

SONOMA STATE UNIVERSITY

PROGRAM REVIEW

SOCIOLOGY DEPARTMENT

Submitted by:

Sociology Department Assessment Committee:

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**Department of Sociology
Program Review 2014
Self-Study (Draft 4-8-14)**

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**Program Review
Department of Sociology
Self-Study Document
Spring 2014**

I. Self-Study Introduction and Program History

Sociology is the discipline that studies groups and societies – what they are, how they got that way, and what impact they have. Sociological research attempts to improve the human condition within the context of a strong tradition of social justice and human equality. To develop skills for studying society, students are introduced to valuable techniques such as survey research, sampling, observational methods, content analysis, experimentation, and interviewing. Sociology is a core subject for any liberal arts education and therefore the department also offers a variety of general education courses of interest to non-majors.

The Sociology Department has been an integral part of the School of Social Sciences (formerly the Division of Social Sciences) since the 1960s. Throughout the years, the Department has had a major and minor and offered General Education courses and area courses of interest to students from other majors. In its early years, Sonoma State College was known as the California State University's campus that emphasized creativity and initiated innovative programs. The development of the Department reflected the openness to innovation and change that permeated the campus at that time. Sonoma State attracted a number of sociologists who already had stellar reputations in the discipline, or who developed such reputations after leaving SSU. The Sociology Department offered an impressive range of courses in areas including traditional scholarship, applied fields, social issues, and contemporary currents in the discipline. These courses included seminars on such wide ranging topics as the Sociology of Max Weber, Ethnomethodology, Comparative Society, the Sociology of Knowledge, the Sociology of the Body, the Sociology of Literature, and the Sociology of Love. The Department offered courses in criminology, gender, health and illness, and field research, often long before several of these areas became standard fare in other sociology undergraduate programs.

As noted in previous assessment documents, the years between 1977-1981 brought major structural changes to the department that mirrored both campus-wide changes and national trends. Student enrollments grew in business and technical fields and shrunk in the social sciences. The SSU administration responded to the trends by laying-off tenured and tenure-track faculty. As the lay-off crisis at SSU worsened, five of the permanent faculty left the department for other programs. Through this process of reallocation of resources throughout the university, Sociology faculty left to develop programs in Communications, Criminology and Criminal Justice Studies, and Women's and Gender Studies. Most of those who remained taught at least one course in other programs to keep their junior colleagues from being laid-off.

The Department could not maintain its earlier breadth of courses during and after the lay-off crisis. Subsequently, the Department refocused and streamlined the major during the 1979-1981 academic year with a program that included foundational courses (Sociology 201, Introduction to Sociology; Sociology 300, Sociological Analysis; and Sociology 375, Survey of Sociological Theory); skills and methods courses (Sociology 300, Sociological Analysis; Sociology 498,

Senior Seminar) and a synthesis course, in which students applied and advanced the skills and knowledge they had gained in the major (Sociology 498, Senior Seminar). The revised major presaged the model the American Sociological Association later outlined for the sociology undergraduate major (with the exception of a statistics requirement).

Since 1981, the major has been revised to enhance the curriculum, meet student needs and respond to wider trends in the discipline of Sociology. The two major changes to the structure of the major have involved adding required courses without increasing the number of units (40) required for the major. First, to increase students' preparation in sociological methods, the Department instituted a methods seminar requirement in 1994 and offers several choices each semester. These seminars combine a substantive area with specialization in a particular methodological approach such as survey research, qualitative methods, and comparative historical methods. Students are required to take at least one methods seminar before enrolling in Sociology 498, Senior Seminar. Second, the Sociology Department implemented the Sociological Experience requirement for majors in Fall 2010. The Sociological Experience requirement provides students with practical experience working with the community outside the university through internships, service learning and careers classes.

While the number of sociology majors fluctuated somewhat during the 1980's and 1990's, the sociology major has experienced sustained growth since 2000. The number of majors grew from 216.5 in 2001 to 460 in Spring 2014 (see Table A). The Department does not engage in any specific efforts to recruit majors, other than providing information about the major during the introductory sociology course (Soci 201). This growth reflects a nation-wide increase in the popularity of sociology as a major. Some of the growth may also be due to local factors, including the restrictions enacted by closely allied majors (Psychology, Communications and CCJS in particular have GPA requirements for their majors) that lead students with lower GPAs to seek out other non-restricted majors in the Social Sciences.

Table A
Growth in Sociology Majors 2000-2014

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Majors	216.5	223.5	230	306	334	337	294	291	274	277	337	386	406	437

Data is from SSU's Institutional Research, and are from the Census date each semester (approximately one month into the semester). Internal Sociology Department numbers show that since Census in February 2014, majors continued to increase to 460 in April 2014. This includes twelve students for whom sociology is a second major and thus is not captured by SSU's institutional data.

Staffing has not kept pace with the increase in student majors since 2000. The Sociology Department currently has five tenure-track faculty and three part-time FERP faculty. At the time of the last full program assessment (2008), there were eight full-time faculty and 169 fewer majors. There are significant negative consequences of this decline in core faculty that are considered in this document.

The Practice of Assessment in the Sociology Department. Both as a response to local events at SSU and as an area of genuine professional concern, the Sociology Department has been seriously engaged in assessing the effectiveness of the major and its courses for many years. The Sociology Department has a strong collective sense of its mission and faculty work together frequently and effectively in the process of curriculum innovation and ongoing evaluation. This document will provide evidence of the many strengths of the Department, an evaluation of areas that need improvement, a consideration of the allocation of current resources and an assessment of additional resources required to meet departmental needs and goals. We will first evaluate the sociology curriculum overall and also closely examine the two most recent innovations to the major, the methods seminars and sociological experience requirements. In the second part of this document we consider how to manage or “make the most out of” our existing resources as well as explicate the obvious need for increased resources, especially additional tenure-track faculty.

II. Sociology Major Curriculum Evaluation

The Sociology Department offers a major and minor in sociology. The major has been designed to allow each student, in consultation with an advisor, to develop an individualized program of study. The required core courses ensure a solid grounding in sociological concepts, theories, and research methods. The curriculum also furthers the development of core skills (critical thinking, oral and written communication) for college students in all classes.

In order to evaluate the curriculum in the Sociology Department, we undertook four tasks in this self-study. First, we reviewed our learning goals and curriculum objectives. Second, we analyzed our faculty specialties in relation to the courses being offered on a regular basis. Third, we reviewed and compared our major requirements to those at other CSU and COPLAC schools as well as to the American Sociological Association’s guidelines for sociology majors. Fourth, we assessed the implementation of the Sociological Experience requirement.

A. Learning Goals and Curriculum Objectives

In a continuing effort to assess learning in the major as well as in general education and elective courses, the Sociology Department reviewed the two sets of interrelated goals and objectives outlined below. The learning goals are specific to developing core knowledge and skills in sociology. We expect all sociology majors to acquire and meet all of these learning goals before they graduate. The curriculum objectives are oriented toward the development of broader college level skills and competencies developed within a sociological perspective. We expect all sociology majors and minors to acquire and meet all of the curriculum objectives. We also intend our curriculum objectives to support the larger goals of General Education.

1. Learning Goals of the Sociology Major

- **Sociological Imagination:** To develop an understanding of the role of individuals in shaping society and, reciprocally, the role of society in shaping the lives of individuals who live in it.

- **Coverage of Core Substantive Areas:** To develop basic theoretical, historical and substantive knowledge of at least three of five core areas of sociology-Microsociology, Organizations and Institutions, Macrosociology, Culture, and Transnational Sociology.
- **Theoretical Depth:** To master central theories of sociology, the ability to critique and restate them, and the ability to employ them as frameworks for original research.
- **Methodological and Analytic Depth:** To formulate critical and analytic questions about society; to investigate these independently through original research applying one or more sociological methodologies.
- **Ethical Awareness:** To develop a sensitivity to and awareness of ethical constraints, responsibilities, and dilemmas relative to humans and their place in nature, and inherent in the practice of sociology.
- **Social Justice:** To become well-informed citizens of the planet with a respect for human life, human rights, and social justice in all of its many forms; to acquire the tools to be responsible, involved and active citizens.

