professional setting, it eliminated a potential career path.

As a professional, I find myself more analytic in terms of processing daily activities and my experience in the Internship program has allowed me to structure my life accordingly and has opened many doors of capabilities.

It was the first time I'd been in a professional setting, so it taught me the basics of work presentation, peer relationships and team work.

The Internship work at the DA's office was a fantastic opportunity, and I was fortunate enough to encounter a great mentor who was able to steer me into the career I wanted as a fraud investigator. From him I learned investigation and interrogation techniques that I use every day. My course did not have a group project assigned with it, and the in-class work portion at CSU consisted mostly of what was show and tell about what everyone was doing. While it was interesting, if I'm honest there wasn't much value added towards what I do now.

Being able to learn from my Internship in the crime lab, I am more prepared for working in the patrol unit in my current position. I have a deeper understanding of the investigation process, and the capabilities of the crime lab as it pertained to evidence processing.

Yes

Learned how to work in the professional setting

39. Did ${lm://Field/2} work with a community partner? (i.e., someone from the community) (Sociology Internship (Socio...)

#	Answer		Response	%

144

1	Yes		19	53%
2	No		17	47%
	Total		36	100%

43. What did you learn from your community partner (i.e. someone from the community) that you wouldn't have learned from just being in a classroom? (Sociology Internship (Socio...)Text Response

Being on time is the best way to show respect in the workplace.

I'm not sure if your talking about the person I shadowed or the people I interacted with. From the man I shadowed, I learned that you get jaded quickly as a state employee and most people that go through probation are beyond help. But, he also taught me how to fake interest in people's horrible life stories. From the people we saw, I learned that people are basically liars and that drugs are seriously one of the worst things you can do if you want to maintain an even kind of normal life.

I learned a lot about how our legal system actually works in practice

Real life experiences

How to respond when accidentally handling crystal meth.

The positive/negative effects of involvement within the community. IE Laziness vs. being pro-active.

Real work experience

N/A

hands on experience. Witness incident response to a natural disaster. Worked in the field gathering hands on experience and knowledge. There is no better way to learn than to experience it first hand in my opinion.

I learned a lot about how both cities, fort collins and loveland provide for the community in regards to emergencies and disaster management and recovery.

Community dynamics.

I experienced a real-world application of qualitative methods.

Working with people in crisis and learning about non-profit work.

N/A

Don't just go through the motions take a charge of your direction.

How Community involvement really can make a difference in a police agency.

Hands on techniques and models that can be taught in a classroom become more of a guideline

in a community setting when you deal with real people and need to adapt to the situation.

more court processes and how to apply theory and EBP's to real life

51. Please briefly explain how you stayed connected with the community partner after the semester ended. (Sociology Internship (Socio...)

Text Response

In my line of work I work with them as professionals, I also keep on contact personally.

Obtained employment at the Department for 6 years

I currently work with the Office of Emergency Management to keep our community emergency evacuation plans and orders up to date. I often use the Office of Emergency Managements website as a tool to gather information. I actually spoke with Mike Gavin the other day regarding conducting a fire drill evacuation for our building in June. He directed me to the proper place to have the fire department assist with an evaluation of the drill and to provide safety suggestions or enhancements for our building occupants.

I am still active in their events and activities. As well as a part of their listserves..

Continued to volunteer for 3 more years.

Continuing my education and earing my Masters, my Thesis/Capstone was on how the Milliken Police Building was able to enhance the community in which it served.

We were friends and he was a sounding board for me for a period of time after the Internship.

Stayed 2 more months at Internship and stayed in touch with direct PO that I was partnered with

55. Please explain what kind of follow up/communication you would have liked to have had from the community partner (Sociology Internship (Socio...)

Text Response

There wasn't a need for follow up communication. I knew pretty quickly that law school wasn't going to happen.

A job offer. His job, actually, since he seemed to hate it so much. But at the very least a "Hey, thanks for doing all my paperwork for six months" would have been OK. Also, he told me he would wrote a professional reference and then didn't. He was kind of a flake actually.

He changed jobs so follow up wasn't really neccessary

I was fine not having a relationship

When the Internship was over I knew it wasn't something I wanted to pursue, so I wasn't upset when there was no further communication.

Someone from potential employers seeking new graduates. This was a non-profit entity, and unfortunately they offered unpaid volunteer positions. As this is all well and good, I needed something that would pay my education bills and let me eat.

N/a

I plan on contacting with Fort Collins Emergency manager to get more connected in the field so that hopefully I can start my career.

None.

N/A

More info about the paths available to sociology majors.

59. What did you learn about research methods in ${lm://Field/2} course? (Sociology Internship (Socio...)Text Response

Not much

What? Seriously? You're asking me what I learned like five years ago? I don't remember any research methods I used. Honestly, in my Internship I typed up all of his paperwork and sat in his office.

Formulating questions which do not lead participants can be difficult. Wording is very important in any kind of communication

D

I don't think we really discussed research methods in my Internship course.

I cannot remember :)

Nothing.

There wasn't really any research applications to the Internship.

Honestly I don't remember anything. I'm sure it was covered briefly but it's been over 5 years so I'm not sure.

It's been 7 years. But, appropriate sample sizes are the best way to find the correct data that correlates to issues you are trying to examine.

Do not remember

Problems are identified based on statistics.

.

I learned about data analysis. I use this method in my current duties. I also learned about skewed statistics. I see this a lot in my day to day business. People tend to skew data to fit their needs. I also utilize social statistics a lot in my budget duties with my position.

Nothing

my Internship did not do anything in regards to this.

How to use each for greater benefit.

Nothing - we never discussed research methods from what I remember

Not much. I practiced some personal research and had access to some resources, but I didn't learn anything that I didn't already know from class.

I don't really remember it that well.

In-depth, structured interviewing.

I learned that if you want to be a researcher then there are a number of different ways to conduct research. However, for myself and every single friend of mine, none of this research was used once we graduated from college and seems rather time consuming compared to studying more about the criminal justice system as a whole, or more importantly what areas to focus on for a career within the criminal justice system.

Nothing

How to communicate with different organizations that accomplish their goals in opposite ways; so basically, numerous methods and how to adapt to who you are working/researching for.

You can ask questions that produce the results you want.

the applied uses.

N/A

I learned how to break apart a case and put the research together to figure out what was going on.

had to statistically analyze census information to help wrote a grant

My Internship was more aligned to the criminal justice focus. I didn't see a connection between research methods and my Internship.

None that I can remember

I did not do research during my intership.

My Internship did not involve research methods in what I'd categorize as sociological research , however I did learn that's important to not allow your hypothesis to cloud your analysis of the data.

I learned how to better word my surveys to prevent confusion.

Theory vs. practice

63. Give   one example of something you learned in ${lm://Field/2} that you use in your daily life: (Sociology Internship (Socio...)Text Response

Having structure in your life makes productivity come easier.

I am better at spotting bullshit. Mostly. Though I did get dooped into this survey, so maybe not.

It is always important to look at the big picture. There is likely more than one thing driving an outcome.

This is an odd question.

I learned quite a bit about using Excel spreadsheets.

I'm not sure I do

This isn't quite something that happens on a daily basis, but I am pretty good at telling if someone is on drugs now.

Simply based off the Internship? Probably how to deal with someone who's really high. How to communicate in a non-threatening manner when the other individual is acting aggressively and paranoid.

Again, not sure exactly but I think just utilizing sociological concepts to apply to the every day work I do. We talk about labeling theory a lot with regard to at-risk youth and low income populations.

Developing long term relationships benefit your ability to move up in the professional world. Surface based friendships and working based relationships get you nowhere.

Still working in the field

I learned the skills to confidently speak in front of groups.

.

