Graduate Program Prioritization Report
Sociology Department, 2008/2009 AY – 2012/2013 AY

Submitted by Dr. Shirley A. Jackson, Graduate Coordinator
SCSU Department of Sociology
March 31, 2014
1. **History, Development and Expectations of the Program**

a. Provide, to the best of your ability, a brief description of the program’s history including the evolution of the program over the years. Describe specific changes that have been made to the program curriculum, changes to student demographics and the impact of these changes on the program, and efforts to recruit students to the program. If this is a new program, describe efforts to build the program and the progress of these efforts to date. (550 words)

The 2013-2014 AY shows a department with only five full-time faculty; all of whom teach at least one graduate course a year. The program offers three graduate courses per semester, some that are cross-listed with Women’s Studies and some as hybrid or on-line; but usually they are fully on-ground courses with no more than one per semester as fully on-line.

Around 1999-2000, the department began to update its areas of undergraduate concentrations through a review of courses offered in other departments/programs. A few courses taught in other programs that were required in sociology concentrations had been deleted, updated, or renumbered. This information, however, was not included in the concentrations that required these courses. These were minor program revisions but they nonetheless resulted in a halt to a stream of memos sent to the Registrar’s Office that courses were being substituted. A more thorough review of the program came in 2003 when the anthropology program split off from Sociology & Anthropology to become a separate department. This time of adjustment led the sociology department to more thoroughly revise and advance its undergraduate and graduate programs in sociology. This process of revision in the undergraduate program was in large part informed by the American Sociological Association’s recommendations for best practices in curricular revision.

The revised program helped to provide undergraduate students with a more sound and rigorous academic program of study that would better prepare them for admission into the department’s graduate program. In the last five years, the department has suffered a 50% decrease in the number of students who are declaring the undergraduate major. This drop in sociology majors at SCSU has had an impact on the number of students seeking admission into the graduate program.

In addition to a revised undergraduate program, a revised graduate program appears to have presented students who had been previously been admitted (and perhaps with a weaker skill set) with problems passing the exam. Some students gave up and left the program without completing their degrees. Yet, this also signaled an increase in the number of more prepared students who entered the program with a plan to complete the thesis instead of a special project or comprehensive exam. This has resulted in many of the faculty participating in more thesis committees (either as chair or reader) than had been the case in the past. We see this as a positive
within the program but it has also resulted in many faculty members carrying overloads due to their chairing of thesis committees or in taking on independent/directed study students.

The previously offered urban studies program had both a positive and a negative impact on the M.S. program in sociology. There were a large number of ethnic minority students (African American, mostly) who sought out the urban studies degree and who enrolled in sociology courses. The phasing out of the urban studies program has resulted in fewer minority students enrolling in sociology courses. Students previously enrolled in the urban studies program would take courses in sociology and vice versa. Sociology tends to attract a large number of minority students at the undergraduate level but oddly, the numbers at the graduate level do not reflect this trend as should be expected.

b. Is there anything else you would like us to know? (Issues you might choose to discuss could include visibility of the program, relationships the program has external to the university, changes in the economic support for the program, staffing, etc.) (150 words)

The economic recession of 2008-2009 resulted in a decline in the number of students enrolling at the university. This decline was evident in many programs at the university and the sociology program was no different. The department had several faculty retire with few replacements being made over the years. An over-reliance on adjunct faculty resulted but with the changes in hiring, the department was forced to limit these hires. The department’s long-time secretary retired in 2009 which resulted in a period of upheaval. The department had difficulty replacing the secretary, resulting in a period of having no secretary, having one who unwillingly moved from one department to sociology, one who split her time between her regular assignment and the department, and one who had to be moved to another department due to attitudinal difficulties (which severely impacted the department because neither students or faculty felt comfortable entering the main office).

2. **External Demand for the Program**

a. Using the data provided, review and explain the relationship between the program and external factors that impact the:

i. number of applicants and percentage of applicants accepted

As the table below shows, the department has been relatively consistent with its acceptance rate with the exception of 2011-2012 which shows a higher number of acceptances than other years. It should be noted that acceptances do not always result in decisions by students to actually enroll in the program. Some students who were accepted, never enrolled. The number of applications over time has remained consistent as well, but the number of students accepted has dropped. It is important to point out that the disparity between applications and acceptances at the start of the
2009-2010 academic year which signaled the first full year of the economic recession. The high number of applications during the periods 2009-2010 and 2010-2011 may be indicative of the number of individuals who were negatively impacted by the economy and who either sought to improve their employment opportunities or employment retention by obtaining a graduate degree.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Applications</th>
<th>Accepted</th>
<th>Acceptance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>MS-SOC</td>
<td>19</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>MS-SOC</td>
<td>21</td>
<td>9</td>
<td>43%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>MS-SOC</td>
<td>22</td>
<td>12</td>
<td>55%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>MS-SOC</td>
<td>18</td>
<td>14</td>
<td>78%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>MS-SOC</td>
<td>18</td>
<td>10</td>
<td>56%</td>
</tr>
</tbody>
</table>

ii. 5-year enrollment trends (450 words)

The department has had a consistent number of students enrolled during the last five academic years, yet there were some increases in the last few years. As noted in the previous table, the numbers of students applying has declined slightly from the highs of the 2009-2010 and 2010-2011 academic years. Nonetheless, once admitted into the program students continue to take courses from one semester to the next.