2. Curriculum Objectives

- **Intellectual Competence and Relevance:** To develop the capacity to understand contemporary issues from a sociological perspective and to grasp major issues in sociology.
- **Critical Comprehension:** To develop the capacity for critical reading of scholarly and professional materials in sociology.
- **Written and Oral Presentation:** To develop the capacity for critical written and oral presentation and evaluation of scholarly and professional materials in sociology.
- **Bibliographic Search:** To develop the capacity to identify and to make productive use of a variety of traditional and non-traditional bibliographic and archival sources.
- **Computer & Information Technologies:** To achieve competence in the use of basic computer modalities and relevant information technologies.
- **Career Preparation:** To prepare students to articulate skills learned in the sociology major and apply those skills to careers and professional settings.
- **Professional Ethics:** To develop an understanding of the ethical issues involved in scholarly inquiry and professional and workplace practice, and in publication.
- **Individual and Collaborative Work:** To gain experience working individually and collaboratively.

- **Responsible Citizenship:** To develop an understanding of the rights and obligations of their roles as citizens, of their exercise, and of the application of critical inquiry to these roles.

Evaluation. The curriculum of the major and minor, as well as the related learning goals and outcomes are designed to address standards and trends in the discipline of sociology. The Department's learning and curriculum goals are derived from program goals and assessment criteria established by the American Sociological Association. The learning and curriculum goals are also similar to those of other universities in the U.S., including the Fresno and Sacramento campuses of the California State University.

Students receive information about department learning goals through advising and in core classes. Course syllabi clearly state learning goals and objectives. In addition, when students sign up for the major they are provided with written information about the sequencing of the courses required for the major and in-person advising concerning the goals of the major.

In Fall 2011, the Chair began to routinely review all course syllabi to ensure the inclusion of course objectives and learning goals. Throughout the 2011-12 academic year, we assessed how many courses had the learning goals and course objectives on the syllabus, and then worked with faculty to raise that percentage to 100% by Fall 2012. In this process, we also worked to align the learning goals and objectives of each course with the Department's learning goals and curriculum objectives.

Sociology faculty met to review and discuss the learning goals and curriculum objectives during February 2014. The consensus is that most of the learning goals and all of the curriculum objectives remain relevant and useful. We agree that one learning goal, "coverage of core substantive areas" needs to be revised to reflect a broader range of possible coursework. This issue is explored further under Section E Action Item #3.

B. Current Faculty Specialties and Courses Offerings

The Sociology Department is well regarded for its creative and dynamic faculty and the opportunities students receive as a result of their efforts. Students have the opportunity to work with faculty on research projects and as teaching assistants. The Department currently has five full-time tenure-track faculty members and three tenure-track faculty members who are participating in part-time work through the Faculty Early Retirement Program (FERP). The FERP period ends for two of these faculty members in the 2015-2016 academic year and 2018-2019 academic year for the third part-time member.

It is important to note that Professor Katz will be leaving the department at the end of Spring 2014 to begin a position at the University of Houston. This will mean that her courses in sociological theory, careers in sociology, sociology of drugs as well as her methods seminar on women and social policy and her senior seminar on the American Dream will not be offered by a tenure-track faculty member (if at all).

In addition, we will have a new tenure-track faculty member starting in Fall 2014. Professor Brian Gillespie will be offering courses such as sociological research methods, statistics, demography, and aging and society, among others.

1. Full-time Tenure-Track Faculty

As of Spring 2014, the five members of the full-time tenure-track faculty are: James Dean, Sheila Katz, Melinda Milligan, Peter Phillips, and Cindy Stearns. Areas of expertise and courses are summarized below.

Professor James Dean

Expertise: sexualities, social theory, gender, race and ethnicity, and cultural sociology.

Courses: Soci 263, Sociology of Race & Ethnicity, Soci 360, Sociology of Sexualities, Soci 375, Sociological Theory, Soci 385, Sociology of Culture, and Soci 498, Senior Seminar: Gender and Sexualities.

Professor Sheila Katz [departing at end of Spring 2014]

Expertise: gender, poverty, social policy, sociology of education, social theory, violence against women, sociology of drugs, and qualitative and participatory methodologies.

Courses: Soci 306, Careers in Sociology, Soci 312, Sociology of Gender, Soci 340, Drugs and Society, Soci 375, Sociological Theory, Soci 443, Methods Seminar: Women and Social Policy, and Soci 498, Senior Seminar: The American Dream.

Professor Melinda Milligan

Expertise: sociology of the built environment, historic preservation, community and urban sociology, organizations, symbolic interaction, social psychology, and qualitative methods.

Courses: Soci 317, Emotions & Adult Life, Soci 350, City & Community Life, Soci 414, Methods Seminar: Social Interaction, Soci 425, Methods Seminar: Urban Sociology, Soci 485, Organizations & Everyday Life, and Soci 498, Senior Seminar: Sociology of the Built Environment/Visual Sociology.

Professor Peter Phillips

Expertise: political sociology and sociology of the media.

Courses: Soci 330, Sociology of Media, Soci 380, Political Sociology, Soci 435, Media Censorship, Soci 436, Investigative Sociology, and Soci 449, Sociology of Power.

Professor Cindy Stearns

Expertise: sociology of reproduction, gender, work, health, childhood, mothering, and sociology of the body.

Courses: Soci 300, Sociological Research Methods, Soci 440, Sociology of Reproduction, Soci 445, Sociology of Childhood and Adolescence, Soci 480, Methods Seminar: Sociology of Work, Soci 498, Senior Seminar: Sociology of the Body.

2. Part-time Tenure-Track Faculty (FERPs)

The three members of the part-time tenure-track faculty are Noel Byrne, Kathy Charmaz, and Elaine Leeder. They are participants in the university's Faculty Early Retirement Program (FERP). Their areas of expertise and courses are summarized below.

Professor Noel Byrne

Expertise: sociology of time, social psychology, sociological theory, organizational behavior, organizational theory, urban sociology, sociology of moral order, and research methods.

Courses: Soci 300, Sociological Research Methods, Soci 326 Social Psychology, Soci 375, Sociological Theory, Soci 425, Methods Seminar: Urban Sociology, Soci 463, Methods Seminar: Institutions and Bureaucracies, and Soci 498, Senior Seminar.

Professor Kathy Charmaz

Expertise: sociological theory, social psychology, qualitative methods, health and illness, and aging and dying.

Courses: Soci 315, Socialization, Soci 317, Emotions and Adult Life, Soci 319, Aging and Society, Soci 326, Social Psychology, Soci 332, Death and American Culture, Soci 375, Sociological Theory, Soci 418, Methods Seminar: Social Development of the Self, Soci 452, Methods Seminar: Health Care and Illness, and Soci 498, Senior Seminar.

Professor Elaine Leeder

Expertise: sociology of family, family violence, social movements and social change, and social policy.

Courses: Soci 201, Introduction to Sociology and Soci 345, Sociology of Families.

The FERP faculty work part-time at differing rates, as described in Table B.

**Table B
FERP Faculty's Teaching Obligations, Fall 2012-Spring 2014**

FERP Faculty	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Noel Byrne	Not teaching	Soci 375, Soci 498	Not teaching	Soci 375, Soci 498
Kathy Charmaz	Soci 496	Not teaching	Soci 332	Not teaching
Elaine Leeder	Not FERP	Not FERP	On leave	Soci 201, Soci 345

Professor Byrne and Professor Charmaz will end their FERPs in the 2015/2016 school year and Professor Leeder will end her FERP in the 2018/2019 school year. As is evidenced in Table A, given the percentage of time each faculty member has arranged in their FERP contract and other course-release obligations, the FERP faculty combined teach only 2-3 courses per semester. Although there are three FERPs in the Department, their combined contribution to teaching is typically less than one full-time faculty member.

3. Part-time Faculty, 2013-2014 Academic Year Only

In order to evaluate the work of part-time faculty in sustaining the curriculum, we reviewed the teaching assignments for adjunct faculty for the 2013-2014 academic year. There were twelve part-time faculty teaching in the Fall 2013 semester and eight part-time faculty are teaching in the Spring 2014 semester.

