ABSTRACT

At this time the Department of Sociology considers itself to be in the strongest position in more than two decades. Graduate student enrolments have doubled in the last four years, 23 Master’s degrees have been awarded in the last three semesters, and in the Spring 1999 eight of our students were accepted into prestigious doctoral programs for AY 1999/2000. In the Spring 1999 three of our students (one graduate/two undergraduate) were awarded prizes in statewide research competitions. At the undergraduate level enrollments are high, stable, and appropriately balanced between lower and upper division. The number of majors has increased from 175 in 1993 to 262 in 1998 (50% increase) and the department has a strong presence in the University General Education program. In the last two years we have recruited four outstanding new faculty who are all very strong, not only in the all-important area of teaching effectiveness, but also in their scholarly and professional activism. Part-time faculty display exceptional effectiveness in the classroom and are vital to the department’s success. The department has received authorization to recruit one new faculty member in the area of Social Theory for the Fall 2000.
INTRODUCTION

1. The Nature and Character of Sociology
   The sociological perspective involves seeing the general in the particular. This means sociologists see general patterns in the behavior of particular individuals. While acknowledging that each individual is unique, we also recognize that social forces shape us into various kinds of people who think and act in distinctive ways. Every society places individuals into numerous categories such as age, sex, class and race/ethnicity. Sociology involves the quantitative and qualitative analysis of categorical placement, its causes and consequences for individuals and groups.

2. The Mission of the Department
   Sociology Department Mission Statement

   Sociology is the study of groups people build, the makeup of human groups, and changes in their makeup over time. The study of human groups assists students to learn who we are, to get closer to the truth about the social world, and to become aware of ways to achieve desired social ends.

   Courses cover three broad areas which relate to the study of human groups: (1) social theory and methods of inquiry; (2) social arrangements, such as the family, education, politics, urbanization, race and ethnicity, the class structure; and 3) social processes, such as social psychology, self and society, social change, and crime and deviance.

   Students who graduate with a baccalaureate degree in sociology are expected to know how to apply the sociological imagination, sociological principles and sociological concepts to their own life and to the lives of others. There are common social forces (baby-boom dynamics, economic influences on family structure and culture and vice-versa) that shape our lives, including our employment opportunities. To understand them is to better understand what is happening to our communities and to us as individuals. In many ways mastering such material provides an important edge in life.

   Students should also be able to demonstrate the relevance of the concepts of culture, socialization, stratification, social structure, and race, class, and gender in understanding human groups and human behavior; describe the role of theory and research methods in building sociological knowledge; know how factors such as population and urbanization affect social structures and individuals; how the self develops sociologically; how societal and structural factors influence individual behavior and the development of the self; how to generalize or resist generalization across age, gender, and ethnic groups; how local happenings are shaped by events occurring many miles away and that their life and the lives of others are to an increasing degree being affected by events and processes everywhere, that they are experiencing an emerging global form of social life.

   Students are also expected to develop a variety of skills that will allow them to design and complete a research study; critically assess a published research report; apply basic statistical tests to data analysis; use computerized and on-line data bases to find published
research; use the internet, E-mail, and Web pages to communicate to others and to find information; use standard software packages, such as SPSS, to analyze data; and think critically by recognizing underlying assumptions in theoretical orientations and arguments, by identifying basic premises in sociological arguments, and by presenting opposing viewpoints and alternative hypotheses on various issues. In addition, students will be expected to know how to write a clear and concise report of the findings from sociological data and from the sociological analysis and account of a social event, topic, issue, or problem.

Sociology is a liberal arts major. As such it helps prepare students for a variety of careers, for life-long learning, and for their role as involved and active citizens in the society and in their communities. Organizations that most commonly employ sociologists are advertising agencies, banks, businesses, child care agencies, community-based service organizations, correctional institutions, governmental agencies, hospitals, and health care organizations, personnel departments and social services.

Fulfillment of this mission involves three functions:

A. Sociology Major. We offer what might be viewed as a traditional major which requires two lower division prerequisites, 7 core courses (in methods, social stratification, social psychology and theory) and 5 electives. The major is designed to illustrate the sociological perspective, to help students develop skills in critical thinking, and to introduce and explain the tools of sociology. These skills will be beneficial for those who may seek jobs in sociology, and also for those who seek employment in human and social service occupations in the Sacramento region.

B. Graduate program. We offer an MA degree in Sociology. Our intent is to introduce and explain higher level skills in theory, research, social psychology, and urban, family, social organization, and social stratification. Advanced research skills and knowledge of the discipline would prepare for a further advanced degree, higher level research positions, or teaching or employment in a variety of educational and human and social service organizations in the Sacramento region or elsewhere.

C. General Education. We offer a series of courses that illustrate to the student how to use the sociological perspective and tools for critical analysis to analyze both specific social issues (crime, race ethnicity for example) and general perspectives on society.

The sociology curriculum should contribute to the following general learning goals for the typical student who receives a baccalaureate degree in sociology at CSUS (these general goals are addressed in more specific ways in the assessment section):

1. Help students understand the sources of racial, ethnic, cultural, religious and gender diversity in an increasingly pluralistic California and to appreciate and respect the opportunities and consequences of that diversity. Our students should be able to demonstrate the relevance of race, class and gender in understanding human groups and human behavior and the influence of these
characteristics on the functioning of organizations they work in. They should also, for example, be able to know how to generalize and/or resist generalization across gender, race and ethnic groups.

2. Assist students in developing the knowledge and tools to understand and respond to rapid changes in the social, political, technological and economic spheres of life. Students should be able to know how factors such as urbanization and population, for example, affect social structures and individuals and how global trends are affecting the local community within which they live.

3. Promote student’s understanding of human interaction, institutions, and trends so that the sociological perspective will help them comprehend and react to the complexities around them. Our students should be able to carry with them the sociological perspective, apply it to the organizations they work in, to their community and neighborhood, and to their role as citizens in a democratic society.

4. Guide the development of critical thinking skills and appreciation for the social scientific method as a tool for understanding social problems and providing solutions to those problems. Our students should understand arguments about social problems and solutions to those problems, and the role that scientific research plays in constructing knowledge about these problems. They should be able to identify basic premises in arguments about social concerns and to present alternative and opposing viewpoints and hypothesize on various issues that confront them both in their world of work and in their lives as citizens.

5. Encourage our students to develop their own interdisciplinary vision for the future of this region by becoming involved as citizens and employees in the quest to address the problems we face in the Sacramento Valley and in Northern California. Sociology is a liberal arts major. It helps prepare our students for a variety of careers, for life-long learning, and for their role as active and involved citizens in their communities.