I learned how to gather data, create opinion polls or surveys, evaluate the responses and compile the information into valuable feedback which can be used as a management tool to make changes within an organization.

I learned a lot from the Chief of Police about how to interact with people in the community.

some of the things i did learn through my Internship helps me when writing my companies business continuity plan.

Working with others effectively.

To use your sociological imagination and apply it to your every day life. Everything can be analyzed and should be.

The lesson I use daily from my Internship is always looking at society from a larger scope. Even a simplistic understanding of how your organization functions and how it supports larger systems in the sociological world can do wonders for your ability to make logical decisions on

the smaller, individual level.

Not sure

How to conduct myself during an extremely sensitive conversation.

How to speak professionaly and how to prepare for a real world interview.

I learned the importance of reintegration after incarceration

How to research for different desires (of different organizations); how to communicate with difficult customers; how to communicate your point across accurately.

Research results can be used to support pretty much anything. Watch a political talk show and they have research data proving the exact opposites.

working on interdisciplinary team

i dont use anything in my daily life that i learned from my Internship

I'm not sure.

see previous section: dealing with people, etc.

How much variation there is in socioeconomic levels.

N/A

How to actively listen to people, be it clients or friends.

I still use the methods of qualitative and quantitative analysis to produce evidence that stands burden of proof required in a criminal prosecution.

I learned how to better implement the findings learned from the research results into functional policy changes.

How to build rapport with individals by using motivational interviewing techniques

67. How has your assessment of ${lm://Field/2} and what you learned changed over time? In other words, do you think differently about the class now than you did at the end of the semester? (Sociology Internship (Socio...)Text Response

Nope

I didn't realize how little he taught me until later when I volunteered again and had no idea what the hell I was doing. So, yeah, I suppose they did change a little.

No, it has remained a valuable experience.

It's been awhile so I'm not sure.

I still think the class was a waste of time and I did not gain anything from it other than

completing it so I could graduate.

I haven't thought about the class since it ended

I think it was way too short. I barely had time to learn everyone's name before my time was up, and that included staying for extra shifts that exceeded the required hours.

No, not really. The importance of child protective services is obvious; it needs to be there. However I realized that it wasn't something I was capable of doing. The personal emotional cost was too much for me. I still see the service as essential, but i didn't then and even more so now don't have to emotional fortitude to work in the context of a CPS worker.

I do not remember

It wasn't really that mind blowing of a class. I learned more from the Internship rather than classroom material.

No

I am still pleased with my decision to participate in the Internship. I thought I wanted to work in the administrative end of non-profit after completing this Internship and no longer hold that desire.

.

I appreciated the opportunity when it arrived and I appreciate it even more so now that I have completed the journey. I am very proud of my Internship accomplishments and my degree in sociology.

No

no i do not.

No

I think I enjoyed it then and looking back I still liked it. I wish we could've made better relationships with classmates, but we only met once a week or every two weeks. i think I thought the course was more boring but now I realize I learned valuable information in it.

I used to feel like this class was an easy way to get out of doing a capstone. I was told it is better suited to people that plan to enter the workforce, and I didn't really believe that until I entered the workforce. Now I know that the practical skills I learned are a highly valuable workplace asset.

I feel fairly the same. I think community involvement is very important!

No change. I still value and hold dear my Internship experience.

I felt the same way before as I did at the end

Still believe this course to be one of the most beneficial course during my study

The class was worthwhile; because I participated in an Internship that took place in Washington, DC, I did not have much physical interaction with the students or the instructor. I was fortunate in being able to communicate with my instructor over email. It's still as important to me now as it was then, and it's the best resume note. I appreciate it more due to what it has given me over my working life.

Again, it was a long time ago. I feel now that it was truly valuable information for certain professions.

yes. as I progressed in my professional development I began to recognize the uses of the class more and more.

No

I enjoyed doing the Internship and feel as though I learned a lot. It was a great experience for me to get and it helped put into perspective what I do and do not want to do in life. I think it was more beneficial now that I originally thought it was.

Yes. I loved my Internship as it was happening and thought I wanted a career in the social work field. Upon graduating and assessing the pay grade and availability of employment, I decided to do what made me happiest at the end of the day: hairstyling.

I should have put in more effort and found something within the Internship that interested me.

N/A

I see my Internship as being an important stepping stone in the transition from academics to an employed individual.

Doing the Internship itself was probably one of the best choices I've made. I almost hate to say it, but the class attached to it wasn't particularly useful. There were a few speakers and it was interesting to hear what everyone else was doing, but I don't believe I took away much from it.

I think the Internship was far more relevant now I am in the workforce. The Internship was a key factor in my getting a job after graduation, and getting a promotion quicker.

no

68

71. Would you recommend ${lm://Field/2} to other students? Please Explain (Sociology Internship (Socio...)Text Response

Sure. Getting out of a classroom after four years is never a bad thing.

Yes. Even though I look back on it and think that guy was an ass, at the time I really liked it. I'm sure if I wouldn't have moved I could have eventually convinced them to hire me.

Sure, just understand that for many students it is unlikely going to end in a career. Undergraduate degrees, especially in things like Sociology, are not sought after in the job

market. That is one of the reasons I'm now working towards a pharmD.

Yes. Most college graduates are under the impression a degree gets you a job automatically with out working or doing an Internship. This helps build connections, references, try out different areas of interest, etc.

Yes if it was formatted differently

Yes I think students can learn a lot and gain real life experiences.

The seminar that went with it was a complete joke. Although it was an easy A, it was insulting to my intelligence and made me feel like my education/major was kind of stupid. The Internship however was a great experience. It was a long drive to get there but I am glad I chose LAM Ministries. From what I could see from my classmates in the seminar, most of the other Internships seemed dull and repetitive.

If they have an idea of what to expect then yes, in this given situation. I can't speak for other Internships. I've heard good and bad depending on the situation.

Yes. I think an Internship is a highly meaningful and applicable experience for anyone. I recommend that everyone do an Internship while in college if possible.

Any time you have an opportunity to get your hands dirty, gain experience, be in a first-hand learning opportunity will benefit you in the long run. It gives you a real world opportunity to put your education in practice. Theories are great taught in the classroom, but aren't made real until you try it out.

Yes

Yes, it was very beneficial because I had something related to my degree to put on a resume. Also attending a large school like CSU I did not build lasting relationships with my professors, but I know that my Internship supervisor will remember me and is always willing to be a reference for me.

.

Yes absolutely. It is a great hands on learning experience that will prepare you for the real world. :)

Very much, the Internship showed me the real world of policing. I thought the criminal justice classes were boring and unchallenging and this Internship gave me the real world experience of what I was getting into. You don't learn about dealing with drunks, seeing abused children, and taking a combative person into custody through a book. It's like learning to drive, the books give you a good place to start, but you learn more doing it yourself than you do from reading about it.

yes i recommend doing both the community dynamics and the Internship honestly they give experience in a multitude of different things.

Very much so, great experience.

Yeah from what I've heard it's easier than the capstone and it's a fun class. We also had an awesome professor. You just have to pick your Internship wisely (something you enjoy and could talk about to others).

Yes. Absolutely. I think it should be required for any student that does not plan to pursue grad school.

yes, it helps get students engaged!

Yes, if the Internship is meaningful and moves students towards professional development.

It depends. Everyone I know did the Internship because the capstone was a lot of unneeded work, but not everyone that had an Internship actually got jobs. If the program could help place students into Internships more, then I truly believe it would be more beneficial for everyone.

Yes, especially to those struggling to figure out future career goals or those seeking professional contacts in the real world

Yes. Experience working in the real world, paid or not, before graduation is a hand up to the next step after college. The best type of preparation.