Fall 2013: Adjunct faculty taught the following courses in the fall of 2013: Soci 201, Introduction to Sociology, Soci 300, Sociological Research Methods, Soci 314, Deviant Behavior, Soci 319 Aging and Society, Soci 326, Social Psychology, Soci 345, Sociology of Families, Soci 365, Human Services Administration, Soci 366, Juvenile Justice, Soci 375, Sociological Theory, Soci 431, Sociology of Religion, Soci 443, Methods Seminar: Women and Social Policy, Soci 450, Punishment and Corrections, Soci 461, Social Work and Social Welfare, Soci 470, Methods Seminar: Culture and Identity, Soci 482, Sociology of the Environment, Soci 498, Senior Seminar: Marriage and Family.

Regarding the core courses required for the major, part-time faculty offered one section of Soci 201, two sections of Soci 300, two sections of Soci 375, two methods seminars, and one section of Soci 498 in the fall of 2013.

Regarding the GE courses the Department mounted, part-time faculty offered the following: one section of Soci 263, Sociology of Race & Ethnicity, one section of Soci 319, Aging and Society, three sections of Soci 326, Social Psychology, two sections of Soci 375, Sociological Theory, and two sections of Soci 431, Sociology of Religion.

Regarding the Sociological Experience courses offered, part-time faculty offered one section of Soci 482, Sociology of the Environment.

Spring 2014: Adjunct faculty taught the following courses in the spring of 2014: Soci 201, Introduction to Sociology, Soci 263, Sociology of Race & Ethnicity, Soci 300, Sociological Research Methods, Soci 301, Statistics for Sociologists, Soci 317 Emotions and Adult Life, Soci 326, Social Psychology, Soci 345, Sociology of Families, Soci 365, Human Services Administration, Soci 366, Juvenile Justice, Soci 375, Sociological Theory, Soci 431, Sociology of Religion, Soci 443, Methods Seminar: Women and Social Policy, Soci 450, Punishment and Corrections, and Soci 461, Social Work and Social Welfare.

Regarding the core courses required for the major, part-time faculty offered one section of Soci 263, three sections of Soci 300, two sections of Soci 375, and one methods seminar in the spring of 2014.

Regarding the GE courses the Department mounted, part-time faculty offered the following: one section of Soci 263, Sociology of Race & Ethnicity, one section of Soci 317, Emotions and Adult Life, two sections of Soci 326, Social Psychology, two sections of Soci 375, Sociological Theory, and two sections of Soci 431, Sociology of Religion.

Regarding the Sociological Experience courses offered, part-time faculty did not teach any this semester.

Evaluation. The five tenure-track faculty members teach a range of required and elective courses in the major. FERP faculty provide valuable coverage of additional courses, but collectively teach at a rate less than one full-time faculty member each semester. As a result, a very large number of lecturers are required to offer sufficient classes to facilitate students' timely

progress toward degree. Lecturers teach in all areas of the curriculum, including general education courses, core and elective courses required for the major as well as courses that fulfill the sociological experience requirement. A total of thirteen different lecturers taught courses in the 2013-2014 academic year.

While our lecturers are competent teachers and welcomed colleagues, there are some notable negative consequences to a curriculum that is heavily populated by part-time instructors. First, the courses offered each semester are in part dependent upon the lecturers who are available and qualified to teach them. Second, sociology majors are shortchanged by a large number of “revolving” lecturers. It is more difficult for students to develop ongoing relationships with transient faculty and to secure the letters of recommendation and other types of support necessary to succeed at SSU and as graduates. Third, lecturer recruitment to meet curricular needs can be challenging. We compete with many other universities that offer higher pay and a shorter commute for many potential candidates (UC Berkeley, UC Davis, San Francisco State and others). While we have been successful at finding qualified lecturers, it is an enduring and time consuming challenge that also demands the labor hours involved in recruitment, orientation and evaluation of lecturers.

Furthermore, there are significant additional losses involved in operating with a small number of tenure track faculty members. The Sociology Department has a longstanding practice of only allowing tenure-track faculty to teach core courses. We strongly believe in this practice as it assures an important level of continuity in core courses and guarantees that students receive at least some of their classes from the tenure-track faculty who are mostly likely to be able to help them with advising and mentoring. However, in recent semesters we have been forced to hire lecturers to teach these courses because we do not have enough tenure-line faculty members to teach all the sections necessary to serve our majors. In addition, the small number of tenure-track faculty reduces the overall effectiveness of advising. Since lecturers do not provide academic advising in Sociology, five tenure track faculty members advise 460 majors and 48 minors. While we are effective academic advisors (see discussion in section III. B below), we are seriously constrained by the faculty/student ratio. For example, we cannot provide the extent and depth of advising concerning internships, career opportunities, graduate school and other matters that our students deserve and require.

In sum, a curriculum that is dependent on a large but uncertain pool of contingent laborers and a small number of permanent tenure-track faculty is inherently problematic. Our conclusion is that we are in need of at least six additional tenure-track faculty for a total of eleven positions in the department in order to provide the stable resources necessary for a high impact, efficient and engaging curriculum.

C. Structure and Content of Major Requirements

The sociology major is a 40 unit major with 19 units in the core required courses of Soci 201: Introduction to Sociology, Soci 300: Sociological Research Methods, Soci 375: Sociological Theory, a Methods Seminar course, and Soci 498: Senior Seminar. In addition, students must take one class (2-5 units) to fulfill the Sociological Experience Requirement (which is explained in the fourth part of this section). The remaining units (16-19) are elective courses in the major.

Those electives must be taken in at least three of five substantive areas: Microsociology; Organizations, Occupations, and Work; Macrosociology; Culture; and Transnational Sociology.

In the last program review, the department revised its standards for teachers of the four, upper-division core (required) courses, i.e., Sociology 300 (Sociological Analysis, now Sociological Research Methods), the methods seminars, Sociology 375 (Classical Sociological Theory, now Sociological Theory), and Sociology 498 (Senior Seminar). The revisions provide faculty with more clearly stated and systematic guidelines on how these courses should be taught (e.g., guidelines on quantity and type of assignments, etc.). In turn, and most importantly, these departmental standards assure that students all receive the same, foundational training in each of the department's four required upper-division courses. The departmental standards are particularly useful when adjunct faculty teach any of these core courses. (The department prefers to avoid use of adjunct faculty as teachers of core courses, but given the small number of tenure-track and FERP faculty and the very large number of majors, this is not always possible; in those instances, the guidelines for each of the courses serve as formal, written benchmarks about what content must be covered, and how.) In the five years since that review, we have continued to update those standards as necessary and they continue to provide clear guidelines for faculty teaching our core classes. For example, as of April 2012 the department removed the research paper requirement from the methods seminars and, as of Fall 2013, the department shifted Soci 375 to encompass both classical and contemporary theory.

To assess whether the curriculum for the sociology major was in-line with the standards for our discipline and other similar programs, we compared our major requirements to three benchmarks. First, we reviewed the major requirements at other California State Universities that have a sociology major (see Appendix A) and compared our major requirements to those at others CSUs. Second, we reviewed and compared our major requirements to the sociology major requirements for other Council of Public Liberal Arts Colleges (COPLAC), of which SSU is a member (see Appendix B). Last, we compared our major requirements to the American Sociological Association's guidelines for undergraduate majors in the field (information available at: http://www.asanet.org/documents/teaching/pdfs/Lib_Learning_FINAL.pdf).

From this analysis, we found:

1. SSU's major requirements are mostly consistent with CSU and COPLAC schools.

When SSU's major requirements are compared to other CSU and COPLAC schools, several similarities exist. Those are: the number of units required in the major, requiring a course in Introduction to Sociology, requiring students take research methods and sociological theory courses, allowing students to count up to 8 units of lower division coursework in the major, the number of units in core major classes versus the number of units in elective major courses.

2. SSU's capstone and internship requirements are consistent with COPLAC schools and ASA guidelines.

We require both an internship and a capstone (senior seminar) course, both of which are highly recommended in the American Sociological Association's curricular recommendations. In this area, we are more similar to COPLAC schools than to other CSU

campuses. While CSU programs are less likely to require internships and/or senior capstone courses, COPLAC schools are more likely to require both.

3. SSU's lack of a statistics course requirement is inconsistent with most other schools and with ASA guidelines.

The primary area that SSU's sociology major requirements are out of sync with other similar schools and the ASA guidelines is our department's lack of a statistics requirement. All of the CSU sociology major requirements except for SSU and CSU Stanislaus have a statistics course requirement. Within the COPLAC schools, 70 percent require statistics (19 of the 27). The statistics requirement is fulfilled in a variety of ways within each program. Some schools require a statistics class taken through the Math Department, other schools allow any statistics-type course to count, and several programs require statistics for sociologists or a quantitative analysis course that is taught within their department.