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '10</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '11</th>
<th>Spr '12</th>
<th>Fall '12</th>
<th>Spr '13</th>
<th>Fall Avg</th>
<th>Spring Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>14</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Full-Time</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Part-Time</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

As noted above, students admitted into the M.S. in sociology program show a strong likelihood of enrolling in subsequent semesters. The larger enrollments tend to take place in the fall due to the number of students admitted into the program; however, the enrollments remain consistent with spring students “replacing” the students who complete the program at the end of the fall semester. The program has attempted to consistently offer at least three graduate seminars per semester (excluding thesis proposal, thesis research, and directed study/independent study courses). At least two courses are cross-listed with the Women’s Studies program.

In the past, as has been the case with the discipline and with university enrollments overall, more women apply and are admitted into the program than men. This number has shifted over the years with more men accepted into the program than in the past. Presently, the number of men and women in the graduate program is about 50-50.
The average number of students enrolling full-time has been on par with part-time enrollment with three of the last four years showing more students enrolled on a full-time basis.

The department has witnessed a change in the number of students who opt for full-time enrollment. Students who enroll on a part-time basis may be indicative of students admitted on a conditional bias who are ‘testing’ the waters, so to speak. These students are often rather hesitant to enroll in full-time graduate student until they become more confident in their ability to complete the work.

b. Which employers, institutions and/or communities benefit from this program? Describe how the program meets the needs of the state (e.g., economic, cultural, civic, etc.)? (150 words)

The M.S. in sociology program benefits social service, government, education, and non-profit agencies in Connecticut. Two of the program’s former students have held executive positions in non-profit agencies. Students who are already employed seek increased opportunities by obtaining a graduate degree. Those students not employed full-time seek opportunities prior to and immediately following graduation in state government agencies, non-profits, and advanced degrees in doctoral programs.

Another area that benefits from the M.S. program is the colleges and universities that hire our former students as either part-time/adjunct faculty or as tenure-track faculty. Between 1999-2013, at least five of the program’s graduate students have gone on to obtain graduate degrees at other institutions. Four of these students have completed the doctorate (three in sociology and one in education). The three known students who completed doctorates in sociology are in tenure-track positions at institutions of higher education in Massachusetts (1) and New York (2).

c. Is there anything else you would like us to know? (Issues you might choose to discuss could include competition from local, regional, and other institutions.) (100 words)

The sociology M.S. program is the only program of its kind in the State of Connecticut. There are Research I institutions that offer master’s and doctoral degrees in sociology. However, many of the students enrolled at SCSU are not able to afford the expense of attending these institutions nor are many of them prepared to face the rigorous admissions requirements of their graduate programs. The regular and conditional admission options at SCSU provide the students who are unable to gain admission into these programs with the opportunity for advanced studies within their discipline of choice.

3. **Internal Demand for the Program**
a. Using the data provided, please describe how courses in your program serve students in other programs. What percentage of students in your courses come from other programs? Please provide enrollment data for graduate courses offered by your department that are required for other graduate programs. (Some of your discussion in this section may be repetitive, but is important in understanding the internal demand for the program.) (100 words)

The program serves students in other programs through its courses on community, education, gender, and race and ethnicity. As a result of these courses (and others, including research methods), the program sees regularly students in women’s studies (with which it offers several cross-listed courses), political science, public health, social work, and education. Students often take sociology courses as elective courses or to fulfill a general interest they have in the subject matter.

Cross-listed graduate courses in sociology and women’s studies include race, class, and gender (ANT 529 and WMS 529); and gender and the law (WMS 504 and EDL 674).

<table>
<thead>
<tr>
<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic</td>
<td>354</td>
<td>309</td>
<td>207</td>
<td>282</td>
<td>237</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Credits</td>
<td>231</td>
<td>183</td>
<td>135</td>
<td>198</td>
<td>189</td>
</tr>
<tr>
<td>Total Students</td>
<td>118</td>
<td>103</td>
<td>69</td>
<td>94</td>
<td>79</td>
</tr>
<tr>
<td>% of Non-Majors</td>
<td>34.75%</td>
<td>40.77%</td>
<td>11.59%</td>
<td>29.78%</td>
<td>20.25%</td>
</tr>
</tbody>
</table>

b. How is enrollment for your graduate program influenced by enrollment in your undergraduate program? Is there potential for a formal pathway between the two programs? (100 words)

