

## **Sociology Mission Statement (Undergraduate)**

The Sociology program seeks to provide students with mastery of basic academic subject matters along with the learning skills necessary for enrichment and continued success in academic and workplace environments following graduation. The BS degree program provides sociology majors with a working knowledge of sociological theory and research methodologies, knowledge of findings relevant to issues of diversity, skills for the preparation and presentation of research reports, skills related to researching and seeking positions in the job market and in graduate education, and ethics.

**Goal # 1: Provide high quality curriculum in undergraduate and graduate programs based on principles of disciplinary rigor, independent and critical thinking, professionalism, and the use of technology, which prepares students to successfully enter the job market and graduate school.**

### Assessment:

1. Catalog changes include creation of new courses, modifications of existing courses, modifications of existing BA program in 1998, 1999 and 2000, and modifications of existing BS program in 1998 and 2000. Interdisciplinary Sociology Minor for Cultural Studies Concentration in BA program instituted in 1998, deleted in 2000. See departmental files.
2. All upper level Sociology courses require written research projects. Sociology offers WAC courses; beginning Fall 01, 2 WAC courses each semester (Fall and Spring). All Sociology faculty members are WAC certified. See syllabi; see Sonja Bagby, Director of Writing Center for documentation on WAC certification.
3. See course syllabi. Some professors require contracts with students for independent studies. For those who do not, this requirement will be instituted Fall 02.
4. Documentation on file with Registrar: students blocked from Web registration until advisor gives registration form to departmental Secretary. Advising procedures in place where department chair is able to review work of advisors (advisors submit recommendations for supporting courses, substitutions, etc. to department chair for approval prior to chair submitting information to Registrar).
5. See Appendix 1 for components of SOCI 4984, Senior Seminar.
6. Mailed surveys were used, beginning 1998, to gather data from Criminology and Sociology majors who completed internships. While the data indicate the total number of respondents who were Criminology or Sociology majors, individual responses were not coded in a way that would permit a means to identify the responses of sociology majors as a group. (Future data collection will include these distinctions, and this is a

result of the current pilot and assessment study of our assessment procedures.) Thus, data reported here are aggregate data for Criminology and Sociology respondents. A total of 39 respondents replied to 106 mailed surveys (34%). Data indicate that 3 of these students are in graduate school, 35 are employed, 42% said the internship helped them get their jobs, 54% said the internship helped them to do their jobs better, 98% said it was a valuable experience, and 100% said they would recommend an internship to other students.

In addition to tracking students who completed the internship, a process was begun in 2001 to devise a mechanism to survey graduating sociology majors and to track those who have already been graduated. These procedures are currently in their developmental stage and were piloted in Fall 2001. We intend to have the procedure in place Fall 2002. Data collection will include data collected from graduating seniors enrolled in the Senior Seminar course and from a survey mailed to alumni whose addresses are supplied by the Office of Alumni Services.

7.

Year	Advanced Academy	Honors Program	XIDS	Learning Community
1998-99	1	0	1	0
1999-2000	1	1	3	0
2000-01	2	1	5	0

8. Student research presentations at professional meetings

1998-99 3 1999-2000 0 2000-01 1

9. Sociology faculty have been involved in the design of new degree programs, e.g., Environmental Studies, Global Studies, Women's Studies (the Chair of the Environmental Studies Curriculum Committee and the Director of the Women's Studies Program are Sociology faculty members).

10. A sociologist was a member of the committees which redesigned the Masters' degree program in Educational Leadership, College of Education and the Ed. D in School Improvement.

**Goal # 2 To enhance instructional excellence and student-faculty interactions.**

1, 2, 3.

Year	# students in faculty research & publication projects	# faculty sponsoring students at prof meetings	# faculty co-authoring with undergraduate students	# faculty co-presenting with undergraduate students
1998-99	2	1	0	0
1999-2000	1	1	0	0

2000-01	1	4	0	0
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5-9.

Year	# students receiving research awards	# faculty receiving teaching and/or research awards	# interdisc. Courses offered by sociology faculty	# faculty participating in interdisc. projects	# faculty participating in continuing education projects
1998-99	0	3	1	1	3
1999-2000	0	4	0	2	4
2000-01	2	4	1	2	0

4. Overall teaching quality as evaluated by students: student evaluation forms on file in department office.

10.

Year	# students funded by special departmental fund account	# students funded by other SUWG sources and sponsored by sociology faculty member
1998-99	2	0
1999-2000	2	0
2000-01	1	0

**Goal # 3: Participate in SUWG's mission of providing educational opportunities for exceptional students through initiatives such as development in Honors College and, for extraordinary high school juniors and seniors, the Advanced Academy of Georgia.**

1.