4. Most CSU and COPLAC schools require 1-2 methods courses, while SSU requires three methods courses.

Our department requires a methods seminar, which is an intermediary course between the introductory Sociological Research Methods course (Soci 300) and the Senior Seminar course (Soci 498). At other schools, typically up to 2 methods courses are required, and other methods course may be offered, but are not required. We are currently offering more methods courses than any of the comparative institutions.

5. While SSU divides major electives into sub-areas, other CSU and COPLAC schools do not.

SSU's major electives are divided into sub-areas, and students are required to take courses across the sub-fields. Although the American Sociological Association broadly suggests this idea, in practice very few of the schools used in the comparison require this in the way that SSU does. Instead, schools offer a variety of elective courses to cover the sub-fields in sociology, and students select from electives being offered.

Evaluation. This systematic comparison of the sociology major, using data from comparable institutions in the CSU and COPLAC, is extremely useful in the evaluation of the components of our curriculum, especially in the context of the American Sociological Association's curricular recommendations. From our analysis, we conclude that we need to make three changes in the major requirements: the addition of a statistic requirement, the removal of the methods seminar requirement and the elimination of the "substantive areas" requirement in electives chosen for the major. The rationale for and implementation of each of these changes is described in the Action Items.

D. Sociological Experience Requirement

In Fall 2010, the Sociology Department implemented the Sociological Experience requirement for our majors. The Sociological Experience requirement provides students with opportunities to develop awareness of social issues and use sociological perspectives to engage with the community outside of the university. Majors must take at least one course designated as meeting

the Sociological Experience requirement. The Sociological Experience requirement's learning outcomes are designed to provide students with curricular opportunities to:

- develop awareness of social issues
- use sociological perspectives and methods to address social problems
- engage with the community outside of the university
- develop experience that provides job skills
- enhance their knowledge about careers.

The Sociological Experience requirement is rooted in the discipline of Sociology and supported by national research on student learning in Sociology. A recent study of U.S. undergraduate sociology majors conducted by the American Sociological Association concludes that sociology majors who participate in sociological experiences (including internships, community activities, service learning, leadership programs and/or job fair participation) were three times as likely to obtain a job related to sociology.¹ This finding is of significance because sociology majors who find a job related to their major are far more satisfied with their career experiences post-graduation. Furthermore, students who participate in these experiences are also more likely to pursue graduate education in Sociology and related fields.

Description of Sociological Experience Coursework. Students are required to complete one course in sociological experience, which may be done with 2-5 units of coursework in one of the three following ways.

1. **Careers Course (4 units).** Sociology 306 (Careers in Sociology) meets this requirement. SOCI 306 is offered on a regular basis and at least once each academic year.
2. **Internship Courses (2-5 units).** Students may complete (concurrently) two internship courses in Sociology. SOCI 496 and 499 are offered every semester.
 - SOCI 496 (Internship Practicum, 1 unit)
 - SOCI 499 (Internship, 1-4 units)
3. **Service Learning Course (4 units).** Students may complete one of the following service learning courses within the department:
 - SOCI 336 (Investigative Sociology)
 - SOCI 432 (Group Work with Older Adults) [removed from 2014-15 catalog]
 - SOCI 482 (Sociology of the Environment)
 - SOCI 488 (Selected Topics in Service Learning)

We analyzed the number of seats that we have offered for students to fulfill the Sociological Experience requirement since its implementation in Fall 2010. See Appendix C for the courses offered each semester and number of seats. In Table C are the total numbers of seats offered each academic year since its implementation in Fall 2010.

¹ Spalter-Roth, Roberta, Nicole Van Vooren, and Mary S. Senter. *Decreasing the Leak from the Sociology Pipeline: Social and Cultural Capital to Enhance the Post-Baccalaureate Sociology Career*. American Sociological Association, Department of Research and Development, January 2009.

Table C. Academic Year Totals, 2010-2014

Academic Year:	Total Seats:
2010-2011	190
2011-2012	185
2012-2013	199
2013-2014	197

Although the seats that we offer for the Sociological Experience requirement vary from semester to semester, over the academic year, we consistently offer an adequate number of seats for majors.

Evaluation. The Sociological Experience requirement is a significant addition to the curriculum. The merits of providing students with course and job related experiential opportunities both within and outside of the university is often highlighted in discussions of improving academic curriculums and engaging in high-impact practices. These experiences are intended to facilitate a lifelong commitment to public service and also to help forge valuable and ongoing connections between the university and local communities. Furthermore, these opportunities and other job-related experiences enhance student success in career placement and satisfaction in their careers. In Sociology, there is also an historical and ongoing recognition of the importance of directly connecting sociological theories, concepts and methods to situations and problems outside the classroom. For all of these reasons, we designed and implemented the Sociological Experience requirement and we find it to be a very successful curricular endeavor.

The Sociological Experience requirement also reflects the expressed preferences and needs of our SSU students. Each semester, as a part of an ongoing self-assessment process, the Sociology Department administers a survey to graduating seniors. In evaluating the curriculum and goals of the major, students consistently indicate a desire for more courses related to career exploration and applied learning. In the exit surveys from Spring 2013, 81 percent of students were either very satisfied or somewhat satisfied with the usefulness of this requirement. At the same time, only 3 percent of students were somewhat dissatisfied or very dissatisfied with the requirement, and 16 percent were neutral on it. Although the overwhelming majority of the students were satisfied or very satisfied with the requirement, we could work to reduce the number of students who are neutral on it. Given the success of this requirement from the perspective of both faculty and students, we are interested in developing the applied aspects of the major even more. In particular, we would like to expand curricular offerings in the area of Applied Sociology and Sociological Practice. See Action Item 4 in response to this observation.

E. Action Items

After considerable reflection on our self-study of the sociology major requirements, we are implementing several changes to the major requirements. Each change is outlined below along with an examination of possible implications for the Sociology Department and other departments. See Appendix D for the current Major Requirements Advising Worksheet and Appendix E for the Proposal Major Requirements Advising Worksheet that reflects the changes proposed below.

1. Changes to Core Classes: Remove the Methods Seminar requirement.

Proposed change: Remove the methods seminar requirement from the major curriculum. Students will add one elective course to replace the 4 units that were earned by this requirement.

Rationale: SSU requires more methods classes than any other CSU or COPLAC school. Removing the methods seminar requirement will bring our program in line with other similar programs.

Impact: This proposed change will not change the number of units required in the major (40 units). We anticipate a positive impact on our students since they will benefit from being able to take an additional major elective course to build their interests in sociology or prepare for their careers.

Implementation: We propose to implement this change at the same time as the other proposed major changes.

2. Changes to Core Classes: Add a statistics or quantitative sociology requirement.

Proposed change: Require sociology majors to take at least one statistics course. The statistics requirement can be fulfilled in a variety of ways: completion of Math 165 (Elementary Applied Statistics) at SSU or its equivalent at a community college; completion of a quantitative sociology course at a community college; or completion of Soci 301 (Statistics for Sociologists) at SSU.

Rationale: Although SSU requires 3 methods courses; none of them are a quantitative sociology or statistics course. One of the key findings from our comparison of the sociology major requirements to other CSU and COPLAC schools and to the ASA guidelines for the sociology major is the lack of a statistics requirement for majors. Therefore, we propose to implement a statistics requirement while eliminating the methods seminar requirement (described above). This change also reflects a key recommendation from the last program review, however due to staffing, we had been unable to implement that change until now. The Department recently hired Dr. Brian Gillespie, whose areas of specialty are quantitative sociology, demography, and statistics. As a result, starting in Fall 2014, the Department will be able to more consistently offer quantitative courses.

Impact: The statistics requirements will have two main impacts, first on the sociology major, and also a minor impact on the Mathematics and Statistics Department at SSU.

First, the statistics requirement adds 2-3 units to the sociology major depending upon how it is fulfilled. We propose that this requirement be in addition to the current major requirements of 40 units, given that several ways to fulfill the requirement involve lower-

division coursework. See Appendix D and E for an explication of the new major requirements alongside the existing major requirements. The revised major will require a total of 42-43 units.