The sharp decline in the number of sociology undergraduate majors has impacted the number of students from SCSU who seek admission into its graduate program. The increased rigor of the undergraduate program prepare students for the coursework and capstone project they will be expected to complete in the graduate program. It should be noted that there are students who are enrolled in the undergraduate Liberal Studies program who seek admission into the M.S. program in sociology. Unfortunately, because they have avoided many of the core courses, they are oftentimes less prepared than their counterparts who declared sociology as the major.

c. How reliant are you on non-program students taking your courses? (100 words)

Depending on the elective course being offered in any given semester, the department may see a number of students from other programs who take the course but simultaneously see students in its program who opt to take courses in another program (SWK, WMS, and PSY more recently). The
small number of students in our program (about two dozen) who are split across one to three courses each semester offers ample course enrollment sizes for required courses and fewer for elective courses. Thus, any non-program students who take courses in the program pose no significant problem and are a welcome addition.

d. Does the program produce services needed by other parts of the campus (e.g. clinics, testing services)? (100 words)
NA

e. Is there anything else you would like us to know? (100 words)

The program has the ability to engage students in community partnerships through coursework requiring students to assess data provided by agencies. One student’s special project in 2013 resulted in such an activity and this has taken place in at least one course and agency during the Fall 2013 semester. The goal is to provide students and agencies with more opportunities for such collaborations. We are optimistic that the university’s focus on civic engagement as part of the Liberal Education Program’s (LEP) Tier 3 requirements will result in an increased desire for students at all levels to work with community partners.

4. Quality of Program Inputs and Processes

a. Please provide a narrative of how the qualifications and assignments of your full- and part-time faculty align with and support the program. Please include a discussion of the challenges and successes the department faces in providing qualified faculty to meet the needs of the program. In those programs where it is appropriate, please discuss the integration of adjuncts into the program’s curriculum. (450 words)

Full-time faculty and part-time faculty are teaching courses in their specific research and teaching areas. All full-time faculty hold doctorates in sociology. Part-time faculty in sociology hold the following degrees:

- Master's in Sacred Theology*
- M.S. Sociology/M.S. Education
- Ph.D Educational Administration
- B.S. Criminal Justice/ Juris Doctorate
- B.A. Psychology/Juris Doctorate/M.A. Women's Studies
- Ph.D. Sociology
- Ph.D Sociology
- M.A. Sociology/M.Phil. Sociology*
- M.S. Criminal Justice
- B.S. Sociology/M.S. Teaching & Education/M.A. Criminal Justice
- Ph.D Sociology
- M.A. Psychology
Many of the adjunct faculty are currently being drawn from Yale University but others have been from University of Connecticut. Long serving part-time faculty who work or have worked in other offices at SCSU have been teaching for the department for 15 years or more. The department has been relatively successful in finding candidates to teach courses but prefer having full-time faculty who can participate in the necessary advisement of students and committee work at the department, school, and university levels.

The department’s primary challenge is having a sufficient number of faculty who are able to teach courses in the undergraduate and graduate program. The inclusion of several courses in the LEP program poses a benefit and problem to the program. It is beneficial to have courses offered in the LEP program but it is problematic because it takes away faculty teaching resources from the required courses in the graduate and undergraduate programs. The department is pleased provide service to the university community by offering general education/LEP courses, but does not want to become merely a “service” department.

The sociology department is home to two interdisciplinary minors—ethnic studies (co-coordinated by Dr. Shirley A. Jackson) and criminal justice/criminology (coordinated by Dr. Gregory Adams) and is part of the interdisciplinary forensic science minor. The need for faculty to teach courses that are part of the core program for undergraduate and graduate students, elective courses which are part of the major, sociology and interdisciplinary minors, and who are able to supervise students in internships, directed study, thesis proposals, and thesis research sections are of tantamount importance to the program. Not only do faculty work in the above capacities for the sociology program but several faculty serve on honors thesis committees and master’s thesis committees for students in other programs on campus. For the first time, one of the department’s part-time faculty who has a strong reputation in the discipline and is popular among our students will be serving as a thesis advisor for one of the graduate students in our program.

b. Briefly describe the merits and logic of your curriculum. (250 words)

All students must show a proficiency in research methods and theory, and in the individual and community. Students take elective courses in areas of study that are best suited for their capstone. No more than two courses taken outside of the program are usually allowed.