3. The Relationship of the Program to the Goals of the University’s Strategic Plan.

“PUBLIC LIFE OF A CAPITAL UNIVERSITY

Goal: To establish partnerships and programs of mutual benefit to the University and the Sacramento region in the areas of human and social services, cultural life, economic development, and public policy issues of regional and statewide significance.”

This statement not only informs the department’s mission statement but also suggests how the department can best assist the University in meeting the goals and objectives of the strategic plan. Specifically, we promote service to the community in the following ways:

- Placement and supervision of student interns with community agencies
- Participating in the University’s distance learning program
• Active commitment to scholarship, research and publication, with particular emphasis on collaboration and service to community agencies
• Providing departmental support for the ISR many of whose projects are conducted on behalf of local and state agencies

The sociology department, through its degree programs (graduate, major, minor) and the service courses it provides to other programs (e.g. criminal justice), supports two key values expressed in the strategic plan, those of (1) teaching and learning and (2) service to students. The department also promotes these values in additional ways, for example:

• Through awarding certificates of recognition to outstanding graduating seniors
• Through support for the Sociology Student Society
• Creation of a chapter of the National Sociological Honors Society (Alpha Kappa Delta)
• Incorporating the latest technological tools in student learning (e.g. newer versions of SPSS and more advanced software for data analysis)
• Promoting student skills acquisition and learning opportunities through the Institute for Social Research
• Support and encourage student participation in professional conferences
• Preparation of graduate students for continuation in doctoral programs
• Creation and dissemination of department newsletter every semester

4. The Structure of the Curriculum  (See Attached pages from Catalogue)

5. Curriculum Strengths and Weaknesses

A. The department has identified the following strengths in the Sociology curriculum:
• After a 27 year hiring drought the department has hired four new faculty of outstanding pedagogical and scholarly ability in the last two years
• Close relationship to the Institute for Social Research (providing opportunities to students to acquire valued research skills, among many other advantages)
• Professional engagement by the faculty as indicated in their CVs--this includes receipt of scholarly and creative activity awards, publications, presentations at professional meetings, leadership roles in professional organizations (e.g. Pacific Sociological Association and California Sociological Association)
• The availability of a new 30 station computer lab in Amador Hall (Rm. 220)
• Service to other departments. In particular, all Criminal Justice majors are required to complete Sociology 155 (Criminology). Many sociology department courses also serve as electives to other majors such as Social Work, Nursing, Criminal Justice.
• The department’s internship program providing for supervised participation of students in community agencies
• Re-introduction to the curriculum of courses previously lost due to retirements such as Demography and Industrial Sociology (undergraduate) and Social Organization (graduate)
• During the last three semesters the department has graduated the unprecedented number of 23 graduate degrees
• A rigorous graduate program that prepares students to progress to prestigious doctoral programs (7 students have been accepted into Ph.D programs in 1999).
• Broad departmental participation in the graduate program

B. The department has identified the following weaknesses in the sociology curriculum:
• A need to hire two new faculty to replace retirees in the critical areas of Theory, Race and Gender, and Social Psychology
• A need for new course development particularly in the area of gender
• Need to revise concentrations in the major
• Need to introduce a thesis preparation seminar at the graduate level
HISTORICAL INFORMATION

1. Placement of the Department in the University’s Academic Plan.

A. The BA in Sociology is placed in Category I.B. of the CSUS Academic Plan. That category is defined as “Programs central to the mission, where student headcount enrollment relative to the overall number of students in the University should be maintained at current proportions.” The University Academic Plan specifically describes the Sociology: BA in the following terms:

This degree offering is central to the mission and should maintain its current proportion of headcount enrollment, consistent with the recommendation of the School of Arts and Sciences.

B. The MA in Sociology is currently placed in Category II.D. which is described in the following terms in the University Academic Plan: “Programs central to the mission but with concerns in program need, program cost-efficiency, or program quality sufficiently serious to merit that program faculty, working with their Dean, prepare and initiate by December 1, 1994, a plan that addresses the problems. (In the event that such a plan is not developed and implemented, the program will be recommended for discontinuation.)” The Academic Plan described the Sociology: MA in the following terms:

This degree program attracts a relatively small number of students as it is currently structured (there has been minimal student interest in the program during the last decade). The School document identifies the program as a lower priority program and suggests that it be considered for suspension. Faculty are asked to prepare a plan that will restructure this degree offering to make it more attractive to students. An applied sociology research degree program, for example, might be more responsive to the employment needs of students.

In accordance with this requirement, the Department of Sociology submitted detailed revisions of its graduate program to the Curriculum Committee in the School of Arts and Sciences and to the Dean of Arts and Sciences. The changes were approved. The revised program was not, however, implemented because the department lacked the faculty resources essential for implementation, and the administration declined to provide them, in spite of the last Program Review team’s urgent recommendation that new lines be granted to the department. In 1997 when new faculty were finally hired the needs of our undergraduate program had to take precedence over implementation of changes in the graduate program. We are however, moving ahead with planning new changes to the graduate program in accordance with suggestions put forward by new faculty. These suggestions will be discussed and acted upon by the department early in the Fall semester in order that any changes can be incorporated in the 2000 catalogue. In view of the rejuvenated condition of the graduate program at the present time (see STUDENTS/UNIVERSITY DATA...
1B, and Response of the Department to Recommendation A of the Program Review Team below) the department urges the Program Review Team to recommend a more appropriate placement of the Graduate program in the University’s Academic Plan.

2. Responses of the Department to Recommendations from the last program review.
   
   A. The review team recommends that the department consider means of getting more faculty directly involved with the graduate program if in no other way than just increasing their participation as readers on the student’s committees.
   
   The level of faculty participation in the graduate program is very much higher than at the time of the last program review. This reflects a number of developments. First, the department has hired four new faculty and these new colleagues are very actively engaged in thesis supervision. Second, faculty not previously involved in the graduate program have become involved as a result of the evolution of their professional interests. Third, the graduate program has expanded dramatically since 1995 and is now among the largest graduate programs in SSIS (approximately 40 students). This, in turn, has created pressure for broader faculty participation. Finally the department has created a banking model to ensure adequate support for thesis supervision.

   B. The Review Team recommends that the department consider establishing some social gatherings between faculty and students and between the department and alums.
   
   The department appreciates that the motive for these suggestions was to foster closer relations between faculty on the one hand and students and alums on the other. With respect to students the department believes we are very accessible to students and that there are close connections between the faculty and the Sociology Students Society which meets on a regular basis (faculty are always represented at these meetings). In addition we now have (since Spring 1998) a chapter of the National Sociological Honors Society, Alpha Kappa Delta. Also, the department prepares a newsletter every semester for the students. This newsletter profiles faculty and their achievements, on-going research projects, student accomplishments, grants awarded, upcoming activities etc. With respect to alums, we have prepared a survey of the department's alumni and the results are reported elsewhere in this document.