Second, we evaluated the impact of this change on students. Many students already complete statistics as a part of their general education coursework. Other students have taken Sociology 301 (Sociological Statistics) when it has been taught (by lecturers) at SSU. In order to determine the impact of this requirement, we examined the transcripts of our Spring 2014 graduates (n=123), to determine how many of our students would have already fulfilled this proposed requirement. The results of the analysis are in Table D.

Table D. 2014 Graduates Fulfilled Possible Statistics Requirement

Math 165 at SSU	Transfer Math 165	Other Social Science Stats	Soci 301: Statistics for Sociologists	None
22 (17%)	53 (43%)	4 (3%)	2 (1.5%)	42 (35%)

Out of the 123 students graduating in Spring 2014, 22 students took Math 165 at SSU (17%), 53 students (43%) took the equivalent of Math 165 at a community college and transferred it to SSU, 4 students (3%) took a class that was a statistics for social sciences (or similar) course at a community college and transferred it to SSU, 2 students took Soci 301: Statistics for Sociologist (without taking Math 165), and 42 students (35%) did not take any course that would have qualified for our proposed statistics requirement. In sum, 66% of the 123 students had already met our proposed statistics requirement and 34% had not yet met the requirement. Given the large number of students who are already completing the requirement, we do not anticipate it will create a large burden to the Sociology Department or the Mathematics Department at SSU.

Implementation: In order to implement this new requirement, we will meet with the Statistics Department to discuss the impact on their department, and request a letter of support from them concerning this proposed change. Then we will take this proposal through the appropriate committees for comment and approval.

3. Changes to Major Electives: Change Focus from Major Substantive Areas to Major Electives.

Proposed change: eliminate the substantive area divisions of the sociology major electives and eliminate the major requirement that students take courses in three of the five substantive areas.

Rationale: The purpose of this requirement is no longer clear. The distinctions are arbitrary and the current substantive area categories do not reflect the current ASA disciplinary sections or the range of specialties of current tenure-track faculty. In addition, given the high number of both full-time and part-time faculty that may teach a given course over time, any specific course may not consistently fit with precision into

the single substantive area to which it is assigned, making the divisions all the more arbitrary in practice.

Impact: This proposed change will not change the number of units required in the major (40 units), nor the number of elective units needed. We anticipate a positive impact on our students since they will benefit from being able to take major elective courses to build their interests in sociology or prepare for their careers.

Implementation: We propose to implement this change at the same time as the other proposed major changes.

4. Use an Applied Sociology frame to communicate to students more clearly the purpose of the Sociological Experience requirement.

Proposed Change: Add a department statement to the syllabus of any class that meets the Sociological Experience requirement.

Rationale: Students note in the senior exit surveys and mention often during advising appointments that they would like better career preparation and help with career planning. Over the last few years, the Department has focused on issues related to career preparation and students' professional development, which also aligned with campus attention to career preparation. One of the ways we have accomplished this is by implementing the Sociological Experience requirement. However, some students are not clear on the purpose of this requirement. Possibly through better communication on the purpose and usefulness of the Sociological Experience requirement, students may have an increased awareness about how these courses can help them prepare for careers.

Impact: We anticipate a positive impact on our students since they will benefit from a better understanding of the purpose and objective of the Sociological Experience requirement. This change should help students build their interests in sociology or prepare for their careers.

Implementation: The Department's Curriculum Committee will write a short curriculum objective statement for Sociological Experience requirement courses and require faculty who teach courses that meet this requirement to include the statement on their syllabi.

5. Pursue Six Tenure-Track Hires

Proposed Change: Pursue the addition of six tenure-track hires to bring the department to a total of eleven full-time tenure-track faculty.

Rationale: Such an addition would bring the Department in line with (1) disciplinary standards for the curriculum offered, (2) national standards for student-faculty contact/advising, and (3) workload practices followed by other departments in the School of Social Sciences.

Impact: The department would then have the resources to offer an appropriate curriculum to its majors, to offer effective advising, to engage in high-impact practices such as involving students in faculty research, and to remedy the workload imbalance experienced by sociology faculty in comparison to most other departments in the School of Social Sciences and university,

Implementation: The Department will request two tenure-track lines for the 2014-15 hiring cycle, one in social welfare/social policy (potentially with an emphasis in aging) and the other in science/technology/society. Each of these will prioritize adding additional quantitative researchers to the department. The Department will continue to request two to three additional lines each academic year until there are eleven FT TT faculty lines (in addition to filling any ended FERPs or other departures).

III. Resource Allocation Evaluation

In order to evaluate the allocation of the Department's resources, we undertook several tasks to ensure that we are most effectively using our resources and serving our majors. We identified four resources areas to investigate and for each we have posed strategic questions. First, we evaluated the sociology minor and its role in the curriculum. Does the sociology minor detract from our ability to serve sociology majors? Second, we evaluated our advising policy and practices. Given the high advising loads for faculty (102 advisees per faculty member, the highest of any department in the School of Social Sciences), are we providing effective advising on a regular basis? Third, we reviewed our cross-listed courses and calculated the service that the Sociology Department provides for other majors and minors on campus. Are we effectively collaborating with other departments and how do these collaborations impact our ability to serve sociology students? Fourth, we calculated the number of GE seats that our department provides, and the role that those offerings serve for our majors. How does GE function in our department in relation to core and elective courses? Fifth, we considered the role that declaring impaction would have on our resources. Should we restrict entrance to the major in order to allocate our limited faculty resources more effectively?

A. The Purpose and Role of the Sociology Minor

In general, minors provide students with a valuable breadth of perspective. A minor in Sociology provides an excellent preparation for a wide range of careers. Many employers seek college graduates with a variety of training and a minor provides evidence of focused study completed in addition to a major. Sociology majors and minors are employed in national, state, and local government (including research, public administration, personnel, and planning), in human services and social advocacy (including alcohol and drug rehabilitation, health agency administration, counseling, recreation, senior services, social welfare, vocational, and rehabilitation counseling); and in business (including organizational management, human relations, union organization, industrial relations, communication consulting, public relations, and marketing).

A sociology minor also constitutes valuable course work in preparation for graduate study in

law, business, and a variety of human service professions, as well as doctoral programs in sociology and related academic fields. Before graduation, sociology minors can establish internships that lead to valuable professional contacts and provide practical experience in pursuing these and additional career paths.

The Sociology Department has forty-eight declared minors in the spring of 2014. Minors are required to take twenty sociology units with the only required course being Introduction to Sociology (Soc. 201) Additional courses in sociology are chosen in consultation with an advisor (17 units) Of the twenty units, up to eight may be lower division units but no more than four of these may be non-SSU units. On-line information on the minor including a minor advising work sheet is maintained at: <http://www.sonoma.edu/sociology/minor-req.html>.

Most of the Sociology minors are in majors that have cross-listed courses with Sociology including Criminal Justice, Psychology, Communications Studies and Women and Gender studies. The advantage of including minors in sociology classes is that they offer diversity and breadth to class discussions.

Minors have the same rights for enrollment in sociology classes as do majors. Therefore, minors seldom if ever have delays due to full classes, primarily because they only have one required class instead of the four required classes for majors.

Minors require very limited advising. Generally, the Department advisors see minors only two or three times, once when they sign up for the minor and once when are signing off for graduation, and sometimes in between.

Evaluation. We conclude that the minor in Sociology is beneficial to university students, and has a relatively small impact on Department resources. Students benefit greatly from a sociology minor when they do not have the resources to double major. The sociology minor serves an important role on campus and in university offerings. We do not recommend any changes to the structure or content of the sociology minor.

B. Sociology Major Advising Policy and Practices

In order to effectively serve a very large number of students with limited advising staff, we utilize an open advising policy that allows students to meet with any designated advisor. There are currently five tenure-line faculty and 1-2 FERP faculty (depending on the semester) who serve as designated advisors to over 500 sociology majors and minors. Sociology faculty have the highest student advising load of any other department in the School of Social Sciences (See Appendix F) with approximately 102 advisees each.

Faculty members offer at least three hours of drop-in advising each week and also see students by appointment. Advising is offered on different times and days in order to serve as many students as possible. Advising office hours are updated on the website, listerv and office bulletin board as well as in flyers available in the office. Furthermore, advising materials (advising handouts for the major and minor as well as other materials) are available on the Department's

web site and in the office. Students are also encouraged to seek out advising through frequent announcements on the department listserv.