**Core:**
SOC 500: Society and the Individual
SOC 502: Community Sociology
SOC 570: Research Methods in Sociology
SOC 571: Qualitative Research in Methods
SOC 572: Quantitative Research in Sociology
SOC 580: Applied Sociological Theory
In addition, students take 36 credits for the thesis and comprehensive exam and 39 for the special project. Students who take the comprehensive exam are tested on theory and research methods (SOC 580, SOC 570, and either SOC 571 or SOC 572) and in any two areas:

**Applied Sociology:**
SOC 500 (Society and the Individual)
SOC 502 (Community Sociology)

**Criminal Justice (TWO of the following):**
SOC 555 (Criminal Justice and Minorities)*
SOC 556 (Juvenile Delinquency)
SOC 557 (Correctional Policies and Agencies)
SOC 566 (Crime and the Criminal)

**Deviance:**
SOC 569 (Deviant Behavior)
AND one course from the criminal justice specialization noted above

**Gender and Family (TWO of the following):**
SOC 504 (Gender and the Law)*
SOC 515 (Sociology of Gender)
SOC 529 (Race, Class and Gender)
SOC 565 (The Changing Family)

**Social Inequality:**
SOC 510 (Ethnic and Racial Relations)
SOC 529 (Race, Class and Gender)

**Social Institutions (TWO of the following):**
SOC 551 (Sociology of Religion)
SOC 565 (The Changing Family)
SOC 582 (Sociology of Education)

*omitted from program

c. How dynamic is your program? Please identify and describe what procedures are in place to provide continued, regular evaluation and review (include formal and informal activities). Describe the impact of the review on the program and curriculum (e.g., FAAR data may be used as evidence, as well as other documentation of changes to the curriculum). (300 words)

The graduate program undergoes periodic reviews as required by the School of Graduate Studies’ Academic Standards Committee. The last report was submitted in February 2008 and was approved.
The current graduate coordinator regularly attends the American Sociological Association’s Graduate Director Conference in order to assess the program’s offerings, concerns about enrollment, and to keep abreast of what is occurring in similar programs.

The program’s students were surveyed about their experiences and course offerings in the program in Dec 2011-Jan 2012. The purpose of the review was to gather evidence on whether or not students desired more on-line course. The survey data showed that they in fact, did not. Students have also received queries regarding their desire to enroll in summer course or in courses that run from 7:35-10:05pm. In both cases, the consensus has been that they do not. In the former, it is because the trend in the department has been towards full-time enrollment. In the latter case, for working students, two back-to-back courses has been characterized as being overwhelming. Thus, the pattern over the last few years has been to offer courses based on student interest and student enrollment patterns.

One course that had been previously included on the Planned Program was removed as of Fall 2011 after the graduate coordinator received complaints by students that the course was not as rigorous as they believed it should be. The department voted to remove the course from the Planned Program. That course, which is cross-listed with Women’s Studies, is still being sporadically taught but only students with a Planned Program on which the course appears and those who receive special permission can opt to take the option on the comprehensive exam where the course appears. The course may be reinstituted at some point in the future.

d. Is there anything else you would like us to know? (Issues you might discuss could include the quality of your incoming students, or a comparison of your curriculum, courses, assessments, experiences to similar programs. How does your program better serve students than similar programs offered elsewhere?) (200 words)

The department has been fortunate to admit a number of students who are enrolled on a full-time basis, are competing for department and School of Graduate Studies fellowships and assistantships, and are interested in pursuing doctoral degrees in sociology. Most students opt for the thesis capstone upon admittance into the program and make clear their intention that the M.S. in sociology is a step towards the receipt of the doctorate. Students are also presenting and attending scholarly conferences on a much more regular basis than in the past.

Recent discussions about the department’s decline in undergraduate enrollment following its decision in 2007-2008 to remove the concentration in criminal justice/criminology has resulted in the very real possibility that this concentration will return. It is not surprising that a consequence of the deletion of this very popular concentration let to a decline in undergraduate majors in sociology and an increase in undergraduate majors in liberal studies where they could opt for a
criminal justice/criminology minor. The undergraduate degree serves as a pipeline for some of the students in the major. This number has decline but the overall quality of SCSU sociology undergraduates admitted into the graduate program has improved.

5. Quality of Program Outcomes

a. How does your program use assessment data to ensure quality of student outcomes? Describe the quality of your program outcomes. (e.g., G.P.A., Student Opinion Surveys, course evaluations, alumni surveys, professional assessment/evaluation, other assessments, participation in groups or organizations that focus on pedagogy or andragogy. Insert a table listing your program outcomes. Note that the table does not count in the word limit). (900 words)

Per the table below, the Fall average GPA for students may be explained by the research methods course that is part of the core courses. Students who have not taken this course as undergraduate students and who were not sociology majors at SCSU may find the course somewhat difficult. Yet, it is also evident that even when students are taking the second of the three research courses, quantitative research methods, usually offered in the spring, the students are able to do relatively well with a 3.0 or higher in all spring semesters over the last five years. It is especially noteworthy to see that the GPA for all but two semesters out of ten show a 3.0 or above and seven out of ten semesters with a 3.2 or above overall. The increasing numbers of regular admits and those coming into the program with sociology undergraduate degrees may account for the high average GPAs for students in the program over the last five years.