Yeah. A broad understanding of the differneces between certain groups is helpful.

yes. Internship gives you great real world experience

Yes. its a least better than sitting in a class and learning. hands on experience is always more fun

yes, I would recommend doing the police department for an Internship because it was a great experience. I got a real understanding about what goes on and how they help the community.

Yes, but I would reccommend researching the company you are interning for to see if they actually hire interns or not. If not, consider putting in work elsewhere to get your foot in the door. I found that I had employment at NCAP used as a motivator for lots of free hours of work, but then found out they don't hire interns (at least as far as I know).

It would depend on their focus.

Yes, It gives you the opportunity to get your foot in the door of your prospective career.

Yes, for the benefit of applying sociological theory to real world situations.

see above

Yes I would recommend it, it is a great opportunity to make connections for employment after graduation.

yes. Preparation for post commencement life

75. How meaningful was the ${lm://Field/2} when you FIRST completed it? (Sociology Internship (Socio...)

#	Answer		Response	%
1	1 (not meaningful)		0	0%
2	2		1	3%
3	3		3	9%
4	4 (neutral)		4	11%
5	5		7	20%
6	6		12	34%
7	7 (meaningful)		8	23%
	Total		35	100%

83. Please share any additional comments about ${lm://Field/2} (Sociology Internship (Socio...)

Text Response
It was so long ago. The people were kind and helpful.
Still better than the Capstone class.
Good luck to all graduating students, may your path to your dream career be less circuitous than mine.
I believe it's important. Some students may just go through the motions; however, it can be a great benefit if your not just doing it for a grade& because you have to.
I think the actual Internship class was a waste of time and all that we did was listen to presentations about other people's Internships and watch movies. It was not beneficial in my opinion.
Get more people to intern with LAM Ministries Sober Living Center in Greeley; they always are looking for more people and it is a great learning experience, especially for people who are working towards a criminal justice related career.
None really. By offering this survey is there talk of eliminating the Internship option?
None
.
Thank you for the opportunity to grow and learn and succeed! I feel I have truly learned from the best!

Worth taking

Loved it, and have not once heard anyone say they would have rather done the capstone over the Internship, and vice versa have never heard anyone say they enjoyed the capstone.

I found my own Internship and made my own community contacts, it was worth while AMD has completely shaped my currect career path.

N/A

I wish I would have been given more guidance about the options available.

It's great..... just great!!!!

As with any opportunity in life, you can never know what will transpire. I met my husband during my Internship.

None

APPENDIX H: OPEN ENDED RESPONSES CBR CAPSTONE COURSE

30. How do you think your involvement in ${lm://Field/2} made a difference in the community? (Dr. Tara Shelley's Capstone...)

Text Response

I made a difference by contributing to the development of knowledge regarding community-police relations.

Asking residents in the community for their opinion made them feel valued for their contribution to a local university

I believe working on the TACT campaign will help CSP gain valuable knowledge about how to make our highways safer.

Information gathered was used in a public campaign on aggressive driving. Hopefully the public was more informed on the topic of aggressive driving with information passed through the media or contact made with the State Patrol during ticketing campaigns.

I think it made people aware of the inherent danger of large trucks on the highway. I think our communication with the community opened some eyes on what dangers are present on the highway.

Raising awareness is always good. It's hard to make changes if people do not understand there is a problem to begin with. If you never hear about a complaint, you cannot address it. Just being part of a research project that allows us to notify the public that there is even a problem that needs addressed is good. I don't know where this study/project ended up after I left so I cannot speak on specifics but if all it did was raise awareness I like to think it made a difference.

I think it was beneficial for community members to (1) feel like their voice or opinion mattered and (2) learn about different options in the criminal justice system, especially restorative justice.

I believe the community of Fort Lupton will see the difference we made when it completes the community court.

Verbal and non verbalcommunication. Understanding the public's perception of law enforcement as well as students at Colorado state university.

Helped develop baseline information and statistics to later be compared.

I believe it helped those we surveyed think about their driving habits and also helped CSP determine if the TACT program was viable.

The community cannot function without service providers. However researchers can help these service providers do their job, that should be always be the end goal. I believe this was accomplished.

Gave the patrol insight to how they are viewed.

**34. How have the knowledge, skills, or experience you gained
from ${lm://Field/2} benefited you professionally? (Dr. Tara Shelley's Capstone...)**

Text Response

I have been able to use these skills as a data entry coordinator with the local jail. The knowledge and skills are great for my resume emphasizing research for social change.

I am able to converse with a varity of people more easily, and I have more patience when doing so.

It helped me develop the research skills that I need when I decide to pursue my graduate education. I also think it helped me get into Teach for America . It also helped me appreciate how to work on a large team.

Not yet, but I hope to put the knowledge, skills, and experience to use throughout my future career.

I am certainly much better at picking up the phone and convincing people to do things. In the Capstone class we had to convince people to take the surveys which could take up to 30 minutes (not many people want to do that on a Saturday afternoon). I use the skills learned from that course in my job today. I have to negotiate over the phone quite a bit. While we were not negotiating with people in the Capstone, we still had to learn to be persuasive, profresional, and understanding of different types of people.

I am not really in a profession where I am using my degree. I am in a profession that I truly love and enjoy every day, but the skills and experience made me a better person. Now that I am removed from school, I truly miss it. I enjoyed learning, and conversation. These skills may not have been directly learned from the capstone class, but I am not sure the capstone is as much "learning" as it is applying what you have learned prior to that all at once.

The time spent in the call center helped me to build confidence and to gain experience in handling difficult people. I am grateful for the time spent listening to people that were both happy and unhappy with their local police and building the tools to handle all calls professionally and ethically.

I took my knowledge of restorative justice and implemented different techniques within my office now that are helping students at the university.

Developed a more diverse bracketing and knowledge of the problems understanding of law enforcement.

It taught me a lot about proper research methods.

Weirdly enough, telephone skills...interacting with community member via phone that I have never met...

That survey methodology is not exact and often hard to manage, thus we as researchers have to be rigorous yet patient.

Reassured that I could never be in a career that did many phone surveys.

42. What   did you learn from your community partner (i.e. someone from the community) that you wouldn't have learned from   just being in a classroom? (Dr. Tara Shelley's Capstone...)

Text Response
I learned how to network professionally and academically as well as how to apply/transform knowledge and skills related to Sociology/Criminology into actionable behavior.
I learned how to get people to answer your questions was more difficult than one would think. Also to be persistant, calm and pleasant to get people to cooperate.
The State Patrol was helpful in educating the class on the topic of aggressive driving. It is an area that may have been discussed in some course taken at CSU, but was more thoroughly discussed during the formation of the survey and research.
No comment
The community partner was the Colorado State Patrol, I embarrassingly missed the class for a valid reason the day state patrol was there, so all I have was notes from others. Either way I think it is important for there to be outside input involved, if for no other reason than perspective.
It was extremely beneficial to work with the Fort Lupton Police Department. It made the project more meaningful to hear their goals for restorative justice and their experience with the community.
I think having someone who closely works with community courts come in really helped me understand the basic premise of RJ and how community courts really work.
Community perspective
What they were interested in and how we could help improve their community.
We didn't have much interaction with CSP but I do know the project continued past my semester
That implementing policy is drastically harder than formulating it.

50. Please briefly explain how you stayed connected with the community partner after the semester ended. (Dr. Tara Shelley's Capstone...)

Text Response
Dr. Shelley and I are friends on facebook. I mentioned earlier that I miss attending classes (advanced classes, I hated the entry level stuff). It is nice to see what she is doing and how some of her research has continued. I do try and avoid staying connected with the state patrol.

54. Please explain what kind of follow up/communication you would have liked to have had from the community partner (Dr. Tara Shelley's Capstone...)