   C. The Review Team recommends the Department consider developing a course in Afro-American Community as it assesses its curricular needs for the next six years.
   
   The department has not implemented this recommendation for several reasons. First, we do not have the expertise in the department to develop such a course. Second, the serious erosion of faculty through retirements
between 1992 and 1997 even more severely restricted our flexibility. Third, the administration provided no support for this recommendation, i.e. we were given no new faculty lines until 1997 by which time our needs in other, required areas of the curriculum, could not be ignored. The department, nonetheless, takes this recommendation very seriously as indicated by the fact that in our recent request to the Dean of SSIS for two new positions we have specifically identified one position as a Race and Gender specialty. Development of an African-American Community course will also be dependent upon discussions within SSIS to see if this is consistent with the overall direction of the College as desired by the Dean.

D. The Review team recommends that the Department consider the inclusion in new student orientation information the role of research in the program and in the development of a trained sociologist. The department has adopted this suggestion and now gives more emphasis to research in our orientation sessions. Students are informed of those components of the major specifically directed towards the acquisition of research skills, namely the 10 units statistics/methods sequence. The value of these skills in the marketplace is emphasized particularly with respect to social analyst positions with local, state, and federal government agencies. The strength of our new faculty in these areas is underlined. The Institute for Social Research is discussed and described, and research opportunities for students through the Institute are emphasized.

E. The Review Team recommends the Department consider a more structured sequencing of courses in the concentrations to aid students in planning their programs and the Department in scheduling. This has not proven to be possible owing to lack of faculty due to unreplaced retirements. To put this in perspective, the department lost 8 faculty to retirement between 1992 and 1998. Not until 1997/98 AY after a 27 year drought were we able to hire 2 new faculty who were joined in 1998/99 AY by 1.25 additional new faculty. This constriction of resources for most of the decade has grievously affected the department’s ability to respond to many of the recommendations proposed by the Review Team. For example, far from sequencing course offerings in the concentrations as recommended, we have been forced to eliminate concentrations (e.g. Social Analysis, Policy and Planning/Family and Socialization) owing to lack of faculty to teach the courses. The Department intends to revisit the issue of the concentrations early in the Fall 1999 semester with a view to redesigning them in time to meet the 2000/2002 catalogue.

F. The Review team recommends that the Curriculum Committee of the School of Arts and Sciences consider developing policies regarding discipline jurisdiction of course offerings and guidelines to be followed in establishing the curricular jurisdiction of a unit.
As far as the department is aware this never occurred, and in any case has been pre-empted by reorganization of the School of Arts and Sciences into three separate administrative entities. The department is confident that within the College of SSIS course overlap issues will be dealt with more collegially than has been possible in the past.

G. The Review team recommends that the Department consider establishing more formal guidelines for establishing the designations of upper division and lower division. The occasion for implementing this recommendation has not presented itself since we have not introduced any new courses at either the upper or lower division level since our last program review.

H. The Review team recommends and urges the School of Arts and Sciences to allow the Sociology department to initiate searches for faculty to fill the vacancies already generated by attrition and prepare for future losses by retirements which if not prepared for will decimate the program. This recommendation was not implemented by the Dean of Arts and Sciences. However, subsequent to reorganization the department has now hired four new faculty (one of whom will be on three-quarter research release time for the next three years under the terms of his hiring contract).

I. The review team recommends that the media services department allocate money from the next budget year for the purchase of a VCR on a cart which could be housed in the department. The media department did not act upon this recommendation, nor has the department pushed for implementation. We are unaware of a need in this area at the present time. All classrooms used by the department contain locked VCRs provided by the Media Services Department.

J. The review team recommends that the Department provide the social science librarian with a list of references the purchase of which could alleviate the “spotty” condition of the holdings reported by the reference librarian. Like all departments, sociology has been dismayed by the cuts in the library budget. Obviously, the library is not to blame for this, and we have every reason to believe they have done the best they can under the most difficult of circumstances. Nonetheless, the fact remains that the budget cuts have had a devastating effect, in particular in the area of periodical subscriptions. We are hopeful that with fiscal recovery much of this damage can be undone. Our long-time library coordinator--Professor Kloss--retires in December 1999, and Professor Wu will be taking over this function. The department intends to work closely with Professor Wu to make sure we maximize resources as they become available (See section on LIBRARY below)
K. The Review Team strongly recommends the continued support of the University and the School for the operation of the Institute of Social Research through monies, computer services, and the continued granting of faculty release time.

University support for ISR, prior to reorganization of Arts and Sciences, included the provision of office space on the second floor of Amador Hall and use of the sociology department’s computer lab. There was no support for the director or research analyst positions. Since reorganization (and the financial recovery of the University in the last 2-3 years) substantially more support has been forthcoming. The Institute for Social Research has relocated to more appropriate and useful space in the ADAM building. The new College of Social Sciences and Interdisciplinary Studies has replaced the former Sociology department computer lab with two facilities: a school wide computer lab in Amador 218 and a school-wide computer-assisted telephone interviewing lab located in the ADAM building. Also the department voted in 1996 to provide Dr. Barnes with 6 units of release time per year from the department’s faculty allocation to support her position as director of the ISR.

L. The Review team recommends the restoration of the support contributed to the Institute by the Computer Center and which contributed to the success of the Institute.

This recommendation has been pre-empted by the move of the ISR to new facilities and their recent access to the computer lab identified above.

M. The review team recommends the Department consider establishing more department advisors and a system that spreads the advising responsibilities among those advisors. The advisors could specialize in particular academic curricular areas.

The department has given very careful consideration to this recommendation and after much reflection declines to change its present practice. Any advising program should be judged by one criterion only, and that is quality of service to students. At the present time Chair Landis conducts all advising in the department. We emphasize that faculty in the department harbor no resistance to advising students. We simply believe that to place this responsibility in the hands of the chair ensures expertise and consistency in implementation of department policy. This benefits students and, moreover, the chair is available daily for advising on a drop-in basis. Students do not have to endure the frustration of arranging appointments at mutually agreeable times with faculty if they cannot make the faculty member's office hours, as is frequently the case. Students have repeatedly expressed their appreciation for this advising policy. If, at any time the chair wishes to modify this arrangement the faculty will, of course, be responsive.
N. The Review Team recommends the department establish a yearly orientation session for majors to alert them of the Department’s plan for the year, the courses to be offered, and the suggested sequencing to help in scheduling.

The department believes that this issue is now satisfactorily addressed by the preparation of a year-round schedule. Moreover, any problems which arise are dealt with by the chair when advising majors.

