

**Sociology and Criminology Programs
Department of Sociology and Anthropology**

Update and Response to the Recommendations for Action

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Recommendations are placed in prioritized order:

Recommendation 1. Increase the involvement of full-time, main campus faculty in oversight of the off-campus programs administered by Regional Campuses Administration to ensure appropriate quality control of these programs.

2008 Response: Although we believe that we need greater oversight of these programs, our department is composed of six full-time faculty and one-half of an administrative assistant. Despite requests for additional faculty members, since collectively our four undergraduate majors comprise the largest number of students in the College of Arts and Sciences, we have not yet received approval to hire from administration. Thus, we are stretched so thin, we have been unable to meet this goal.

2009 Update: No action taken; our faculty is still stretched to the limit.

Recommendation 2. Consider creating a new course on professionalism to help seniors learn how to “launch” the next stage of their lives (graduate/professional schools, jobs, etc.).

2008 Response: One of our senior adjunct professors who teaches senior thesis courses for us and has taught professionalism courses at another university has developed a professionalism course that we are currently reviewing and discussing. We are considering both the content and how it will interface with our current curriculum. Interestingly, because of the important role that he plays in our department and the number of courses he teaches each semester, we have repeatedly requested that he be hired as a full-time Lecturer. These requests have been denied repeatedly by administration.

2009 Update: See response under Nr. 3. Our senior adjunct professor developed a professionalism course, which was offered on a trial basis during Spring 2009 semester.

Recommendation 3. Consider changing the Senior Thesis requirement to

an honors-only course, for those students planning to attend graduate or professional schools.

2008 Response: We continue to dialogue and share ideas re. this change during department meetings. We currently are considering the creation of a professionalism course in lieu of the Senior Thesis course for most students.

2009 Update: During the Spring 2009 semester, we offered a professionalism course. It was very well received, with student responses indicating the course provided unbelievable insights into all fields covered within the department: Anthropology, Sociology, Criminology, Behavioral Science. The students suggested that the course be made permanent within the department programs, and offered every year. Department faculty continue to cogitate on this recommendation.

Otherwise, department faculty continue to discuss the strengths and weaknesses of an Honors-only senior thesis. The alternate culminating senior experience class could potentially be the professionalism course.

Recommendation 4. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process, etc.).

2008 Response: Although each faculty member tries to provide guidance in these areas on a one-on-one basis during student appointments, no systematic departmental plan has been implemented due to the lack of faculty and staff resources. Ideally, one of our honor societies or our Sociology/Anthropology/Criminology (SAC) Club, if they were active, could help with this effort. A proposed course in Professionalism, mentioned above, would include some of this material.

2009 Update: No action taken other than the trial course offering on professionalism (see Nrs. 2 and 3).

Recommendation 5. Develop performance indicators to supplement self-report indicators in the ongoing assessment of program goals and outcomes.

2008 Response: Faculty who teach senior thesis classes evaluate all senior theses using a rubric that addresses program learning outcomes. These rubric evaluations are filed in the department and are periodically aggregated and examined to determine the achievement of program level learning outcomes.

2009 Update: We continue to assess program learning outcomes through the senior thesis rubric. No changes have been made in the rubric from the preceding year.

Recommendation 6. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.

2008 Response: With only one-half of an administrative assistant and the loss of the Advising Coordinator position, we do not have the resources to accomplish this goal.

2009 Update: No action taken.

Recommendation 7: Update the mission statement and the program goals and learning outcomes.

2008 Response: The department plans to work on these updates this academic year. The previous academic year, our energy was focused on trying to save the WASC accredited CrimOnline Program that was cancelled by the provost.

2009 Update: No new faculty members have been added to the department, which precludes our ability to build on course offerings that include these issues.

Recommendation 8. Convert the Advising Coordinator position into a permanent staff position in order to make the improved quality and accessibility of advising services permanent.

2008 Response: The termination of the CrimOnline Program by administration has resulted in the loss of the Advising Coordinator position.

2009 Update: We still affirm that professional advisors would improve advising for our students. We have completely lost the Advising Coordinator position and have no money or plans to restore it.