Year	# Faculty participation in Honors College	# Faculty participation in Excel Center (formerly Freshman Center)	# Faculty participation in Advanced Academy
1998-99	1	0	1
1999-2000	1	0	1
2000-01	1	0	1

2-3.

Year	# of honors societies and awards established	# of honor society activities sponsored	# of students participating in those honors	# of students receiving those honors awards	# of students receiving awards at professional
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		and awards given	activities		meetings
1998-99	0	1	0	0	0
1999-2000	0	1	0	0	0
2000-01	0	1	0	0	0

4.

Year	# honors courses offered by sociology faculty	# special courses offered by sociology faculty to exceptional students
1998-99	0	0
1999-2000	1	0
2000-01	0	0

**Goal # 4: To enhance faculty research, scholarship, and creative endeavors that promote knowledge, enhance professional development, and contribute to quality instruction.**

1-2.

Year	# books published	# peer- reviewed articles	# prof. and conf. presenta- tions	# grants applied for	# grants funded internally + amount	# grants funded externally + amount
1998-99	0	4	3	1	0	0
1999-2000	0	18	12	4	1	3
2000-01	0	9	9	2	0	0

3-4.

Year	# faculty serving as reviewers for publishers	# faculty serving as referees for journals	# faculty organizing panels at prof. meetings	# faculty serving as conf. And/or program organizers
1998-99	1	8	4	0
1999-00	1	9	3	1
2000-01	2	8	6	1

**Goal # 5: To provide a broad range of public service activities and partnerships to promote more effective use of human and natural resources; to contribute to economic, social, and technical development; and to enhance the quality of life with the University's scope of influence.**

1. See Service Products document, which is used for annual merit review, 3-year pre-tenure review, tenure and promotion, and post-tenure review.

2, 3, 4.

Year	# of faculty community service activities	# of syllabi including community service projects	# of speaker programs sponsored or organized
1998-99	8	0	1
1999-2000	15	0	1
2000-01	16	0	0

### **Meeting UWG's "Bread and Butter" Goals**

(Documentation available in department files, course syllabi, faculty annual review reports, and assessment documents.)

1. Commitment to UWG's mission and goals: The undergraduate sociology program's mission statement is derived directly from UWG's mission statement.
2. Enrollment management: Effective Fall 2001, a cumulative GPA of 2.0 is required at the time of declaring Sociology as a major. (This requirement is not listed in the 2001-02 catalog, but it is printed on the program sheets students use to declare the major. The Office of the VPAA has determined in such cases that the program sheet/declaration of major is the critical document.) This changed has raised standards for Sociology majors.

Recruitment: The Sociology program participates in every Visitation Day and every Festival of Majors presented by UWG.

Retention: The Sociology program assists the Excel Center by providing experienced advisors whenever the request is made.

3. Academic Programs: The sociology program contributes two courses (SOC1 1101 and 1160) to the general core (area E4). The curriculum for the major is revised regularly to assure it meets advances and changes in research, graduate education, and the job market. The faculty are professionally active and make numerous efforts to professionally socialize undergraduate majors.
4. Public relations: When requested, sociology faculty cooperate with the Office of Public Relations.
5. The university experience: The sociology program offers numerous courses on diversity issues. The Director of the Women's Studies program is a sociology professor.

6. Student, faculty and staff morale: It is difficult to conduct small classes in both core courses and major courses due to sufficient number of faculty allotted to the department. Nonetheless, we offer both small (35-40) and large (90-135) lecture sections of SOCI 1101 and 1160). We try to limit upper level courses to 35, but that is frequently difficult due to students' demands for course offering that permit a timely graduation date. Sociology faculty participated in developing tenure and promotion documents as well as the department's Teaching Workload Policy. Sociology faculty members participate in faculty governance by serving on numerous departmental, college, and university committees.
7. External relations: We are currently in the process of building a database on our graduates. This will permit us to keep them aware of changes in the program and to seek funds. Sociology faculty members are active public servants who forge strong town/gown relations. Our courses offer understanding of cultural diversity for all in the region.
8. Regional collaboration for economic and community development: Sociology faculty members are active public servants in numerous community, non-profit, and governmental organizations (e.g., rape crisis center, environmental organizations, cultural arts programs, programs for the aging; a number of these activities involve seeking funding for programs).
9. Information technology: Currently, sociology faculty members do not offer distance learning courses. (From 1998-2001, several sociology faculty members offered GSAMS and WebCt courses.) Students are required to use information technology to complete class assignments and research projects. The Senior Seminar requires that students use technology to explore graduate education and employment opportunities.

### **Meeting UWG's Visionary Goals**

(Documentation available in department files, course syllabi, faculty annual review reports, and assessment documents.)