O. The Review team recommends that the department establish an undergraduate student organization which could provide a continuous channel of communication between students and the department. The organization could supply student representatives to departmental standing committees and establish a team of peer advisors.

The Sociology Students Society was revived approximately 4-5 years ago. The society has an organizational structure (President, Treasurer etc.) and meets on a regular basis. Its meetings are attended by several faculty including the department chair. These meetings provide an appropriate forum to address problems. The department has also created a local chapter of the National Sociological Honors Society, Alpha Kappa Delta.

P. The Review team recommends that the department consider monitoring enrollments in the community college courses to assist in scheduling course offerings at CSUS.

This has been done on an informal basis. Vice-Chair Kingsnorth has discussed community college sociology enrolments with department chairs at both Sacramento City College and American River College. We anticipate that such discussions will be placed on a more formal basis as a result of annual articulation conferences, the first of which took place in the Spring 1998 at SCC and the second at CSUS in the Spring of 1999.

Q. The Review team recommends the Department consider requesting space that could serve the dual function of providing a second classroom lab as well as a space for the Institute’s assistants.

A new computer lab opened in Amador 220 in the Spring 1999 with 30 computer stations. The department is very grateful for this addition to our resources. The question of space for ISR assistants is moot since the ISR has now moved off campus.

R. The Review Team recommends the University place on high priority the providing of a computer lab/Institute assistants room as specified by the Department.

See Above
S. The Review team recommends that the School of Arts and Sciences place on high priority the request of the Sociology department for computers to allow the computer lab to operate more efficiently. See Above

T. The Review Team recommends the Department consider preparing a job description for a clerical position whose duties could be divided between the office and the Institute. This is no longer judged necessary. Both the department and the ISR are well satisfied with current office staffing levels.
STUDENTS

1. UNIVERSITY DATA

A. Gender/Ethnic Composition of Majors Etc:
Sociology undergraduate majors are predominantly female. In the Fall 1997 women represented 66% of 232 majors. This figure has been constant through the decade with women representing 64% of 175 majors in 1993. (Note the increase from 175 to 232 majors during this 4 year period. This increased to 262 in the Fall of 1998.)

Sociology undergraduate majors are no longer predominantly white. In the Fall 1997 whites accounted for 35% of majors. This is in contrast to 1993 when whites made up 545 of majors. Of the groups identified in the data provided by Institutional Studies both African-Americans and Latinos have substantially increased their representation among sociology majors. In 1993 African-Americans represented 13% of majors, rising to 19% in 1997. Parallel data for Latinos show an increase from 13% to 16.4% during the same period.

At the graduate level the data are both similar to, and different from, the undergraduate data. Throughout the decade women have dominated enrollments at the graduate level accounting for 61% of 13 students in 1993 and 63% of 30 students in 1997. (Again, note the increase in N of graduate students from 13 to 30 during this period. More recent data put the 1998/99 figure at 38 graduate students.)

From the sparse data provided by the Office of Institutional Studies it would appear that approximately 90% of Sociology majors are transfer students with only 10% entering as freshmen.

B. Enrollment Patterns.
As noted above, all is well with overall enrollment patterns. The N of undergraduate majors increased from 175 to 232 (33%) between 1993 and 1997. The N of graduate students increased from 13 to 30 (130%) during the same period.

Overall the 1990s represent a decade of relative stability in student demand for sociology courses at the undergraduate level. Total student FTE for 1997/98 (357 FTE) is quite similar to that of 1992/93 (367 FTE). Annual fluctuations between these dates primarily reflect the number of sections offered. This, in turn, was determined by the larger financial picture of the University, as well as the availability of faculty due to retirements. (1995 for example represents the low point in enrollments during this 5 year span and that reflects the reduced number of section offerings which in turn was due to low FTEF in that year).
With respect to retention rates the data are somewhat suspect, particularly as applied to freshmen given the very low N sizes involved. The transfer data is, however, more reliable. These data appear to show substantially lower retention rates at both the 1 and 5 years levels for sociology majors compared to the University as a whole. This same pattern holds for 3 and 5-year graduation rates. The department does not possess the data to accurately interpret these findings. For example, is this pattern true only at CSUS or is it common at all institutions of higher education? The answer to this question would determine whether the causes reflect department characteristics and thus lie within department control (which we very much doubt) or whether the answer lies elsewhere (e.g. sociology attracts lower income students who experience greater financial impediments to timely graduation). Responses to student surveys to be administered as part of the assessment effort may shed additional light. Also, clearly this should be a high priority to be addressed by the office of Institutional Studies.

C. Academic Status

Institutional data for 1993 and 1997 seem to reveal a similar pattern with respect to grading policies. At the undergraduate level (both lower and upper division) the department tends to be more sparing of the A grade than the College of SSIS and the University. Frequency of the B grade parallels that of College and University, while the department awards a higher proportion of C grades than either of the two comparison groups. Use of Ds and Fs is equally rare at all three levels.

Conversely the department appears more generous of the A grade at the graduate level than either the College or University both of whom tend to award more Bs. Use of the C grade is a rarity at all three institutional levels.

With the possible exception of retention and graduation rates, the department sees no cause for concern in any of the above data. On the contrary, substantial increases in the number of majors at both the undergraduate and graduate levels are most gratifying. Likewise, the increasing attractiveness of the department to African-Americans and Latinos is most welcome. Department grading practices do not seem to be significantly out of line with College and University practice. Retention and graduation rates are discouraging but it would be premature to interpret these as in any way reflective of department policies and practices. The department recommends that the Office of Institutional Studies consult with the Chancellor's office to determine if these data are characteristic of other campuses.
ACADEMIC SUPPORT

a. Department Advising Policy and Implementation.
   
   As stated above, departmental advising policy and practice has been the subject of considerable discussion within the department. We approach this issue from a results orientation. That is to say, the criterion of evaluation for the excellence of advising practice should be service to students.

   The department's long-standing policy has been to concentrate the undergraduate major advising function exclusively in the hands of the department chair. First and foremost, our students indicate a high degree of satisfaction with the advising they receive from Chair Landis. Second, concentration in the hands of the Chair ensures consistency and fairness in application of department policy (which also serves student interest). Third, Professor Landis has long indicated this to be a satisfying component of the Chair's function and present department policy reflects this. The department is well aware that our policy is unusual when compared to other departments. In particular, we are aware that in other departments Chairs do much of the advising by default and complain vociferously that they must because their faculty don't wish to do it. None of this is relevant to the situation in our department. The faculty are perfectly willing to advise, and we will change our policy if and when we see evidence that students are not being well served.