The effectiveness of the open advising policy and departmental advising practices is evaluated using data from the Senior Exit Survey that is summarized in Tables E and F. The Senior Exit Survey is administered to all students enrolled in Senior Seminar each semester. It includes questions about the curriculum, advising and other matters. The 153 students who completed the survey in Fall 2012, Spring 2013 and Fall 2013 are included in this analysis.

Table E describes how often students sought advising. Almost all students report seeking advising at least 1-2 times during their academic career, with only 2 percent of students reporting that they had never met with an academic advisor. The majority of students (67 percent) report meeting with an advisor at least once a semester. An additional 18 percent of students report meeting with an advisor at least once each academic year and 12 percent report meeting with an advisor one or two times during their academic career.

Often (more than 1 time a semester)	32	20.9%
Regularly (at least 1 time each semester)	71	46.4%
Sometimes (at least 1 time each academic year)	28	18.3%
Rarely (1-2 times throughout my time at SSU)	18	11.8%
Never (never met with a sociology advisor while at SSU)	3	2.0%
Missing	1	.7%
TOTAL	153	100%

In addition to student reports that they are very likely to seek academic advising on a regular basis, students are extremely satisfied with the quality of their advising experiences in the Sociology Department. Table F summarizes responses to the question, "How would you evaluate the advising you received?" Nearly 90 percent of students evaluate their advising experience as very effective (62.1 percent) or somewhat effective (27.5 percent).

Evaluation	Frequency	Percent
Very effective	95	62.1
Somewhat effective	42	27.5
Neutral	10	6.5
Somewhat ineffective	1	.7
Not at all effective	2	1.3
Never sought advising in the Sociology Department	1	.7
Missing data	2	1.3
TOTAL	153	100.0

Additional data about the effectiveness of the open advising policy and advising practices emerges from an open-ended question on the Senior Exit Survey. Students were asked, "What was the most helpful aspect of your advising experience?" Their open-ended responses highlight the value of the open advising policy. For example:

"There were multiple advisors and therefore more times I could go in that worked with my schedule. Also, the advisers I saw were my professors in class."

"The drop in hours were very spread out so no matter what time I came I could usually speak with someone."

"The most helpful aspect was just knowing that professors in my department were always there, even if I had just one question, or a question that I deemed stupid. Office hours were convenient and each professor was friendly and interested in my college career."

"There is always an advisor available when I need one."

"A professor was always available for drop in sessions."

Furthermore, students provide many comments about the strong quality of the advising experience. They describe friendly, knowledgeable and available advisors:

"Every advisor that I met with was willing and eager to help. I always felt comfortable with asking for assistance and the faculty always made me feel like I was worth their time to meet."

"The information seemed to be vastly superior to any advising that I had received at the junior college level. The advisers seemed knowledgeable and approachable."

"When questions were asked about exactly what I needed to do to graduate, there wasn't any run around. Each advisor got straight to the point of exactly what I needed to do."

"Advisors were pretty available. Advisors always had immediate and up to date access of my information."

"Flexible hours and staff. Friendly professors that actually care."

"I felt that advisors and teachers were always friendly and that they were there for me when I needed it. It was helpful to know that you are not alone and that someone is there to help you out."

As indicated in the examples above as well as the full set of qualitative responses, students consistently report that being able to see any advisor was valuable to their overall educational experience and efficient given their own time constraints.

Evaluation. In sum, the Department's open advising policy is effective. Students report that they seek advising frequently and that the advising provided is of high quality. Students benefit from the flexibility of open advising, a welcoming environment and the skilled and dedicated advising provided by faculty. We commend our proven ability to offer high quality advising to very large numbers of students with a limited number of faculty advisors. We do not recommend any changes in the advising policy and practices at this time. To further improve student understanding of department advising practice and policies, we could send an email announcement on our department list serv each semester about advising policies and advisor office hours, see Action Item 1 below.

C. Cross-Listed Courses and Service to Other Departments

The Sociology Department has a long history of interdisciplinary collaboration and contributing to the campus by cross-listing courses and working with other departments and programs to offer coursework to compliment their majors. We value these collaborative efforts. However, as resources decline and the sociology major grows, we are tasked with developing a stronger understanding of how these arrangements both serve and restrict opportunities for our majors. We completed an inventory of these formal arrangements (see Appendix G) and analyzed enrollment data from Fall 2012-Spring 2014 to assess the demonstrated impact of these arrangements.

1. Cross-Listed Courses

A cross-listed course is one in which a set number of seats, typically five, are allocated to another department to offer as one of their courses, which then creates a combined section of two equivalent courses taught by a single instructor. In comparison to a decade ago, we are cross-listing fewer courses (see Appendix G for details). The primary ongoing cross-list of note is with the Criminology and Criminal Justice Studies (CCJS) department. We cross-list four Soci/CCJS courses, CCJS offers CCJS 441, CCJS 497, and CCJS 450 on a regular basis and allocates five seats in each to Sociology. Sociology offers Soci 340 on a regular basis and allocates five seats to CCJS. Sociology typically

gains more seats that it gives with regard to CCJS cross-lists. We feel comfortable with this as an ongoing relationship because it is highly beneficial to sociology students and CCJS faculty wish to maintain this arrangement.

There are several (up to four at one point in the past) sociology courses that are described in the catalog as cross-listed with Gerontology. In recent semesters seats have not been allocated to the cross-listed sections because (1) Gerontology has only a few students enrolled in the minor and none in the certificate and (2) two of these courses are General Education offerings that have no restrictions on enrollment (and others are offered very infrequently).

2. Service to Other Departments

Sociology allows students in several majors and minors to enroll in specific sociology courses. These arrangements are somewhat invisible since they do not involve a formal cross-listing but instead are enacted through the registration process. As seats in courses for sociology majors and minors have become increasingly limited, it is important to evaluate how many non-Sociology majors/minors are enrolling in these classes.

The Sociology Department permits majors and minors from specific programs (Human Development majors, WGS majors, Queer Studies minors and Early Childhood Education majors) to enroll in seven courses: Sociology 300, Sociology 312, Sociology 332, Sociology 345, Sociology 360, Sociology 440 and Sociology 445. The distribution of enrollments in each class are summarized and discussed below. Sociology 360 is excluded from the analysis below because there were no cases of non-sociology enrollments in the course during the semesters examined here. Sociology 345 is also excluded from the analysis because it only recently became open to Early Childhood Education majors, and is too new to provide data.

Sociology 300: Sociological Research Methods. This is a required core course in the sociology major. Human Development majors are allowed to enroll in this course. The distribution of enrollments for four semesters is summarized in Table G. Human Development students constitute a fairly large percentage of enrolled students, from a low of 6.10 percent to a high of 15.7 percent.

Table G
Soci 300: Sociological Research Methods

Semester	Majors	Minors	HD	Unknown	Total Seats	Percent Not Soc
Spring 14	72	1	8	0	81	9.80%
Fall 13	95	1	18	0	114	15.70%
Spring 13	81	0	9	0	90	10%
Fall 12	74	1	5	1	81	6.10%

Sociology 312: Sociology of Gender. This is an elective course for the Sociology major and minor. We permit Human Development and Women’s and Gender Studies majors to enroll in this course. The distribution of enrollments is summarized in Table H. During the last two times

the course was taught, no WGS students signed up for the course but Human Development students constituted 10.8 percent and 18.6 percent of the total enrollment.

Table H
Soci 312: Sociology of Gender

Semester	Majors	Minors	HD	Unknown	Total Seats	Percent Not Soc
Spring 12	35	0	8	0	43	18.60%
Fall 11	32	1	3	1	37	10.80%

Sociology 332: Death and American Culture. This is an elective course for the Sociology major and minor. Human Development students are allowed to enroll in this course. As displayed in Table I, during the one semester this course was offered, 13.3 percent of the seats were held by Human Development majors.

Table I
Soci 332: Death and American Culture

Semester	Majors	HD	Total Seats	Percent Not Soc
Fall 13	26	4	30	13.30%

Sociology 445: Sociology of Childhood and Adolescence. This is an elective course for the Sociology major and minor. We have agreements to allow both the Human Development and Early Childhood Education majors to enroll in this course. The enrollment patterns are summarized in Table J. No Early Childhood majors are enrolled in this course, which is to be expected given that the program is new. Human Development majors constituted 9.30 percent of the enrolled students in Fall 2012 and 12.2 percent of the enrolled students in Fall 2013.