Text Response
It would have been great to meet more Colorado State Patrol Officers associated with the project to hear their perspectives.
The community partner we used was phone calls to random house holds; the goal wasn't really to establish a long term relationship

I did not expect any follow up with the community partner. I believe it was mentioned that we could reach out and receive information about the results of our work, but I did not. I probably should have. The results would have given some closure to the process.

It would not have been important to me to receive follow up communication with the State Patrol. Generally that is not good if they are contacting you.

I hope to hear more about what decisions were made and what the outcomes have been. I realize that certain information will be confidential, but I'd be interested to know what the final decision was and how it's working in the community.

I didn't really need any follow up with the community partner.

Na

Did not want one

Is TACT still in effect?

None

58. What did you learn about research methods in ${lm://Field/2} course? (Dr. Tara Shelley's Capstone...)

Text Response

How to transform statistics into actionable behavior. How to maintain proper research ethics. Qualitative methodological practices.

That cold calling is unpleasant

I learned how to use SPSS, I learned how to code data, I learned how to adminster surveys, I learned about IRBs.

I learned how to bring most of what I learned in the Sociology program together and produce a quality academic research paper as it related to our project.

You need to be thourough.

Am I going to be graded on this? Control is important. Kind of an obvious statement but it is important that you do not lead your questions and that you are not trying to prove a point. Be fair, let the research tell the story instead of using the research to prove your point. There are obviously many different methods involved, but keeping validity is important.

How to handle research ethically and how careful you have to be to ensure that you are gathering quality and accurate data.

How to better use SPSS

Na

I learned the proper application if research methods. How to conduct it legally and so it can be

expanded upon and replicated.

Seeing a project through...identify variables,gathering data, analyzing results and presenting findings

Survey Methodology - Probing - Non response - Personal identifiable information security - Cognitive interviewing

62. Give   one example of something you learned in ${lm://Field/2} that you use in your daily   life: (Dr. Tara Shelley's Capstone...)

Text Response

Professionalism and kindness over the phone and with members of my community.

Dr. Shelley was very up front about the types of jobs one would get with this major, I learned from this to learn the outcome of something before I invest in it.

It helped me develop communication skills, which I use with parents and students. I also use TACT as examples when teaching about variables.

Can't think of something that I use in my daily life, but I certainly used information from Dr. Shelley's course during my graduate studies.

Thinking about things from every angle. This class tought me to think of every possible scenario that could impact our research.

Organization of time. I'd like to be more specific but during the capstone was probably one of my busier times during college. Between labs, reading, assignments, deadlines, outside work, other classes it was a lot to manage. It was basically like having a 2nd or 3rd job. I am a procrastinator by nature but the class made me change my habits. In the "real" world it is far easier to plan ahead. Being in sales now, I cannot wait until the last minute to do everything, I am forced to plan ahead, plan my week, day, even hour to accomplish what I need and to be successful.

How to behave in an ethical and professional manner, even in difficult situations.

Restorative Justice techniques

Communications

How to approach people and I think more closely about what words I use.

Analyzing data correctly. .. I do it every day!

How to illicit a response from someone with directing them toward a response.

66. How has your assessment of ${lm://Field/2} and what you learned changed over time? In other words, do you think differently about the class now than you did at the end of the semester? (Dr. Tara Shelley's Capstone...)

Text Response

I am now even more grateful for the experience as it has helped me distinguish myself

professionally and academically.

I really enjoyed her seminar, I think she said she sent our research assignments to the CSP so I wonder what they thought of those. I dont think differently now of the class, it was a fun experience.

It hasn't really changed over time. I don't think differently. However, I wish I was still pursuing sociology/research instead of teaching.

I think I've felt the same way about the course since I took the course four years ago. I found the course educational and I had a great time putting what I learned into practical use. It helped that Dr. Shelley was so friendly and helpful during the process.

I feel the same now as I did at the end of the semester.

I didn't think as much of the class when I completed it as I do now. When I completed it, it was just a means to the end. Looking back, I see more of what was accomplished and how it was actually effective for students, Dr. Shelley and the community. College would be a LOT better with more classes like the capstone. IT should really be considered to have more capstone like classes or multiples required.

No - I've always held this course in high esteem. I appreciate all that I learned from her and the class.

No

No

No it was always a great and rewarding experience.

Still value it!

No I think of it the same. Good quality professional development.

70. Would you recommend ${lm://Field/2} to other students? Please Explain (Dr. Tara Shelley's Capstone...)

Text Response

Absolutely. This is an excellent opportunity to deploy research methods and theoretical models toward reseaech that can influence (which seek to improve) our community.

Yes I would. I would recommend students to fully understand the lack of jobs available with this major as well.

Yes. It is extremely valuable for the research experience alone.

Yes. I had many courses with Dr. Shelley and I enjoyed having her as a professor. She was able to keep courses interesting, which is helpful. Finishing off my studies at CSU with Dr. Shelley was a fantastic way to exit the university.

I would. It was not an easy class by any means. But if you applied yourself and participated with

163

74. How meaningful was the ${lm://Field/2} when you FIRST completed it? (Dr. Tara Shelley's Capstone...)

#	Answer		Response	%
1	1 (not meaningful)		0	0%
2	2		0	0%
3	3		0	0%
4	4 (neutral)		0	0%
5	5		3	25%
6	6		3	25%
7	7 (meaningful)		6	50%
	Total		12	100%

78. How meaningful is it NOW? (Dr. Tara Shelley's Capstone...)

#	Answer		Response	%
1	1 (not meaningful)		0	0%
2	2		0	0%
3	3		0	0%

4	4 (neutral)			0	0%
5	5			0	0%
6	6			3	25%
7	7 (meaningful)			9	75%
	Total			12	100%

82. Please share any additional comments about ${lm://Field/2} (Dr. Tara Shelley's Capstone...)

Text Response

Class was great, she's a very smart woman and I learned a lot in her class.

Dr. Shelley was a great mentor. I still wish I was pushed more in the direction of sociology instead of teaching. But hopefully I can apply what I've seen in the public education system to research in the future.

I still have the "award" I was given at the end of the semester. It is a nice reminder of how fun that last semester was. I got to know people I didn't know very well and I did it in an educational setting. Pretty neat all around.

I wish I could do more research. I think that doing research as a career would be great. I may look into that.

(Note: I mentioned earlier that validity is important. I also mentioned that I am a friend with Dr. Shelley on facebook, those two statement are a bit contradicting to how useful the data I am providing. I am being as honest as possible about this survey, not just praising because of my small online relationship with Dr. Shelley). I really believe this was a great class, great learning experience. I encourage everyone to take this class. Dr. Shelley is VERY passionate about her work and she does a great job. I took this class because I was unable to obtain a valid Internship. Almost every Internship I applied for or looked into, they were looking for an office "bitch" for free labor. I don't need to do an Internship to learn how to file, copy and staple. I want to LEARN. At least at the time, this capstone taught me far more than I believe I could have obtained from an Internship

The course was very informative, interesting, and a perfect culmination of all the sociology courses that I took at CSU.

Amazing class

Loved the class!! Thank you so much!

The course allowed me first hand knowledge into not only the capabilities of survey research but the ever present possibility of error within even the most rigorous research.

APPENDIX I: OPEN ENDED RESPONSES CBR CAPSTONE COMMUNITY DEVELOPMENT AND DYNAMICS COURSE

I believe the work that was completed for this course was very influential for the community and more importantly the departments that run Fort Collins. Although it seemed very open ended at times as to what we were supposed to provide and find regarding social sustainability, in the end i truly believe we set the tone for creating a department and a culture geared towards moving forward to a more fluid and functional community. I think that some of the problems or gaps that were pointed out by our project to the city were taken seriously and helped show that moving forward would not take as much resistance or effort as many thought so previously. In the end creating an awareness of social sustainability with individuals that influenced the aspects of these things within the city did and will continue to make a difference for the City of Fort Collins.