   At the graduate level all advising is conducted by Dean Dorn, the Graduate Coordinator until a student has been advanced to candidacy and has a thesis committee. At that time the Committee Chair is the principal advisor.

b. Department Retention Strategies/Tutorial Support.

   The Department’s support for the Sociology Student’s Association and the creation of the local chapter of the National Sociology Honors Society are important contributions to the creation of a student culture that provides a sense of connection between students and the department. This in turn promotes retention. Students experiencing difficulties are referred to other University offices for appropriate assistance during advising. Very little in the way of funds to support tutorial services has been available, but the department certainly supports any effort by the University to provide such funds. Above all, the department needs more information on why students drop out. We propose that the University undertake a study with an appropriate methodology to identify answers to this question, not only for sociology, but for all majors.

c. Student Professional Organizations/Clubs/Awards/Recognition etc.

   Sociology majors have formed the Sociology Students Society. This organization has a board of officers and meets on a regular basis for social functions and to discuss matters of common concern. Professor Rendon is the faculty liaison with SSA, though their meetings are also attended by other faculty (including the Chair). In addition we have formed a local chapter of AKD.
The department has an annual award acknowledging an outstanding student. We have also for many years encouraged our students to participate at Student Research Conferences. We are particularly proud of the fact that this year three of our students swept four of the awards (at both undergraduate and graduate levels) at the statewide Student Research Conference sponsored by the CSU Social Science Research Council. In addition to student research conferences, our students also present their papers at the annual meetings of both the Pacific and California Sociological Associations.
FACULTY

1. CHARACTERISTICS
   GENDER AND ETHNIC COMPOSITION

   Gender Composition
   Full-Time: 12 = 9 Male/ 3 Female
   Part-Time:  6 = 5 Female/1 Male
   Reduced load/FERP: 2 = 2 Male

   Ethnic Composition
   Full-Time: 12 = 7 Caucasian/1 Latino/3 Asian/ 1 Middle-East
   Part-Time: 6 = 5 Caucasian/ 1 Latina
   Reduced Load/FERP: 2 = 2 Caucasian

FULL-TIME/PART-TIME CONFIGURATION

The Department offers between 42 and 46 course sections per semester. The calculations below are based on WTUs, not on course sections. Since the fall semester 1997 the contribution of part-time faculty to the department’s curriculum is as follows:

Actual
- Fall, 1997--------17.8%
- Spring 1998--------28.5%
- Fall 1998---------25.5%
- Spring 1999--------29.8%
- Mean=25.5%

Projected *
- Fall 1999--------- 31.2%%
- Spring 2000------- 37.9%**
  Mean=34.6%

* Based upon 1 year schedule presented to Dean’s Office/March 1999
** Increase reflects the departure of Professor Kloss in Fall 1999

Projected retirements:

The department anticipates two Full Time retirements in the near future.

Professor Dorn will retire in May, 1999 after 34 years with the department. In recent years, Professor Dorn’s contributions to the department have been primarily administrative with particular emphasis on co-ordination of the graduate program, oversight of the undergraduate internship program, and leadership of the department’s assessment program.

Professor Kloss will retire in December 1999 after 30 years with the department. Professor Kloss’ curricular contributions have included both graduate and undergraduate classes. At the graduate level he has taught Social Stratification and Sociological Theory and has been the most active member of
the department in supervision of graduate theses. At the undergraduate level, he is the sole remaining full-time faculty member teaching our required classical and contemporary sociological theory courses. In addition, at the undergraduate level he has taught Political Sociology/Crowds, Fads and Fashions/Social Movements/and Social Change.

EVALUATION

The Department of Sociology is acutely conscious of the need to maximize representation of women and people of color on its faculty. Our hiring efforts in the recent past have reflected that commitment and we will continue to pay close attention to these needs in future hiring cycles. We are optimistic that we will receive two new positions for the Fall 2000, and, because of the nature of the positions sought (see next page), we are hopeful that we will be able to increase the representation of traditionally underrepresented groups on our faculty.

2. FACULTY TRAINING, SCHOLARLY AND CREATIVE ETC.
   A. Faculty Resumes/Syllabi (see Attached)

   B. Faculty Participation in Faculty Development etc.

The Sociology faculty are heavily engaged in a diverse range of professional and community activities to which this brief summary cannot possibly do justice. The review team is urged to carefully peruse faculty CVs. This summary is confined to the thirteen full-time tenure track faculty and covers only the last three years:

Al-Qazzaz: Organized conferences/chaired panels/produced television series on Middle East/lectures to community groups/media interviews/publications.

Barnes: Director, Institute for Social Research/President, California Sociological Association/conference papers/consultant/publications.


Kando: Publications/media interviews/conference participation/Chair of numerous program review teams/member Senate Executive Committee

Kingsnorth: Research and Creative Activity awards (Two)/ publications (three)/chaired conference panels/conference presentations/Journal reviews/consultant to Domestic Violence unit, Sacramento County District Attorney's Office.


Liu: Research awards/national and regional conference presentations/chaired panels/publications/research reports/numerous surveys including drug use survey in Sacramento High Schools/Treasurer, Sociology AIDS network.

MacIntosh: Publications (6 in last three years)/conference presentations/reviewer for American Sociological review.
Maykovich: Publications/consultant, California and Montana Departments of Corrections/Lecture series in Japan on American Family.
Rendon: Moderator and Panel Member for Land Grant Section at 3 Western Social Science Association conferences/SSIS representative to Educational Equity committee.
Varano: Book published by SUNY Press, 1999/conference presenter and discussant/research into homeless population in Sacramento County in conjunction with Institute for Social Research.
Wu: Publications (5 in last 3 years)/conference presentations.

In addition to the above accomplishments, several faculty have attended summer workshops and otherwise taken advantage of opportunities to maintain currency, update skills etc.

The department wishes to underline that we also have a very talented and active part-time faculty who have received numerous awards, presented papers at conferences, organized panels, etc. Please consult their CVs for further details.

3. TEACHING EFFECTIVENESS

The principal mechanism for evaluating teaching effectiveness is the department’s class evaluation form. This form requires students to evaluate faculty on a scale of 1-5 across 12 items measuring different dimensions of teaching effectiveness (see attached form). Consistent with university policy, all tenured faculty are required to submit two classes per year for evaluation. Department policy requires all classes taught by untenured faculty and part-time faculty to be evaluated. Beyond this measure of teaching effectiveness the department does not believe any other measures are required. On the other hand, the department is responsive to individual faculty member requests for additional input in the form of, for example, classroom visitation.
ACADEMIC PROGRAM GOALS/STUDENT OUTCOMES

1. Academic Program Goals

A. Outline the goals of your academic program(s)

The department’s program goals are spelled out in its mission statement and in the specific expectations for sociology majors.