Table J
Soci 445: Sociology of Childhood and Adolescence

Semester	Majors	Early Child	HD	Total Seats	Percent not Soc
Fall 13	43	0	6	49	12.20%
Fall 12	39	0	4	43	9.30%

Sociology 440: Sociology of Reproduction. This is an elective course for Sociology majors and minors. We allow Human Development and Women’s and Gender Studies majors to enroll in this course and together they held 15 percent of the available seats. As shown in Table K, Human Development held a much greater number of seats (5) than WGS (1).

Table K
Soci 440: Sociology of Reproduction

Semester	Majors	WGS	HD	Total Seats	Percent not Soc
Spring 14	34	1	5	40	15%

Evaluation. The review of service to other departments provided us with useful data to consider in maximizing our limited resources. While we have arrangements with several departments, most involve very small numbers of enrollments. However, in the case of Human Development we are offering a significant proportion of seats to HD majors in both required and elective courses. This impacts our ability to serve sociology majors. Unfortunately, we believe we need to consider at least temporarily restricting Human Development access to these courses in order to maximize our students' ability to obtain classes.

D. General Education Course Allocation

Sociology offers two lower-division and five upper-division GE courses to the university community. These courses are Soci 201: Introduction to Sociology, Soci 263: Sociology of Race and Ethnicity, Soci 317: Emotions and Adult Life, Soci 319: Aging and Society, Soci 326: Social Psychology, Soci 375: Sociological Theory, Soci 431: Sociology of Religion. Soci 319, 326, and 375 are all Area D1 courses. Soci 317 is an Area E course, and Soci 431 is an Area C2 course. These courses provide students from any major a lower-division or upper-division introduction to key areas of sociology and sociological theory. In addition, these courses provide an important resource to our sociology majors.

At present, the School of Social Sciences allocates a unit target to the department for each semester's courses. This target represents the maximum number of units the department is allowed to mount in a given semester's schedule of courses. The overall target is then divided into a GE target (52%) and non-GE target (48%) to which the department's schedule is required to adhere. The needs of majors and minors must be met within these targets. In the tables below, we assess how many seats the courses serve majors versus serving students from other majors. We include in our analysis all the GE courses except for Soci 201: Introduction to Sociology.

Table L. Soci 263 Seats used by majors and non-majors

Semester	Total Seats	Majors	Non-Majors
Fall 2012	49	34	15
Spring 2013	45	24	21
Fall 2013	45	24	21
Spring 2014	48	35	13
Totals	187	63% (117)	37% (70)

Table M. Soci 317 Seats used by majors and non-majors

Semester	Total Seats	Majors	Non-Majors
Fall 2012	44	26	18
Spring 2013	42	26	16
Fall 2013	Not offered	--	--
Spring 2014	48	20	28
Totals	134	54% (72)	46% (62)

Table N. Soci 319 Seats used by majors and non-majors

Semester	Total Seats	Majors	Non-Majors
Fall 2012	41	21	20
Spring 2013	Not offered	--	--
Fall 2013	45	27	18
Spring 2014	Not offered	--	--
Totals	86	56% (48)	44% (38)

Table O. Soci 326 Seats used by majors and non-majors

Semester	Total Seats	Majors	Non-Majors
Fall 2012	89	42	47
Spring 2013	45	18	27
Fall 2013	141	66	75
Spring 2014	96	55	41
Totals	371	49% (181)	51% (190)

Table P. Soci 375 Seats used by majors and non-majors

Semester	Total Seats	Majors	Non-Majors
Fall 2012	108	85	23
Spring 2013	83	68	15
Fall 2013	88	73	14
Spring 2014	104	99	5
Totals	383	85% (325)	15% (57)

Table Q. Soci 431 Seats used by majors and non-majors

Semester	Total Seats	Majors	Non-Majors
Fall 2012	46	22	24
Spring 2013	52	22	30
Fall 2013	96	40	56
Spring 2014	100	74	26
Totals	294	54% (158)	46% (136)

The GE courses above serve both majors and non-majors. The seats that are used by non-majors are across disciplines, however it seems that Human Development, CCJS, and Business majors are the majority of the non-sociology majors in these classes. The GE courses that the Department offers serves a vital role for our majors in fulfilling their major requirements (Soci 375) and earning major electives while fulfilling their upper-division GE requirements or ethnic studies requirement.

Evaluation. As evidenced by the tables above, the GE courses offered by the Department serve our majors for both required classes and electives courses in the major. One of the reasons we have not faced more of a resource challenge to meeting the course needs of our majors and minors is that students have been able to use GE courses to meet major/minor requirements: (1) Soci 375 (a core course that is also GE) and (2) using GE courses as electives for our majors (263, 317, 319, 326, 431). It has not been the case under the current Interim Dean that any

reductions in the GE portion of target will mean a shift of those units to the non-GE portion of the target. The School of Social Sciences itself has a GE target to meet, so the GE units are not available for reallocation to major courses. The Department Chair requested an increase in non-GE target for the Department for Fall 2014 and ultimately was allowed to mount one additional sociology elective, but these sorts of small additions are insufficient to meet the needs of majors. There is more chances of an increase in GE target since such an increase serves the needs of the School and the university, if less so the major/minor. Consequently, the Department is likely resigned to having a high (and increasingly higher) GE target in order to serve our majors' needs. However, given the likely pressure to increase the size of GE courses in order to keep core and elective courses comparatively smaller, it may be worth distinguishing more carefully the content and workload expectations for GE versus non-GE courses.

F. Impaction Declaration Option

One option for limiting the number of sociology majors would be to declare the major as impacted. Doing so would allow the use of specific criteria to determine access to the major for first-time freshman (FTF), current students, and transfer students. Examples of possible impaction criteria include the eligibility score index (for FTF only), GPA minimums, specific course prerequisites in major or GE (ex: all of a certain GE area w/ a min. grade), grade minimums in specific courses, and random selection of a set number of applicants. Departments are allowed to use essentially any impaction criteria they wish, as long as they are publicized in advance. These criteria may be different for FTF, current, and transfer students depending on the goals intended. Changes can be made to the criteria over time, as long as they are publicized in advance of implementation.

Requiring a minimum GPA to declare the major is the most direct way to manage declaration by current and transfer students. Sociology receives a substantial number of transfer students as new majors each Fall and a smaller number each Spring. In Fall 2013, for example, 113 students started the sociology major: 36 FTF and 77 transfers. For the 77 transfers, requiring a minimum GPA of 2.5 would have reduced this number by 10 percent, a minimum GPA of 2.6 would have reduced it by 23 percent, and a minimum GPA of 2.75 would have reduced it by 36 percent. (Note: these figures are based on June 2013 data, but students, typically athletes, continue to be admitted through August. Sociology receives another 10-20 majors over the summer. Also, note that data on GPA at the time of declaration for current students is not currently available because it cannot be accessed retroactively, but it could be collected going forward.)

Another quite basic impaction criteria would be to require current and transfer students to have taken or to be currently enrolled in a sociology course. It is surprisingly common for students to declare the major without having done so when they find themselves in need of a major at short notice, for example, because they are not qualified to declare their preferred major. The Department may also wish to consider other ways of signaling the rigor of the major to potential students, such as adding a statistics requirements or perhaps specific sociology courses (essentially, a pre-major).

The option of using a random selection process was discussed, but discarded due to the heavy workload involved in monitoring acceptance and yield rates and making corresponding adjustments throughout the Spring and Summer, as well as that random selection does not

incentivize or reward student performance or provide students with a means to make predictable, informed decision about their university careers.

The Sociology Department has already experimented with and discarded the requirement of specific grade in a given course. From 2003-2009 the Department required students to earn a grade of B or higher in the gateway Introduction to Sociology as a means to control majors and to ensure that declaration was an informed decision. The practice was suspended in for a number of reasons, but primarily because it prevented current students currently enrolled in Intro from declaring the major, which then did not allow them access to majors-only core courses during registration and thus slowed their progress to graduation. In addition, the grade requirement resulted in regular student appeals and faculty circumvention attempts, which added to the workload of the chair and reduced admissions equity if granted.