I truthfully cannot remember all the details of the course.

It allowed for mutual respect and participation from a variety of individuals in the community.

Studying with the community was a change in the traditional orientation of university and community relationships. communities too often feel studied.

I believe that our project had a direct impact on the Fort Collins community by helping other within the city government and hopefully the community at large to understand what social sustainability is and how it can help the city to better provide for all types of individuals who call Fort Collins home. By better developing the ideal of what it is to make a city that people want to live in, Dr. Cross' class helped to shape the way we see the community as an entity that people feel they change for the better.

I am unclear that it did.

I believe that this course has made a difference for the Fort Collins community because it has made the organization of the City of Fort Collins more aware of the impact of their departments within the community. Prior to completing the research project most departments had no idea what the Dept of Social Sustainability was or what their goals in helping the community were. I believe that this also forced the City to realize that creating a department without a vision or truly understanding what a department does is not a good use of tax payer dollars. Our research to find the department's vision and understand what other departments of Social Sustainability do and present this to City leaders has helped the City of Fort Collins. Not only did it help the organization, but it has also helped the community in that the department of Social Sustainability now has a vision and are able to help those in need in the community and focus their resources towards certain populations.

I am more aware about certain aspects about my community and I try to be a good citizen and respect differences. I have a greater appreciation!

I'm not actually sure I took this class but the survey would not allow me to move forward if I didn't check a box...?

Within the class, I participated in a project to help communities in Fort Collins better receive communication during a moment of crisis or at least, to point out the holes in this

communication. In this project, I was able to shed light on the difficulties of communicating with the hearing impaired, outside of the normal day-to-day challenges. I believe the organization that we worked with felt that this hole was real and worth exploring.

It made you apply what you learned in class to real life situations. I felt like I also helped SAVA with the information I generated.

I believe our involvement helped SAVA greatly in the community as we offered an opinion and helped in developing new methods to reach out.

I hope that SAVA was able to improve their services to survivors of sexual assault

I'm not sure if anything changed in Fort Collins as a result because I no longer live there or am involved with the Social Sustainability Department.

We helped the community partner understand its relationships with other organizations in its field. This hopefully made a difference by allowing them to resolve any problems that existed between organizations.

the collaboration with the school and community allows mutually beneficial scenarios and should be used more often

I dont think it made any imvolvement. I havent recieved any follow up from SAVA regarding how the project went or if our research was successful for thier casue. which makes me question the integirty of what we were really doing for them.

I think the range of populations that we were able to research opened up a lot of doors and resources to the county. By breaking up into specific sub populations we were able to really study their specific demographics and make really detailed suggestions. I remember hearing some of the ladies from the county saying things like "oh, we hadn't thought about that! This is really helpful!" So, I think that our contributions gave the county a great amount of detailing of sub populations and the best ways to reach/ help in case of emergencies.

As a class we were able to aide the Social Sustainability Department in starting their role within the city organization. I am hopeful that this has enabled them to have a great impact with the organization as well as in the Fort Collins community.

We where able to provide a service for free that would normally have cost the community a lot of money. We met with all kinds of people who worked in different offices on the same or similar issues and discussed their roles and frustrations with the system as it was, then we where able to present a comprehensive presentations to the leaders in the community about what we uncovered.

By making people more aware of their surroundings

When we researched about sustainability in schools, it helped us as students understand the impact that community support and community learning has on community actions (if everyone's talking ad learning about sustainability, they're more likely to perform it I their lives). When we were able to report these findings back to the schools (also when we talked to people during interviews) we were able to connect on these major points and highlight the

importance of community support and encouragement. I think overall, our research (even just interviewing people, not necessarily the results) had an impact on the way those schools think about promoting and supporting sustainability as a "lifestyle" or something that characterizes their school.

Creating social change for the greater common good of the community.

I wonder if Fort Collins city government actually used anything we proposed.

It planted a seed for my future involvement in community based development and projects.

Helped with communication plan for Larimer County. Strengthened teamwork with classmates which impacts communities overall.

I was able to expand my understanding of community dynamics, realizing that I was just as much an integral part in helping, changing and making a difference in my community. Even through one "small" project, I was contributing to my community on a much larger scale.

33. How have the knowledge, skills, or experience you gained from ${lm://Field/2} benefited you professionally? (Dr. Jeni Cross' Community D...)Text Response

It is hard for me to fully explain or provide concrete details as how these two things have overlapped in my current profession. Although this is the case I believe the most important thing I drew from taking Dr. Jeni's Community Dynamics class was that it taught me confidence that no matter how hard a project may look it can still be completed. I do find myself thinking as a sociologist and providing my insights to my supervisors with this point of view. Part of this company relies on the community surrounding it so when decisions arise that affect our business and our customers in the community I find myself drawing on my knowledge of community and other sociological knowledge to provide logical solutions.

I truthfully cannot remember all the details of the course.

I have a better insight and understanding of how our community is shaped, which helps in working with new clients.

able to access to good research on community dynamics and understand the reasons behind why we observe certain phenomenon.

Yes. As a member of an organization like the Alaska Air national Guard my experiences in Dr. Cross' classes have giving me a unique perspective on my organization as not just a large government branch but rather a s community consisting of individuals with their own ideals and need. the interview and focus groups conducting skill that I learned have been particularly useful in terms of learning what it is my team needs to accomplish a task or goal, as well as for better understanding who my organization works, and to identify factors that help the Guard to accomplish its mission as well as to identify and nullify factors that hinder our performance.

Field note-taking skills were very beneficial to my professional work. They are valuable when taking phone records.

Recently the department that I work for went through a business process change. My supervisor asked me and two other employees with the same job title as me to sit in on these

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meetings with upper management and give our input for certain processes in the department. This process took months to implement and we recently finished our first month of implementation. I used several theories that Dr. Cross taught us in this class to make decisions and talk in discussions with my fellow employees. The transition into the new business process has been chaotic, but we have been able to successfully implement the new process. I believe that the knowledge and skills that Dr. Cross taught me helped me participate, be a true asset to the team, and make a real difference in this process change.

The knowledge/skills I learned are applied almost everyday. I have started to get a better understanding of my customers and I have created relationships that allows me to be successful! Everyone has certain characteristics and behaviors depending on the environment and my skills allow me to be versatile.

Dr. Jeni Cross definitely taught my favorite courses which studying Sociology. I'm not sure I could tell you the names of any of my other professors, but I definitely could tell you hers. She created an inclusive and open environment for learning and was always fair.

I've learned how fragile community can be, how it depends on participation and communication. This seems true of social interaction. Professionally, I am expected to interact with familiar faces, but often, complete strangers and make them feel included. In Dr. Jeni Cross' class, I learned how to observe, study, and most importantly try bending the 'expectations' or rules of community and make it better. I get to do this on an individual level everyday.

I think it's helped me in life. I always remember the things I was taught about communities, and it helps me make certain life decisions or shapes the way I think about certain things.

I can better relate and respond to different dynamics in which make up the community in which I serve on a daily basis.

I know that my passion lies in improving people's outlook on life as well as their opportunities. Working with SAVA helped me realize this.

I learned organizational skills. I base my future group projects on the way we formed our time schedule and divided the labor in my group in the course.

The class project required me to learn how to identify patterns in the interview data and synthesize a report. It was my first time applying research methods and was part of the process that made me realize I could do more research in the future.

Yes, strengthening my research skills for a multitude of applications in business, life, causes

Yes. In some ways it helped me figure out how to successfuly connect with people and reach out to new audeinces in my community.