Sociology Department Mission Statement

1) Sociology is the study of groups people build, the makeup of human groups, and changes in their makeup over time. The study of human groups assists students to learn who we are, to get closer to the truth about the social world, and to become aware of ways to achieve desired social ends.

Courses cover three broad areas which relate to the study of human groups: (1) social theory and methods of inquiry; (2) social arrangements, such as the family, education, politics, urbanization, race and ethnicity, the class structure; and 3) social processes, such as social psychology, self and society, social change, and crime and deviance.

Students who graduate with a baccalaureate degree in sociology are expected to know how to apply the sociological imagination, sociological principles and sociological concepts to their own life and to the lives of others.

Students should also be able to demonstrate the relevance of the concepts of culture, socialization, stratification, social structure, and race, class, and gender in understanding human groups and human behavior; describe the role of theory and research methods in building sociological knowledge; know how factors such as population and urbanization affect social structures and individuals; how the self develops sociologically; how societal and structural factors influence individual behavior and the development of the self; how to generalize or resist generalization across age, gender, and ethnic groups; how local happenings are shaped by events occurring many miles away and that their life and the lives of others are to an increasing degree being affected by events and processes everywhere, that they are experiencing an emerging global form of social life.

Students are also expected to develop a variety of skills that will allow them to design and complete a research study; critically assess a published research report; apply basic statistical tests to data analysis; use computerized and on-line data bases to find published research; use the internet, E-mail, and Web pages to communicate to others and to find information; use standard software packages, such as SPSS, to analyze data; and think critically by recognizing underlying assumptions in theoretical orientations and arguments, by identifying basic premises in sociological arguments, and by presenting opposing viewpoints and alternative hypotheses on various issues. In addition, students will be expected to know how to write a clear and concise report of the findings from
sociological data and from the sociological analysis and account of a social event, topic, issue, or problem.

Sociology is a liberal arts major. As such it helps prepare students for a variety of careers, for life-long learning, and for their role as involved and active citizens in the society and in their communities. Organizations that most commonly employ sociologists are advertising agencies, banks, businesses, child care agencies, community-based service organizations, correctional institutions, governmental agencies, hospitals, and health care organizations, personnel departments and social services.

Specific Student Expectations and Program Learning Goals

PROGRAM GOAL #1: The sociology major at CSU Sacramento will be expected to study, review, and reflect on the discipline of sociology and its role in contributing to our understanding of social reality.

STUDENT EXPECTATIONS OF GOAL #1: The student should be able to a) describe how sociology differs from and is similar to other social sciences and give examples of these differences; and b) apply sociological imagination, principles, and concepts to her/his own life.

PROGRAM GOAL #2: The sociology major at CSU Sacramento will be expected to study, review, and reflect on the role of theory in sociology.

STUDENT EXPECTATIONS OF GOAL #2: The student should be able to a) define theory and describe its role in building sociological knowledge; b) compare and contrast basic theoretical orientations; c) show how theories reflect the context in which they are developed; and 4) describe and apply basic theories or theoretical orientations.

PROGRAM GOAL #3: The sociology major at CSU Sacramento will be expected to study, review, and reflect on the role of evidence and quantitative and qualitative research methods in sociology.

STUDENT EXPECTATIONS OF GOAL #3: The student should be able to a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge; b) compare and contrast basic methodological approaches for gathering data; c) design and complete a research study; d) critically assess a published research report and e) understand and apply basic statistical tests sociologists often use.

PROGRAM GOAL #4: The sociology major at CSU Sacramento will be expected to have basic computer skills necessary to find, communicate, create, and apply sociological knowledge and information.

STUDENT EXPECTATIONS OF GOAL #4: The student should have the ability a) to use computerized and on-line data bases to find published research; b) to use the internet, E-mail, and Web pages to communicate to others and to find information; c) and to use standard software packages, such as SPSS, to analyze data.
PROGRAM GOAL #5: The sociology major at CSU Sacramento will be expected to study, review, and reflect on basic concepts in sociology and their fundamental theoretical interrelations.

STUDENT EXPECTATIONS OF GOAL #5: The student should be able to define, give examples, and demonstrate the relevance of culture, socialization, stratification, social structure, institutions, and differentiations by race/ethnicity, gender, age, and social class.

PROGRAM GOAL #6: The sociology major at CSU Sacramento will be expected to study, review, and reflect on how social structures operate.

STUDENT EXPECTATIONS OF GOAL #6: The student should be able to a) demonstrate how institutions interact in their effects on each other and on individuals; b) how factors such as population or urbanization affect social structures and individuals; c) and how culture and social structure vary across time and place.

PROGRAM GOAL #7: The sociology major at CSU Sacramento will be expected to study, review, and reflect on reciprocal relationships between individuals and society.

STUDENT EXPECTATIONS OF GOAL #7: The student should be able to a) explain how the self develops sociologically; b) how societal and structural factors influence individual behavior and the self’s development; c) how social interaction and the self influences society and social structure; and d) how to distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches.

PROGRAM GOAL #8: The sociology major at CSU Sacramento will be expected to study, review, and reflect on the internal diversity of American society.

STUDENT EXPECTATIONS OF GOAL #8: The student should be able to a) describe the significance of variations by race, class, gender and age; and b) understand appropriately how to generalize or resist generalization across groups.

PROGRAM GOAL #9: The sociology major at CSU Sacramento will be expected to study, review, and reflect on the place of American society in the global world and community.

STUDENT EXPECTATIONS OF GOAL #9: The student should be able to a) understand that local happenings are shaped by events occurring many miles away and that their life and the lives of others are to an increasing degree being affected by events and processes everywhere, that they are experiencing an emerging global form of social life; b) understand and critique the Eurocentric-U.S. pattern and conception of globalization and development; c) understand that politics, economy, law, labor, culture, communications, and social movements have become globalized; and d) understand that they live in an interdependent and unequal society and world.

PROGRAM GOAL #10: The sociology major at CSU Sacramento will be expected to think critically.

STUDENT EXPECTATIONS OF GOAL #10: The student should be able to a) move easily from remembering through analysis and application to synthesis and evaluation; b) recognize underlying assumptions in theoretical orientations or arguments; c) identify
basic premises in particular arguments; and d) present opposing viewpoints and alternative hypotheses on various issues.

**PROGRAM GOAL #11:** The sociology major at CSU Sacramento will be expected to have the writing skills necessary to communicate effectively with persons whom they encounter in their work, civil obligation, and personal life.

**STUDENT EXPECTATIONS OF GOAL #11:** The student should be able to a) write a clear and concise report of the findings from sociological data analysis; b) and write a clear and concise sociological analysis and account of a social event, topic, issue, or problem.