The Sociology Department considered options other than impaction to control the number of majors, but these all appeared to have heavy workloads associated with them, little likely consequence, or to require differential application to various categories of students. Specifically, without impaction, FTF and transfers cannot be held to other measures. Only native students can be held to restrictions for declaring the major, which creates another form of inequity that is unacceptable to the department.

The social justice implications of impaction are clearly profound, but given the lack of other options for controlling access to the major, they must be balanced with the rights of current majors to receive quality access to courses and advising, as well as the rights of faculty to maintain a reasonable workload.

F. Action Items

After considerable reflection on our self-study of the sociology minor, advising, service to other departments, GE allocations, and consideration of impaction, we are implementing several changes in our department. Each change is outlined below along with an examination of possible implications for the Sociology Department and other departments.

1. Increase Student Awareness of Advising Policies and Advisor Office Hours

Proposed Change: We will send an email announcement on our department list serv each semester about advising policies and advisor office hours.

Rationale: We think this change will further improve student understanding of department advising practice and policies.

Impact: We anticipate that this will have a positive impact on students' advising planning and advising sessions which will help them move efficiently through the major and plan for careers.

Implementation: The Department can implement this change immediately by writing an email and sending it to the list serv about advising office hours and policies.

2. Restrict Human Development Access to Sociology Courses

Proposed Change: Restrict HD access to sociology courses on a temporary or permanent basis.

Rationale: The Sociology Department values its long history of interdisciplinary collaboration and contributing to the campus by cross-listing courses and working with other departments and programs to offer coursework to compliment their majors. Yet, our ability to serve Sociology majors is impacted by offering a significant number of seats to Human Development majors in both required and elective courses. Unfortunately, we believe we need to consider at least temporarily end Human Development access to these courses in order to maximize our students' ability to obtain classes.

Impact: This change will have a positive impact on sociology majors in accessing required and elective courses. We anticipate that students will be able to move through the major more quickly and increase graduation rates for sociology majors. On the other hand, this change may negatively impact the ability of HD students to move efficiently through their major. However, we will work with the HD program to ensure they have time to plan alternatives for their students.

Implementation: The Department will notify the School of Social Sciences Curriculum Committee and the HD coordinator/advisors that it plans to scale back participation in the HD program. The Department will work with these parties to implement the specifics of the participation reduction with the goal of allowing them to plan for mitigation of the resulting impacts to the best degree possible.

3. Initiate Impaction Declaration

Proposed Change: Declare the sociology major as impacted, with impaction criteria to include (1) a set index score for FTF and (2) a minimum GPA (to be determined, but to be set initially at the lowest reasonable level) and a sociology course taken or in progress for current and transfer students

Rationale: After weighing the other options for controlling the number of majors in a resource-poor environment, impaction is reasonable tool for the Department to use to drive its future. Once impaction is declared, the specific criteria to be used can be adjusted as needed to respond to changes in resources and in the applicant pool. The social justice implications of the use of index score and GPA to determine access to the major are distressing, but they must be balanced with the responsibility of educating the students already in the major. In addition, the use of index score and GPA are clearly the most efficient way to implement impaction from a departmental workload perspective, which must be respected.

Impact: Given that Fall 2016 is the earliest impaction could be declared, it will be several years before the initial effects are felt. The criteria used will need to be carefully evaluated and adjusted accordingly as the impacts unfold, but it is expected that

impaction will result in some reduction in the number of majors (or perhaps a slowdown in major growth), as well as an increase in the commitment of majors to the field due to the encouragement of declaration as a more informed decision.

Implementation: Proceed in Fall 2014 to initiate impaction for Fall 2016. The initial paperwork is due to the Chancellor's Office in December. The specific criteria do not need to be set at that time. Conduct additional research to determine possible impacts of various criteria on FTF, current, and transfer students. Look into current yield rates. Use this information to set final criteria to be used for Fall 2016 admissions. Meet with appropriate administrators and others (such as chairs of departments with recent impaction experience) to gather additional specifics.

IV. For Further Consideration

A. Gerontology's Future

The Gerontology program at SSU is currently housed in the Psychology Department. It consists of a minor and a certificate, currently formulated as a post-baccalaureate certificate (essentially an MA without a thesis). In the past, an occasional Interdisciplinary Studies MA student would complete a degree with a Gerontology focus. However, Psychology is increasingly less interested in devoting resources to Gerontology and it may become an option for Sociology to take on a revised version of the program. Given the strong career opportunities in the field, the interest of sociology students in social work and social welfare, the department's desire to strengthen its applied and careers focus, and it may be a reasonable shift to bring Gerontology to Sociology. In addition, Sociology's new tenure track hire has expertise in aging and life course issues. It may be worth considering including aging as one of the areas for the Department's next tenure track hire (anticipated to be in social welfare, social policy) as a means to staff such a shift.

B. Applied Sociology and Sociological Practice Focus

To increase our focus on Applied Sociology and career preparation for students, our department intends to further discuss three possible actions. First, we could strengthen course offerings in social services, social work, non-profit linked courses. These courses we anticipate would be of interest to students and build highly sought skills in the local and regional labor market. Second, we could add an Applied Sociology focus by adding a certificate or making a selection of course an Applied Sociology concentration and working to clearly connect skills learned in the concentration to careers in the local or regional area. Last, we suggest that the School of Social Sciences develop career resources for all departments in the school to share. These resources could include a Careers in the Social Sciences lecture series or pro-seminar, an internship database, or career oriented website for students. A social science careers website could contain social science specific resume suggestions, discussions of careers in social science fields, and local job and career resources for students. Although some of these suggestions overlap

slightly with SSU's university-wide Career Services, until Career Services is better staffed and resources, we suggest the School maintain such resources for its departments. We find that such a resources would be ineffective for each department to maintain, but could be appropriate at the school level.

C. Distinct Goals for GE Courses and Major Elective Courses

Consider changing GE courses and major elective courses as having distinct goals, the implication being that GE courses should be larger. (This would allow us to offer fewer GE sections and more majors sections and, ideally, improve the experience in the majors courses by reducing the number GE courses that students use toward the major by increasing the number of other offerings.)

Consider adding additional lower division majors courses (likely electives, less likely core), as well as LD GE, to serve needs of lower division majors.

D. Additional General Education Courses

Consider adding lower division GE courses (Self and Society, Social Problems), as well as another Area C course to strengthen LD offerings (funding is often available for LD GE later in scheduling process).

F. Pursue Soci 201 Shift to 4 units

The Department decided to shift Soci 201 from 3 to 4 units several years ago, but the process became stalled to a moratorium on the number of 4 unit courses that could be added to GE Areas D and E. Should this ban be lifted, consider continuing with the proposal. A shift to 4 units would alter the total number of units required for the major (the minor would remain the same), so it would need re-evaluation given the current decision to add a statistics requirement to the major.

**Department of Sociology
Program Review 2014
Action Items and Further Discussion**

I. Action Items

A. Sociology Major Curriculum Evaluation:

1. Changes to Core Classes: Remove the Methods Seminar requirement.

Proposed change: Remove the methods seminar requirement from the major curriculum. Students will add one elective course to replace the 4 units that were earned by this requirement.

2. Changes to Core Classes: Add a statistics or quantitative sociology requirement.

Proposed change: Require sociology majors to take at least one statistics course. The statistics requirement can be fulfilled in a variety of ways: completion of Math 165 (Elementary Applied Statistics) at SSU or its equivalent at a community college; completion of a quantitative sociology course at a community college; or completion of Soci 301 (Statistics for Sociologists) at SSU.

3. Changes to Major Electives: Change Focus from Major Substantive Areas to Major Electives.

Proposed change: eliminate the substantive area divisions of the sociology major electives and eliminate the major requirement that students take courses in three of the five substantive areas.

4. Use an Applied Sociology frame to communicate to students more clearly the purpose of the Sociological Experience requirement.

Proposed Change: Add a department statement to the syllabus of any class that meets the Sociological Experience requirement.

B. Resource Allocation Evaluation:

1. Pursue Six Tenure-Track Hires

Proposed Change: Pursue the addition of six tenure-track hires to bring the department to a total of eleven full-time tenure-track faculty.

2. Increase Student Awareness of Advising Policies and Advisor Office Hours

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