Presenting such a big project is nerve wrecking and intimidating, especially when you aren't just presenting to your class. Having a professional audience made a world of difference. It made your feel like you were a part of something larger. It made yo u want to try harder and do better, It definitely gave me confidence and drive to do something with my work that

makes a difference. It doesn't have to be some enormous endeavor. I try to keep "the larger picture" in mind, who my actions might be affecting someone somewhere down the line. Everything you do should aim to make something better for others.

I learned the importance of research and collaboration. Working in healthcare these both come up often. This class also has helped me understand how living in different communities will shape an individual's behavior, ideas, etc. This comes into play when interacting with patients coming from all different living situations and communities.

I often think about my first professional experience with that class and how it made me feel to be viewed as a professional. It gave me an good understanding about needs a community may have that are greatly hidden from the population at large, but are none the less very important to address. I think it also gave me the confidence to seek out community projects and I think in part is why I have done so much work with the homeless population in my new home town.

By making me more aware of by surroundings with the people and things in and around my life.

Jeni's classes have all been amazing. I can't say enough about how much I've learned and been able to think differently and smartly about the world because of them. This class in particular made me more aware of the importance of communication in creating community. You have to build communities from your actions and your communications. And the type of community you build is up to you.

It has helped me contribute to the table professionally in being able to enhance conversations and ideas about creating social change in the classroom.

I use it on my resume.

I am currently organizing a project that involves many communities in recovery bonding together- this course molded a thought pattern that I have carried with me for almost 10 years. Dr Cross influences my work still to this day.

Gaining research experience helped me build confidence to conduct own research towards my Masters degree. I am also more aware of statistics and their reliability.

Control (Dr. Cross should remember this inside joke)! ;)   All jokes aside, I work at the heart of an extended company base that often doesn't see it's part of a corporate community - one team. I'm able to help foster relationships between venues and management teams (roughly 100 international) so that they may work with each other instead of competing with one another.   Personally, I'm also a military spouse who better understands the dynamics of communities and how to "navigate" my ever-changing community thanks to Dr. Cross.

41. What did you learn from your community partner (i.e. someone from the community) that you wouldn't have learned from just being in a classroom? (Dr. Jeni Cross' Community D...)Text Response

I think I learned first hand how bureaucracies work among city employees and departments. Both in a positive and negative light.

Real life situations and how to address them appropriately.

Witnessed some of the intricacies and tensions behind communicating a message and why we do so.

I think working with the community partner helped to show us that no matter how much planning you put into a research project or an interview its never going to go exactly as you planed. the community partnered help to show me at least the real difference between theory and practice when it comes to sociology.

I learned that not all government agencies know how to implement new processes and create departments effectively. I also realized how communication is a huge factor in any agency's success.

It's a big world out there and every community is different. Since I still live in the Fort Collins area, my research and contacts I obtained during the project have been very helpful. I have a better understanding of the community than I did for the town I grew up in. I know emergency contacts for the county and organizations to reach out to when a crisis is at hand.

That our research and ideas can influence something outside of the classroom and simply a grade

Can't really remember

Ben helped us gain a better understanding for the sexual assault victims community that we wouldn't have been able to learn from just the class room and or text book.

The need for survivors of sexual assault to be heard and the lack of those in the community listening.

I learned how difficult communication was across departments. When I used to think of the government, I thought of one entity that contained all the same goals and knowledge. I learned that departments often have difficulty with conflicting goals, communication, and often double down on the same issue without consulting each other.

I learned about the difficulties for a nonprofit in working with other community organizations.

Was able to get a deeper understanding into collaborate research and governmental business structures. This allowed me to get a sense of my skills usage in the public sector

A higher level of professionalism. I think it is very easy to sit on your laurels as far as presentation when you know you are just presenting to your fellow classmates. By having a community partner the bar was raised. They also gave us an excellent foundation from which to jump off, so we got to build on what they had already done.

I learned the importance of the City of Fort Collins organization and how much they can do to improve and change the community I loved and lived in for four years. This class made me appreciative of their work as well as gave me a desire to be more involved with whatever community I am living in.

It was an opportunity for me to see what someone with my skill set might be able to do out in the real world. There is not a lot of opportunities for Internships, etc. while you're in school for sociology and so working with community partners was one for the first chances I had to see what the real world might look like after graduation.

We learned from the schools' sustainability representative that kids are almost more important than adults in creating sustainable communities. He really drove home the impact that kids have on their parents' actions and how influencing kids at a young age will have an impact on the rest of their lives and how they view sustainability forever.

Real world experience first hand.

I learned about city government.

This class and time spent helping Larimer Health made me think of the details in our communities (i.e. plans of action, how to reach out to all communities, what ifs, and other community set ups). Also expanded my view of the socilogy of communities and new communities being built today.

The importance of helping others in your community and what a positive influence that can be (and the trickle affect of such interactions).

49. Please briefly explain how you stayed connected with the community partner after the semester ended. (Dr. Jeni Cross' Community D...)

Text Response

Minor connection: the community partner occasionally shops in the store that I manage. Directly after the class, she thanked me for my insight and ideas. It has been a while since our last interaction, I doubt she would remember our connection at this point.

Continued to help in other research projects through summer. Dr. Cross's direction and message of sociologist being one of the 'great change agents' for society is a huge daily inspiration and her work I will continue to stay in tune and touch as she is breaking ground the way we need to become stronger more in tune with the connectivity that makes up community.

I did an independent study for the County which I presented in August. Additionally, I was recommended to serve on the board of a H1n1 research project that was funded by the county.

I continued on with the Capstone Seminar to assist the community partner with more targeted goals.

53. Please explain what kind of follow up/communication you would have liked to have had from the community partner (Dr. Jeni Cross' Community D...)Text Response

I am not really sure what type of communication I would have liked to have had honestly. It would have been nice to know any developments that had been made with the social sustainability department and to know if our work was being put to use at all.

Just a check in on how things are going.

I graduated and moved.

It would have been nice to see a follow up report from the Social Sustainability Department, to see how the rest of their integration into the city structure went. I would like to have know if we had made any difference in changing the perception of the department with in the city government

I would have liked to know what kind of an impact our research had after we presented it to the City of FC. We spent hours upon hours on research and making reports, so it would have been nice to know the impact we had.

I was not looking for an everlasting communication but I am aware of the resources available in the community, which I have found to be very beneficial. I am pleased with the "follow up/communication" that resulted from the project/partner.

N/A

I don't mind not being in contact with SAVA as I am not connected to that particular community on a day to day basis.

I would've like to see if they implemented any of the changes suggested and if so, were they successful or helpful?

I probably would have enjoyed a job. But I realize at this point that I didn't pursue this so there is no reason why they would have hired me.

Maybe hearing back about any plans that the Center, using the feedback we gathered, had to fix their communication/relationship issues with the other community organizations would have been interesting. Knowing if something actually got changed in the aftermath would be good to know as far as making a difference.

I think if I had been more interested in juvenile legal issues, the community partner that I worked with would have been a great resource for me, but I ended up going in a very different direction.

Communication between the two parties and how the class could have stayed connected and involved.

None.

57. What did you learn about research methods in ${lm://Field/2} course? (Dr. Jeni Cross' Community D...)Text Response

the most interesting thing I learned about research methods was surveys and group interviews.

I truthfully cannot remember all the details of the course.

The importance of each and how to use them in real life situations.

That we make conscious and implicit choices as researchers about our assumptions of community and regarding our orientation to community that we need to tend to.

I learned about the struggles of preparing, wording and implementing a well designed and

successful survey and why it is so difficult to actually do.

I got a better idea of how all parts of the research process fit together.