B. Summarize the results and your responses to various surveys (alumni, employers, graduating seniors) focus groups, and other sources of information used to assess the overall effectiveness of the department and its programs.

Since the Department first started gathering information from students in the fall of 1998 and in the spring of 1999, including May of 1999, the results of our surveys and response to them will be forthcoming in the fall of 1999 as a supplement to this report. We will have information on our alumni from the alumni survey sent by the office of Institutional Studies, from 25 graduating seniors and 40 entering majors. We will also have a sample of student work in our collective portfolio.

2. **Student Outcomes**

Please describe:

a. **Student learning goals and objectives (knowledge, skills and abilities) for each program offered.**

Please see the response to Academic Program Goals above.

b. **The standards used to measure the extent to which students are meeting those goals and objectives.**

Since we are just starting to gather information on student learning goals, we do not at this time have any standards, except intuitive ones. Over time, the department will, of course, have its own time-line standards and we should be able to develop some standards for evaluating the work of students in our departmental collective portfolio. But at this time, we are just beginning this journey and the standards will have to be worked on as we examine the results from our assessment efforts over time.

c. **The strategies used by the department to measure student outcomes.**
The department has the following strategies to gather information on student learning goals. These are described in detail above in our response to Program Goals and in the Department’s Assessment plan in the Appendix.

1. An entering survey for new Majors in Sociology. This is given to entering majors, most all of whom are transfers at the junior level, in the fall and spring and during summer orientation.

2. A Graduating Senior Survey. This is given to graduating seniors in December and May.

3. An Alumni Survey. This is sent to alumni by the Institutional Studies office.

4. A Departmental Collective Portfolio of Student Work. This portfolio consists of a sample of student work—ranging from average to excellent—mostly from the required core courses in the major.

d. The actual results of various assessment measures.

The results of our initial efforts at assessment will be forthcoming in the fall of 1999 as a supplement to this report, since we just received surveys back from Graduating Seniors in May.

e. The department’s evaluation of the data collected thus far and its plans to use the data to improve teaching and learning.

The evaluation of the data collected will be forthcoming in the fall of 1999 as a supplement to this report. In the future the department expects to use the results and its evaluation to continually reflect on its curriculum and on what is actually happening to students as they go through the program. Since we do not know at this time what the results will show us, it is not possible to state what might be changed or altered in the future. However, the department does intend to use the results to evaluate its program. Assessment is a continuous process; thus our expectation is that periodically the department’s program and curriculum should undergo modifications as needed.
INSTITUTIONAL SUPPORT FOR ACADEMIC PROGRAMS

1. LIBRARY
As noted previously, the library has experienced severe budget cuts over the years, and the sociology holdings, like those of all departments, have suffered as a result. These cuts have been particularly severe in the area of periodical subscriptions. Professor Kloss, our library coordinator has, however, worked closely with Stan Frost the Social Science reference Librarian to minimize the impact of these cuts. Moreover, the department is aware that the budget picture for holdings is recovering. This year the basic allocation for sociology (books) was $4966 with a one-time supplement of $7003. The periodical loss is somewhat compensated for by full text on-line availability through such sources as Project Ideal (1,000+ journals). We also benefit from allocations in related areas such as Social Science, Family and Consumer Science, Criminal Justice etc. Professor Kloss will retire in December 1999, and Professor Wu--a new colleague--will assume his responsibility as the department’s library coordinator. Professor Kloss has already introduced Professor Wu to Stan and we anticipate a smooth transition.

2. STUDENT SUPPORT SERVICES
The department enjoys excellent relations with all student support offices. Several faculty have received release time in the past to participate in the functions of these offices (e.g. the advising center) and we use these services to support our students as needed. We would like to acknowledge, in particular, the support of Sandra Loreto and Barbara Kelly of the Evaluations Office and Helena Bennett, the Campus Articulation Officer.

3. PHYSICAL FACILITIES/FINANCIAL RESOURCES
Both facilities and resources can be described as very adequate. All full-time faculty have offices on the same floor and we are able to provide shared facilities for our part-time faculty. All faculty have had the opportunity for computer/printer updates in the past year. The recent involvement of part-time faculty in summer sessions has increased the department’s discretionary funds. In particular, we have been able to purchase cutting edge software to support those faculty involved in quantitative research. Above all, the availability of the new 30-station computer lab in Amador Hall is a tremendous plus for our program and students. New computers have also been provided to support the department’s clerical function.

4. GOVERNANCE PROCESSES AT DEPARTMENT, COLLEGE, UNIVERSITY LEVEL.
The department finds governance processes at all three levels to be entirely acceptable. Faculty are actively involved in committee work at
the College and University levels (e.g. Faculty Affairs Committee, Pedagogy Enhancement Committee, Research and Creative Activity Subcommittee at the University level/ Faculty Council, RTP Secondary Committee, Curriculum Committee at the College of SSIS level.). Within the department we have traditionally funded the activities of the Chair and two Vice-Chairs from the department’s 12 unit administrative allocation. The department has standing committees such as the Curriculum and Graduate Committees which are very active and whose composition reflects both tenured and untenured faculty. For RTP matters the department sits as a committee of the whole. We have no concerns with governance structure at any level.
FUTURE PLANS

1. Curricular Renewal

A. The curriculum committee met weekly during the latter half of the fall semester in order to address a number of issues. In the present context, the most important of these was the question of the theory component in the major, whether it should be reduced from 6 to 3 units and, if so, how should the three liberated units be distributed. After much discussion the committee recommended two actions to the department which were subsequently favorably acted upon. These are:

1. The theory requirement in the major should be reduced from 6 to 3 units. The 3-unit requirement will be a new course designed to meet the needs of our students consistent with our mission statement. The course will be a seminar offering with a maximum enrolment of 20 students.

2. The department should add a 3 unit structured choice requirement. (The total number of units in the major will remain unchanged at 43.)

With respect to the first action it should be noted that the department is seriously interested in pursuing the possibility of making this requirement a 4 unit course with an extensive writing requirement. This is consistent with Vice-President Koester’s recent invitation to departments to restructure courses in this way with funding available to support the effort.

With respect to the second action, the department has determined that the additional 3 units in the major should entail student choice among a limited selection of “Social Institutions” courses. Tentatively, that selection has been identified as:

1. Sociology of Education
2. Political Sociology
3. Industrial Sociology
4. Sociology of the Family

These courses would have an institutions focus with a strong theory component, and would emphasize Sacramento regional issues consistent with the department’s mission statement.