1. Faculty directed student research and professional activities: Sociology faculty members encourage undergraduates to present research at student conferences, e.g., the Southeastern Undergraduate Sociology Symposium, the Southeastern Regional Student Convention on Gerontology and Geriatrics, the Georgia Sociology Association. Faculty members also supervise numerous independent study research projects (SOCI 4981) where students do not present their research in a professional or competitive environment but nonetheless have the experience of working individually with a professor. The department has created a special fund, stocked by contributions from faculty members themselves, among other sources, that supports travel to student conferences.
2. The Honors College and the Advanced Academy. The sociology program offers both SOCI 1101 and 1160 as Honors courses. In addition, sociology faculty members arrange for Honors students to receive Honors credit for specially designed projects and

other work done within non-Honors sociology courses. Sociology faculty members also serve on the Honors Committee and provide services for the Advanced Academy.

3. The First Year Program: Sociology faculty members serve as advisors for the Excel Center when requested.
4. Technology across the curriculum: Every sociology major is required to complete the Senior Seminar, which requires the use of information technology to access on-line literature and to explore opportunities in graduate education and the job market.

## **Undergraduate Sociology Program Assessment Summary**

### **Highlights & S.W.O.T.**

#### **Program Highlights**

An accomplished faculty who are productive in their research and community service and who incorporate knowledge gained from these activities into a well-designed curriculum.

Sociology faculty members are leaders in involvement with UWG's interdisciplinary programs.

An excellent internship program that enhances the applied focus of the BS degree.

#### **Strengths**

A high quality undergraduate sociology curriculum is offered to our students. Sociology faculty members continually monitor the content of the degree programs to assure that they are consistent with developments in the field, with criteria needed for success in graduate school, and changes in the job market. Given their heavy teaching load, Sociology faculty members have very active and productive research agendas whose results are incorporated into course contents and teaching strategies. The BA and BS degree programs thus have been modified accordingly since they were redesigned when UWG converted to semesters in 1998. Sociology faculty members strive to assure that students develop both analytical and critical thinking skills and that they develop their writing skills, thus all upper level sociology courses require research papers. Sociology faculty being actively involved in numerous interdisciplinary programs and curriculum development committees across UWG also enhances the latter objective. An excellent internship program offers students opportunities to gain practical experience working in various agencies and organizations. The Senior Seminar serves to enhance additional skills, such as resume preparation, technology-based searches of graduate schools and employment opportunities, and ethical considerations. Faculty members mentor students and encourage research. A special departmental fund was created to offer financial assistance to students who travel to present their research. Sociology faculty members are committed to quality advising. Each student is assigned an

advisor and is required to consult the advisor prior to being permitted to register for courses. Students are also required to be knowledgeable about their degree requirements. Depending on the student's degree, and this is especially important for the BS degree, each advisor must submit to the department chair requests for supporting courses, as well as substitutions and waivers. The Sociology Club and Honors Society are very active and serve to provide students with a sense of community and opportunities for professional socialization and community service. Sociology faculty members are actively involved in service to their surrounding communities.

### **Weaknesses**

Lack of a database that tracks the activities of students after they graduate. The director of the internship program has collected some data (only for students who have participated in internships), but we need more extensive data on all graduates. A survey is being implemented to develop such a database. We also need to gather assessments from employers and graduate programs about our students. According to data for Goal #2, it appears that sociology faculty are not effective in co-authoring or copresenting research with their students. It is important to note, however, that sociology faculty members typically encourage students to present their work on their own and that faculty members consider that it is ethically unrespectable to profit by having their names attached to activities for which they believe students should receive the attention. Faculty members do, however, offer numerous independent student projects to students where the faculty member and the student collaborate on projects.

### **Opportunities**

The applied, human services emphasis of the undergraduate program offers significant opportunities for both involvement in and delivery of social services, especially in the area of gerontology. While community service is a component included in some course syllabi and independent study courses, opportunities exist to expand the range of activities in which students can be encouraged to become involved. We should continue to encourage students to become more involved in presenting their research. We should survey students to gain their perspective on advising by sociology faculty.

### **Threats**

The greatest threat to our program is lack of a sufficient number of faculty members. The number of sociologists available to offer courses results in fewer courses offerings than the students and faculty alike would like to see. While course offerings are extensive and varied given the size of the sociology faculty, at least two more sociologists are needed. While advising is done very well, faculty members carry heavy advising loads. Budget cuts have frozen the hiring of a tenure track position for 2002-03 and funding for part-time instructors has been eliminated. At the larger departmental level, an operating and travel budget, which has been essentially without increases for a decade, threatens both resources for teaching and for support of faculty research and professional activities. That the faculty are as professionally productive as they are with such meager resources and very heavy advising loads is quite amazing. An additional threat faculty members experience is a sense of lost time due to escalating demands for committee work related to the maintenance of bureaucratic files.