One thing that I learned was that teamwork is very important and in order to have good teamwork, you must have a team that gets along and connects well (as in personalities and work ethic). I know that is difficult to establish when you have individuals who don't know one another very well.   I also learned that taking notes and transcribing interviews/group discussions is extremely difficult.   If there are several different groups that you are interviewing, try to match up researchers with the type of group you are researching. For example, have the criminal justice/criminology students go to those types of interviews (with police, courts, etc.).   Also, play to individual's strengths. Dr. Cross always asked those who were comfortable speaking in front of groups or individuals to do those types of tasks and the notetakers (such as myself) who are terrified of speaking in front of groups to take notes and transcribe. I believe the data that is gathered will be a lot more accurate and useful.

I learned that there are various way to perform research. The different methods help since not everyone responds the same way, so being able to "mold" my research methods is beyond beneficial. This way I am able to respect boundaries that everyone/organization has.

n/a

I have unfortunately forgotten many of the terms, but I do remember a lot of the methods include asking questions, conducting surveys, and studying past research.

I don't really remember. I just remember that I had to use what I learned to succeed in Dr. cross' class.

I learned the different steps and how to tackle them in research. I used these tactics in other courses at CSU.

Conducting interviews as a neutral party while maintaining respect and confidence

I got to see how they were applied to real life situations.

I learned how to analyze interview transcripts.

So much! completing a true research project from start to finish was the best learning to solidify the process and have experience for future endeavors.

I don't remember. Our particular group's reseach methods were simple. Cold Calling and asking folks for time to do a short interview.

Be thorough! Check, double check and check again! I also got a lot better at searching relevant literature. I got a lot better at survey design and data collection- and coding.

I learned that research methods are dynamic and you often may have to use several different methods to answer one question.

I learned what real research is like out in the field.

I don't remember

I learned that research is tedious and difficult. And that I could only do it if I truly believed in the cause. But I could believe in anything Jeni is doing.

Social dynamic and community involvement.

Too long ago

How to begin research and how to choose your sample

I remember most, learning the value of truth in research, as well as how to break down survey research to really help accurately analyze data to avoid distortion.

61. Give one example of something you learned in ${lm://Field/2} that you use in your daily life: (Dr. Jeni Cross' Community D...)

Text Response

I learned how to do sound research and to understand credible sources and when to use them.

I truthfully cannot remember all the details of the course.

Insight and curiously of the community of which I live in.

I find the most useful thing to be my ability to access research about community dynamics. for instance, thinking about gated communities, what they provide and why they form

I use the skills that I developed doing interviews to really get to know the structure of the organization that a work for. I have also used what I learned about constructing social network diagrams to better understand and improve communications flows in my job.

I always remember that actions often come before belief. For example, some lessons about proper visualizations and signage to encourage behavior. I use these often in my home to encourage myself and family members to recycle.

Team building and teamwork; I work with a team daily and in order to achieve our goals, we have to be cohesive and get along. If there is a broken piece in the team it makes it very difficult to succeed.

Every community is different and the reality that people experience is not the same. Even in a flourishing community, not everyone thrives. I cannot relate to everyone but I try to be respectful of differences and I change my demeanor appropriately.

n/a

That working in groups can be helpful for building ideas and getting work done, frustrating when different work ethics come together, but ultimately everyone has to work to their strengths to be successful

I learned of how different gated communities are from other communities, or even urban communities. Gated communities don't really promote people coming together and looking out

for each other. In other communities or urban communities, neighbors watch out for their neighbors houses when they are out of town, and there was also a story we read about a homeless man making sure a woman's child got to school every morning.

I learned how to communicate with others who may or may not relate to my personal objectives.

Interaction with those around me...learning ways to communicate in ways that develop into achievable actions aimed toward improving someone's situation.

When I read something in the news referencing a formal study, I am more interested in that study and their methods. I don't just take what the study says at face value because I know how subjective research can be.

I learned the power of relationships and communication in my own social networks.

as a sociologist- I am a change agent and will make a difference!

Cold calling and appointment setting. Keeping statistics on certain demographics in my immiediate community.

It is very easy to say "I belong to this group" or "well, I don't even know those people, why do I care?". Community dynamics and development does a excellent job at showing how EVERYTHING plays off each other. The things that I crest and put out into my community have a direct effect on others and eventually a ripple effect throughout a larger area. You should try to make things that inspire, that do good for others. I try to keep that in mind every day.

The importance of communication.

I find myself constantly examining spaces (offices, neighborhoods, communities) that are either conducive to social interaction and community building and those that actually hinder this type of connection. Especially as a healthcare provider and especially with patients who are depressed, I often find myself asking about their ties to the community and way for them to get involved. This is not something I was taught in PA school, this has just stuck with me from my classes with Dr. Cross.

N/A

Communication is really important! The way you say, wrote, explain, etc. anything can affect the way people receive it. I use this all the time to make myself think about what I want to convey. In the class it was used more towards influencing the way people think about sustainability.

Professional interaction with others. Being able to analyze and question the world around.

Too long ago

statistic credibility- I can analyze how accurate the statistic is and think of what community it comes from and why the conclusion reached may have been different if the community researched was different

How personal experiences can affect reactions toward your community (correlational research).

It's proven extremely true as a military spouse and I'm sure it would in a civilian setting as well.

65. How has your assessment of ${lm://Field/2} and what you learned changed over time? In other words, do you think differently about the class now than you did at the end of the semester? (Dr. Jeni Cross' Community D...)

Text Response

No i really dont think differently now about this class as i did a year ago.

I truthfully cannot remember all the details of the course.

Nope, it was educational and personally rewarding.

Hard to say. I've done a lot of work around similar subjects in the years since then. I can say it introduced me to the way sociologists approach the world which has been invaluable for talking with people across disciplines.

I have definitely come to appreciate the kinds of skills and life lessons that I learned from Dr. Cross' class. At first I though that I would have a hard time applying the ideals and methods to topics out side of our specific course, but over that last year I have learned to generalize the ideals and better utilize our methodology to apply to many situations and types of organizations. I really thing that this kind of active group research should have a bigger place in undergraduate programs as it has serious and measurable real world application for those who are willing to put the effort forth.

I look on this experience much more fondly now. At the time it seemed like a crazy mess, but now I see it as the experience that taught me that research is a messy process that takes a massive amount of diligence from all parties to work.

Yes, I think a lot differently about the class now than I did at the end of the semester. At the end of the semester, i was just glad to be done (no offense Dr. Cross), but now I can see the benefits of the class. It has helped me in my job more than anything, especially when we changed our business process. I knew that I had to establish buy-in with my coworkers and show them that this was a great idea instead of something that management just came up with to appease the state. Without the class I don't think I could have been as successful in this opportunity that my supervisor gave me (she didn't know that I took this class or what it involved until after she picked me and I told her). I realized the importance of what agencies do within a community especially in the field that I work in. We work closely with the community because we are there to serve those who cannot help themselves and are trying to survive. The biggest goal of the new process in my department was to better serve the community and that is what drove the change: impact on the community.

I still have the same mindset. I appreciated what I learned then and still do and apply those skills in my life.

n/a

I remember finishing the class feeling inspired, or at least excited that I had potentially sparked an idea in someone else (within our community project). That feeling is still the same. I remember being slightly frustrated by my group's performance in our presentation of our

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project but now I have a clear understanding professionally of how different people are and how differently they work especially under pressure.

Not really. I appreciated everything I learned.

The more time that passes I can have a better understanding of the course objectives since I can see the overall picture better with the more I interact with the community rather than just communicating with fellow students.

I don't think differently, I do however appreciate what I learned as I continue to encounter more and more who could benefit from something like SAVA

I appreciate the class more now. At the time I was just so stressed and just wanted to finish all my work.