B. The department is currently involved in recovering certain classes that were previously lost to the program owing to staffing problems caused by faculty retirements. In particular, we are petitioning to re-introduce Industrial Sociology and Sociology of Education. These courses will be offered by Professor Varano and will be included as part of the structured choice option identified above in our revised curriculum.
C. A top priority for the department early in the Fall semester 1999 is discussion of revisions to the graduate program. In particular, we wish to address the need for a new 2 unit Thesis Preparation course which would provide instruction and guidance to students early in their graduate careers on such vital topics as problem formulation, development of the Thesis Prospectus etc. This would be associated with a one unit seminar introducing students to the profession.

D. In view of the increased workload with respect to thesis supervision (a reflection of the increased number of graduate students) the department has developed a banking model to provide increased departmental support for thesis supervision to be implemented in the Fall 1999. (See attached).

The Department’s Five year plan is attached. The Plan is, however, in limbo status at the moment. Originally, our intention was to focus on Urban Sociology and Regional Issues by, for example, developing an Urban Studies concentration. We were subsequently discouraged from that direction by Dean Sheley owing to the proposed development of an Urban Affairs major in the College by PPA. Since that new major has not emerged, we will revisit this issue in our five year plan with a view to implementing our original proposal if that seems consistent with other programs in the College.
C. The department is moving ahead on our assessment plan under the guidance of Professor Dorn. The department has already made considerable progress in this area, the fruits of which can be observed on the CSUS Assessment web page. That page contains information on the following:

- A Letter About Assessment to Each New Student Major
- The Department's Program Goals and Learning Expectations
- The Department's Curriculum Matrix
- An Alumni Survey and Letter Performance Measures
- An Assessment Committee Evaluation and Reflection

In addition, student questionnaires have been developed and circulated to graduating seniors with a view to building a data set that can be used in the future as a basis for evaluating our effectiveness in attaining goals and objectives identified in our mission statement. Professor Dorn will retire in June 1999 and responsibility for assessment coordination will pass to Professor Varano in the fall semester, 1999. Professor Varano is already assuming some responsibilities in this area.

D. The department is already in the program review cycle and will complete its self-study document in the Spring semester, 1999.
4. Recent (3 year) trends in FTEs and Major headcount:

Based on data from the Office of Institutional studies, the department’s FTE trends and major headcount for the last 3 years indicate:

1. Undergraduate enrolment has increased from 296.2 (F/S mean) in 95/96 to 328.5 (F/S mean) in 98/99. This increase has taken place at both the lower and upper division levels. (From 91.2 in 95/96 to 111.0 in 98/99 for lower division and from 205.2 to 217.9 for upper division over the same period.)

2. Graduate enrolment has increased dramatically from 8.5 FTE to 11.5 FTE in the 95/96--98/99 period. The increase since 94/95 is even greater –from 6.3 to 11.5.

3. The number of sociology undergraduate majors has increased during the 3 year period 94-97 (more recent data not available) from 172 to 232 (=34.8%).

4. During this same 3 year period (94-97) the number of graduate students majors increased from 17 to 30 (=76.4%)
1. **Hiring request and five-year plan.**

   The five year plan is in limbo status at the moment. Originally, our intention was to focus on urban sociology and regional issues by, for example, developing an urban studies concentration. We were subsequently discouraged from that direction by Dean Sheley owing to the proposed development of an Urban Affairs major in the College by PPA. Since that new major has not emerged, we will revisit this issue in our five year plan with a view to implementing our original proposal if that seems consistent with other programs in the College.

   In addition, we noted in our five year plan that in our previous program reviews the outside consultants had recommended development of an African-American community course and also a Sociology of Gender course. At the time of our five year plan we indicated that in the short term we were willing to meet these recommendations by increased reliance on the Ethnic Studies department and the Women’s Studies’ program.

IV. FACULTY

1a. GENDER COMPOSITION
Full-Time: 12 = 9 Male/ 3 Female  
Part-Time: 6 = 5 Female/1 Male  
Reduced load/FERP: 2 = 2 Male

ETHNIC COMPOSITION

Full-Time: 12 = 7 Caucasian/1 Latino/3 Asian/ 1 Middle-East  
Part-Time: 6 = 5 Caucasian/ 1 Latina  
Reduced Load/FERP: 2 = 2 Caucasian

IV. FACULTY  
1b. Full time/Part-time configuration:
The Department offers between 42 and 46 course sections per semester. The calculations below are based on WTUs, not on course sections. Since the fall semester 1997 the contribution of part-time faculty to the department’s curriculum is as follows:

Actual
  Fall, 1997----------17.8%  
  Spring 1998--------28.5%  
  Fall 1998----------25.5%  
  Spring 1999--------29.8%  
  Mean=25.5%

Projected *
  Fall 1999---------- 31.2%  
  Spring 2000-------- 37.9%**  
  Mean=34.6%  
* Based upon 1 year schedule presented to Dean’s Office/March 1999  
** Increase reflects the departure of Professor Kloss in Fall 1999

Projected retirements:
The department anticipates two Full Time retirements in the near future.

  Professor Dorn will retire in May, 1999 after 34 years with the department. In recent years, Professor Dorn’s contributions to the department have been primarily administrative with particular emphasis on co-ordination of the graduate program, oversight of the undergraduate internship program, and leadership of the department’s assessment program.

  Professor Kloss will retire in December 1999 after 30 years with the department. Professor Kloss’ curricular contributions have included both graduate and undergraduate classes. At the graduate level he has taught Social Stratification and Sociological Theory and has been the most active member of the department in supervision of graduate theses. For example, since the fall semester 1997 Professor Kloss has supervised x of y theses which have resulted in
the award of Master’s degrees. At the undergraduate level, he is the sole remaining full-time faculty member teaching our required classical and contemporary sociological theory courses. In addition, at the undergraduate level he has taught Political Sociology/Crowds, Fads and Fashions/Social Movements/and Social Change.

EVALUATION

The Department of Sociology is acutely conscious of the need to maximize representation of women and people of color on its faculty. Our hiring efforts in the recent past have reflected that commitment and we will continue to pay close attention to these needs in future hiring cycles. We are optimistic that we will receive two new positions for the Fall 2000, and because of the nature of the positions sought (see next page) we are hopeful that we will be able to increase the representation of traditionally underrepresented groups on our faculty.

In addition, we noted in our five year plan that in our previous program reviews the outside consultants had recommended development of an African-American community course and also a Sociology of Gender course. At the time of our five year plan we indicated that in the short term we were willing to meet these recommendations by increased reliance on the Ethnic Studies department and the Women’s Studies’ program.

The mission of the Sociology Department is to provide our students with the theoretical and substantive knowledge to participate as skilled professionals within the institutions and organizations that shape our region.