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '10</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '11</th>
<th>Spr '12</th>
<th>Fall '12</th>
<th>Spr '13</th>
<th>Fall Avg</th>
<th>Spring Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>14</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.72</td>
<td>3.24</td>
<td>2.92</td>
<td>3.47</td>
<td>2.88</td>
<td>3.94</td>
<td>3.3</td>
<td>3.07</td>
<td>3.44</td>
<td>3.69</td>
<td>3.25</td>
<td>3.48</td>
</tr>
</tbody>
</table>

Student Opinion Surveys show that students are pleased with the content of graduate courses, including readings and assignments. Overall, as the table below indicates, the students provide responses that range from 81% - 100% for all questions listed. There is a great deal of consistency in their responses over the last five years indicating an overall high satisfaction with instruction in the graduate program.
The current graduate coordinator is a member of the American Sociological Association’s Departmental Resources Group (ASA-DRG) whose members conduct site evaluations of sociology programs around the country. The training and actual experiences gained as a team member of the ASA-DRG has been instrumental in providing a context for comparison purposes. The andragogy of the department’s courses provides students with opportunities for student-centered learning and prepares them for research they may do for organizations, future doctoral research, etc. In particular, students note that there is a strong emphasis for personal responsibility in the learning process (95%, 100%, and 93%) in the last three years.

<table>
<thead>
<tr>
<th>Course Information Survey</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>SA/A</td>
<td>SA/A</td>
<td>SA/A</td>
<td>SA/A</td>
<td>SA/A</td>
</tr>
<tr>
<td>Methods of instruction have helped me understand the subject matter.</td>
<td>81%</td>
<td>90%</td>
<td>95%</td>
<td>81%</td>
<td>92%</td>
</tr>
<tr>
<td>Reading the assigned material has helped me understand this subject.</td>
<td>85%</td>
<td>88%</td>
<td>95%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>Exams and out-of-class assignments have helped me understand the subject matter.</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Number of exams &amp; other graded assignments has been sufficient to evaluate my progress.</td>
<td>82%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My experiences in this class make me want to learn more about this subject.</td>
<td>81%</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the quality of instruction in this course as high.</td>
<td>89%</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the overall quality of this course as high.</td>
<td>86%</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helped me meet the learning goals.</td>
<td>100%</td>
<td>95%</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course evaluated how well I met those learning goals.</td>
<td>88%</td>
<td>95%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My experience in this course helped me appreciate this subject.</td>
<td></td>
<td></td>
<td>97%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>The instructor provided regular feedback on my performance in this course.</td>
<td>83%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor had high standards for student achievement.</td>
<td>86%</td>
<td>96%</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The instructor encouraged me to take responsibility for my own learning.

As indicated elsewhere in this report, students have three exit or capstone options. Their successful completion of one of the three indicates their fulfillment of the learning outcomes for courses and program goals. In addition to the capstone at the end of the program, students complete student opinion surveys at the end of each semester. The surveys are processed through the Office of Assessment and during the following semester, faculty are provided copies and a summarized report. These provide faculty with guidance on how to assess their andragogy each semester.

Graduate faculty include learning outcomes for their courses as indicated on course syllabi. The individual assignments for each course usually include assessment based on examinations of course material; graduate-level discussion of assigned readings and assignments; original research papers; literature reviews; organ presentations of literature reviews and original research.

There has been difficulty gathering accurate data using alumni surveys. Because many students remain in the area, it has been general practice to try to reach them through their last known email address rather than last known mailing address. The new alumni survey with additional questions provided by the sociology department in the spring of 2014 hopefully will provide the department with information on students who have completed its undergraduate and graduate programs when the department undergoes its review in the fall of 2014.

The graduate program specifies several concentrations (applied sociology, criminal justice, deviance, gender & family, social inequality, and social institutions) which are consistent with the association’s membership sections (related to research and teaching foci) and also draws upon peer institution curriculum for its graduate program.

The department’s 2008 graduate program review included a survey of the graduate sociology faculty. The data in this report show that the majority of the faculty at that time believed faculty use a variety of engaging teaching methods that help students to learn; use a variety of assessment methods (e.g., tests, homework assignments, reports, etc.) to determine if course objects are being met; were up-to-date in their field; possess good communication skills; and show enthusiasm about the subject matter. Yet, in response to the questions, “From a learning perspective, the sequence of courses is well organized”, “Sufficient courses are scheduled each semester to permit students to follow their planned program”, and “The necessary courses and requirements necessary to earn a degree are made clear”, there was some disagreement and clear room for improvement. For instance, only faculty member agreed with the first question, while three either disagreed or strongly disagreed. For the second question above, three agreed while two disagreed.
or strongly disagreed, and for the third question, four strongly agreed or agreed while only one disagreed. Comments in response to the above note that the rotation of courses due to the small size of the program (and department) as being problematic. One individual also noted that an earlier graduate coordinator was constantly rewiring the programs for students but that with the now previous coordinator this would change (it did).