I was somewhat ambivalent about the class at the time I took it. I now think of it as one of the first actual pieces of research to which I contributed. That has become more important as I continue to progress as a sociologist.

my appreciation has deepened

Knowing I did something real for SAVA. Any of the skills I learned during this particular semester are unmarketbable. Ben, has no idea who I am and couldnt give me a reccomondation about the work our class provded to him. Also, there was no real connection to SAVA after the project was over. Maintaining that relationship is a two way road, but I think it could have been managed better. After, couple years down the road, I feel like an unpaid intern who did the dirty work for SAVA.

No

Yes, I come into the class with a specific idea of community as being dictated by location. This class taught me there are many different ways to define community and all are equally important and influential.

I likely do think very differently about it now then I did at the end of the semester, simply because some of the things we talked about in that class had not personally effected me yet. For example I had never lived in a community where I didn't know the majority of my neighbors. Since then I have lived in several different communities with different needs and priorities and have come to better understand a lot of the topics we talked about in that class.

No

Probably. It's been a little while so I'm sure everything has mulled around in my head and been morphed in different ways. I guess I try to look on the class now in terms of what life skills I learned and how I can apply those to what I do today, whereas before I may have been more focused on how it applied to the project we were working on at the time.

With experience and growth, I am now able to hold value in the lessons learned.

Was not sure what to expect when I signed up for course, but it was a very helpful class once I

started my MS degree

My assessment is the same - it's still just as valuable now as it was then. The biggest change came between the start and end of the semester - one could say, everything started to "click" and I was exposed to a new understanding of how community dynamics play an important role in our relationships and vice versa.

69. Would you recommend ${lm://Field/2} to other students? Please Explain (Dr. Jeni Cross' Community D...)Text Response

Yes I would. Although its a lot of work and stress at times, it pays off in the end and there are some important lessons that are learned. It also helps solidify the lessons you learned throughout your time as a sociology major and apply them in a real world setting.

Yes, I do remember enjoying and learning a great deal from Dr. Cross.

Of course! Great instructor.

Yes, it covered an excellent mix of readings and hands on projects as well as presentations, small and large group discussions and individual work.

I would most definitely recommend this course. From the class work on developing different ideals of community and what it could mean to different people, to the active research component Dr. Cross' Community Dynamics and Development Course has much to offer the motivated student who wants to really do something that can make an intimidate difference to the local community and to really change how they think about the places they live and work.

yes. I think all students need to do a project like this from start to finish to truly understand a sociologist's work.

Yes, i would. I would recommend it to those who want to know how communities are designed and how they work. This class opened my eyes to what community really means (it is different for everyone) and what community is.

Yes because it gives a student an understanding about a community. Being a student is one thing, but learning how communities vary even in one town. It sheds a light on how people live in a community depending on the area and what mother nature throws at them. I believe it helps and/or is a stepping stone into the real world and what people face.

Yes - any class of hers is worth taking!

Absolutely. Connecting the class setting with the community is crucial. It helped me as a student realize that I was much closer to the community outside of CSU than I thought. It also helped me see my role in the community on a smaller level, that even that small level, is part of something.

Yes. I think it's important to see how communities have evolved and changed over time, and to learn the pros and cons.

Yes, Dr. Cross is an amazing professor. She not only cares about the students individually as humans but she cares so deeply about what she is teaching and can answer most if not all

questions asked. If she wasn't sure about something, she would show up to the next class with extensive research done to have the question answered in whole.

Yes, I believe it gives students access to a community that can sometimes be ignored when you spend all day on campus

Yes I would. But I would suggest they become more involved with the course than I was.

Yes, because the class offers a chance to apply methodology and learn how to do research with others.

There should be more opportunities for underclass students to dive deeper into the sociological research methods and theory in a current real world scenario. Whether your focus is CJ, Environemental or any of the other plethora of sociological focus this class will enlighten you and push you to a new level of engagement with your schooling and application of your learning.

Yes,   Dr. Cross is a wonderful and inspriing teacher. I learned alot about how communicities functions and thier role within towns, cities, etc. and how we as citizens can help our communities.

Yes! I think It is really an eye opening course. We hardly think about how everything around us is connected and how design of community spaces changes the interactions we have with them. We take places and city set ups for granted "that's just what the park looks like, and that's where it is" when in reality there is much thought put into these landscapes. Also, like I said before, the community partner project really gives a sense of community and involvement and helps create and tune professional skills.

Definitely yes! This is a hard and challenging class that allows you to use all of the things you have learned in your previous sociology courses. It gives you a great space to get to know your peers more and develop significant relationships. Dr. Cross is easy going but will challenge you to do your best work and make you think critically. This class allows you to shape your capstone experience and be involved in every way.

Yes! It's so applicable to so many parts of your life post-graduation. Understanding how communities become what they are and how to change them in meaningful ways to make connections with other people serves you so well throughout your life.

Yes, it was very meaningful and educational both in the class and in real life situations.

Yes! Any class by Jeni I would recommend. This one specifically because you not only learn about useful skills, but because you do get to participate in making a difference and get experience DOING instead of just thinking about sociology.

I would recommend any of Dr cross's classes to students. Her ability to engage and excite her students is unparalleled. Her passion draws students in and makes us care.

Yes! For research experience and community building/understanding

Absolutely! She was one professor who had me thinking outside the box, but not so much that

it didn't seem realistic. I learned logical and real world application to community connections and their importance.

Statistic	Value
Total Responses	25

73. How meaningful was the ${lm://Field/2} when you FIRST completed it? (Dr. Jeni Cross' Community D...)

#	Answer		Response	%
1	1 (not meaningful)		0	0%
2	2		1	4%
3	3		2	8%
4	4 (neutral)		2	8%
5	5		5	20%
6	6		6	24%
7	7 (meaningful)		9	36%
	Total		25	100%

77. How meaningful is it NOW? (Dr. Jeni Cross' Community D...)

#	Answer		Response	%
1	1 (not meaningful)		0	0%
2	2		1	4%
3	3		0	0%
4	4 (neutral)		2	8%
5	5		4	16%
6	6		6	24%
7	7 (meaningful)		12	48%
	Total		25	100%

81. Please share any additional comments about ${lm://Field/2} (Dr. Jeni Cross' Community D...)

Text Response

Enjoyed her class very much and appreciate how it has shaped me in my professional life.

I think that after a few more cycles of teaching this course and getting the time schedule of the

research component nailed down that this can be one of the best classes taught at CSU. I was skeptical about this course at first, but from my previous experiences with Dr. Cross' classes that I wouldn't be disappointed and I am really glad that I had the chance to take a class where I felt that the work I was doing could really make and impact on both the Fort Collins and CSU communities

I LOVE Dr. Cross!

I enjoyed the class and Dr. Cross.

My only issue with the class at the time was that my other 2 group members dropped the class. Although I had help from members of other groups in the class, I felt extra pressure and responsibility as the primary person doing the research work for my group. A good learning experience, but not ideal for a first time researcher.

loved it, love the community she created in class and the dynamic learning she offered. She is truly a wonderful and dedicated professional and her multitude of deep connections in various areas of the community makes an outstanding professor and awesome person!

It is an amazing course and I hope students for years to come have to opportunity to work with Jeni and the wonderful community partners around town.

I feel like many of the things I learned in that class have enhanced my life and professional career beyond what I could ever have expected.

Dr Cross, you've changed my life!

As much as I was hesitant to work on yet another team project (I double majored in Business Admin and team projects were a constant), the CBR project was invaluable to my personal growth as a student and soon to be "real world member." This course was so much more about investment and contribution to our community more than it was ever an exercise in playing nice with others and getting the project done for a grade (as many of my business class projects were). I CHOSE to continue on with the CBR project/capstone after this course because I valued the lessons I learned from Dr. Cross and hoped to expand my growth even more.