Thus, while the department has faced the same problem of understaffing the graduate programs over the years, the small number of courses offered each semester (three) has continued to make it difficult for students who are not full-time to graduate in a timely fashion. Consistent rotation of courses has helped to address this problem since students are informed of course rotations and schedules in the Sociology Graduate Student Handbook and graduate program newsletter.

b. Is there anything else you would like us to know? (Issues you may choose to discuss could include preparing your students for employment or further scholarly pursuits. Where possible provide data driven examples, e.g., number of students who pass the licensing exam). (300 words)

Students are constantly asking for guidance in seeking positions upon completion of the program but more of them are also asking for guidance in applying to doctoral programs. The current graduate coordinator offers at least once a year a workshop on applying to graduate school. The workshop is designed to assist graduate students who are interested in applying to doctoral programs (one former M.S. sociology student attended the workshop and was later admitted into the University of Connecticut’s doctoral program in sociology) with the information they need to be successful applicants. Similarly, the workshop educates undergraduate students who are considering applying to the M.S. sociology program or any graduate program at SCSU or other institutions.

For students seeking employment, preparing them to do assessments, develop logic models, and to understand the how the intersection of race, class, and gender can impede opportunities is beneficial in potential employment in social services, government agencies, non-profits, and in higher education. An example of what some of our former students have done has been included in the graduate program’s spring 2014 newsletter. In part, it notes that one of our 1999 M.S. students is an associate professor and department chair at a university in Massachusetts; one completed a doctorate in education and is director of a magnet school in Bridgeport; two are tenure-track assistant professors at universities in New York State; one is a correctional counselor trainee; another is an administrative officer for a sociology professional association; one is the former director of Empower New Haven and has worked in the office of the mayor; and another is formerly the vice-president of Workplace Development of the STRIVE programs and is now
Director of Homeless Management and Information Systems and Strategic Analysis at Connecticut Coalition to End Homelessness.

6) **Size, scope and productivity of the program**

a. How many credit hours does the program generate? (table generated by OMIR)

<table>
<thead>
<tr>
<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>354</td>
<td>309</td>
<td>207</td>
<td>282</td>
<td>237</td>
</tr>
<tr>
<td>Major Credits</td>
<td>231</td>
<td>183</td>
<td>135</td>
<td>198</td>
<td>189</td>
</tr>
<tr>
<td>Total Students</td>
<td>118</td>
<td>103</td>
<td>69</td>
<td>94</td>
<td>79</td>
</tr>
</tbody>
</table>

b. What degrees or certificates are awarded? (This is a simple list of degrees and will list only one degree or certificate unless you are one of the programs approved to report your data in combination)(in table form with item c)

**M.S. in sociology**

c. How many degrees or certificates have been awarded (five year data)?

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS-Sociology</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

d. Using the data provided, present and discuss the record of the graduate faculty in research/creative activity. (200 words)

**Faculty have been producing at least two to four publications in the department per year.** These include book reviews, book chapters, instructor’s manuals, journal articles, or other publications. The workload, committee work, and advisement of graduate student projects does have an impact on how much research/creative activity faculty are able to do; but this number is quite high given the small number (five) of full-time faculty in the department.

**Faculty are engaged in professional presentations and are attending conferences on a frequent and consistent basis.** For instance, over the last four years, they have given four presentations in 2009-
10, three in 2010-11, and six in both 2011-2012 and 2012-2013. Likewise, the numbers of conferences attended shows a broad range of activities as the table below shows.

**Professional Conference Participation**

<table>
<thead>
<tr>
<th>Role</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendee</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

One area where faculty can improve is the receipt of grants. While faculty may be applying for grants, it is the actual receipt of funding that is beneficial to the department. The data show that in three of the last four years, faculty members have received some kind of grant or contract.

e. What types of student or student/faculty research or creative activity have been developed and or produced (e.g., include theses, dissertations, special projects)? (100 words)

Gregory Adams – special project creating a logic model for the Department of Corrections.


Shirley A. Jackson – thesis proposals and theses on surname choice upon marriage; correlation of stress, colorectal cancer, and African American women; the sapphire image of African American women on reality television; gender, race, class, and parental status and middle class mothers; African American women and body image; and Black nationalism in urban America in the 21st century.

Jessica Kenty-Drane – theses on women arrested for intimate partner violence; students’ perceptions of quality of life and academic achievement; veterans and college; and racism and interracial relationships.

f. In your narrative discuss how all these data impact or have impacted the size, scope or productivity of your program. (200 words)

Faculty are somewhat limited in the amount of their own creative activity they can do given the additional credits they earn when taking on students who are working on theses or special projects. Some faculty have used the department’s graduate assistantship through the university to provide students with research experience by having the students work with a faculty member on their research projects. The department has employed graduate assistants to assist with faculty research. One faculty member had a graduate assistant in 2010; two students shared graduate assistantships in Spring 2012 and two in Spring 2013.
Faculty also work with students in sociology and in other programs; particularly, those who they encounter when teaching cross-listed courses, who want the faculty member to chair or serve on their thesis committees. Faculty are limited in the number of students they can actively engage in research with since not all faculty share equally the responsibility of chairing theses or special project committees. Nonetheless, students who seek degrees in the program (or related programs) should receive guidance and support from the faculty with whom they opt to work with. The department works hard to accomplish this goal at the expense of faculty publications.

g. Is there anything else you would like us to know (this might include a discussion of equipment purchased solely for the purposes of the graduate program). (100 words)

The university’s purchase of an SPSS license has allowed students to use this software in graduate research seminars and in the lab shared between sociology and anthropology. One faculty member has required STATA software through STATA’s “Grad Plan”. A former faculty member had a program installed on a computer in the main office. Another faculty member received a license in a raffle at a conference in order to have access to the software. Students who do qualitative research may be able to find access open source software on the internet but this shows a bias against qualitative research.

7) Revenue and other resources generated by the program

a. What are the sources and how much revenue does the program generate through student enrollments?

As the table below shows, the program’s revenue through student enrollments has increased over the last three years.

<table>
<thead>
<tr>
<th>Display Orgn Code</th>
<th>Prioritization for Pgm Reports</th>
<th>7a Fiscal Year</th>
<th>7a Student Tuition and Fees</th>
<th>7a Other Revenue Sources</th>
<th>7a Grand Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>22180</td>
<td>MS-SOC</td>
<td>2010</td>
<td>73,658</td>
<td>51,249</td>
<td>124,908</td>
</tr>
<tr>
<td>22180</td>
<td>MS-SOC</td>
<td>2011</td>
<td>113,487</td>
<td>16,946</td>
<td>130,433</td>
</tr>
<tr>
<td>22180</td>
<td>MS-SOC</td>
<td>2012</td>
<td>157,291</td>
<td>46,096</td>
<td>203,386</td>
</tr>
</tbody>
</table>

The full-time enrollment of graduate students may account for this increase. As more students move directly from undergraduate study into graduate study, they focus on three courses per semester as a way to move through the program within a reasonable amount of time and with
their cohort. The support and recognition of the existence of a cohort has been instrumental in keeping students focused on completing the program in a timely fashion.

b. What are the sources and how much additional revenue does the program generate through fees such as laboratory or special user fees? (50 words)

NO DATA/NOT APPLICABLE

c. What are the sources and how much revenue does the program generate by services (e.g., external or to other programs)? (50 words)

NO DATA/NOT APPLICABLE

d. In the narrative on this section discuss how the revenues and other resources impact the size, scope and productivity of your program? (100 words)

NO DATA/NOT APPLICABLE

e. Is there anything else you need us to know? (You may wish to discuss grant activity, gifts to the University, etc.) (100 words)

NO DATA/NOT APPLICABLE

8) Costs and other expenses

a. What are the total costs of the program? (table)

<table>
<thead>
<tr>
<th>8a</th>
<th>8a</th>
<th>8a</th>
<th>8a</th>
<th>8a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Compensation</strong></td>
<td><strong>Operating Expenses</strong></td>
<td><strong>Allocated Overhead and Indirect Costs</strong></td>
<td><strong>Grand Total Costs</strong></td>
<td><strong>Net Income / (Loss) Per BCH</strong></td>
</tr>
<tr>
<td>(41,703)</td>
<td>(138)</td>
<td>(39,764)</td>
<td>(81,605)</td>
<td>235.89</td>
</tr>
<tr>
<td>(43,096)</td>
<td>(209)</td>
<td>(39,674)</td>
<td>(82,978)</td>
<td>193.11</td>
</tr>
<tr>
<td>(49,901)</td>
<td>(217)</td>
<td>(56,784)</td>
<td>(106,902)</td>
<td>294.11</td>
</tr>
</tbody>
</table>

b. What is the ratio of costs to revenues? (table)

8b
c. What investment in new resources does the program require? (200 words)

The program would benefit by being able to offer more students financial support in the form of graduate assistantships. Currently, the program offers one such departmental assistantship. At least one more assistantship would benefit those students (particularly full-time) who are seeking to complete their degrees and who want to work under the tutelage of a faculty member in the classroom as a teaching assistant or by serving as a research assistant. Students enrolled on a full-time basis may not be employed full-time and thus, may find it a struggle to financially support their academic pursuits. Similarly, the increasing numbers of students who plan to continue on for a doctorate has resulted in greater competition for the small number of assistantships that are available.

The most important resource required by the program is an additional faculty line. While the program could certainly benefit from more, one is a reasonable request at this time. A faculty member who is able to teach graduate and undergraduate courses would help to acquaint students with what we do as a discipline and serve as yet another guide to encouraging student interest in obtaining a graduate degree in sociology.

d. What demonstrable efficiencies exist in the way the program is operated (e.g., summer courses; cross-listed courses, etc.)? (100 words)

The program has not offered graduate seminars during the summer. There was an attempt to do so in 2012 but there was a lack of interest due to the number of full-time students enrolled in the program. Because they were “on-track” to complete the degree within two years they did not need to take an additional course in the summer.

The program regularly cross-lists courses with Women’s Studies but was recently informed by the Women’s Studies director that the Dean of Arts & Sciences would not allow an additional Spring 2014 cross-listed course to be offered in the Women’s Studies program.

9) Impact, justification, and overall essentiality of the program
a. How does this program connect to the University’s mission statement and/or the Graduate School’s mission statement? (100 words)

The program’s mission statement is that it will “…provide student with an advanced understanding of human social behavior and the methodologies for studying that behavior” and that it “serves students who are preparing for a career working with people, who seek to develop their skills engineering social changes, who desire to teach at the secondary or college level, who are preparing for a Ph.D. program, and who are simply seeking personal growth.” These statements are consistent with the university’s mission which states the university is committed to academic excellence, access, social justice, and service for the public good.

b. How does this program respond to societal needs that the institution values? (e.g., producing a critical thinking, educated citizenry; improving the state’s workforce; meeting health care needs of the community, etc.)? (100 words)

The program provides students with the necessary skills to work in government agencies, education, and non-profit and social service agencies, among others. The majority of the program’s students, like those at the university as a whole, remain in the state after program completion. Students have gone on to teach at SCSU, Gateway Community College, Bridgeport schools; entered into non-profit agencies; state agencies; local government; and numerous companies and positions in the state. Students who continue to advance in their educations by pursuing doctoral degrees tend to do so within the state as well.

c. To what extent does this program help the institution differentiate itself from similar programs at peer institutions? (100 words)

The program is different from similar programs at peer institutions because the students tend to remain in the state after completion of the program. Many look to local organizations and state agencies for employment (if not already employed) upon graduation. The ability of students to use their knowledge of the community and the assessment skills they have developed via their research methods courses, provide opportunities for them to engage in applied learning prior to graduation which is beneficial upon completion of the program. Several have taken on executive director roles and others have been admitted into and completed doctoral programs.

d. Is there anything else you would like us to know? (100 words)

Students who attend conferences at the undergraduate level and who are admitted into the graduate program show a greater willingness to participate in conferences. This year, two students have either presented or will be present papers at a regional and at a national sociology conference. Given our small department, these activities bode well for other students who are well aware of their peers’ activities as they appear in the graduate program newsletter. The Graduate
Sociology Club can be used more effectively (it has been inactive this year) to promote student activities and by inviting faculty to share their research.

10) **Opportunity analysis of the program**

a. Describe the external opportunities for strengthening your program. (300 words)

External opportunities for strengthening the program would include increasing opportunities for students to connect with non-profit and other agencies in the community that may serve as sites for research and special project activities for graduate students. The receipt of a Conversations in the Discipline grant that includes faculty from public health, sociology, and social work will aid in his regard. The activity which will take place in April 2014 is designed for students interested in community-based projects in the 2014-2014 AY. Upper-division honors students are welcome to attend since we hope they will opt to apply for one of the above graduate programs depending on their interests.

By working with community organizations, our students will have opportunities to engage in applied research while also promoting the university and connecting the university to the community. This connection helps to illustrate the university’s commitment to the community and increase its visibility outside of participation in the School of Graduate Studies Open House by showing the array of skills sociologists have and the variation in the types of research they do.

Opportunities for faculty to work with students via the receipt of graduate assistantships either through the department or School of Graduate Studies has been instrumental in providing students with funding opportunities to pursue or continue their graduate study. Increasing these opportunities and those for the faculty to work on their research can have a positive impact on the growth and sustainability of the program.

b. Describe the internal opportunities for strengthening your program. (300 words)

Internal opportunities for strengthening the program are the transition of adjunct lines to full time lines in the department or the acquisition of new lines from the university. This would provide the program with much needed full-time faculty with terminal degrees in sociology who could not only teach in the program but also chair theses and special projects as well as participate in committee work in the department, school, and university.

Full-time faculty in the department tend to be much more current with the research in their areas of expertise through their attendance and participation at conferences and through their various forms of publication. Currently, all faculty in the department are working on so many projects and committees that it makes it difficult for many to engage in their own research agendas.
A revision of the undergraduate sociology program so that it reinstates the concentration in criminal justice/criminology would be beneficial to the graduate program. The department is revisiting this possibility. The significant decrease in undergraduate sociology majors may return to their past highs (with the understanding that the degree is still in sociology and not criminal justice/criminology) with this modification.

Additionally, students who are in the liberal studies major seem to receive little guidance on what they can do or should be taking while in the program. Thus, when they seek to enter into the sociology graduate program, they often lack the necessary preparation resulting in their status as conditional admits into the program. A faculty member from the department may be best suited to work with students who opt for liberal studies with one of their minors in sociology. Greater preparation of students who opt for sociology and criminal justice/criminology in the liberal studies program should increase their likelihood of entering as regular admits into the sociology master’s program.